



School: c'usqunela Elementary

Principal: Wes Reamsbottom

Director/Assistant Superintendent Jovo Bikic

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

To improve literacy (new goal) and numeracy (continuing goal) outcomes for all students from kindergarten through Grade 7 by implementing targeted early literacy interventions and enhancing intermediate numeracy instruction. This goal will be achieved through inclusive, culturally responsive practices, strengthened assessment tools, and collaborative professional development that supports both early reading and mathematical thinking.

**B. Rationale**

Strong literacy and numeracy skills are essential for lifelong learning and success. Research indicates that early identification and intervention in literacy, particularly in the primary years, can prevent long-term academic challenges and foster confidence in young learners. Our literacy focus is driven by data showing gaps in early reading and writing. In Grade 1, 8% of students are not meeting in writing and 14.6% in reading; Grade 2 has 10% and 17.7%, respectively; and Grade 3 shows 3.75% in writing and 5% in reading. These results highlight the need for targeted strategies to strengthen foundational literacy skills and ensure success for all learners.

Similarly, a well-defined scope and sequence in numeracy, especially at the intermediate level, ensures that students build mathematical understanding in a coherent and meaningful way. Although our intermediate numeracy results are strong, data shows that 5.5% of Grade 4 students and 4% of students in Grades 5 and 6 are not meeting expectations. Our approach is grounded in Indigenous ways of knowing, which emphasize contextual learning, storytelling, and community collaboration. These principles not only enrich instruction but also create inclusive environments where diverse learners feel seen, supported, and empowered.

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

We will implement literacy screening tools for all kindergarten students and monitor progress through Grade 3. Staff will receive professional development on evidence-based literacy instruction, including tiered support strategies and the use of decodable texts and oral language resources. In numeracy, we will develop a comprehensive 4–7 scope and sequence map being developed by our district pilot teams, introduce benchmark assessments, and expand access to manipulatives and culturally relevant math tools. Teachers will collaborate regularly to share effective practices and resources. Cross-grade mentorship programs will be encouraged to foster peer support in both literacy and numeracy. District-level support will be provided to ensure alignment with broader strategic goals and to provide tailored resources that meet teacher and student needs.

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

Success will be measured through a combination of student and staff data. For literacy, we will analyze K–3 screening results, Student Learning Survey responses, and summative report card data focusing on language and cognitive growth. For numeracy, we will track assessment outcomes, student confidence levels, and anxiety indicators using survey tools and comparative grade-level data. Staff feedback will be collected to assess access to resources and confidence in delivering instruction. Parent engagement will also be monitored through participation in literacy events and feedback on home-school connections.

Principal:

Superintendent:

Board Chairperson:

Date:



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

Continuing Goal: To increase the social and emotional well-being of all learners by cultivating resilience, self-awareness, and interpersonal skills through collaborative experiences and outdoor education. This goal will be achieved by integrating Fine Arts-based multi-age collaboration and nature-based learning opportunities that promote connection, confidence, and emotional regulation across all grade levels.

**B. Rationale**

Social Emotional Learning is foundational to student success and well-being. When students feel connected to their peers, staff, and environment, they are more likely to engage meaningfully in learning and demonstrate resilience in the face of challenges. Collaborative Fine Arts experiences, such as school-wide performances and multi-age projects, build interpersonal skills and a sense of belonging. Our MDI data shows that 54% of students never participate in music or art lessons, while only 6% engage daily. This lack of exposure highlights the need for a strong fine arts focus in elementary schools. Music and art are essential for creativity, self-expression, and cognitive development, providing balance to academic learning and fostering well-rounded growth. A vibrant fine arts program ensures all students have access to these critical opportunities.

Outdoor education further supports emotional regulation, physical health, and creativity, while reinforcing Indigenous perspectives that honour the land as teacher. Survey data shows that while concerns about pollution (52% “very much” or “quite a bit”) and species extinction (41%) are significant, climate change and deforestation rank lower, with 38% and 18% of respondents indicating “not at all” concerned. This gap suggests a need for experiential learning that fosters awareness and responsibility for the land. Together, these approaches create inclusive, supportive environments where students can develop self-awareness, empathy, and confidence.

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

We will continue to offer multi-age collaborative opportunities through Fine Arts initiatives such as the Talent Show and Spring Musical, allowing students to work toward shared goals in creative and inclusive settings. Staff will facilitate team-building sessions twice annually, with dedicated time for planning and reflection. Outdoor learning will be expanded through enhanced access to materials, including outdoor carts, foam mats, clipboards, and resource books tailored to each learning pod. Professional development will focus on environmental education and collaborative teaching strategies. Student and staff surveys will guide resource allocation and ensure alignment with community needs.

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

We will measure success through a variety of data sources: Student Learning Surveys, Middle Years Development Index, and Early Development Instrument will provide insight into students’ sense of belonging, emotional well-being, and connectedness to peers and adults. Staff surveys will assess impact in facilitating SEL through collaboration and outdoor learning. We will also track participation in Fine Arts and outdoor activities, and gather qualitative feedback from students and families regarding their experiences. These measures will help us evaluate the impact of our SEL initiatives and guide future planning.

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