



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To continue our literacy goal by improving our overall reading and writing performance through support for students who are emerging and developing their literacy skills.

B. Rationale

As a staff, we have looked at the data for our reading/ writing performance over the past years. Last year's data show that approximately 25-30% of students fall within the "not yet meeting" or "minimally meeting" categories for reading and writing. Further, our staff anecdotally have indicated that there has been a decrease in reading/ writing performance within our student body since the pandemic. Staff have looked to strategies that have been brought forward by our literacy helping teachers in the past years (class Early Primary Reading Assessment (EPRA)/ Intermediate Reading Assessment (IRA) writes, Reading Simplified, etc.) as a way to boost our student literacy skills. Our librarian has also increased the amount of time within her day that she spends working on individualized and small group literacy interventions.

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

- Work with district literacy helping teacher.
- Accessing literacy-based professional development.
- Classes participate in district based literacy assessments (EPRA/ IRA)
- Librarian works with most at risk readers at each grade using Reading Simplified per district helping teacher's direction.
- Primary teachers can utilize education assistant (EA) support for morning literacy blocks (8:00am-8:25am) for identified students
- Various programs being used within the classroom to promote literacy growth (words their way, jolly phonics, reading simplified, etc)

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

- Summative performance standards data for grade groups
- Assessment data (EPRA/ IRA/ Benchmarks where applicable.
- Circulation and use reports from library.
- Middle Years Development Index data on how much students are reading for enjoyment.



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Goal 2: To continue our social-emotional learning (SEL) goal of supporting students and staff by fostering a sense of community and working on strategies for students to self- and co-regulate.

B. Rationale

Staff have reported over many years that they feel the need to increase the level of community engagement at Kanaka. Kanaka is a large school (600 students), which can lead to a fractured culture if a sense of community isn't fostered. Further, staff have noted an increase in dysregulated behaviours with students in recent years. We have postulated that this could be due to the pandemic and increased awareness of social situations resulting from greater access to the Internet and social media. Further, Middle Years Development Instrument (MDI) reports from recent years indicate that our students score lower in the "connectedness with adults" asset.

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

- "School Stars" badges for all new staff / students
- School clubs that support diversity and tolerance
- "Cougar Eyes" that support prosocial behaviours
- Staff activities that welcome new staff and promote a culture of collaboration
- Assemblies where we build community, showcase different talents, and learn about specific SEL strategies
- Pod Pals (multi-graded groups of classes) that plan activities together and build smaller communities
- Joint Education Change Implementation Committee (JECIC) grant for staff to explore learnings with their classes that will promote diversity and inclusive practices
- 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 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?)

- Middle Years Developmental Index data
- Student Learning Survey data
- Indigenous Education Support Worker and Child Care Worker reports
- Fewer office referrals
- Report cards and conferences reflect increased connectedness and self-regulation growth