



ćuumaŋas Tsuma-as Elementary Growth Plan 2025/2026



Ms. Maghen Girard – Principal

Mrs. Haellie Kynoch – Vice-Principal

Land Statement

Tsuma-as Elementary School is situated on the ha-houlthees of the čīšaaʔath, hupačasath, tla-o-qui-aht, Yuułuʔiłʔatḥ, and Huu-ay-aht First Nations and acknowledge that we work alongside all Nuu- chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The district strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.





Our School Story

ɕuumaʒas Tsuma-as Elementary School Characteristics

Our school's catchment area represents a diverse geographic region including both rural and urban areas. Our school grounds feature fields, forested areas, playgrounds, a track and stunning mountain views. Tsuma-as Elementary School is in close proximity to trails, streams, forest areas and a community walkway, providing our school with easy access to nature for land-based learning opportunities.

Our early years center is a part of our school community with daycare, before and after school care, preschool and Strong Start programs. Within our school building, children from birth to grade 7 receive care and education. This provides us with a unique opportunity to strengthen school transitions and relationships for children and their families.

We are proud to be the first public school in the Alberni Valley to hold an Indigenous name that highlights our geographical location and our connection to the land. Our school logo is an Indigenous design created by Ray Sim featuring an image of a wolf. It is from this design that we have built our school identity as the Wolf Pack and established our Code of Conduct. As members of the Wolf Pack, we strive to strengthen relationships in our school community, develop our connections to the land, and imbed Indigenous cultural learning into our school.



ɕuumaʒas Tsuma-as Elementary School Demographics

ɕuumaʒas Tsuma-as Elementary is a Kindergarten to Grade 7 school with an enrollment of approximately 335 students. We are organized into 15 divisions consisting of both straight and split-grade classes. ɕuumaʒas Tsuma-as Elementary students represent diverse family structures, socio-economic backgrounds, ethnic and cultural groups. Our school is located on the ha-houlthees of the ɕišaaʒath and hupačasath First Nations. We are grateful to work, learn, and play on this beautiful land. We have approximately 70 (20%) students of Indigenous ancestry attending our school. We believe in integrating cultural teachings and Indigenous understandings into our learning.



Our School Goals and Strategies for Enhancing Student Learning

We believe that every child deserves an equal opportunity to reach their full potential. By implementing evidence-based instructional practices, continuously assessing student progress, and providing targeted support, we will ensure that each student receives the necessary tools and support to succeed academically and socially. (Pacific Rim School District Strategic Plan)

District Strategic Plan Goal: To maintain literacy as a top priority for student achievement

School Goal: To increase the number of students reading and writing at grade level

Continued and Refined Target Strategies:

- Implementation of our school reading intervention program
- Focused conversations around literacy planning, instruction and assessment
- Intentional purchasing of literacy resources
- Collaboration with district resource teachers around best practices in literacy instruction
- Expand the use of literature circles as a strategy in the intermediate grades
- Provide explicit phonics instruction in the early primary (K-2)
- Explicitly teach comprehension skills and strategies in the late primary and intermediate grades
- Use fall reading & writing assessments to guide instruction
- Provide tiered literacy instruction at all grade levels

Exploration of New Target Strategies:

- Use literacy screeners to identify needs for early intervention
- Incorporate Literacy Learning Progressions to supplement curriculum planning
- Clearly display and reference learning targets for lessons, skills and concepts

District Strategic Plan Goal: To maintain numeracy as a priority for achievement

School Goal: To increase the number of students that are proficient in their numeracy skills

Continued and Refined Target Strategies:

- Build a numeracy-rich school environment
- Strengthen math vocabulary to support understanding
- Celebrate success in numeracy (e.g., *Mathematician of the Month*, math-based incentives)
- Continue Math Professional Learning Community (PLC) work
- Expand the use of anchor charts as learning tools
- Strategically allocate learning support towards numeracy
- Use numeracy assessment data to guide instruction
- Collaborate with district resource teachers around best practices in numeracy instruction

Exploration of New Target Strategies:

- Incorporate Numeracy Learning Progressions into planning
- Engage families in numeracy (e.g., family games night, take-home bags, home math activities)
- Create opportunities for collaboration, mentorship, and professional learning around numeracy
- Clearly display and reference learning targets for lessons, skills and concepts



Data/Evidence

Literacy

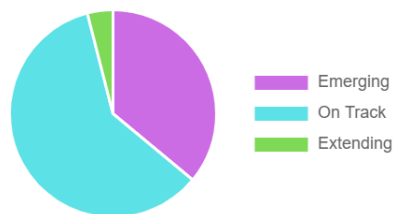
We will continue to monitor our district assessment and FSA literacy data as we work to improve student literacy results in all grades.

Foundation Skills Assessment (FSA) Literacy Results

2024/2025 65% of Grade 4 and Grade 7 students were on track or extending in Literacy. This is down from 74% the previous year.

Grade 4 2024/25

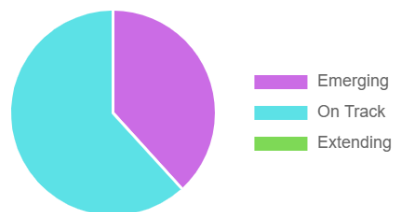
Literacy



	Participation Rate – Writers Only	
	#	%
Emerging	18	36.00
On Track	30	60.00
Extending	2	4.00

Grade 7 2024/25

Literacy



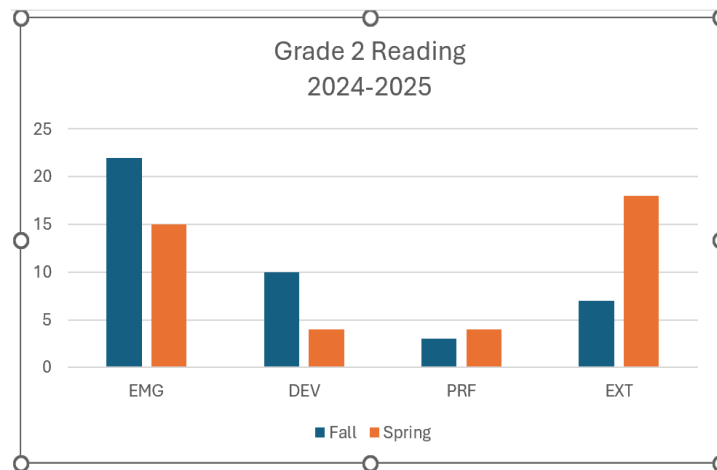
	Participation Rate – Writers Only	
	#	%
Emerging	13	38.24
On Track	21	61.76
Extending	0	0.00



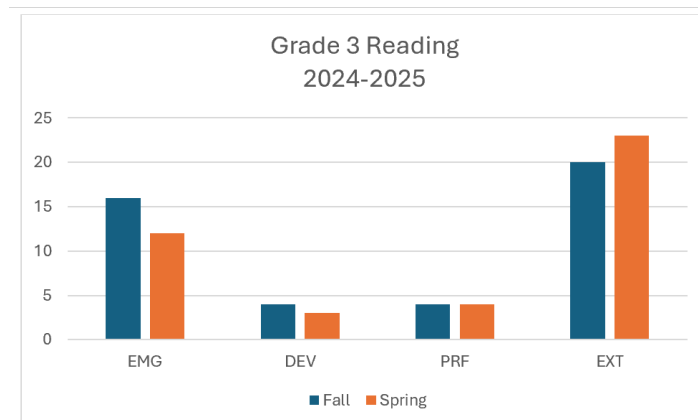
Data/Evidence

District Assessment Benchmark Data for Reading

We have now completed a third year with our targeted reading intervention program for Grade 2 and 3 students who are not yet reading at grade level.



By June 2025, 53% of Grade 2 students were at or above grade level expectations for reading. This is an increase of 17% from October of 2024.



By June 2025, 64% of Grade 3 students were at or above grade level expectations for reading. This is an increase of 10% from October of 2024.

Many of our grade two students will continue to receive reading intervention in Grade 3 to further boost their skills and move them toward grade level. Our school team plans to look at ways to further support students who are not yet reading at grade level beyond grade 3.

We will continue to monitor these students as they move into Grade 4 by examining district reading assessment data and FSA data to determine the impact of our reading intervention program on students' future success in reading and to plan for next steps.



Data/Evidence

Numeracy

Foundation Skills Assessment (FSA) Numeracy Results

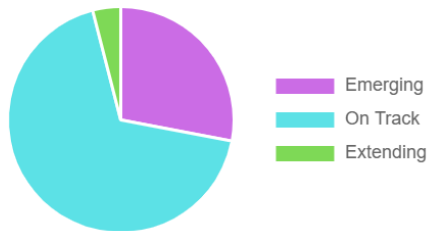
In the 2024-2025 school year we achieved our highest percentage of on track/extending students in the past three years, with a 26% increase from the previous school year.

2023/2024 30% of Grade 4 and Grade 7 students were on track or extending in Numeracy.

2024/2025 56% of Grade 4 and Grade 7 students were on track or extending in Numeracy.

Grade 4 2024/25

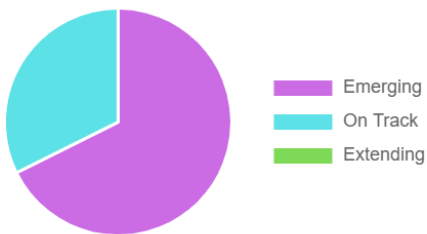
Numeracy



	Participation Rate – Writers Only	
	#	%
Emerging	14	28.00
On Track	34	68.00
Extending	2	4.00

Grade 7 2024/25

Numeracy



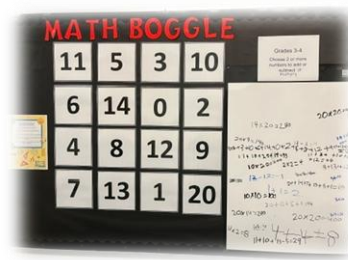
	Participation Rate – Writers Only	
	#	%
Emerging	23	67.65
On Track	11	32.35
Extending	0	0.00



Our School Celebration Story

At Tsuma-as Elementary we take pride in belonging to the WOLF PACK. This past year we've continued to embrace our Wolf character not only by strengthening our individual and community identities but also by celebrating our commitment to learning and our journeys to success.

A highlight of our academic focus this year was the spark and energy created around numeracy. We focused on mathematizing our school and creating a rich numeracy environment which not only brought numeracy learning to the forefront, but also celebrated math thinking skills in many different ways. Our staff worked hard in developing a Numeracy Professional Learning Community that brainstormed ideas and strategies to ignite creativity and flexible thinking. This PLC helped plan school activities, led staff professional development, developed a student recognition system that celebrated numeracy achievement with "Mathematicians of the Month" and made numeracy visible in real-life ways. Students engaged in whole-school math activities like math boggle, measurement growth charts, and building and cooking projects. It was wonderful to see excitement and engagement grow around numeracy this year not only for students, but for staff as well.



Building a sense of identity as individuals and as a learning community is important to us at Tsuma-as. Each year we look to find ways to deepen our understanding of ourselves, others and our inter-connectedness. This year we celebrated our work in building our cultural identity and understanding. We expanded our learning in Indigenous culture with school-wide Truth and Reconciliation actions, our drumming and song practice and performances, as well exploring various Métis lessons and activities within our classrooms. In partnership with our school district's Métis Family & Student Advocate and our school counsellor, a "Métis Craft and Social Group" was formed. This extra curricular club provided a safe space to explore friendship, hopes and dreams, self-care and healthy celebrations. Our students and staff were able to form new connections and had a great time getting to know themselves and each other.



Not only do we reflect back to celebrate the year we shared, with excitement we look forward to the future. Looking ahead, we plan to target our Literacy and Numeracy academic skills by continuing our work in early intervention in reading, writing and math. We specifically aim to continue our momentum in numeracy engagement and skill development by expanding our numeracy rich environment, finding meaningful learning experiences across the whole school and exploring ways to engage families in numeracy.