



School: Kanaka Creek Elementary
Principal: Chad Raible
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To build an inclusive culture that allows all Kanaka community members to feel safe and heard.

B. Rationale

At our recent school growth planning day, staff focused on our Middle Years Development Instrument (MDI) results using a "spirals of inquiry" approach. While we saw plenty of positive data (chronic bullying scores low, asset indexes high, home connectedness high, etc.), we also noted our "historical well-being" and "school connectedness" levels were low. Since this has been one of our goals over the last few years, it is concerning. We also heard anecdotal evidence from a few teachers of some exclusionary behaviour on the playground. Staff want to continue the structures we've developed to build a welcoming atmosphere while searching for other ways to ensure all our students feel included.

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

- Staff to create a committee that will build a framework on how to proceed
- Committee to start with the development of a survey that will measure where all our students think we are as an inclusive environment
- Administration to start a "student voice" initiative involving all divisions
- Staff to continue educating and building connections with diversity club (Skittles)
- Administration to highlight current social-emotional learning (SEL) books available for staff to build on lesson plans and to expand library
- SEL instruction during assemblies and in classrooms
- Incorporating indigenous teaching in classrooms (circle sharing)
- Multi-grade podding activities

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

- Anecdotal evidence from visitors about the atmosphere of the school
- Data from the survey we're planning on administrating
- MDI data (focusing on SEL and connectedness)
- School Learning Survey data (focusing on SEL and connectedness)



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Goal 2: To increase the number of students in the proficient and extending categories for the reading assessment at the end of the year.

B. Rationale

Since the pandemic, our staff have anecdotally noted a significant decrease in the reading skills of our students compared to previous years. Many teachers have significantly changed their practice to cope with the difference in levels. We have also increased the literacy component of our librarian position and tried to leverage this to focus on our most at-risk learners. Additionally, we noted our previous goal of increasing academic and social markers in our students was too vague and thus, it was difficult to measure improvement. As a result, we are scaling back and focusing on reading for 2023/24.

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

- District literacy helping teacher and classroom teachers to identify at-risk readers
- Librarian to create groups to work with most at-risk learners using district "reading simplified" program
- Staff to employ reading simplified and other programs to enhance reading structures in class
- Staff to use mystery reading bags and other district supports to increase engagement in reading
- Librarian to conduct an audit of library and bring in books that increase engagement and represent the various cultures/family environments found in Kanaka.

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

- Year-end cohort data for reading standards
- Class Intermediate Reading Assessment (IRA) and Early Primary Reading Assessment (EPRA) results
- Anecdotal data from staff