



School: Whonnock Elementary

Principal: Megan Olynyk

Director/Assistant Superintendent: Jovo Bikić

A. Goal (one goal per page)

Our ongoing goal is to improve overall literacy skills and reading performance for all students. We will provide targeted instruction to support our emerging and developing readers by promoting reading strategies that improve decoding and comprehension skills. We will provide school-wide literacy opportunities to promote reading across all grade and skill levels.

B. Rationale

As a staff, we want to continue to use evidence-based practices in reading instruction, as well as evidence-based assessment methods. Looking at our assessment data from last year, 9% of students were Not Yet Meeting grade level expectations in Reading, and 29% were Minimally Meeting. We will continue to focus our efforts on improving the reading skills of these students. As a smaller school, we recognize the power of working as a team and providing consistent literacy instruction and targeted support. We hope to use class-wide screening measures to identify students who would benefit from additional, targeted intervention. In addition, we hope to plan school-wide events that will increase reading enjoyment and develop student connections and school culture. Literacy activities can support overall school culture and can provide a sense of belonging for all students.

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

- Plan and carry out engaging school-wide reading activities
- Embed Indigenous literacy practices, including local Whonnock stories, oral story work, land connection, maps and place names
- Promote equity: Consider a multi-tiered system of supports framework with screeners across classes
- Consult with district literacy helping teacher
- Staff to attend Provincial Outreach Program for the Early Years literacy sessions on Pro-D days
- Identify at-risk readers and consider team teaching to work with students in different classes at the same time
- Be intentional with our planning to provide support blocks that allow for consistent and targeted instruction for struggling readers
- Use class reviews to identify students who need coordinated intervention
- Review use and definition of performance standards and report card classifications

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

- Year-over-year comparisons of Not Yet Meeting and Minimally Meeting assessments in reading performance
- Pool assessment data and review trends across grade levels
- Evaluate effectiveness of targeted literacy support
- Middle Years Development Instrument data with respect to academic self-concept and sense of belonging averages that match or exceed district averages



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A. Goal (one goal per page)

Our new goal is to examine our numeracy pedagogy. We want to explore scope, sequence, and engaging numeracy activities that have multiple entry points for students. As with our literacy goal, we hope to implement numeracy activities that can support growth in student achievement, but also improve overall school culture and increase a sense of belonging for all students.

B. Rationale

Our staff have identified a need for increased numeracy skills and number sense across grade levels. Last year's assessment data indicates that 7% of our students are Not Yet Meeting grade level expectations in numeracy, and 21% of our students are Minimally Meeting. There is interest in collaborating to develop school-wide resources, scope and sequence, and targeted and responsive intervention for our students. We hope to spend this year exploring how we can implement best practices in numeracy instruction and intervention in a way that will benefit all students.

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

- Provide resources, scope and sequence, and activities with low floor and high ceiling
- Consider resources currently available in our school, and curate a collection of resources for teachers to use across primary and intermediate classes
- Develop and carry out school-wide events to promote numeracy: games, buddies, posters, etc.
- Develop and use a class-wide tool for screening numeracy skills and number sense
- Conduct class reviews as a way to identify students needing coordinated support
- Consider online and district resources (Spark, Coast Mountain, Educating Now)
- Promote a growth mindset and consider how numeracy skills are assessed
- Dedicate some of our school learning resources to numeracy materials

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

- Year-over-year numeracy assessment data from Parent Portal
- Middle Years Development Instrument data with respect to academic self-concept and sense of belonging matching or exceeding district averages
- Increased participation from students in school-wide activities