



School: čəsqənelə - Goal 1 Social Responsibility
 Principal: Jon Wheatley
 Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

- To continue to create a school community where everyone feels safe and valued. To develop a school built upon 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 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, across the school and within classrooms (develop common school language, for example growth mindset and the power of YET, WITS, What’s the Problem?, 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 that celebrate all cultural backgrounds within our school community.
- Continue to provide time in meetings, 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 MDI and EDI Survey Information

Principal:

Superintendent:

Board Chairperson:

Date:



School: čəsqənelə - Goal 2 Performing & Cultural

Principal: Arts Jon Wheatley

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

- 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 (čəsqənelə) 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 Indigenous beliefs and history. There are many performing and fine arts opportunities that can be developed using this Indigenous 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, First Nations presenters, and other school-wide performances or presentations.
- Continue to invite Indigenous presenters to share their expertise with students (ie Rain Awakens, 3 Crows Productions).
- Continue to prioritize teacher collaboration, planning, and activities that further deepens 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 upon place-based learning, instructional connections with the land/local community, and Indigenous community building approaches (for example 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 connected to the school on survey measures (i.e., MDI, Student Learning Survey)

Principal:

Superintendent:

Board Chairperson:

Date:



School: čəsqənelə - Goal 3 Reading
 Principal: Jon Wheatley
 Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

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 of our students have the best opportunity possible to become independent and fluent readers. Our year end performance standards data and other class-based literacy assessment data provides us information of where students are in their reading and where we need to focus extra attention.

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 understandings and school structures around how to best foster students' love of reading and reading acquisition.
- Continued emphasis upon opportunities to promote a love of reading such as Student-lead 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 modeled after the Scholastic "Rise Intervention Framework" in the Intermediate grades.
- Intentional use of people power and time to maximize students' daily reading opportunities in the primary grades (looking for 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 Strong Start and pre-school.

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

- Use of a variety of formative and summative literacy assessments including the EPRA, IRA, and benchmark used to inform teaching that supports student reading growth. 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

Principal:

Superintendent:

Board Chairperson:

Date: