



School: Kanaka Creek Elementary
Principal: Chad Raible
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: To improve connections with our students and our community.

B. Rationale

Staff has been working on curriculum implementation for the past few years. At a staff meeting, we explored our class reviews focusing on classroom themes for goals. We also looked at recent Middle Years Development Instrument (MDI) data. We noticed students in grades 4 and 7 reporting lower numbers of effective adult connections compared to the district average. Further, we noted high levels of anxiety and "absence of sadness" data for our students in grades 4 and 7. For these reasons, we decided to focus on more effective ways to build stronger connections both with our students and our community.

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

Staff generated a list of current Social and Emotional Learning (SEL) activities and rated their effectiveness for building connectedness for students. Staff then collaboratively identified the activities we would continue: intramurals, school-wide SEL days (Pink Shirt Day, etc), fabulous Fridays, lunch clubs, buddy bench, big buddy programs, Star Program, new student T-shirts, ME to WE/leadership groups, etc. We also identified current programs that can be augmented to be more effective, including Walk away, Ignore, Talk it out, Seek help (WITS) and Cougar Eyes (Positive Behavioural Interventions and Supports "gotcha" program). Finally, we identified many strategies/structures we would like to implement this year. They include the following: positive statements common areas; school-wide Aboriginal "fun day"; school-wide art project (either through Aboriginal Education department or community artist); spirit wear days; more school-wide activities/days; Grade 6/7 spirit leadership group; and identifying and trying to build connections with our most vulnerable students.

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

Anecdotal surveys with staff, students and parents. New MDI data this year.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: To increase the resiliency of our students when they attempt difficult tasks.

B. Rationale

Staff have been working on curriculum implementation for the past few years. At a staff meeting, we explored our class reviews, focusing on classroom themes for goals. We noticed a common theme in many classes around resiliency. We also heard from parents who expressed having difficulty in getting their children to complete tasks sent home if these tasks were difficult.

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

- Our first focus is staff development. In staff meetings, we have a "teaching/learning" portion. Many of these sessions have focused on the development of grit and resiliency. Specifically, staff have learned from researchers/writers Angela Duckworth and Paul Tough.
- Further, professional development days have focused on resiliency by addressing classroom strategies and structures that promote such concepts. Staff have learned strategies to work with highly anxious students through speakers from "A Child's Song."
- Principal John Wheatley spoke with our staff about addressing students' emotional needs through various classroom/school structures that help build resiliency.
- Through our School Teams structure, our staff benefited from literacy and learning expert Faye Brownlie's workshop on providing literacy strategies to address our reluctant learners.

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

- Anecdotal surveys with staff, students and parents.
- New Middle Years Development Instrument data this year.
- Year-end data.
- Core competency data.

Principal:

Superintendent:

Board Chairperson:

Date: