



School: **YENNADON ELEMENTARY**

Principal: **Gary Lozinski**

Director/Assistant Superintendent **Jovo Bikic**

A. GOAL (one goal per page)

New Goal: Enhance students' ability to decode, read fluently and demonstrate comprehension of grade level text, aiming to show an increase in proficiency by June 2026.

Enhance students' ability to write with clarity and elaboration using the writing process, aiming to show an increase in proficiency by June 2026.

B. Rationale

Upon reviewing previous literacy data, Yennadon staff appreciates the importance of literacy in supporting success across multiple learning domains for all learners. The ability to read, write, and understand language to acquire, construct, and communicate meaning is the foundation for all learning by:

- **Building critical thinking and communication skills** - These skills foster creativity, problem-solving, and the ability to make connections between concepts.
- **Promoting confidence and independence** - Confidence and self-assurance translates into greater participation, perseverance, and motivation at school and beyond.
- **Strengthening social and emotional development** - Literacy supports emotional growth. Through stories and discussion, children learn compassion, perspective-taking, and self-regulation.
- **Embedding First People's Principles of Learning through literature as a framework for learning** – Connecting students in a meaningful way to indigenous culture establishes an active road to learning about Truth and Reconciliation.

Yennadon's Middle Years Development Instrument (MDI) data highlights the continued need to support our students' engagement of activities that build self-regulation skills. While it is recognized that strong literacy skills contribute to confidence, self-regulation, and overall learning readiness, there is also a need to ensure that efforts and strategies are explored to enhance student learning readiness prior to engaging literacy to maximize success for students.

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

- **Self-Regulation Focus:** Integrate self-regulation strategies as part of literacy instruction to enhance focus, persistence, and engagement.
- **Community Engagement:**
 - Host *information sessions* for families on reading strategies, self-regulation, and learning readiness.
 - Publish *monthly newsletters* with literacy tips and reading activities that support home-school connections.
- **Staff Collaboration:**
 - Dedicate *staff meeting time* for literacy-focused collaboration, sharing of best practices, classroom strategies, and assessment methods.
 - Conduct *monthly Literacy Team meetings* and *Literacy Working Group* reviews of strategies, themes, and student progress.
 - Collaborate with *district literacy helping teachers* to refine instructional practices and assessments.
- **Student Voice and Engagement:**
 - Implement *student surveys* to gather input/data on helpful reading strategies, bedtime/sleep routines, school connection, and optimism.
- **Assessment and Resources:**
 - Conduct baseline reviews using *Kindergarten Learning Profile (KLP)*, *BC Performance Standards (Gr. 1–7)*, and *MDI*.
 - Engage in resource-sharing and implementation for *Assessment, Literacy, Numeracy, Social Emotional Learning, and Self-Regulation*.
 - Use *teacher reflection surveys* monthly to gauge engagement in literacy practices and strategies for supporting struggling readers.
 - Resource implementation collaboration through targeted budget

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

- Kindergarten Learning Progressions, MDI, and BC Performance Standards results (baseline vs. year-end).
- Increase in percentage of students moving from developing to proficient by 5% in targeted domains.
- Teacher survey data indicating higher confidence and engagement in literacy instruction.
- Student survey feedback showing improved engagement and self-regulation.
- Documentation of staff collaboration (meeting notes, shared resources).

Principal:

Superintendent:

Board Chairperson:

Date: