



School: c'usqunela Elementary
Principal: Wes Reamsbottom
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To improve students' reading success and progress school wide.

B. Rationale

Students' reading skills are the single biggest indicator of future academic success. We want to ensure that all 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 and professional readings to further develop our collective understanding and school structures to best foster students' love of reading and reading acquisition.
- Continued emphasis on opportunities that promote a love of reading such as student-led Bookfest, Reading Link Challenge, in-person and virtual author visits, periodic reading celebrations and school-wide storytelling collaboration.
- Targeted reading intervention structures for at-risk readers modelled after the Scholastic RISE (Reading Inspires Students to Excel) Intervention Framework in Intermediate grades.
- Intentional use of people power and time to maximize students' daily reading opportunities in the primary grades (goal of three to five reading "hits" a day for students), such as letter buddies, reading buddies, Hive Crew Readers, RISE staff collaboration etc.
- Staff, student and community use of library including StrongStart and preschool.

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

- Use of a variety of formative and summative literacy assessments to inform teaching that supports student reading growth, including the Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA), and Benchmark. Specific measures emphasized to be collaboratively discussed and developed as a school team.
- Year-end reading results from the district's BC Performance Standards assessment.
- Circulation and use reports available from the library.



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Goal 2: To continue creating a school community where everyone feels safe and valued. To develop a school built on a “relationship 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 on these critical understandings to create a vibrant and caring school community that maximizes 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 (e.g., Growth Mindset & the Power of YET, “WITS,” “What’s the Problem,” and How to be a Difference Maker).
- Prioritize community-building opportunities such as gatherings, 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 celebrate all cultural backgrounds within our school community.
- Continue to provide time in meetings to share and discuss learnings, related Pro-D opportunities, and/or readings in this area.

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

- School survey measures related to connection and belonging.
- Use of relevant Student Learning Survey Information
- Use of relevant Middle Years Development Instrument (MDI) and Early Development Instrument (EDI) Survey Information



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Goal 3: To develop a school community with performing and cultural arts opportunities for children to better learn to love acting, music, song and dance.

B. Rationale

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

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

- Provide students with a wide range of performing arts opportunities such as school musicals, Indigenous presenters, and other school-wide performances or presentations.
- Continue to invite Indigenous presenters to share their expertise with students (i.e., Rain Awakens and 3 Crows Productions).
- Continue to prioritize teacher collaboration, planning, and activities that further deepen our collective understanding of Indigenous learning and experiences (i.e., Decolonization Group).
- Incorporate “Indigenous ways of learning and doing” within our classrooms and school activities whenever possible. For example, a greater instructional emphasis on “place-based learning,” connections with the land/local community, and Indigenous community-building approaches (i.e., class circles).

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

- School survey measures related to connection and belonging.
- Multiple performing and cultural arts opportunities available to students within classrooms and school wide.
- Additional cultural opportunities for students with ancestry.
- Students will report a strong sense of belonging and connectedness to the school on survey measures (e.g., Middle Years Development Instrument and Student Learning Survey).