



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

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

B. Rationale

Middle Years Development Instrument (MDI) results from year to year have shown our students don't all have a high degree of connectedness to the adults in the building. While it is the majority (63% of both Grade 4 and Grade 7 students report a high degree of connectedness last year), this still means ~40% are disconnected to some degree. MDI results also for grades 4 and 7 show that only ~30% of our students are thriving in the "Well Being Index". Further, staff discussions at recent staff meetings have highlighted the pride staff has for school-based activities and structures that build connections and the desire to come up with more of these ideas. Also, the school is continuing with its diversity club started last year by our SOGI leads and starting a "student council" whose goal is to increase student-led activities that raise morale and build connections. Thus, this current goal, which is similar to previous years, is still relevant to the school for this year.

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

- "School Stars" given to new staff/students which celebrate all individuals in the school
- School clubs that support diversity and tolerance
- Developing a student council to create student-led opportunities for connection
- Staff activities that welcome new staff and promote a culture of collaboration
- Support structures that highlight at risk students in academic / social areas and create strategies to build more connections (10 by 5, special helper, etc.)
- Whole school activities that build connections (monthly assemblies, 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, or gender groups
- Continue to grow our social emotional learning (SEL) 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
- Early Years Development Instrument (EDI) results
- Anecdotal surveys to staff / parents / students
- School learning survey results
- Informal audit of libraries in the building

Principal:	Superintendent:	Board Chairperson:	Date:



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A. Goal (one goal per page)

To see increased academic and social successes in our most marginalized students.

B. Rationale

An inventory of our most recent district performance standards assessments (2020-2021) shows our Indigenous and ministry identified students (not including giftedness) are over represented in the "not yet meeting" portions of our writing, reading, and numeracy assessments. Our teachers have noticed during the pandemic that the academic needs of our students were increasing. Further, our support team has noted an increase in the social and emotional needs all of our students are exhibiting. Thus, the school team has opted to look at a goal that targets our students who are marginalized either academically or socially. Through district-based and school-based structures such as SBT, Aboriginal support worker (ASW) support, counseling time, and district literacy support, our school team will endeavor to provide interventions that provide a lasting impact to our students.

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

- Staff professional development that focuses on strategies to support all students, especially marginalized students (trauma informed, strategies for anxiety, brain research and attachment theory)
- Targeted ASW support for our Aboriginal students
- Identification and targeted social support by our child care workers (CCW)
- Whole class social lessons by school counselor
- Targeted individual support by school counsellor
- Identification through class reviews of academically/ socially vulnerable students and utilization of school based team to identify and create plans.
- Use of district literacy intervention plan for struggling readers/ writers.

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

- Middle Years Development Instrument (MDI) results
- Early Years Development Instrument (EDI) results
- Year-end performance standards data
- ASW, CCW, counseling, and English Language Learner reports
- Staff surveys

Principal:

Superintendent:

Board Chairperson:

Date: