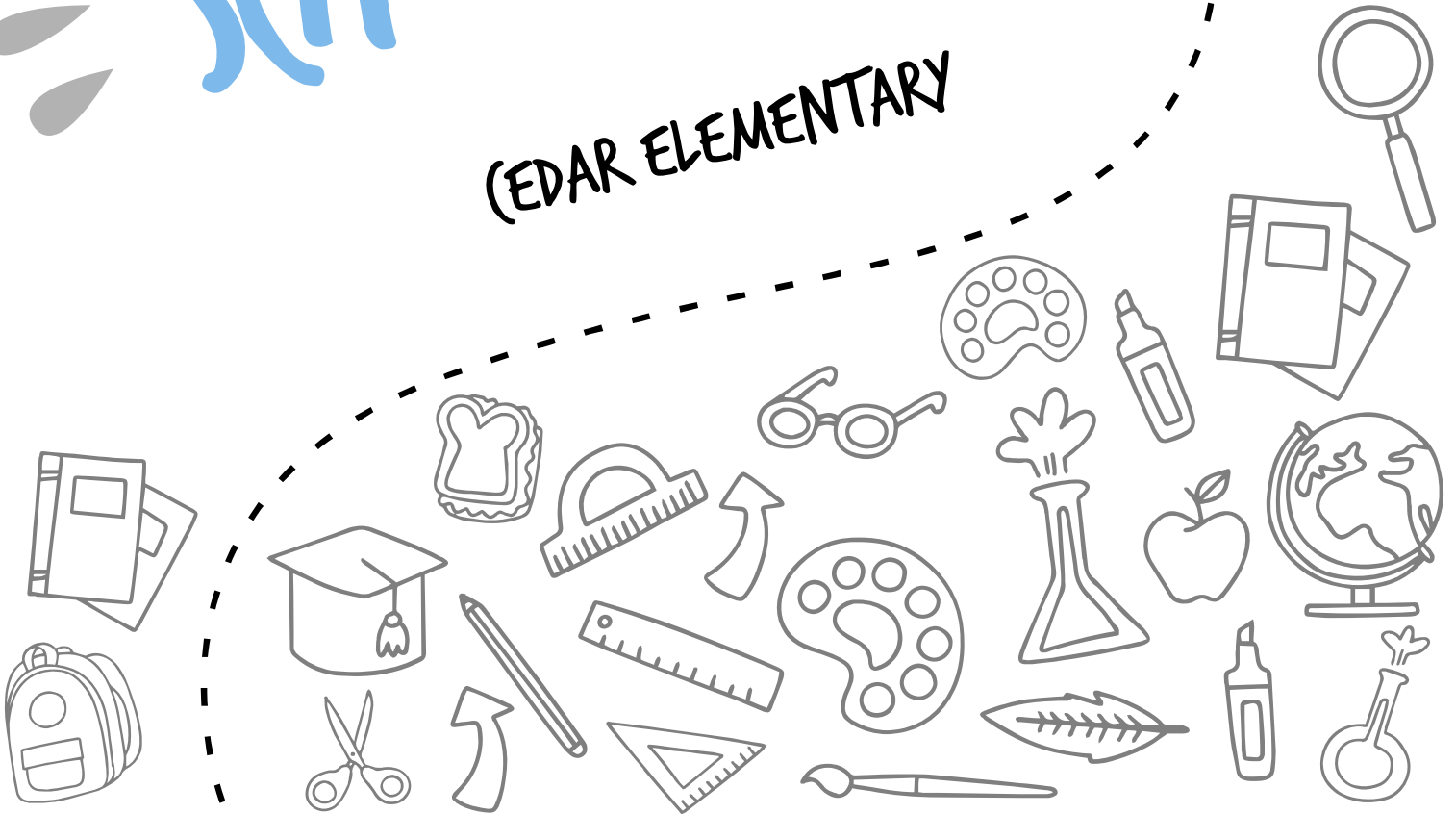


2019-20



SCHOOL PLAN

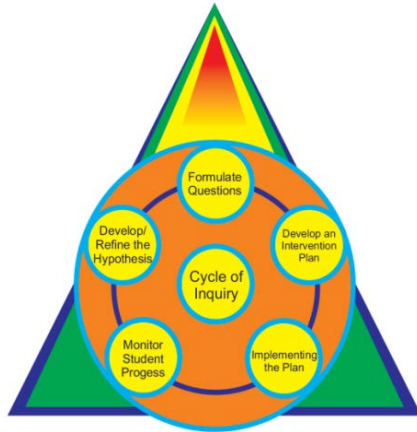
CEDAR ELEMENTARY



School Planning Document 2019-2020

Year of Plan	2019			
	1			other

School Name: Cedar Elementary
Principal: Shona Sneddon Vice Principal: Mike Ingalls
Date: December 13, 2019



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 diverse community of 330 students that is the amalgamation of the former Woodbank Primary and North Cedar Intermediate schools. There are 15 divisions as well as a vibrant Strong Start with students housed in the main building, annex, three portables and a band building.

We are working on developing as a community. Our mission statement is as follows:

At Cedar Elementary we belong.

We are:

- Growing together
- Thoughtful and resilient citizens

What's our goal?

Learning involves using our strengths to work on our deficits. We look at strengths as activities and experiences that strengthen us – that we enjoy doing regardless of proficiency, and that we look forward to doing.

Our goal is for students to gain the language and literacy skills they will need for success in school, community, career, and life. The goal is for them to become effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others.

What's our inquiry question?

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

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

- PLC groups for various grade groupings to work on skills that can be improved
- Student reflection – play, incorporate student interest – student choice, student voice
- Consistency across all grades of the school – continuum of skills, continuous views and big ideas
- Curricular competencies
- Differentiation
- Instructional strategies – flexible learning environments
- School Initiatives
- Class strategies
- Pedagogy
 - First Peoples Principles of Learning
 - Early Learning Framework
 - High impact practices
 - UDL, inclusion, assessment practices
- **How will we know we have had an impact?**
- NLPS data
- Classroom assessment data
- Pedagogical narration