



School: Whonnock Elementary

Principal: Megan Olynyk

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: We will continue with a numeracy goal this year. Our goal is to improve numeracy outcomes for all learners. As we explore district and online resources, we will continue to implement numeracy activities that can support growth in student achievement and numeracy skills. We hope that through these activities, we will also develop a sense of belonging for all students, and improve overall school culture.

B. Rationale

Data from our 2024-25 Performance Standards indicates that 6% of students were assessed with emerging numeracy skills, and 21% had skills in the developing range. Our staff have observed that many students need support with numeracy tasks, including computational fluency, the ability to articulate problem-solving strategies, and demonstrating general number sense. This year our school has the opportunity to pilot an online math curriculum resource. We intend to explore this resource in depth, along with district numeracy resources and assessment tools. We want to improve numeracy skills for students at all grade levels, and build on our students' high levels of academic self-concept and sense of belonging in our school. We hope to move many of our students from *emerging* to *developing*, and from *developing* to *proficient* throughout the school year.

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

- Support a deeper understanding of Ministry of Education and Child Care proficiency scale and progressions
- Use our assessment data to drive our instructional practice and to monitor student progress
- Pilot the Edwin math resource and share our experience
- Coordinate the Edwin resource with existing district resources and pedagogy (Spark, Coast Mountain, Carole Fullerton)
- Dedicate numeracy time in all classrooms, with coordination where possible to maximize support for students across classes and grade levels
- Explore and implement consistent resources, sharing experiences among staff

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

- Year over year numeracy year-end assessment data
- Teacher observations of student skill development in computational fluency, problem-solving strategies
- Familiarity and expertise with piloted online resource – providing helpful information to share our experience
- Academic self-concept and sense of belonging scales on the Middle Years Developmental Inventory meeting or exceeding district averages

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (one goal per page)

Continuing Goal: Our continued literacy goal is to improve reading outcomes for all learners. We will provide targeted instruction to our emerging and developing readers, with a focus on decoding and comprehension. We will promote school-wide literacy opportunities to build reading enjoyment for all students.

B. Rationale

Performance standards data from 2024-25 indicates that 8% of our students are emerging, and 29% are developing in their reading skills. We will continue our focus on moving students from *emerging* to *developing*, and from *developing* to *proficient*. We recognize the benefit of providing consistent literacy instruction and targeted support. Our staff expressed the importance of using a common language when supporting students with their reading strategies and skills. Many of our teachers enjoy collaborating to share resources, strategies and assessment tools. We know the value and power of literacy activities to build school culture, as well as to increase a sense of individual resilience and independence for our students. Positive literacy outcomes for students are vital for their sense of accomplishment, a sense of belonging, and our overall school community.

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

- Consistent resources available for staff (UFLI, K-3 Literacy Guide, Dandelion Launchers)
- Consistent instructional language used among staff to support literacy
- Protected literacy time in the mornings
- Celebrate literacy in our school with school-wide reading events (caught reading program with librarian to start)
- Targeted support based on assessment information
- Use the new Kindergarten literacy screener to direct our pedagogy and our intervention planning
- Grouping students across classes to maximize support and to best meet learning needs

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

- Kindergarten literacy screener
- Decodable Early Primary Reading Assessment for primary students
- Intermediate Reading Assessment, Words Their Way, UFLI for intermediate students
- Middle Years Developmental Inventory data with respect to academic self-concept and sense of belonging meeting or exceeding district averages

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