



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent Jovo Bikic

## A. Goal (one goal per page)

Literacy (continued goal) – To reduce the number of students “not yet meeting” expectations in the reading and writing performance standards.

## B. Rationale

This is a continued goal as it is consistently being addressed but a gap still remains in our current numbers. Currently, our summative assessment of our students reading performance standards hovers between 3 to 10% of our students not yet meeting expectations in reading and 5 to 8% of our students not yet meeting expectations in writing. Our staff is interested in working alongside district and provincial mandates to assess and address literacy levels in our school community.

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

- Primary teachers will be looking at new district K-3 Literacy planning guide during professional development days
- Classes participate in district-based literacy assessments (Early Primary Reading Assessment/ Intermediate Reading Assessment)
- Support team will identify all *Not Yet Meeting* students in reading and writing and work with classroom teachers to develop a plan of support
- Librarian works with most at-risk readers at each grade doing intervention with Reading Simplified
- Primary teachers identify students who would benefit from biweekly literacy practice with education assistant support before school
- Various programs being used within the classroom to promote literacy growth (words their way, jolly phonics, reading simplified)

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

- Summative performance standards data for next year
- Cohort data that follows students over multiple years
- Assessment data (Early Primary Reading Assessment/ Intermediate Reading Assessment) where applicable
- Librarian's assessment data from most at risk readers

Principal:

Superintendent:

Board Chairperson:

Date:



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## A. Goal (one goal per page)

Continuing Goal: Social Emotional Learning – To improve the social connections for all learners at Kanaka Creek

## B. Rationale

At a recent professional development day, Dr. Jenna Whitehead and Dr. Angela Low explored with our staff the growing research linking increased social connectedness to positive life outcomes. We explored the importance of social connectedness and belonging in supporting regulation for both students and staff and highlighted many of the areas and activities Kanaka already has in place to build connections. Staff also noted that, as a large school of almost 600 students, there are new opportunities to build our sense of community. Further, we noted that while Middle Years Development Instrument (MDI) results of students reporting 2 or more school based adult connections are high (86% in Maple Ridge data), this still means some students do not feel connected.

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

- The use of classroom sharing circles to promote connectedness in classes
- Direct teaching in classrooms of social emotional learning concepts using district/ provincial programs (EASE, zones of regulation, etc)
- Direct teaching in classrooms of pro-social concepts (Truth and Reconciliation, diversity, tolerance, etc)
- Increasing awareness of the reading content in our classroom libraries and school library that include marginalized or minority groups
- Pod Pals (multi-graded groups of classes) that plan activities together and build smaller communities
- Continue to grow our social emotional reading library and promote it with new staff members
- Staff activity to determine students who might not feel connected and then plan for adults to build connections with those students
- Whole school activities to build community (School Stars, Fun Fridays, assemblies, PAC led events, etc)

## 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

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Date: