



ćuumaŋas Tsuma-as Elementary Growth Plan 2026/2027



Ms. Maghen Girard – Principal

Mrs. Haellie Kynoch – Vice-Principal

Land Statement

ćuumaŋas (Tsuma-as) Elementary School is situated on the ȥaȥuuli of the cīšaaȥaȥ and huupačasȥaȥ. In commitment to reconciliation and learning, we acknowledge and show gratitude for the lands on which we are able to work on, live on, and gather. These lands, the ȥaȥuuli, of the cīšaaȥaȥ and huupačasȥaȥ, continue to sustain, teach, and nurture us.

We also honour and recognize that we work alongside all nuućaanuȥ 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 nuućaanuȥ culture, history, and language in all Pacific Rim School District schools.





Our School Story

c̓uumaŋas Tsuma-as Elementary School Characteristics

Tsuma-as Elementary School serves a diverse catchment area that includes both rural and urban communities. Our campus offers a rich learning environment, featuring open fields, forested spaces, playgrounds, a running track, and breathtaking mountain views. Surrounded by trails, streams, forests, and a community walkway, our school is uniquely situated to provide meaningful land-based learning experiences that connect students with the natural world.

Our Early Years Centre is an integral part of our school community, offering daycare, before- and after-school care, and Strong Start programs. With children and families supported from birth through Grade 7 within one shared learning community, we are able to foster strong relationships and create seamless transitions throughout a child's educational journey.

In 2021, with support from c̓iŋaaʔath and huupačasʔath First Nations, our Elementary School was respectfully renamed to c̓uumaŋas (Tsuma-as) Elementary to reflect the ɥaɥuuli we are situated on and to recognize the significance of Indigenous language and our commitment to respectful relationships. We are proud to be the first public school in the Alberni Valley to carry an Indigenous name, reflecting both our geographic location and our deep connection to the land. Our school logo, created by Indigenous artist Ray Sim, features a wolf and serves as the foundation of our school identity as the Wolf Pack. Guided by the values represented in this design, we strive to build strong relationships, nurture a sense of belonging, strengthen our connection to the land, and honour Indigenous ways of knowing and learning. As members of the Wolf Pack, we are committed to creating a respectful, inclusive, and caring school community where every learner can thrive.



c̓uumaŋas Tsuma-as Elementary School Demographics

c̓uumaŋas Tsuma-as Elementary is a Kindergarten to Grade 7 school serving approximately 325 students. Our learning community is organized into 16 divisions, including both single-grade and multi-grade classrooms. We are proud to be a diverse school where students come from a variety of family structures, cultural backgrounds, and lived experiences, enriching our community through their unique perspectives and contributions. Our school is located on the ɥaɥuuli of the c̓iŋaaʔath and huupačasath First Nations. Approximately 20% of our student population identifies as Indigenous. We are committed to honouring Indigenous perspectives by embedding cultural teachings, local knowledge, and Indigenous ways of knowing into our learning environments and daily practices. Through this work, we strive to foster respect, understanding, and meaningful connections among all members of our school community.



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:

- Implement targeted Grade 2 reading interventions using school-wide assessment data
- Engage in collaborative literacy planning conversations using student work and assessment evidence
- Purchase and utilize high-quality literacy resources to support explicit reading and writing instruction
- Co-plan with district resource teachers to strengthen literacy assessment and instructional practices
- Facilitate literature circles in intermediate to develop comprehension and discussion skills
- Deliver explicit and systematic phonics instruction in primary classrooms
- Teach and model comprehension strategies through modelled and independent reading
- Use reading and writing assessments to identify learner needs and plan targeted instruction
- Incorporate Literacy Learning Progressions into assessment and instruction

Exploration of New Target Strategies:

- Administer and analyze K–3 literacy screeners to guide early intervention and instruction
- Implement classroom based small-group reading and writing instruction
- Facilitate literacy stations and reading engagement activities in collaboration with the library
- Create multi-age reading partnerships and literacy learning opportunities across grade levels
- Embed authentic reading and writing tasks within science, social studies, and other curricular areas
- Explicitly connect reading and writing instruction through mentor texts and response activities
- Use diverse, culturally responsive, and Indigenous texts to support literacy instruction
- Provide regular opportunities for student choice in reading and writing tasks to increase engagement and ownership





Our School Goals and Strategies for Enhancing Student Learning

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:

- Create and maintain a numeracy-rich learning environment throughout the school
- Explicitly teach and reinforce mathematical vocabulary to support understanding
- Celebrate student growth and achievement in numeracy through school-wide recognition (Mathematician of the Month etc.)
- Use numeracy assessment data to inform instruction, specifically pulling out grade level targets
- Collaborate with district resource teachers to strengthen numeracy instruction and assessment
- Incorporate Numeracy Learning Progressions into planning
- Provide authentic, real-world numeracy experiences across learning contexts
- Use hands-on materials and visual models to develop conceptual understanding

Exploration of New Target Strategies:

- Engage families in numeracy learning through activities and shared experiences
- Facilitate professional learning opportunities focused on strategic numeracy instruction
- Highlight and share effective numeracy practices across classrooms
- Develop targeted numeracy support opportunities for learners
- Explore connections between numeracy, ADST, and library learning experiences
- Incorporate Indigenous and local contexts into numeracy
- Create visible outdoor numeracy learning spaces that support inquiry and play
- Develop multi-age numeracy learning opportunities across grade levels
- Implement classroom based small-group numeracy instruction





Data/Evidence

Literacy

We will continue to monitor district assessment and Foundation Skills Assessment (FSA) literacy data as we work to improve student literacy achievement across all grades.

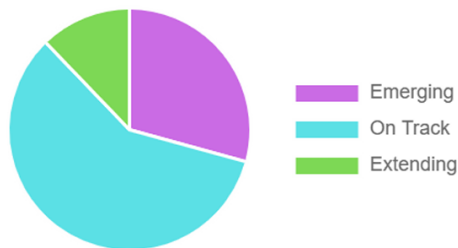
Foundation Skills Assessment (FSA) Literacy Results

2025/2026 72% of Grade 4 and Grade 7 students were on track or extending in Literacy. This is up from 65% the previous year.

This increase reflects growth in student literacy outcomes and suggests that current instructional practices and interventions are having a meaningful impact. Moving forward, we will build on this momentum by continuing to use assessment data to guide instruction, strengthen reading and writing connections, and provide targeted supports to ensure all learners continue to make progress and achieve success in literacy.

Grade 4 2025/26

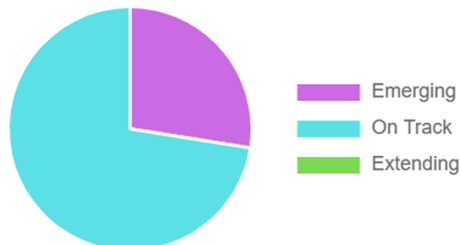
Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	12	29.27
On Track	24	58.54
Extending	5	12.20

Grade 7 2025/26

Literacy



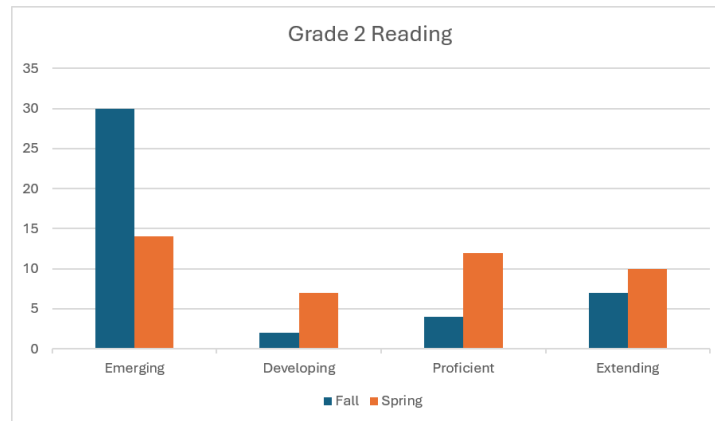
	Participation Rate - Writers Only	
	#	%
Emerging	11	27.50
On Track	29	72.50
Extending	0	0.00



Data/Evidence

District Assessment Benchmark Data for Reading

We have now completed the fourth year of our targeted reading intervention program for Grade 2 students who are not yet reading at grade level.



In Fall 2025, **30% of Grade 2 students were identified as On Track or Extending in Reading.** By June 2026, **67% of Grade 2 students were identified as On Track or Extending in Reading,** demonstrating continued progress in early literacy development.

As we move forward, we will continue to monitor the achievement of these students as they progress through the intermediate grades. By examining district reading assessment data and Foundation Skills Assessment (FSA) results, we will evaluate the long-term impact of our early intervention efforts on student reading success. This ongoing analysis will help inform instructional decisions, identify areas for additional support, and guide next steps to ensure all learners continue to develop strong literacy skills.

District Assessment Data for Writing

We will continue to use district writing assessment data to monitor student progress and guide instructional planning across all grade levels.

School-wide writing data indicates that 87% of students are performing at the Developing, Proficient, or Extending level in writing, with **44% of students achieving Proficient or Extending in writing.**

While most students are demonstrating progress toward grade-level expectations, continued focus on writing instruction and targeted support will help move more learners from Developing to Proficient and Extending levels. Our focus will be on strengthening students' written communication skills and increasing the number of learners who achieve proficiency while supporting all students in progressing toward grade-level expectations.



Data/Evidence

Numeracy

We will continue to monitor district assessment and Foundation Skills Assessment (FSA) numeracy data as we work to improve student achievement in numeracy across all grades.

Foundation Skills Assessment (FSA) Numeracy Results

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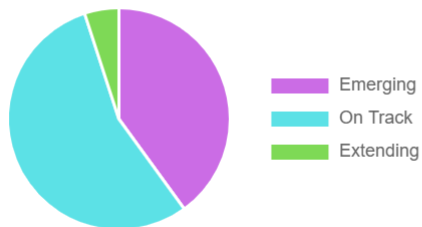
2024/2025 56% of Grade 4 and Grade 7 students were on track or extending in Numeracy.

2025/2026 51% of Grade 4 and Grade 7 students were on track or extending in Numeracy.

While 56% of Grade 4 and Grade 7 students were identified as On Track or Extending in numeracy during the 2024/2025 school year, results decreased to 51% in 2025/2026. These results indicate an ongoing need to strengthen numeracy instruction and provide targeted support to students. Using assessment data, collaborative planning, and evidence-based teaching practices, we will focus on developing students' number sense, mathematical reasoning, and problem-solving skills to increase achievement and ensure more learners meet or exceed grade-level expectations.

Grade 4 2025/26

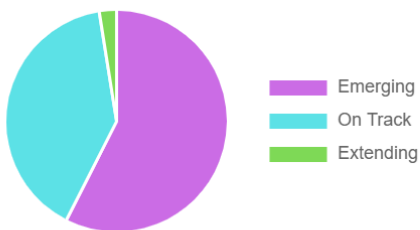
Numeracy



	Participation Rate – Writers Only	
	#	%
Emerging	16	40.00
On Track	22	55.00
Extending	2	5.00

Grade 7 2025/26

Numeracy



	Participation Rate – Writers Only	
	#	%
Emerging	23	57.50
On Track	16	40.00
Extending	1	2.50



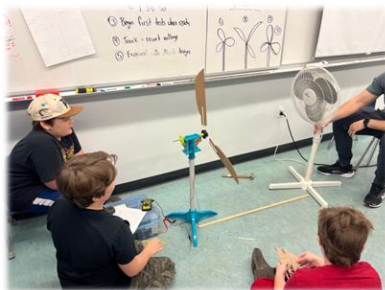
Our School Celebration Story

At Tsuma-as Elementary, our commitment to building a strong community culture of learning continues to be reflected in the experiences, relationships, and successes we share. As proud members of the WOLF PACK, students and staff have embraced opportunities to strengthen their identities, deepen their learning, and celebrate the many accomplishments that contribute to a thriving school community.

A highlight of the year was our ongoing Indigenous-focused work including a NOIE project and meaningful partnerships with Elders, community members, and district leaders. Students engaged in authentic cultural experiences, including mini čapac journeys, čapac-centered language, traditional food sharing, seasonal rounds and Tree of Life lessons, all while deepening their understanding of local knowledge, identity, and community.



Celebrating success remained an important part of school life. Through home reading programs, Howlers of the Week, and student leadership opportunities, we recognized the many ways students contribute to our learning community and encouraged them to share their voices and strengths. Students also participated in a variety of engaging, hands-on learning experiences. ADST and woodworking programs fostered creativity, problem-solving, and practical skills, while the Baking Grandmas program also built connections across generations. Learning was further enriched through experiences connected to the land and local environment, including salmon education, planting projects, bird walks, and caring for animals.



Our staff remained committed to continuous growth by welcoming educational visitors into our classrooms and engaging in professional learning with Jen Kelly and district resource educators to strengthen instructional practice. Built into staff meetings, grade level teams collaborated around planning, instruction and assessment.

As we look ahead, we are excited to continue expanding opportunities for students through a strengthened K–7 ADST program, providing more hands-on experiences that foster creativity, innovation, problem-solving, and practical skills. We plan to expand opportunities for intentional multi-grade learning partnerships, allowing students to learn with and from one another, build leadership skills, and strengthen connections across our school community. As the WOLF PACK, we look forward to building on this year's success and continuing to learn and grow together.