

District Strategic Priority	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
District Goals	<ul style="list-style-type: none"> <li>Optimize innovative practices and learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Deepen integration of Indigenous ways of knowing.</li> <li>Foster relationships with community, parents and educational partners.</li> </ul>	<ul style="list-style-type: none"> <li>Optimize infrastructure to support learning.</li> <li>Foster environmental stewardship.</li> </ul>	<ul style="list-style-type: none"> <li>Invest in the holistic well-being of our people.</li> </ul>
Indigenous Education Enhancement Agreement	<ul style="list-style-type: none"> <li><b>Goal 2:</b> Increase academic success of all Indigenous students.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Goal 1:</b> Increase Indigenous students' sense of belonging, cultural identity, and self-esteem.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Goal 3:</b> Increase awareness of First Nations, Metis, and Inuit culture /teachings with all students.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Goal 4:</b> Increase Indigenous students' confidence in leadership.</li> </ul>
CCS's Goals	<p>CCS noticed a need to address literacy skills in all students. It will look differently at each level, but in short:</p> <ul style="list-style-type: none"> <li>K-3 – sounds, phonograms, phonemic awareness, spelling, reading fluency are points of emphasis</li> <li>Gr 4-6 – spelling and writing skills are being addressed</li> <li>Gr 7-9 - reading comprehension, answering the question that was asked with as many details as appropriate for age level.</li> </ul>	<p>Active Travel Committee is off the ground now – goal is to work with the large community to plan safe and people-powered transportation to/from school. Ultimately, they wish to produce a map to advertise best routes.</p> <p>CCS's second goal around meaningful instruction around Truth and Reconciliation and use of the First People's Principles of Learning</p>	<p>Many classes participate in daily outdoor learning or weekly nature walks</p>	<p>Rejuvenate CCS Code of Conduct to give purpose and meaningful engagement for the social emotional needs and rights of all</p>
CCS's Actions	<ul style="list-style-type: none"> <li>Staff conversation about assessments to establish baseline data so we can see if our teaching is effective</li> <li>Grade group work around teaching strategies to target instruction around goal area</li> <li>Budget targeted to fund materials (assessments, print resources, early literacy manipulatives to support work</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students using active travel to / from school each day</li> <li>Create a walking school bus route and help others to start up too. Communicate waling school bus routes so others can join</li> <li>Go By Bike participation 2 x each year – who is participating, are student participating safely (with helmet)...</li> <li>Fantastic staff and student engagement around Sept 30 (TRC day)</li> </ul>	<ul style="list-style-type: none"> <li>Installation of the Outdoor classroom</li> <li>Outdoor gardens well used by classrooms and CCSS</li> <li>Get all students/classrooms participating in recycling/composting programs.</li> <li>Maintain bike to school events.</li> <li>Hot lunch program has a reduced waste initiative – less packaging, re-usable containers / cutlery</li> </ul>	<ul style="list-style-type: none"> <li>PBIS or student buy in for Code of Conduct</li> <li>Do this work with whole staff and PAC to create traction for interventions</li> <li>SOGI committee and GSA to work with students about racism, sexism and abusive verbal conduct</li> <li>Purchase a set of EASE print resources for student and teacher access</li> </ul>

CCS's Evidence	•		•	•