



School: Kelly Creek Community School

Principal: Jennifer Kennedy

School Growth Plan 2022/2023

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Content:

The following content will be used by the District Principal of Technology to create School Growth Plan documents and website pages for each school and department. Please also email three pictures to the District Principal of Technology: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

Our Story

Kelly Creek Community School is located in qathet Regional District, 15 kilometers south of the City of Powell River and on the traditional territory of the Tla'amin Nation. Over the last three years, Kelly Creek has seen incremental growth in our school population and enrollment is approximately 175 students from Kindergarten to Grade 7. In addition to our school, we have a Strong Start early learning centre located nearby and a community house as part of our facility. Our team of teachers, support staff and community coordinators work hard to provide a caring, inclusive learning environment for all learners.

Community schools are regular schools with special belief in, and emphasis on, the value of community involvement. Our community school has a coordinator who works on many of the special offerings and programs. As a community school, Kelly Creek is a neighbourhood hub and offers a variety of programs and services to meet the specific educational, recreational and social needs of our students and the area we serve.

Additionally, our location allows our school to focus on intentional, place-based learning opportunities in, around and outside the building, taking advantage of the incredible natural environment we are situated on (including but not limited to the coastal rainforest, creek, estuary and beachfront, extended forested play area and outdoor classroom).

Our Learners

What we know

- Our learners are diverse, coming from all over Powell River and qathet Region
- 11% of our learners are of Aboriginal Ancestry
- 16% of our learners have documented exceptional need (and a learning plan)
- Some of our learners are not reading at grade level but most students are improving reading year-over-year
- Most of our learners enjoy project-based, outdoor learning opportunities, with many families seeking Kelly Creek for this reason
- Many of our learners enjoy being at school

Goal 1

To improve literacy achievement for all students.

Action

- Support reading intervention in primary and intermediate grades
- Class reviews – identify class strengths and areas which need additional focus
- Utilize evidence-based literacy strategies in all grades
- Utilize evidence-based literacy assessment tools for both primary and intermediate students
- Review and analyze June literacy data to plan specific and targeted programming in September, and review Dibels after beginning, middle and end-of-year assessments
- Ensure that levelled reading materials are readily accessible for all reading abilities
- Monitor to continually assess effectiveness and adjust interventions and supports accordingly
- Review literacy goals throughout the year at all staff meetings
- Support and encourage the continuation of a one-to-one reading program – which continues with the support of a team of committed volunteers
- Ongoing professional learning (supported through district learning series – “Sounds, Letters and Words”, “A Fresh Look at Phonics”, “Word Torque” and “Trusting Readers”)
- Literacy celebrations (literacy-related spirit days, whole school book, books as prizes)

Evidence

- Library circulation improvement
- More regular literacy-based classroom learning
- More students reading at grade-level
- Using WAG or school newsletter as an opportunity to communicate with families about how to support reading at home
- Utilize evidence-based literacy assessment tools for both primary and intermediate students
- Improvements in Dibels assessments throughout the year with schedule changes to support at-risk learners
- Review literacy goals throughout the year at all staff meetings
- Stability or increase in parent volunteers for reading
- Teachers accessing district professional learning
- Literacy celebrations (literacy-related spirit days, whole school book, books as prizes)

Goal 2

Continue to develop the student experience by intentionally building community, capacity, connection and celebration to improve academic achievement for all learners.

Guiding question: How does outdoor or place-based education foster belonging or a sense of place both in and outside the classroom setting?

Action

- Connection to oneself:
Continued focus on student mental health and wellbeing, including educational opportunities and a trauma-informed practice
Name, notice, nurture core competencies and recognize the whole self as part of the educated citizen
- Connection to each other:
Increase student leadership and stewardship opportunities (student council, district council) with a focus on increasing student voice and choice in the intermediate grades
Continuation of SOGI-123 and fostering a welcoming and inclusive environment for all learners
- Connection to community:
District Student Council
Building cultural awareness and connections to the Coast Salish peoples (Tla'amin Nation) for all learners
Meaningful field trips, guest visits from members of various groups in the community
- Connection to natural world:
Promote stewardship and connection through experiential, outdoor-based learning opportunities



Evidence

- Students and families are able to communicate in a way that meets their needs their sense of belonging at school (survey and or open-ended questions at PAC, classrooms, in newsletter, or media)
- Ensuring that all of our students feel connected to at least one adult in our school (hands-up survey)
- Street-level data from indigenous learners about their progress, purpose and connection
- Attendance trends (safe, inclusive school where students feel they belong)
- Reflections on outdoor experiences, place-based learning or extra-curricular opportunities, their importance and the learning (curricular, social-emotional or other) that occurred

Our Story is Beyond

Kelly Creek Community School values the relationships with our families and community partners to create deep, creative and purposeful learning opportunities. We see and respect the natural world as a place that enriches learning and promotes a sense of stewardship and belonging for learners.

