



School: Whonnock Elementary
Stuart Richardson
Principal: _____
Director/Assistant Superintendent: David Vandergugten

A. Goal (One goal per page)

1. To identify and focus on improving reading comprehension (meaning making) in all our students with an emphasis on our emerging and developing primary students in reading strategies. Specifically, we would like to emphasize comprehension and connect curricular areas to support our students' ability to make meaning from texts.

B. Rationale

While we have seen a significant improvement in our primary students' literacy success, we still have more work to do. Ideally we would like to ensure all our students currently achieving in the emerging stage move ahead to the developing stage.

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

All our primary teachers have been trained by Denise Upton and are using the Reading Simplified strategy in their daily literacy learning. We have also purchased all of Adrienne Gear's Reading Power series and teachers integrate strategies from it into their planning and teaching. We will continue to take advantage of the mentoring and guidance provided by our district helping teacher. Our teacher librarian has trained all our teachers in the use of the Spark literacy resources and site licences that support literacy. We are hoping to purchase more decodable texts for our older students and we continue to use the Scholastic Professional library where possible.

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

We will use our year-end reporting summary to assess how successful we have been in moving students along in their literacy development. We will also review our Provincial Learning Surveys and the EDI/MDI for students' responses to literacy tasks and their enjoyment of reading.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

2. To continue to use our outdoor facilities to enhance a sense of belonging by addressing social emotional needs through fostering student to teacher and student to student connectedness.

B. Rationale

Students need as many opportunities to connect and learn from each other in our COVID-19 world and as we believe strongly in the opportunities place-based learning and nature offer to help build peer to peer support and connections.

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

Most of our classes take advantage of our on-site and close by forests and lake to enhance their connection to nature. We will continue to have classes visit Whonnock Lake as well as the three forests on school property to engage with the place-based curriculum and build connections between students. We will access our Aboriginal support teacher and our Aboriginal support worker to guide us in enhancing our recognition of the role of Indigenous Knowledge. We have received resource recommendations and a staff learning session on ways to integrate place-based curriculum cooperatively with buddy classes.

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

We will use locally developed student surveys, the Provincial Learning Survey, and EDI/MDI data to inform our understanding of the effectiveness of our plan.

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