



School: Nakusp Elementary School

Principal/Vice-Principal: Mike Hibberson/ Tim Van Brummelen

A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with.)

How do we develop relationships and shared responsibility for the climate and culture of our school?

- Collaboration with staff, students, and parents.

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

- MDI results from this year show that many students are feeling disconnected
- We have put a huge emphasis on collaboration and have seen the results of this
- We have also seen that increasing parent involvement is an area for improvement- MDI shows us that our students are struggling in areas that we cannot control as a school
- IEP meetings were not as well attended this year, although student conferences were

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- School- wide team building day/ wellness day where families were invited
- Check in with previous teachers on a day
- Family groupings
- Friends gym time at lunch- reduction of intramurals
- Shared School book- We are all wonders

D. Evidence / Evaluation / Feedback (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry?)

- Middle Years Development Index survey
- Student Learning Survey
- Informal surveys at school
- Student Attendance

E. Promising Practices: (What are you most proud of?)

- SEL Check-ins
- Modelling appropriate behaviours and expectations
- Open House and strong learning conferences
- 3-way conferences
- Parenting classes in collaboration with PAC
- Leadership projects for school wide events
- Special Celebrations- Carnival, Earth Day, Tryathlon, Terry Fox



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A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with.)

How do we ensure **all** students recognise their potential and reach for their goals?

- Competency

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

- Our current goals include two competency-based goals
- Professional Learning Team (PLT) indicates that we want to develop our Numeracy programming while maintaining the good work we are doing in Literacy
- Our assessment teams and PLT have focussed on Student Conferences for Intentional Learning (SCIL) and portfolio-based growth tracking

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- Assessing strengths and stretches
- Using conference-based goal setting and checking on progress iteratively
- Ensuring access points for learning match each student
- Numeracy collaboration
- Connecting to out of school factors that affect learning and communicating them
- Portfolio/binder progress tracking
- Math play or similar after school reinforcement
- Goal completion celebration
- Peer to peer recognition/ appreciation/ celebration- Virtues/ Grandfathers Teaching

D. Evidence / Evaluation / Feedback (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry?)

- SCIL tracking
- FSA results
- District Assessments
- Attendance

E. Promising Practices: (What are you most proud of?)

- Small group instruction - reading/math with multi-grade groupings
- Strong learning services- individualised learning program, intervention, push in
- Alignment across grades - book clubs, Diagnostic Reading Assessment, Numeracy
- Applied Design Skills and Trades learning opportunities
- Balanced Literacy/Numeracy programs
- Indigenous Student Support- Elder, IST, class-based supports, cultural programming
- Gradual release model when teaching - setting grade/age specific goals, meeting students where they are





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A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with.)

Do place-based learning and community connections lead to wellness and belonging?

- Health
- Environment

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

- Clubs have been a very positive addition to our school
- Our current community-based goal has brought about some great relationships with community groups that would be great to maintain
- MDI data indicates that some of our students are not all feeling connected at school, home, and community

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- Continue to engage with community
- Increase volunteer access to school
- Increase conversations with students about this goal
- Building and maintaining a network of volunteers

D. Evidence / Evaluation / Feedback (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry?)

- MDI
- School engagement and attendance

E. Promising Practices: (What are you most proud of?)

- Service Learning/ Community Service
- Feeling connected to our forest
- Walking field trips
- Community Involvement in after school clubs
- 7 Grandfather Teachings
- Social Emotional development and supports

  
Principal/Vice Principal

  
Superintendent