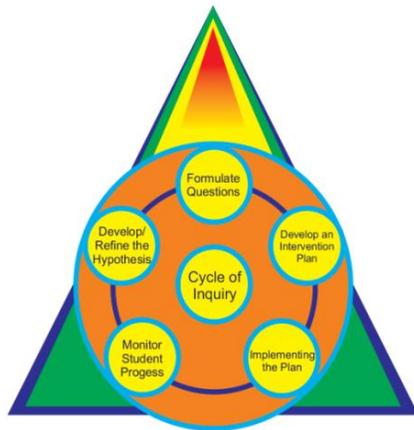


# School Planning Document 2020-2021

Year of Plan	✓			
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School Name: Cedar Elementary
Principal: Darlene Crane /Mike Ingalls (VP)
Date: December 12, 2020



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

## School Community Context

Cedar Elementary is a Kindergarten to Grade 7 school with an enrollment of approximately 320 students for the 2020-2021 school year. Our school has a unique and rich history. Originally our campus was Cedar Junior Secondary School, home of the Spartans. It later became home of North Cedar Intermediate (Grades 4-7) and we became Cedar Elementary in 2016 when Woodbank Primary combined with North Cedar Intermediate. We are now home to the mighty Timberwolves. Our school enjoys a positive connection to our local community.

Our students are currently organized into 15 divisions, with many divisions including split grades. Our school also hosts a Strong Start program which is accessed by many families in our catchment area who have preschool aged children. Our school is located on the traditional, unceded lands of the Snuneymuxw people and we are grateful to work, learn and play on this beautiful land.

Cedar Elementary School students mostly live in the surrounding rural area and represent diverse family structures, socio-economic backgrounds, ethnic and cultural groups. Our catchment area is very large, and many students go to and from school on a school bus. There are approximately 50 students of Aboriginal ancestry attending our school and we believe in integrating Aboriginal Understandings in all facets of our learning.

Our staff collaborate to plan effective, meaningful, learning-experiences for our students. Cedar Elementary staff work to create a positive learning environment that is inclusive and challenging. We are utilizing the *Six Cedar Trees* to root our school wide focus on the core competencies (Communication, Thinking, Personal and Social). Other positive learning experiences include student leadership, outdoor learning, play-based learning (primary), inquiry learning, and project based learning.

The Cedar Elementary Timberwolves are all members of the PACK. As members of the PACK we are Problem Solvers, Aware and Accountable, Cooperative, and Kind. These personal qualities are expectations throughout our classrooms, playgrounds, and hallways.

A dedicated parent group who volunteer on the school's PAC supports Cedar Elementary School. The PAC organizes many fundraising opportunities throughout the school year. They generously support learning opportunities for all students.

As we begin each year, we reflect on our growth and needs in alignment with our district's Board Goals. We establish goals for our collective vision to guide our work. This year, due to the demands of working and learning together during the pandemic, we are focusing on two primary goal areas – Literacy and Social / Emotional Well Being that align to our board's goals.

**BOARD GOALS:**

- Continuous improvement of instruction and assessment
- Safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community
- To be a leader in environment stewardship and sustainability
- Truth and reconciliation

## What's our goal?

### **Literacy goal** (Continuous improvement of instruction and assessment):

Our goal is to increase our students' reading accuracy, fluency, and comprehension through evidence based practices in the five areas of reading (Phonological awareness, decoding, fluency, vocabulary, and comprehension.)

### **Social responsibility goal** (Safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community and Truth and Reconciliation):

Our goal is to increase our students understanding of Personal and Social competency and use self-assessment to identify their strengths, interests and areas for growth.

## What's our inquiry question?

How might learning and teaching through choice help students improve their English Language Arts skills so that they are more successfully able to process, construct and create?

What school wide approaches should be central to guiding our social-emotional learning in connection with our Core Competencies?

## How do we want to get there? What steps should we take? How will we know that we have had an impact?

### **Literacy:**

- School wide review of PARS data and reading assessments
- Teacher collaboration to identify best match resources to align academic language.
- Explore the inquiry question: How might learning and teaching through choice help students improve their English Language Arts skills so that they are more successfully able to process, construct and create?
- Consistency across all grades of the school – continuum of skills, continuous views and big ideas
- Targeted intervention and progress monitoring
- Differentiation
- Instructional strategies – flexible learning environments

### **Social Responsibility:**

- As staff members, we will look for natural and authentic opportunities to help our students grow in the following Core Competency:

The **Personal and Social competency** is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

- Personal and professional learning in our understanding of being active anti-racist.

- Engage our intermediate students in leadership opportunities related to community service in areas of their interests.
- In primary grades, a rich connection to the Early Learning Framework.
- Promote, teach, practice celebrate PACK beliefs.
- Continue school wide traditions and celebrations to increase sense of connection to our school community.

### **HOW WILL WE KNOW WE HAVE HAD AN IMPACT?**

#### **Literacy:**

- PARS data/NLPS Literacy Assessment
- Students demonstrate more confidence, engagement, and interest in reading
- Classroom assessment data
- Progress monitoring in intervention groups

#### **Social Responsibility:**

- Student self-assessments (Six Cedar Trees)
- Grade 4 and 7 survey data
- Students being able to recognize their own giftings, talents, and interest
- Students demonstrate value for the giftings, talents, and interest of others
- Parent feedback