



School: čəsqənelə Elementary

Principal: Jon Wheatley

Director/Assistant Superintendent: David Vandergugten

## A. Goal (One goal per page)

### 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 (č əsqənelə) 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, presentations at virtual gatherings, and song/story writing workshops
- Invite local Aboriginal presenters to share their expertise with students (virtual during COVID-19)
- 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 community building activities.

## 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 connected to the school on survey measures (i.e. school survey, MDI, Student Learning Survey)

Principal:

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Board Chairperson:

Date:



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**A. Goal (One goal per page)**

Reading Goal: To improve all students' reading skills.

**B. Rationale**

Student 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)**

- Development of celebrations and other opportunities to promote a love of reading.
- Targeted reading intervention structures for at-risk readers
- Ongoing professional development to further develop our collective understandings, and school structures, around how to best foster students' love of reading and reading acquisition
- Use of volunteers and noon-hour supervisors — again post COVID-19 — to maximize students' daily reading opportunities
- Increase reading opportunities to read (ie opening of school library before school (post COVID-19))

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

- Use of reading benchmarks and other reading information to support student reading growth
- Year-end reading results from the district's BC Performance Standards assessment.

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**A. Goal (One goal per page)**

Social Responsibility Goal:

To create a school community where everyone feels safe and valued. To develop a school built upon a relationships 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 and 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 instructional opportunities to help students become increasingly respectful, more aware of personal differences, and to celebrate all cultural backgrounds within our school community
- Continue to use opportunities such as virtual assemblies, c'usquenla celebration slips, and other events to celebrate student success and school pride

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

- Use of school social responsibility indicators such as staff/student/parent survey feedback, levels of student leadership, and office support information
- Use of relevant MDI and EDI information
- Use of relevant provincial Student Learning Survey information

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