



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

## A. Goal (One goal per page)

To build connections between members of the Kanaka Elementary community by creating an inclusive, welcoming environment where all learners can reach their full potential.

## B. Rationale

MDI results from 2020 showed a drastic increase in Grade 4s who felt they were connected to two or more adults in comparison to our 2018 data. However, our Grade 7 data was less conclusive. Staff reflections from a recent growth planning day indicated a need to create more school-based activities and structures that build connections with students and the desire to come up with more of these ideas. For example, Kanaka's SOGI leads have started a diversity club and a large number of staff and students have joined. The school is looking to continue building connections as in its previous goal, but with an enhanced focus on being inclusive and tolerant.

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

- School Stars for all new staff/students that get celebrated and given when people leave the school
- School clubs that support diversity and tolerance
- Staff activities that welcome new staff and promote a culture of collaboration
- Gratitude wall / journals for staff where we highlight our thankfulness for our colleagues
- Support structures that highlight at-risk students in academic/social areas and create strategies to build more connections (10 by 5, special helper, etc.)
- JECIC grant for staff to explore lessons with their classes that will promote diversity and inclusive practices
- Whole school activities that build connections (bi-weekly Zooms, Friday dance party, monthly themes, etc)
- Increasing awareness of the reading content in our classroom libraries and school library that shows marginalized, ethnic, racial, religious, and/or gender groups.
- Continue to grow our Social Emotional Learning reading library and promote it with new staff members
- Kanaka gear for all new students and staff (T-shirts that proudly promote the school and it's motto "Together We Are Better")

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

- MDI results
- anecdotal surveys to staff / parents
- School learning survey results
- informal audit of libraries in the building

Principal:



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Superintendent:



Board Chairperson:



Date:





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**A. Goal (One goal per page)**

To see increased academic and social successes for our most vulnerable students.

**B. Rationale**

Performance standards data from last year shows less than five students are "not yet meeting" standards for reading, writing, and numeracy at each grade level (<7% in each grade). However, when you look at the data for minimally meeting expectations, the percentages reach up to 30%. Many students are in need for some strategies to help move them from minimally meeting to fully meeting expectations. Anecdotal comments from our counselor, child-care worker (CCW), Aboriginal education worker, and support teachers note an increase in those who are struggling on social situations since the onset of COVID-19. As a staff, we would like to continue this goal to see increased success for our students.

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

- Targeted Aboriginal support worker (ASW) support for our Indigenous students
- Identification and targeted social support by our child-care worker
- Whole class social lessons by school counsellor
- Targeted individual support by school counsellor
- Identification through class reviews of academically/socially vulnerable students and utilization of SBT to identify and create plans.
- Use of district literacy intervention plan for struggling readers/writers.
- Staff Pro-D that focuses on strategies to help vulnerable students.

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

- MDI data
- Student Learning Survey data
- ASW and CCW reports
- Year end performance standards data
- Staff survey

Principal:

Superintendent:

Board Chairperson:

Date: