



School: Whonnock Elementary
Principal: Wes Reamsbottom
Director/Assistant Superintendent: Jovo Bikic

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 the "comprehend 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. We see from reviewing our performance standards year end data that we have students emerging in literacy that we want to further support in building their literacy skills. 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 the district elementary literacy helping teacher and are using the Reading Simplified strategy in their daily literacy learning. We have also purchased all of Adrienne Gear's *Reading Power* series. Teachers integrate strategies from this text in 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 licenses that support literacy. Our support teachers and admin are also meeting with reading groups three times per week to give students additional reading time and guidance.

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 Early Years Development Instrument (EDI) and The Middle Years Development Instrument (MDI) for students' responses to literacy tasks and their enjoyment of reading.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Whonnock Elementary _____
Principal: Wes Reamsbottom _____
Director/Assistant Superintendent: Jovo Bikic _____

A. Goal (one goal per page)

2. Continue to use our outdoor spaces 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 as possible. We believe strongly in the opportunities place-based learning and nature offer to help build peer-to-peer support and connections. Whonnock is blessed with many wonderful outdoor spaces and we believe these spaces can be used to enhance connection between students and our connection to the land in general.

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 so that they 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 The Early Years Development Instrument (EDI) and The Middle Years Development Instrument (MDI) data to inform our understanding of the effectiveness of our plan.

Principal:

Superintendent:

Board Chairperson:

Date: