



School: Webster's Corners Elementary
Principal: Laureen Hickey
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To improve student literacy by focusing on the enjoyment of reading. The goal is to continue building engagement, motivation and joy in reading, using ideas from our librarian, Webster's Corners Elementary (WCE) Literacy Committee, district helping teacher for elementary literacy, current literacy research, and the SD42 Literacy Framework.

B. Rationale

The Literacy Committee at WCE recognizes that motivation and engagement is the first theme mentioned in the SD42 Literacy Framework. This aligns with research from Faye Brownlie that indicates reading in an engaging, fun and interactive way is correlated to improved literacy skills and academic success. Upon reviewing our year-end performance standards data as well as the results of the Early Primary Reading Assessment and the Intermediate Reading Assessment, we have identified a need to support further development of literacy skills.

C. Action Plan (list specific actions, school level and district level resources or structures used)

This year, the WCE Literacy Committee is continuing to focus on engaging students in reading. The committee has compiled interesting, fun and engaging activities for our students, including fort reading, read with a pet, using technology, flashlight reading, buddy reading and 'Guess Who's Reading at WCE?'. Staff would also like to connect Indigenous learning, namely The First Peoples Principles of Learning, that state learning takes patience and time. Other opportunities to promote a love of reading include a student-led book fest, reading link challenge, in-person and virtual author visits, and periodic reading celebrations.

D. Evidence / Data (how will you measure success?)

- Early Primary Reading Assessment (EPRA) data
- Intermediate Reading Assessment (IRA) data
- Year-end reading results from the district's BC Performance Standards assessment
- Student self-reflections
- Teacher observational data



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Goal 2 (Social-emotional): To create meaningful connections across our school community by putting together multi-age groups.

B. Rationale

Webster's Corners Elementary Middle Years Development Instrument (MDI) data in 2022/23 showed that adult relationships were lower than the district average, at 69 per cent compared to the district's 82 per cent.

Staff feedback indicates that multi-age groups would effectively allow students to connect with other adults in the building by introducing them to a new teacher they wouldn't have otherwise. The multi-age groups would also afford positive relationships between our older students and younger students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff have met to create 11 PEAK multi-age groups. The multi-age groups meet two to three times a month to focus on social interaction and learning together. Student activities will include:

1. Get to know you activities
2. Work together with teachers and fellow students to create 'collaborative school rules'.
3. Rotate through 11 stations to cultivate connection and foster positive relationships with peers and adults.

D. Evidence / Data (how will you measure success?)

- Anecdotal evidence
- Use of relevant MDI and EDI Information.