



School Growth Plan 2023/2024

School: Kelly Creek Community School

Principal: Jennifer Kennedy

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.

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, much of which has been on hold due to pandemic restrictions since 2020.

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 with targeted instruction and interventions
- Most of our learners enjoy project-based, rich and continuous outdoor learning opportunities, with many families seeking Kelly Creek for this reason
- Many of our learners enjoy being at school (feel welcome)

Goal 1

To improve literacy achievement for all learners.

- We want our students to experience growth* in their reading every year.
- We want to nurture readers who are passionate, responsive and feel empowered to access challenging texts with skills and strategies that work for them.

- We want to create readers who read to enjoy, and who read to learn.
- We want students who leave Kelly Creek to take with them the passion and stamina to be lifelong readers.

Action

- Scheduled group or community-invited reading (scheduled family reading times in the pod/school. Pod was keen)
- Reading Intervention scheduling done in concert with other scheduling(s), including Library, Music, Gym to ensure appropriate access for all learners
- *One School, One Book*
- DEAR opportunities
- Additional literacy-based professional learning resources for teachers through intervention teacher
- Book clubs (intermediate and primary) in the library space (might be during the time when students usually eat lunch They could bring lunch into library to eat and talk books)
- Information Literacy learning in the library
- Expansion of library position to improve access (appreciation) for students and families

Evidence

- DIBELS assessments
- Reading Interventions, including
 - Smaller groups and or more targeted interventions
 - More intervention time (continue with primary focus)
 - Improvements in T1 reading instruction, targeting teachers that are interested (year 1)
- Classroom assessments
- Increased library circulation
- Improved parent/community participation in reading-based events including DEAR and OSOB
- Street data
 - Student via class conversations and student council feedback
 - Family communication via PAC meetings, conversations, IEP meetings, informal conversations, surveys

Goal 2A

More students and families are connected and engaged in the school community (people).

- We want to emphasize the importance of community, not only in our name, but our classrooms, hallways and outdoor spaces.
- We want our school to be a safe, inclusive, and responsive environment that supports all learners.
- We want our school to be a culturally-sensitive place where all students and families feel welcome.
- We want families to feel comfortable in the school and take an active role in supporting both classroom learning and learning at home.
- We want to increase volunteer opportunities for students.
- We want to increase student leadership opportunities for students.
- We want to increase volunteer opportunities for adults.

Action

- Cross-grade (buddy) activities
- Whole school initiatives (taking learning outside, learning together)

- Intermediate student council to increase student voice
- Open library to families more than one afternoon per week
- Increase number of community experts and diverse individuals coming into our spaces
- Publish a “ways to get involved” calendar at the onset of the year so parents/community members can more easily be available to support the school
- Make learning public
 - Having an opportunity for students to showcase their learning or lesson their peers (start: Learning Fairs; continue: Rockin’ the Creek, Music Market, Winter Concert)
 - Improvement in social media sharing, including adding Facebook platform for content sharing

Evidence

- Attendance for student council and or student voice initiatives
- Improved parent/community participation in classroom or school-based events, including learning fairs and concerts
- Street data
 - Student via class conversations and student council feedback
 - Parent/community via PAC meetings, informal conversations and surveys
 - Improvement in school social media engagement

Goal 2B

More students and families are connected and engaged in the school community (place).

- We want to foster an appreciation and responsibility (stewardship) for the natural environment.
- We want to increase connection between students outside the classroom.
- We want to learn from the land with respect for the Tla’amin peoples, who have caretaken on this land for thousands of years.
- We want to provide unique and engaging outdoor learning experiences that utilize the natural environment.

Action

- Increased utilization of the outdoor classroom
- “Explore Days” intentionally taking students off campus for rich project-based, land-based learning
- Increased use of the special “places” around our school, beach, forest, hatchery, estuary, garden for learning experiences
- Meaningful, targeted outdoor activities and learning opportunities for all levels
- Visual space dedicated to indigenous ways of knowing and being with learning component
- Visual space dedicated to Pride flag and SOGI with learning component
- Utilize student voice to expand upon our knowledge and approach to stewardship
- Expand upon the good work already done with respect to land acknowledgements (classroom-based)
- Increased use of ʔayʔajuθəm on announcements, in assemblies and in signage around the school

Evidence

- Classroom assessments
- Increased meaningful use of outdoor classroom
- Increased authentic use of school garden
- Ability to tie the increased use of outdoor education with relevant classroom learning and curriculum
- Improved parent/community participation in cultural events
- Improved parent/community participation in outdoor events

- Street data
 - Student via class conversations and student council feedback
- Parent/community via PAC meetings, informal conversations and surveys

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 and joy for learners.