

Kinnikinnick Elementary School Plan
2021-2022



Kinnikinnick Elementary School

Background

Currently, Kinnikinnick Elementary is a school of **243** students. At Kinnikinnick **(53%)** of our students are of Indigenous ancestry, most being from the Sechelt Nation. We also now have 25 students of Asian ancestry at our school. **Seventy (30%)** of our students receive extra support as English Dialect Learners or English Language Learners. **Forty-four (19%)** of our students are designated with a Special Need. Some of these students have significant cognitive and behavioral challenges. Our school counsellor currently is full time and she provides service to **100%** of our population through circle groups, other small groups and direct teaching of, Self-Regulation, Mind UP to most classes in the school. We have a number of our students that have some involvement with Ministry of Children and Families, either in foster care or living in a transition house.

Our school staff consists of

Principal= one

Classroom teachers =11

Aboriginal Support workers= 3

Aboriginal teacher/ESD= .6

Librarian=.7

Child Care Worker= 1

EA Support= 8

SST= 1.0

Reading support teacher= 1.8

Goal # 1: To support the Social and Emotional needs of our students due to the current world situation.

Progress on Targets:

While individual growth is being experienced; inconsistent growth is reported by cohort groups. Comparing last year to this year indicates moderate growth. With Covid 19 interrupting in class instruction since March of 2020, we are looking for further assessments and targets for students in the 2022 school year.

Aboriginal Ed Team:

Our Aboriginal Ed teacher incorporates stories and oral tradition into her lessons. Culture lessons are used to introduce vocabulary and spelling. Students are also taught different ways to organize their ideas on paper (for example, using the Medicine Wheel as a graphic organizer).

Strategy/ Action

- Intermediate Teachers are exploring Math pods for numeracy.
- Continue to support intermediate students whose reading logs even after regular level reading support.
- We purchased 30 Chrome Books for the grade 6/7 classes to enhance the learning and practice with technology for our grade 7's before entering High School.
- We are continuing with LLI groups to support to primary and Intermediates classes this year. Ensuring new staff and those that want refreshers are trained and supported with LLI strategies.
- Because of the number of ESD students(63) we are able to provide a second **0.6** teacher to provide ESD support and **0.2** other literacy support for our Aboriginal students.
- We are also utilizing the five Aboriginal support staff members we have to work with our Shíshálh Nation students to provide them with the extra support they need – either by listening to students read, helping with discussion and understanding of text being read or by integrating aboriginal content with what the student is currently reading. The Aboriginal Support Workers play a key role in supporting our students with Intensive behaviours.

- We have created an Orca room that accommodates students who need a quiet place to learn. There is a Child Care Worker as well as two Indigenous support workers who work in the room.
- Some of our teachers continue to work as part of a learning inquiry project studying the “*Changing Results for Young Readers*” and *CAMP ad CARE* strategies to support vulnerable readers at the intermediate and upper primary levels.
- We again hope to release teachers for meetings after the first reporting period to review how students who are *Emerging* and discuss what we can do to support their programs.
- Most classroom teachers have implemented a home reading program with their students.
- We continue to explore the use of apps on our IPADS and computers to best help support our struggling readers, including Snap and Read, Lexia, and Co-Writer and on line reading support sites such as IXL, Google Classroom to allow for differentiated activities.
- With support from our librarian, develop at least two “theme boxes” that contain a wide range of reading materials from early readers to fluent readers that teachers can “borrow” for a period of time.

Engaging Parents:

- We have parents volunteering every morning to create breakfast platters “continental style”
- During Family Literacy Week, we will be having authors zooming into classes to offer insight and questions. This year will look different than most years, but it will be an opportunity for students to enhance the love of reading.
- Monthly/weekly newsletters will report on the school goal and contain suggestions for how parents can support their children at home, reporting out will also take place at PAC meetings where we will discuss our plan, review how we are doing and ask what revisions we may need to make.
- We traditionally have a Appreciation Tea each May, our hope is to be able to continue this year with an in person celebration.

Connections to District Plans:

We continue to be committed to the district-wide goal in reading this year. At Kinnikinnick our data shows that a school-wide focus on reading continues to be a must. Although we have made progress over the last few years, we still have a large population of extremely vulnerable students and it will be critically important to our work to have District-level support to help us achieve our goals. Having a District Literacy Committee working to support the literacy goals in every school will help to provide district-wide consistency of best practice in reading in every classroom. It will become easier to identify where extra supports are needed and funds can be better targeted to help those students who need intensive intervention. We are very appreciative that the District recognizes the needs of Kinnikinnick and provides the support it does give to our school. Visiting the school allows one to see the positive attitude that students have towards reading as they participate in the different small-group and whole-class activities. While the percentage of students are emerging and developing on the proficiency scale varies from year to year, the fact that students are engaged and positive about their reading must be valued.

Goal #2: A Sense of Belonging: Through staff discussions and research we have recognized that students learn best when they feel connected to the school, teachers, staff. We are working on establishing a culture of connections with our students.

Strategy:

- 1: Using our natural environment as much as possible to engage student learning. We are steps away from a forest that is being developed into an “outdoor” classroom.
- 2: Continue to use Trauma informed practice in all we do.
- 3: Work with our Aboriginal Educational team to integrate the values from the Shíshálh Nation into our school culture.
4. Ensure staff wellness. We are taking part in the district Wellness program and continue to build staff moral by engaging in collaborative staff growth experiences.
5. We are participating in the district wide learning sessions with author Kevin Lamoureux and Jennifer Katz exploring the themes in “Ensoulng Our Schools” .

Team

Kinnikinnick staff, Aboriginal Ed Team, District Screening Team, KES PAC, parents. We see the importance in having a strong relationship with good communication and cooperation with the Shíshálh Nation Education Department Coordinator to better collaborate and to coordinate our efforts and resources. The District Principal of Aboriginal Programs is a

strong asset and through continued dialogue we continue to meet the needs of all our students.

Our Community School Coordinator has hired a food coordinator to help support our needs for a food program at Kinnikinnick. This has provided tremendous support for our families.

Kinnikinnick Principal

A handwritten signature in cursive script that reads "Bernadette Marie".

Bernadette Marie