

School Name:	Cedar Elementary
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Section 1 – Our Context

Cedar Elementary School is located on the traditional territory of the Liḡwítḡaḡw people. Our school is a walking school and serves 188 students from Kindergarten to Grade 5 and is supported by a dedicated staff of 30. Approximately 50% of our students identify as Indigenous, contributing to the rich cultural diversity and strength of our school community. Built in the 1950s, Cedar Elementary serves families from the surrounding neighbourhood and is deeply connected to the community it supports. We are committed to creating a welcoming, inclusive environment where every student and family feels a strong sense of belonging. Through meaningful relationships, students develop connections with their peers, staff, and the broader community while building confidence in their personal and cultural identities.

Section 2 – School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in Evolving for Tomorrow: Grade level proficiency in literacy Honour Indigenous World Views and Perspectives: Equitable education outcomes for Indigenous Students		
Part 1: What would we observe students doing and demonstrating?	S1	Students comprehend written text at grade level
	S2	Students using decoding skills and strategies to read text
	S3	Students communicate information orally and in writing
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Educators are cultivating a joy of reading – sharing stories, authors, literature rich classrooms and teaching strategies such as visualizing, making predictions, questioning, clarifying and summarizing.
	E2	Educators using the Literacy Framework Binder scope and sequence to teach skills connected to the 5 pillars of literacy. (Dibels, PRESS, Qualitative Spelling Inventory, FSA results etc.)
	E3	Educators supporting students as they structure ideas and begin to write using the learning progressions
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Strategies being modelled using think-alouds, “I do, we do, you do”, specific vocabulary instruction
	T2	Daily practice, ongoing check-ins, tasks structured to support students where they are at based on DIBELS screener and PRESS tool

	T3	Sentence frames, graphic organizers, spelling from literacy framework, mini lessons on writing skills
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Leader is supporting educators by offering resources / time with literacy coordinator
	L2	Leader supports with time during screeners and assessments, meeting with teachers and learning support teacher/coordinators to help plan and build capacity.
	L3	Leader provides opportunities for educators to collaborate and assess, professional development time and money

Optional: Bracketing Our Work – Our Leadership Impact Statement

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

- Click or tap here to enter text.
- Click or tap here to enter text.

Then we will observe...

- Click or tap here to enter text.
- Click or tap here to enter text.

Educators (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Tasks/Assessments (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Students (lagging indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

And our data/evidence (lagging indicators) will show...”

- Click or tap here to enter text.
- Click or tap here to enter text.

Goal # 1 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
September:	Click or tap here to enter text.	March:	Click or tap here to enter text.
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Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. **Note:** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

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Our Internal, School-Based Celebrations of Impact Date(s): _____

Link to learning log(s): _____

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Our District Celebration of Impact Date: Click or tap here to enter text.

School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in Evolving for Tomorrow: Grade level proficiency in numeracy Honour Indigenous World Views and Perspectives: Equitable education outcomes for Indigenous students.		
Part 1: What would we observe students doing and demonstrating?	S1	Students demonstrate grade level fluency with basic math facts and grade level computational fluency (composing and decomposing)
	S2	Students communicate (demonstrate and apply) their understanding of curricular competencies and knowledge. Represent their thinking in concrete, pictorial and symbolic ways.
	S3	Students engage in problem solving experiences (including experiences connected to place, story and perspectives relevant to local First Peoples communities) where they explain, justify and reflect on their mathematical thinking.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Educators using numeracy screener (CFNA) to identify the needs of their students
	E2	Educators will use math routines/strategies such as number talks, three-act tasks, esti-mysteries, math journals where students practice representing thinking in a variety of ways.
	E3	Educators use and model real life problem solving situations, teach mini-lessons
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Daily tasks or games that allow practice to build comprehension and fluency
	T2	Low floor / high ceiling tasks with multiple entry points with opportunities to collaborate and reflect (math mats, manipulatives)
	T3	Tasks with many entry points with opportunities to collaborate and reflect
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Leaders support opportunities for educators to build capacity through professional learning and share the learning with staff.
	L2	Leader supports staff by facilitation of a numeracy team, professional development, time with the numeracy coordinator and out of district numeracy educators.
	L3	Leader meets with educators, making sure resources are available, organized in a central location and ordering what is needed.

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Goal # 2 – Long Term Planning – Monthly Highlights/Syllabus

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School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in Student-Centred Learning Environments / Evolving for Tomorrow: focus on social emotional learning to be ready to learn.		
Part 1: What would we observe students doing and demonstrating?	S1	Students using self-regulation strategies and tools. Finding adults when they need support with complex emotions or situations.
	S2	Students being engaged learners
	S3	Students resolving conflict and taking responsibility for their actions by showing empathy, problem-solving and perspective taking
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Explicit teaching of strategies to build resilience and using metacognition. (Growth Mindset, Size of the problem, Zones of Regulation, EASE, Kids In The Know) Help students recognize their strengths to rely on during difficult times.
	E2	Encouraging student voice by using open ended questions, facilitating collaborative group work and partner activities, choice based projects.
	E3	Educators supporting and modeling problem solving during free play times and providing opportunities to practice problem solving. Cultivating growth mindset by encouraging students to view challenges as opportunities for learning.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Differentiated tasks to provide entry points for all. Strategies/resources such as teaching mindfulness and identifying feelings, breathing and body breaks.
	T2	Record learning reflections, questions and wonders
	T3	Core competency reflections and goal setting, alternate spaces, learning strips, practice/role play during class time.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Leader meeting with staff and school based team to identify resources and supports moving forward.
	L2	Celebrate student voice
	L3	Leader supporting staff members and students when student requires help in the moment. Plan assemblies that explicitly teach problem solving skills. Track behaviours using school based office referrals. Facilitate school support systems such as Distressed Student Behaviour Reports, School Based Team, Office referrals, inclusive Education team and itinerant

		support team. Create opportunities for adults to take part in Low Arousal Training when available.
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