

**School** Cedar Elementary

**“A goal without a plan is merely a wish.”**

Antoine de Saint-Exupery

### School Story

Cedar Elementary is located on the Traditional and Unceded territory of the Laich-kwil-tach people. During the 2023-24 School Year the student population fluctuated between 170 and 180 students. Cedar Elementary is a K-5 School and it features 9 divisions, (two Kinderga/Grade 1 Classes, two Gr. 1/2, one Grade 2 class, one Grade 2/3 class, one Gr. 3/4, and two gr. 4/5.). Cedar student population is composed of 49% who identify as having Indigenous Ancestry. Our school is a place where students and families feel a sense of belonging, establish and strengthen connections with staff and peers, and build an understanding of personal and cultural identity. Cedar’s mission is to provide a positive, responsive and enriching environment that creates and fosters a kind and compassionate lifelong learner. The Cedar Learning Community shares the collective goal to eventually graduate students with dignity, purpose and options.

### Goals

*What specifically are you trying to improve? Who benefits from choosing these goals? Have all learners in your school been considered in developing these goals?*

**By the time students leave our school in grade five, they will be proficient readers who love to read for pleasure and information.**

This goal connects to the SD72 Strategic Plan:

- **Evolving for tomorrow:** Grade level proficiency in literacy.
- **Student-Centered Learning Environment:** Student understanding and ownership of their learning process to empower them to become self-directed, life-long learners.
- **Honoring Indigenous World Views and Perspectives:** Equitable education outcomes for Indigenous students across all measures.

### Reflection

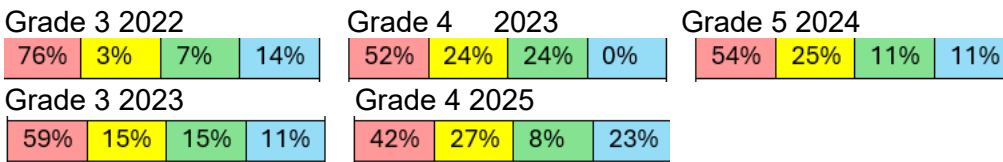
## Rationale

*Why have you chosen these goals? What quantitative or qualitative data leads you to these goals?  
How do you know these goals should be a priority? How does equity for all learners inform your goals?  
How are these goals different or build on what you have been doing?*

Cedar Elementary has prioritized student literacy development based on data indicating a significant need for a tiered, whole-school approach. Our goal is for 80% of Grade 5 students to achieve reading proficiency by the time they transition to middle school, a target we aim to reach within the next three cohorts. Currently, 59% of students are meeting or exceeding proficiency, as shown in the graphic below, highlighting the work that lies ahead.

Row Labels	Count of Final
EMG	13.79%
DEV	27.59%
PRF	55.17%
EXT	3.45%
<b>Grand Total</b>	<b>100.00%</b>

DIBELS Data collected over the last three years shows Cedar's capacity to move closer to our goal. While last year's grade 5 cohort shows 46% of students score above "at risk" in that same cohort in grade 3 only 24% of students scored above "at risk." This year's grade 5 cohort scored 58% above "at risk" according to DIBELS scores last year while in grade 4. This was an improvement of 17% from grade 3 scores of the same cohort.



Although, numerical results are not yet approaching the goal of 80% Proficient scores for English Language Arts, internal and external support for literacy development is heading in the right direction.

*A targeted approach:*

*At Cedar Elementary, we believe that reading fluency is closely linked to the development of oral language, particularly during the primary years. Both our teaching staff and school-based Speech-Language Pathologists have observed the need to strengthen oral language skills in the early grades, based on classroom observations and oral language assessments.*

*With support from our school district's strategic priorities funding, we have begun targeted interventions to help us achieve our goal: 80% reading proficiency by the end of Grade 5. Using the Narrative Language Measures (NLM) Assessment Tool, we found that 53% of students from kindergarten to Grade 2 are at moderate to high risk in areas related to oral language development.*

*Of those students, the 30% most at risk receive Tier 1 support from Speech-Language Pathologists. The remaining students participate in a Tier 2 intervention with a teacher once a week, using Story Champs, an oral language development program. At the end of the school year, all students receiving Tier 2 support will be reassessed to monitor their progress and measure improvement.*

As part of Cedar's literacy goal, we are also committed to developing students' written communication skills. In addition to reading fluency and oral language development, written expression plays a vital role in overall literacy. To help guide instruction and identify areas of growth, we will use data from our school-wide writes and student learning updates to assess student writing across grade levels.

We also recognize the importance of cultivating a genuine love of reading—not only for enjoyment, but as a means to explore, understand, and interpret the world. To begin measuring student engagement with reading, we will be tracking circulation data from the Cedar Library.

*Data is not yet ready.*

## Reflection

### What would success look like?

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

Success for the short term will be to achieve a 12% increase in Proficient scores in English Language Arts, similar to DIBELS scores between last year's grade 5 cohort and the current grade 5 cohort. For the long term, success would look like targeted literacy intervention starting in kindergarten through to grade 3 focused on developing speech thorough verbal communication to connect to decoding skills and later to comprehension. As a staff, we believe more clear verbal communication and a better understanding of narrative will improve decoding skills scoring above the DIBELS "at risk" threshold earlier.

### Action and Monitoring plan

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goals. What professional learning is required by school staff, inclusive of all staff? How will you know you are on the right track to achieving your goals? How will you measure your pace? What specific processes will you use to monitor your plan?*

The Action and Monitoring Plan is outlined using Cale Birk's (Students, Educators, Tasks) model.

Students:

- **Read at grade level:** *I can show how well I read by doing activities that check how I sound out words, read smoothly, and understand what I read—by reading at grade level as shown on the DIBELS screener.*
- **Read daily a variety of texts:** *I can read different types of texts for at least 15-20 minutes every day, including stories, information books, poetry, and digital content.*
- **Share reading preferences:** *I can talk about my favorite books, authors, and genres with my classmates and teachers.*

- **Decipher and interpret information:** *I can find and use important information from what I read to answer questions, explain ideas, and complete assignments.*
- **Use strategies for unknown words:** *I can use different strategies, like sounding out words, looking at pictures, or thinking about what makes sense, to figure out words I do not know.*
- **Access the library to find books:** *I can choose books that I enjoy and that are right for me when I visit the library.*
- **Read critically:** *I can think deeply about what I read, figure out what the author is trying to say, and decide if I agree or see things differently.*
- **Oral Language Development:** *I can improve my speaking and listening skills by talking about stories, joining classroom discussions, and answering questions, so I can be a better reader.*

Educators:

- **Read aloud daily from a variety of genres:** Share engaging texts from fiction, non-fiction, poetry, and graphic novels, modeling fluent reading and think-aloud strategies to highlight comprehension skills, as documented in teaching schedules or observed in walkthroughs.
- **Conduct 1-to-1 assessments:** Use tools like running records, fluency rubrics, and comprehension checks during individual student conferences, documenting results to track progress over time. See Tasks/Assessments for specific literacy assessment screeners.
- **Identify struggling readers:** Regularly analyze data from reading assessments to pinpoint specific challenges (e.g., phonemic awareness, fluency, comprehension) and communicate findings with parents and support staff (LST) through detailed intervention plans.
- **Use a tiered approach for interventions in primary grades:** Implement tiered instructional strategies to address phonemic awareness, such as using explicit phonics programs for the whole class, small-group targeted interventions, and individualized support for at-risk students, as shown through intervention logs and progress monitoring.
- **Target reading comprehension skills:** Design activities and assessments that require students to summarize texts, make inferences, and cite evidence, and provide specific feedback to improve these skills, as demonstrated in student work samples and teacher notes.
- **Create opportunities for developing oral narratives and classroom discussions:** Use *Story Champs* to help students practice telling stories, build vocabulary, and share ideas through structured conversations.

Tasks/Assessments:

- **PRESS (Path to Reading Excellence in School Sites):** Conduct PRESS diagnostic assessments to pinpoint specific reading challenges and implement targeted intervention strategies, tracking individual growth through PRESS progress monitoring tools.
- **Reading group instruction using UFLI and Flyleaf resources:** Facilitate differentiated small-group reading sessions, using research-based UFLI (University of Florida Literacy Institute) strategies and Flyleaf decodable readers to build fluency and comprehension. Monitor student participation and outcomes through group session records and reading logs.

- **Book discussions and read-aloud:** Design tasks that engage students in meaningful conversations about texts, encouraging them to share interpretations, connections, and opinions. Use student reflections, participation rubrics, and teacher observations to assess the depth of understanding and engagement.

## Reflection

## Goals

*What specifically are you trying to improve? Who benefits from choosing these goals? Have all learners in your school been considered in developing these goals?*

**To be active and connect to place, nature, and culture in order to foster our responsibility as stewards of the land.**

This goal connects to the SD72 Strategic Plan:

- **Honoring Indigenous World Views and Perspectives:** Increased opportunities for Indigenous cultural leaders to provide awareness of the enduring cultural legacy that connects the past to the present.
- **Honoring Indigenous World Views and Perspectives:** Expand partnerships with the Indigenous communities we serve.
- **Evolving for tomorrow:** Decisions and educational opportunities that align with environmental stewardship.
- **Student-Centered Learning Environment:** Prioritizing personal wellness, recognizing the pivotal role it plays in fostering academic success, holistic growth, and overall well-being.

## Reflection

## Rationale

*Why have you chosen these goals? What quantitative or qualitative data leads you to these goals? How do you know these goals should be a priority? How does equity for all learners inform your goals? How are these goals different or build on what you have been doing?*

This holistic goal incorporates BC's Core Competencies to develop well-rounded learners. Cedar Elementary aims to foster **communication** through storytelling and collaboration about the land, **thinking** by encouraging critical and creative approaches to stewardship, and **personal and social responsibility** through respect for ecological systems and cultural heritage. Inspired by Blackfoot Elder Narcisse Blood's teaching that "learning from the land is a form of literacy, (extending beyond reading and writing to include understanding and

interpreting the knowledge embedded in natural environments),” this goal highlights life’s interconnectedness and the value of active engagement. As Dr. Dean Kriellaars observes, “Physical activity is fundamental to overall health and supports learning across all domains,” reinforcing the importance of movement in fostering well-being, connection, and stewardship.

While more data specific to this goal will be collected over the next few years, current but sparse data using results from The Student Learning Survey from the last three years show the need for growth:

- Cedar students require more understanding of the land, culture, and language of Liach- Kwil-tah First Nations. Although a considerable number of grades 4’s chose not to respond, according to those who did only 27% responded positively to learning about local First Nations.
- Also, despite Cedar Elementary having weekly Indigenous (Nuu Chah Nulth) drumming and dancing 28% of, again limited respondents, answered positively about participating in Indigenous activities at Cedar.
- According to the survey only 36% of grade 4 students participate in sport or clubs outside of school.

Survey data, combined with Cedar Elementary staff observations, highlights students’ desire for more opportunities for sports and active learning at school. Teachers have also noted that children are more regulated and ready to learn after spending time outdoors. These insights strongly support our decision to move forward with the above school goal.

## Reflection

### What would success look like?

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students’ attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

1. Increased awareness and engagement with Local Indigenous culture and knowledge as it relates to the land.
2. Enhanced participation in active and outdoor learning opportunities.
3. Improved emotional and behavioral regulation for all Cedar Elementary students.

### Action and Monitoring plan

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goals. What professional learning is required by school staff, inclusive of all staff? How will you know you are on the right track to achieving your goals? How will you measure your pace? What specific processes will you use to monitor your plan?*

Students:

- **Attend culture group with Qwaya Sam:** *I can listen to and learn from Qwaya Sam, showing respect and understanding through my work, reflections, and projects about Indigenous knowledge and caring for the land.*
- **Flourish in the with the Cedar Virtues:** *I can learn about and understand the Cedar virtues—kindness, communication, leadership, being joyful, hardworking, creativity,*

*adaptability, strength, generosity, and being reflective—and show them to make a positive difference in our school.*

- **Engage in outdoor playtime:** *I can play outside every day, working with others to solve problems, be creative, and enjoy nature.*
- **Participate in outdoor classroom activities:** *I can take part in outdoor lessons and complete activities like drawing, observing, or experimenting to learn more about the environment.*
- **Experience cross-curricular outdoor learning opportunities:** *I can use what I have learned in different subjects to explore and understand the outdoors, like using math to map an area or learning about Indigenous history while outside.*
- **Learn from community members or Laich-Kwil-tach representatives:** *I can listen to and ask questions of visitors who share their knowledge of the land and its history, and I can show what I have learned by creating stories, posters, or projects.*
- **Learn the Kwak'wala language and distinguish it from Nuu-Chah-Nulth:** *I can use words and phrases in Kwak'wala and Nuu-Chah-Nulth, and I can explain what makes these languages special and different from each other as this relates to the local territory.*
- **Show pride and feel ownership over school grounds:** *I can help take care of our school by doing things like gardening, recycling, or cleaning up, and I feel proud of how we take care of our space.*
- **Engage in daily physical activity:** *I can be active every day for at least 30 minutes by playing, moving, or taking part in activities that keep me healthy and strong.*
- **Participate in sports during PE and extracurriculars:** *I can play sports and games at school, working with others as a team, building skills, and showing good sportsmanship.*

Educators:

- **Tie students' current interests to outdoor activities:** Design outdoor learning opportunities that reflect students' personal interests, such as creating art from natural materials, exploring local ecosystems, or using sports activities to teach teamwork and resilience, as observed in lesson plans and student engagement.
- **Facilitate daily land acknowledgments:** Begin each day with meaningful land acknowledgments, fostering respect and awareness of Laich-kwil-tach territory by explaining their significance and connecting them to ongoing learning activities.
- **Use local Indigenous resources to teach about the land:** Incorporate materials like stories, maps, or teachings provided by local Elders and community members to deepen students' understanding of the land's history, geography, and cultural significance, as evidenced by integrated lessons and projects.
- **Incorporate Kwak'wala language:** Collaborate with the Kwak'wala language teacher to incorporate key phrases and vocabulary into daily routines, encouraging students to use the language to connect with the territory, as observed during classroom interactions and cultural lessons.
- **Support active living and encourage participation in sports:** Promote daily physical activity by organizing and supervising running clubs, intramural sports, and outdoor games. Provide pathways for interested students to participate in interschool competitions, as reflected in event records and participation rates.

Tasks/Assessments:

- **Cultural activities and monthly performances at Virtues Assemblies:** Track student participation in cultural activities such as drumming and dancing, ensuring that different students have opportunities to perform each month.
- **Monthly Virtues Assemblies and Recognition:** Organize monthly assemblies focused on the Cedar virtues: kindness, communication, leadership, being joyful, hardworking, creativity, adaptability, strength, generosity and being reflective. Cross grade groups do activities related to each month's virtue at the beginning of each month. Recognize students who exemplify the virtue through teacher nominations and peer recommendations and collect reflections or anecdotal records to track the impact on school culture at the end of each month.
- **The Otter Award for Kindness:** Establish clear criteria for the Otter Award, with nominations from students and staff. Track award recipients and their contributions to fostering kindness within the school, using student reflections or testimonials to assess the program's influence.
- **Otter Hiking Group:** Facilitate weekly outdoor Social Emotional Learning (SEL) sessions with the school counselor and therapy dog Otter, emphasizing connection to place and emotional well-being.
- **Gardening projects:** Engage students in planting, maintaining, and harvesting school gardens. Assess participation through task logs and evaluate learning through student reflections, science journals, or group presentations on topics like sustainability and plant life cycles.
- **Outdoor classroom activities:** As part of our commitment to be a *Wild School*, schedule regular outdoor learning sessions across subjects, incorporating nature into lessons. Evaluate effectiveness by reviewing student work, teacher lesson plans, and feedback from participants on the value of the outdoor classroom experience.
- **Field trips and mapping for outdoor education:** As part of our commitment to be a *Wild School*, plan field trips focused on outdoor education and local ecosystems. Task students with creating maps, journals, or digital presentations to document their experiences and learnings.

## Reflection

## Data

*List the Data you have that demonstrates where your students are at. Use this data to tell the story of whether your plan is working and student achievement is improving.*

Cedar Elementary will use ongoing data collection to tell the story of our school and celebrate our successes. While current data collection methods are already in place, Cedar Elementary will introduce additional data sets to further refine and guide our practices. All data collected will respect and safeguard individual privacy.

### Data Collection Methods:

- **DIBELS Screener:** Administered three times a year (twice for kindergarten), this tool is used district-wide to measure foundational literacy skills.



- **Student Learning Updates:** Information gathered from report cards to track progress and achievement.
- **School-Wide Writes:** Assessments of student writing conducted across grade levels.
- **Library Circulation Data:** Records of student borrowing habits to inform engagement with reading.
- **BC Ministry Student Learning Survey Data:** Insights from the annual provincial survey to understand student experiences and areas for improvement.
- **Gather student voice through surveys and testimonials:**  
*Use the Cedar Wellness, Outdoor Learning, and Active Living Survey along with student reflections to capture their thoughts, feelings, and experiences about learning and well-being at school.*
- **Staff Reflections:** Qualitative data from staff on successes and challenges in relation to the school's goals.
- **Community Collaborator Input:** Reflective feedback from collaborators, including the Elder in Residence, to provide insights into the impact of school initiatives.

#### Reflection

Principal Signature: \_\_\_\_\_

