



School: Whonnock

Principal: Stuart Richardson

Director/Assistant Superintendent: David Vandergugten

A. Goal (One goal per page)

To foster a sense of belonging for all staff and students through building resilience in these uncertain times. We would like to enhance social emotional learning by explicitly teaching prosocial behaviours like kindness, compassion/empathy, gratitude, leadership, and global citizenship.

B. Rationale

The challenges of learning in our COVID context create opportunities for staff and students to learn resilience in an authentic environment.

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

Principal and counsellor presented a training session for staff at the September school growth morning on Creating a Trauma Sensitive Classroom and also provided a resource package from ASCD. The principal will share insights from the Safer Schools Together Trauma Informed Return to School training session (Nov. 30) with staff during a staff meeting. Our school gratitude bulletin board offers staff and students short take-away affirmations to help them know they are seen and valued. Social emotional learning (SEL) learning opportunities are offered to all staff and our school CARE (Common sense, A good attitude, Respect, best Effort) program continues to recognize students showing compassion.

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

Our gratitude board and care card program will continue to be supported by staff and students. Middle Years Development Instruction data, the satisfaction survey, and a school survey will be used to gauge effectiveness of the goal. Student collaborative goal setting during November and March reporting periods will be shared and analyzed to indicate levels of success or not of the goal. Our popular Thursday lunch club facilitated by our child care worker will continue to offer all students the opportunity to connect, problem-solve, and engage with each other in a safe and supportive environment.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

To identify and focus on improving reading comprehension in our 104 Not Yet Meeting and Minimally Meeting students in grades 1 through 7 as indicated from the June 2020 assessment report.

B. Rationale

We understand the significance of helping students develop sound reading skills as early as possible and recognize that we need to access specific interventions to help them improve and grow into lifelong readers. We have chosen reading comprehension as it serves as the backbone of successful meaning making for all learners.

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

Teachers will conduct reading conferences once per week per student where possible. During these sessions students will set their reading intentions and goals. A district helping teacher will continue to work with our staff to train and help facilitate these sessions as well as conduct the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA). Our new librarian will focus our new book procurement on high interest non-fiction books to engage our reluctant readers and will continue to adjust our learning commons to be more inviting.

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

We will collect and review first and second term student achievement from their reports and adjust reading interventions as needed. We hope to lower the number of students Not Yet Meeting or Minimally Meeting expectations in reading comprehension by June 2021, thereby increasing the number of students Fully Meeting or Exceeding expectations.

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