



**School:** c'usqunela Elementary

**Principal:** Wes Reamsbottom

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (one goal per page)

A new goal for c'usqunela is to enhance staff and student collaboration schoolwide through the medium of fine arts. We want to see if we can utilize fine arts as a medium to enhance connection and community through multi-aged student collaboration and staff collaboration. In a student-wide survey in June 2024, students indicated they would like opportunities to connect through fine arts. We believe fine arts is a medium that can enhance connection and community through like-minded goals, such as our Talent Show and our Musical.

## B. Rationale

1. Collaborative Learning: The BC curriculum emphasizes the importance of collaborative learning environments, encouraging students and teachers to work together, share ideas, and learn from one another.
2. Curricular Competencies: Collaboration supports the development of key curricular competencies such as communication, critical thinking, and personal and social responsibility, which are foundational to the BC curriculum.
3. Indigenous Perspectives: The BC curriculum calls for the integration of Indigenous ways of knowing and perspectives across subjects. Collaborative planning allows teachers to collectively design lessons that reflect these essential components.
4. Inquiry-Based Learning: The BC curriculum promotes inquiry-based learning, where collaboration among staff can lead to the development of rich, inquiry-driven experiences for students, fostering curiosity and engagement.
5. Indigenous Ways of Knowing - Collective Knowledge Sharing: Indigenous ways of knowing emphasize the importance of community and collective learning. Collaboration among staff mirrors this principle, fostering a supportive environment where knowledge is shared and built upon.

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

- Multi-aged student collaboration through fine arts such as: Talent Show and spring musical.
  - student will have the ability to collaborate in a multi-aged / multi-grade environment to work on like-minded goals in fine arts. Collaboration Sessions: administrators, non-enrolling staff, education assistants, and child and youth care workers will take students to the gym twice a year for team building activities—once for primary students and once for intermediate students. This provides dedicated time for staff and students to collaborate with their team on shared goals.
- Team Planning: Teams will outline their focus areas during these sessions and will conduct a debrief afterward to share insights and progress.
- Collaboration time for teachers
  - students will have an opportunity to share their thoughts and ideas around themes that speak to our collaborative shared goals.

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

- School survey measures related to Connectedness from our Middle Development and Early Development indexes.
- Student surveys as they relate to connection with staff and peers.
- Use of relevant Student Learning Survey Information.
- Use of relevant Middle Development Index and Early Development Index Survey Information, specifically looking at student connectedness to people in the building and ability to share what they know.
- Staff surveys as they relate to their willingness and ability to collaborate with staff and students.



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## A. Goal (one goal per page)

- Numeracy - Develop numeracy skills for students at the intermediate level.

## B. Rationale

- 1. Contextual Learning:** Indigenous ways of knowing emphasize learning in context, connecting math concepts to real-world situations and cultural practices. For example, using traditional counting systems, land measurements, or patterns in nature can help students understand numeracy in meaningful ways.
- 2. Holistic Approach:** Indigenous education often integrates various disciplines, supporting a holistic view of learning. This aligns with numeracy goals by incorporating storytelling, art, and community involvement, which can enhance students' understanding of mathematical concepts.
- 3. Community and Collaboration:** Indigenous cultures value community and collective learning. Cross-student support, where older students help younger ones, reflects this principle, fostering collaboration and mentorship within the classroom.
- 4. Respect for Diversity:** Recognizing diverse learning styles and experiences is central to Indigenous approaches. Implementing strategies to support anxious feelings about math aligns with creating an inclusive environment that respects and addresses individual student needs.
- 5. Use of Manipulatives:** Math manipulatives can be tied to Indigenous practices, such as using natural materials or culturally relevant tools, making learning more relatable and engaging for students.
- 6. Storytelling and Oral Traditions:** Incorporating storytelling into math lessons can provide a rich context for understanding numeracy concepts, enhancing engagement and cultural relevance.

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

- 4-7 Scope & Sequence Map:** Develop a clear outline of math concepts and skills to be taught at each grade level, ensuring a cohesive progression.
- Math Benchmarks/Assessment:** Implement assessments similar to reading assessments to track student progress and identify areas for support.
- Math Programs and Resources:** Review and select appropriate math programs, textbooks, and kits for both primary and intermediate grades.
- Resource Sharing:** Request unused math resources from other schools (eg. "Math Makes Sense") to expand available materials.
- Math Manipulatives:** Check inventory in art room and classrooms for math manipulatives that can be repurposed for classroom use.
- Support for Math Anxiety:** Develop strategies to help students cope with anxiety related to math, fostering a positive learning environment.
- Cross-Student Support:** Encourage older students to assist younger peers with math support, promoting mentorship and reinforcing understanding. **Time for teachers** to collaborate on and share resource take aways that they can utilize in their classrooms.
- District Support:** Seek district resources for numeracy that are positive and tailored to teacher needs, ensuring effective implementation.

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

- School survey measures related to Numeracy - how are students feeling toward math, student confidence with math, math grade level data from last year compared to this year, etc.
- Use of relevant Student Learning Survey Information.
- Use of relevant Middle Development Index and Early Development Index Survey Information -Specifically looking at student confidence vs. student anxiety regarding math.
- Staff surveys - did they feel like they had more access resources this year compared to last year.



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## A. Goal (one goal per page)

Based on the results of a student and staff survey conducted in June 2024, we have established a new goal to strengthen our outdoor and environmental learning. This goal aims to help teachers further develop skills and knowledge to incorporate outdoor learning experiences into their classrooms.

## B. Rationale

1. **Enhanced Engagement:** Outdoor settings can increase student motivation and interest in learning.
2. **Improved Health:** Fresh air and physical activity contribute to better physical health and mental well-being.
3. **Social Skills Development:** Collaborative outdoor activities foster teamwork, communication, and social interaction.
4. **Connection to Nature:** Outdoor education promotes environmental awareness and appreciation, encouraging stewardship of the natural world.
5. **Increased Creativity:** Natural settings can inspire creativity and problem-solving skills through hands-on, experiential learning.
6. **Real-World Learning:** Outdoor education provides opportunities for students to apply concepts in real-world contexts, enhancing retention and understanding.
7. **Indigenous Ways of Knowing - Land as Teacher:** The land is viewed as a vital teacher, with experiences and lessons drawn from observing and engaging with natural environments.

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

- Creating an outdoor learning survey to see what teachers need.
- Creating or enhancing the outdoor learning cart to improve access to materials.
- Providing materials based on survey results for each pod, equipped with clipboards, foam mats, and a resource book.
- Professional development focused on environmental education, building on existing teacher training, and workshop attendance.
- Incorporating insights from student surveys to inform resource allocation.
- School funding will cover initial purchases and ongoing replacements for worn-out items.

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

- School survey measures related to Outdoor / Environmental Education
- Use of relevant Student Learning Survey Information.
- Use of relevant Middle Development Index and Early Development Index Survey Information, specifically looking at: social emotional development, physical health / well-being, connectedness to adults at school, connectedness with peers, school climate and school belonging.