



**School:** c̓əsq̓ənelə Elementary  
**Principal:** Jon Wheatley  
**Assistant Superintendent:** David Vandergugten

## A. Goal

### Goal 1: Fine Arts

To develop a school community with multiple fine arts opportunities for children to learn to love acting, music, song, and dance.

## B. Rationale

A vibrant fine arts program helps to create a positive school community and allows many children to showcase talents beyond academics. Our school name (c̓əsq̓ənelə) and the school design, were created in consultation with local Indigenous Elders. Our staff would like to acknowledge this important connection by continuing to celebrate Aboriginal beliefs and history. There are many fine arts opportunities that can be developed using this Aboriginal connection.

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

- Provide students with a wide range of fine arts opportunities such as Aboriginal drumming, school-wide performances, presentations at assemblies, and song-writing workshops.
- Invite local Aboriginal artists and presenters to share their expertise with students.
- Incorporate “Indigenous ways of learning and doing” within our classrooms and school activities when possible. For example, a greater instructional emphasis upon “place-based learning,” instructional connections with the land/local community, and Indigenous community building.

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

- Multiple fine arts opportunities available to students within classrooms and school wide.
- Students will report a strong sense of belonging and being connected to the school on survey measures (i.e. Middle Years Development Instrument, Student Learning Survey).
- Other measures will be developed as a school team in the months ahead.

Principal:

Superintendent:

Board Chairperson:

Date:



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## A. Goal

Goal 2: Reading  
To improve all students' reading skills.

## B. Rationale

Students' reading skills are the single biggest indicator of future academic success. We want to ensure that all of our students have the best opportunity possible to become independent and fluent readers.

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

- Ongoing professional development to further develop our collective understandings and school structures around how to best foster students' love of reading and reading acquisition.
- Development of celebrations and other opportunities to promote a love of reading.
- Targeted reading intervention structures for at-risk readers.
- Use of volunteers and noon-hour supervisors to maximize students' daily reading opportunities.
- Increase students' opportunities to read such as opening of school library before school.

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

- Use of Reading Benchmarks and other reading information to support student reading growth.
- Specific measures to be collaboratively discussed and developed as a school team.
- Year-end reading results from the district's BC Performance Standards assessment.

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## A. Goal

### Goal 3: Social Responsibility

To create a school community where everyone feels safe and valued. To develop a school built upon a “connection first” philosophy that emphasizes powerful staff-student relationships and attachment-aware instructional practices.

## B. Rationale

Children learn best when they are in a safe learning environment with powerful and positive adult-student relationships. There is significant staff expertise in the area of social and emotional learning (SEL) and in the use of attachment-aware instructional approaches. We want to focus upon these critical understandings to create a vibrant and caring school community to maximize student learning.

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

- Explicit instruction of social, emotional, and regulation skills school-wide and within classrooms.
- Develop common school language (i.e. WITS, Growth Mindset).
- Prioritize community building opportunities such as assemblies, performances, school events, and POD/classroom activities to celebrate student success and school pride.
- Prioritize instructional opportunities to help students become increasingly respectful, more aware of personal differences, and to celebrate all cultural backgrounds within our school community.

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

- Use of relevant Provincial Student Learning Survey information
- Use of relevant Middle Years Development Instrument and Early Development Instrument survey information
- Use of other school social responsibility indicators such as level of student leadership involvement, tally of formal office interventions, and other staff/student and parent feedback.

Principal:

Superintendent:

Board Chairperson:

Date: