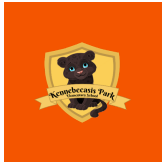


Kennebecasis Park Elementary School

School Improvement Plan

2025-2026



School Profile

Kennebecasis Park Elementary (KPES) is a K–5 school of 183 students, offering the English Prime program. The school has 10 classrooms, 16 teaching staff, 1 administrative assistant, 2 custodians (1.5 FTE), 1 educational assistant, and 2 bus drivers. *Kid Zone* after-school program is offered on-site. The staff and principal share a strong commitment to fostering a safe, inclusive, and engaging learning environment.

| Strength #1 | Strength #2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|-----|-----|-----|-----|--|--|-------|---|---|---|---|---|---|---------|-----|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|-----|
| <p>Classroom environments that are conducive to learning.</p> | <p>Strong Student Attendance</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Teacher feedback (TPS – question #63, safe & positive learning environment for students and staff: 2021-2022 100%, question #67, safe & positive learning environment for students: 2022-2023 90.9%, 2023-2024 90.9%, question #72, safe & positive learning environment for students: 2024-2025 100% | <table border="1"> <thead> <tr> <th colspan="7">Present = 90% to 100%</th> </tr> <tr> <th>Month</th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Sep~Oct</td> <td>86%</td> <td>93%</td> <td>83%</td> <td>81%</td> <td>91%</td> <td>90%</td> </tr> <tr> <td>Nov~Dec</td> <td>83%</td> <td>90%</td> <td>80%</td> <td>86%</td> <td>91%</td> <td>85%</td> </tr> <tr> <td>Jan~Feb</td> <td>66%</td> <td>72%</td> <td>63%</td> <td>73%</td> <td>59%</td> <td>55%</td> </tr> <tr> <td>Mar~Apr</td> <td>79%</td> <td>93%</td> <td>73%</td> <td>73%</td> <td>72%</td> <td>70%</td> </tr> <tr> <td>May~Jun</td> <td>79%</td> <td>90%</td> <td>68%</td> <td>77%</td> <td>75%</td> <td>90%</td> </tr> </tbody> </table> | Present = 90% to 100% | | | | | | | Month | K | 1 | 2 | 3 | 4 | 5 | Sep~Oct | 86% | 93% | 83% | 81% | 91% | 90% | Nov~Dec | 83% | 90% | 80% | 86% | 91% | 85% | Jan~Feb | 66% | 72% | 63% | 73% | 59% | 55% | Mar~Apr | 79% | 93% | 73% | 73% | 72% | 70% | May~Jun | 79% | 90% | 68% | 77% | 75% | 90% |
| Present = 90% to 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Month | K | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sep~Oct | 86% | 93% | 83% | 81% | 91% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nov~Dec | 83% | 90% | 80% | 86% | 91% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jan~Feb | 66% | 72% | 63% | 73% | 59% | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mar~Apr | 79% | 93% | 73% | 73% | 72% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| May~Jun | 79% | 90% | 68% | 77% | 75% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Student Feedback (SWES)- question #17, I feel safe in my school: 2022-2023 72% agree, 26% mostly agree, question #17, I feel safe in my school: 2024-2025 87.5% agree, 12.5% mostly agree. | <ul style="list-style-type: none"> Teacher Feedback Parent’s reporting reasons for absence Dips in Jan-Feb due to sickness and sometimes hockey or travel. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Observations: Classrooms are vibrant, spacious, orderly, and safe Frequent walk-throughs (daily) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Panther Values, Mission, & Vision

“The Small School with the Big Heart”

Values – *Our Tracks and Instincts*

The Panther’s path is marked by instincts and choices. Our values are the tracks—perseverance, appreciation, nurture, thoughtfulness, & heart.

“KPES Panthers learn and grow together. We show kindness through action and celebrate individuality.”

Mission – *Our Movement Forward*

Just as a panther moves with purpose and agility, our mission is the path we take—guided by curiosity, care, and commitment to learning and leading together.

“PAWS-itive

Achievement

Teamwork

Heart”

Vision – *The Horizon We Seek*

Like a panther scanning from a high vantage point, our vision is the destination we strive toward—a future where every learner thrives in a community rooted in equity, belonging, and heart-led leadership.

“Learning today, leading tomorrow.”



KPES Global Priorities

Our school is focused on strengthening core academic achievement in literacy and numeracy while fostering a sense of belonging and well-being for all learners. These priorities emphasize inclusive practices, cultural responsiveness, and data-driven instruction to ensure every student thrives academically, socially, and emotionally.

| Areas for Growth | Status | Timeline |
|--|-----------|------------------------------|
| <p>Academic Achievement</p> <p>By June 2026, all K–5 students at KPES will demonstrate measurable growth in literacy and numeracy, achieving conventional proficiency in daily writing tasks and strong conceptual understanding of number sense, as measured through triangulated data and grade-level benchmarks. Link to SMART Goal #1</p> | Ongoing ▾ | Nov 21, 2025 to Jun 23, 2026 |
| <p>Positive Behavior & Belonging:</p> <ul style="list-style-type: none">● There will be a 10% decrease in K–5 students reporting exclusionary behaviors on the differentiated student survey (administered in November and June).● School-wide expectations for classrooms and non-classroom areas will be established and taught through PBIS and Tier 1 interventions, resulting in fewer office referrals. Link to SMART Goal #2 | Ongoing ▾ | Nov 21, 2025 to Jun 23, 2026 |
| <p>Equity, Inclusion, & Cultural Competency:</p> <p>By June 2026, all K–5 students will engage in weekly cross-curricular learning experiences reflecting Wabanaki perspectives to foster cultural competency. All staff will analyze unit plans and increase culturally inclusive and diverse materials by at least 15%, intentionally addressing systemic racism and systemic heteronormative lenses within classroom instruction and school practices. Link to SMART Goal #3</p> | Ongoing ▾ | Nov 21, 2025 to Jun 23, 2026 |

KPES Commitment to Reconciliation & Equity

Our School Improvement Plan directly supports the Truth & Reconciliation Commission's Calls to Action #62 and #63, which address the role of education in reconciliation and equity.

By prioritizing Equity and Inclusion and Foundational Academic Mastery, we directly confront the legacy of colonization and systemic racism that has historically marginalized Indigenous students and, by extension, all marginalized learners, creating barriers within the education system.

This alignment ensures we are actively working to create the culturally affirming and safe learning environments necessary to close achievement gaps. This is important for all Canadian students as it guarantees every child receives an education built on mutual respect, mandatory curriculum on Indigenous histories, and the systemic accountability required for a shared, reconciled future in Canada.



Core Systems and Processes: Building our Foundation for Achievement

Achievement is not accidental; it is built on deliberate, responsive, and equitable systems.

To move beyond singular initiatives and achieve enduring success in equity, belonging, and core academic mastery, we rely on an integrated framework—a unified system where every adult and every team is aligned. This section outlines the essential structures (Teacher PLCs, Leadership Teams, PBIS) that serve as the engine of our SIP. These structures ensure that we constantly analyze real-time data from academics and school climate to identify student needs before they become gaps, guide instruction, and ensure resources are targeted precisely where they are needed to guarantee high-quality teaching, promote positive behavior, and affirm the identity of every K-5 student. These systems are not just how we achieve our goals; they are how we determined what our goals must be.

| Core Systems and Processes | Status | Timeline |
|---|-----------|-----------------------------|
| The Creation of and development toward high functioning, data-driven, Teacher PLCs. | Ongoing ▾ | Sep 1, 2025 to Jun 23, 2026 |
| The Creation of and development toward a PBIS Team committed to school-wide behaviour planning. | Ongoing ▾ | Sep 2, 2025 to Jun 23, 2026 |
| The Recreation of and development toward a high functioning, data-driven Core Leadership Team | Ongoing ▾ | Sep 2, 2025 to Jun 23, 2026 |

Data Collection Plan

Data collection timelines for a sense of urgency and to help keep track of the school's progress.

| | Core Leadership | Grade Level PLCs | PBIS Team |
|----------------|--|---|---|
| Phase 1 | Identifies Global Priorities (Oct. 1-10) | | Create PBIS Team, look at behavioural data (Aug-Oct). Begin monthly school-wide assemblies with a PBIS theme. (Sept) |
| Phase 2 | | Define issues, identify SMART goals/actions & create targeted plans (Oct 14-24) | |
| Phase 3 | Identification of SIP SMART Goals & Actions (Oct 27 - 31) | | Reoccurring item at staff meetings and in weekly memo. Attend monthly provincial call. (Oct-Nov) |
| Phase 4 | | Monitor learner progress & make adjustments to teaching (Nov 3- Dec 4) | Finalize Values, Mission, Vision statement, and plan for school wide PBIS blitz (Dec) |
| Phase 5 | Based on PLC results, make SIP adjustments, plan PL (Dec 8-12) | | School Wide Behaviour Blitz (Jan) PAWs for recognition. (Jan) |
| Phase 6 | | Create SMART goals/actions & create targeted plans (Jan 5-16) | |

| | | | |
|----------------------------|---|--|--|
| <p>Phase 7</p> | | <p>Monitor learner progress & make adjustments to teaching (Jan 19-Feb 18)</p> | <p>School Wide Blitz refresh (post-March Break) Plan for Spring PBIS Display</p> |
| <p>Phase 8</p> | <p>Make SIP adjustment plan for PL (Feb 19-20)</p> | | |
| <p>Phase 9</p> | <p>Repeat Phase 8 (Apr 16-17)</p> | <p>Repeat Phase 6 (Feb 23-Mar 12) & 7 (Mar 16-Apr 15)</p> | <p>Begin planning for next school year. (May)</p> |
| <p>Phase 10</p> | <p>Repeat Phase 8 (June 8-12) planning for Fall</p> | <p>Repeat Phase 6 (Apr 20-30) & 7 (May 5-Jun 5)</p> | <p>Review data, celebrate & communicate progress, & finalize plans for next year. (June)</p> |



School Improvement Plan Checklist

- Our SIP has been developed in consultation with our Parent School Support Committee (PSSC).
- Our SIP includes our Values, Mission, and Vision.
- Our SIP contains clear priorities and specific actions to meet each priority.
- Our SIP priorities are based on school, district and provincial data and School Performance Report.
- Our SIP contains a number of achievable and manageable priorities and actions.
- Our SIP clearly identifies who is responsible for each **phase** of the plan.
- Our SIP clearly states the measure of success (success criteria) & expected impact of each action.
- The expected impact uses qualitative language & is expressed as outcomes for students. (ie., Students demonstrate a **deeper conceptual understanding** of number sense, **vs.** 10% increase in test scores).
- Our SIP provides the opportunity to monitor, evaluate and track our progress towards achieving each action.
- Our SIP has clear timelines identified.
- Our SIP is designed with flexibility if priorities and actions are not achievable or need to be adjusted.



Closing Statement: Our Shared Commitment to the Future

This School Improvement Plan is our **collective pledge** to every K-5 student, establishing an **integrated foundation for achievement** built on equity, proactive support (PBIS), and a relentless focus on foundational mastery in numeracy and literacy.

Our essential systems—from our data-driven **Core Leadership Team** to our focused **PLCs**—ensure this commitment is sustained and responsive. We will continuously monitor our impact, guarantee that every student sees themselves affirmed, and deliver the high-quality instruction necessary for their success.

The success of this plan rests upon the dedication of our entire school community: our **Core Leadership and PBIS Teams, all educators** (including Grade Level PLCs), the **Support Services Team, dedicated support staff**, and the **families** of the children we serve.

We move forward united by the belief that **high expectations, a strong sense of belonging, and explicit instruction** are **guaranteed** to every child. We invite our community to join us as we **unlock the full potential** of every student at Kennebecasis Park Elementary School.

Staff Signatures:

Marcia Tucker M. Haver. ~~C. Haver~~ Donna DeBauer
Johanna Haver April Risoy Leah Hayward Judy Stuart
Karen Davier Ash Monson Kate Rubin AdamsBauer
Ryleigh Blaker Henry Shaw Abby Moore