



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: We will continue with the goal of strengthening student literacy by focusing on the reading and thinking processes outlined in the SD42 Literacy Framework. We will build student engagement, motivation, word recognition, comprehension, and fluency through systematic, comprehensive and explicit instruction.

B. Rationale

Improving literacy is essential for student success, as it supports learning across all subject areas. The 2024-25 Year End Summative Assessment data indicates that across kindergarten to Grade 3, 37% of students are still developing foundational reading skills (those in the *Emerging* or *Developing* / *Not Yet Meeting* / *Meeting* categories). This suggests that a significant portion of primary learners continue to need explicit instruction in phonics, word recognition, and fluency to build stronger reading foundations. For Grades 4-7, the 2024-25 Year End Summative Assessment data indicates that 33% of intermediate students are performing below the *Fully Meeting* level in writing. This highlights the need for a continued focus on structured writing instruction – including idea development, sentence structure, and written communication – across the intermediate grades. These findings align with teacher observations and reinforce the importance of explicit instruction in structured literacy practices for younger learners and targeted writing strategies for older. A comprehensive approach requires a wide variety of texts – including decodable books, leveled readers, and trade books – to meet the needs of diverse learners and promote both skill development and a love of reading. At Webster's Corners Elementary, collaboration with staff, district literacy specialists, and access to high-quality resources will ensure consistent and effective instruction. By investing in these practices, we aim to increase engagement, motivation, and achievement for all students.

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

Webster's Corners Elementary (WCE) will implement a consistent spelling program and increase instruction in heart words and sight words to support foundational literacy skills. Oral language development will be enhanced through daily routines and programs like Heggerty, with support from the district literacy helping teacher. Teachers will focus on explicit comprehension strategies and small group instruction, using curated resources and professional development opportunities. Writing instruction will be strengthened across grade levels, emphasizing grammar, mechanics, and paragraph composition. To foster engagement and fluency, classrooms will expand access to high-interest texts and incorporate novel studies, supported by collaboration with the school librarian and district library services. Collaboration with our librarian, the WCE Literacy Committee, the district literacy helping teacher, and current research will guide our practice.

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
- BC Performance Standards data showing improving trends over multiple reporting periods
- Writing samples
- Kindergarten Screener Data
- Classroom literacy assessments

Laureen Hickey

Date



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A. Goal (one goal per page)

Continuing Goal: We will continue with the goal of strengthening our school community by fostering meaningful multi-age connections and ensuring every student has supportive relationships with staff members. Our goal is to strengthen student attachment and emotional well-being by integrating a trauma informed approach, supporting staff in building secure, meaningful relationships that foster resilience, trust, and a sense of belonging for all learners.

B. Rationale

Building supportive relationships is essential, as research shows strong adult connections foster resilience, belonging, and academic success. To address this, staff will intentionally identify students who do not yet have a trusted adult, pair them with staff members, and implement strategies such as the "2 by 10" approach to strengthen connections. The Middle Years Development Instrument administered in 2023 -24 indicated that our school showed a positive increase in student connection to adults, with the percentage of students reporting two or more important adults at school rising from 65% in 2023-24 to 74% in 2024-25, a 9% improvement, and a corresponding decrease in students reporting no important adults from 30% to 21%. In addition, the use of multi-age groupings will further expand opportunities for students to build meaningful relationships with a broader range of adults in the school community. Andrea Chatwin's work emphasizes how trauma and attachment experiences shape a child's brain development, behaviour, and ability to learn; by integrating her approaches, staff can build stronger, healing connections that foster self-regulation and long-term well-being.

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

Staff have created 10 PEAK multi-age groups that meet two to three times per month to promote social interaction and collaborative learning. Within these groups, socially isolated students are intentionally paired with a supportive staff member to strengthen connections. Activities will include:

1. Relationship-building "get to know you" activities
2. Informal check-ins between students and staff members
3. Opportunities for students to collaborate with teachers and peers
4. Rotations through 10 stations designed to foster connection and build positive relationships across the school community.

In addition, staff will utilize Andrea Chatwin's trauma informed approach including the 'three step method' to continue to build attachment and connection with students.

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

- Anecdotal evidence
- Comparing percentages from the school MDI (Middle Years Development Index) category of "Number of Important Adults at School" with district average
- Checklist of the Two-by-Ten Strategy
- Student self-reflections

Principal:

Superintendent:

Board Chairperson:

Date:

Laureen Hickey