



School: Whonnock Elementary _____
Principal: Megan Olynyk _____
Director/Assistant Superintendent: Jovo Bikic _____

A. Goal (one goal per page)

Goal 1: We will continue our goal to improve overall reading performance by supporting our emerging and developing readers. We will focus on promoting reading strategies to support improved decoding skills and comprehension (meaning making). We would like to expand last year's focus on primary students to now include primary and intermediate age groups.

B. Rationale

Over the past few years, there has been a growing discussion and debate on the use of evidence-based practices in reading instruction. Our teachers have sought professional development and resources to build decoding and comprehension skills of early readers. Using the new district literacy framework, we hope to continue using empirically supported resources and lessons to increase reading performance across all grade levels.

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

- Use decodable texts and phonics resources (classroom and library resources); and increase teacher familiarity with available library resources.
- Promote reading for enjoyment through school-wide events: buddy reading, flashlight reading, drop everything and read, pen pals, letter-writing in the community.
- Multi-age literacy opportunities (big buddy/little buddy, supporting students with extra reading practice, intermediate students helping out in a primary classroom, etc.).
- Increase familiarity with district level supports and initiatives, including new district literacy framework.
- Provide opportunities for teachers to connect and engage with literacy resources during school-based Pro-D days. Invite literacy helping teacher to connect with our staff and share framework resources.

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

- Year-over-year assessment data should show a decrease in the number of students in the emerging and developing categories in at least one or more grade levels.
- We can collect feedback from teachers to assess levels of familiarity with school and district resources.
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) can provide additional information regarding the number of students demonstrating proficient reading performance in fall and spring.



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A. Goal (one goal per page)

Goal 2: To develop and improve student-to-teacher and student-to-student connectedness by using our outdoor spaces, introducing school-wide events and initiatives, and promoting social-emotional learning strategies for all.

B. Rationale

How can we increase feelings of optimism and positivity in our students and staff? Our Middle Years Development Instrument (MDI) data demonstrates that our intermediate students fall below district averages in the areas of optimism, self-esteem, and peer belonging. Our staff members strongly support building capacity for citizenship and responsibility in our students, as well as increasing the sense of belonging throughout our school community. In addition, we recognize that strategies we implement should consider equity and Indigenous Ways of Knowing. By providing intentional activities and events, while also embedding social-emotional learning and content in the school day, we hope to make gains in these areas.

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

- Build a sense of community within our school by providing connection through school-wide events: gratitude feast, reading buddies, art show, identity days, and outdoor experiences.
- Promote community responsibility in our students: taking care of our spaces; reciprocity with the land, with animals, with each other; and continuity of place and space.
- Reaching out to our community: pen pals, connecting with seniors centre, creating a newsletter, adopting Whonnock Lake, being caretakers of our outdoor spaces, weekly trips Beyond The Fence, inviting in community members.
- Promoting leadership opportunities in grades 4-7: Consider developing a leadership or spirit club. Lego club. "A little spot of" lessons on SEL skills.

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

- MDI data, especially scales related to relationships and connectedness, would ideally show levels that meet or exceed district averages.
- Ministry Learning Surveys can provide data related to connections within the school and community.