

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Cedar Elementary

Principal: Carie Wood & Katie Quinlan

Our Story/Our Learners

Cedar Elementary is a vibrant Kindergarten to Grade 7 school serving approximately 300 students for the 2026-2027 school year. Cedar Elementary is located on the traditional, unceded territory of the Snuneymuxw people, and we are deeply grateful to live, learn, and play on this beautiful land. Our students come from a wide rural catchment area and represent diverse family structures, socio-economic backgrounds, and cultural identities. Many of our learners travel to and from school by bus each day. Our school has a proud and unique history. Originally the site of Cedar Junior Secondary School—home of the Spartans—our campus later became North Cedar Intermediate (Grades 4–7). In 2016, when Woodbank Primary merged with North Cedar Intermediate, Cedar Elementary School was established. Today, we are proud to call ourselves the Cedar Timberwolf Pack. Our school community is enriched by the dedication and involvement of our Parent Advisory Council (PAC). The PAC plays an integral role in supporting students through numerous initiatives, including fundraising efforts and the enhancement of learning opportunities for all. Cedar Elementary maintains a strong and positive relationship with the local community, fostering partnerships with the Cedar Fire Hall, Country Grocer, Millway Gas N Go, Cedar Memorial, Cedar Community Hall, Cedar Secondary, and many others. These connections strengthen our students' sense of belonging and engagement beyond the classroom. Our 300 students are organized into 13 divisions. We are also proud to host a Strong Start program, which serves many families in our catchment area. We are honored to have approximately 57 students of Aboriginal ancestry, and we are committed to embedding Aboriginal perspectives and the First Peoples Principles of Learning into all aspects of education at Cedar Elementary.

Together, we strive to create a safe, inclusive, and inspiring learning environment where every child feels safe, valued and supported to reach their full potential. Our PACK values (Peaceful problem solving, Aware and responsible, Cooperative, and Kind) create a sense of belonging within our school community.

Using the 2025 fall PARS data it was noted that 45% of our gr. 4 students reading fluency is in the emerging and developing range. Without fluency, comprehension skills are lower which can slow their overall learning progress, in all subject areas.

Using the 2025-26 report card data, it was noted that Gr. 3 – 6 writing proficiency is primarily in the emerging and developing range. Of significant concern, Indigenous learners were generally lower overall, with this trend extending into Gr. 7. Although our learners were demonstrating greater proficiency in their reading skills, their ability to communicate their thinking and learning proficiently in a written format will be important as they progress through their schooling.

Images to Support School Goals

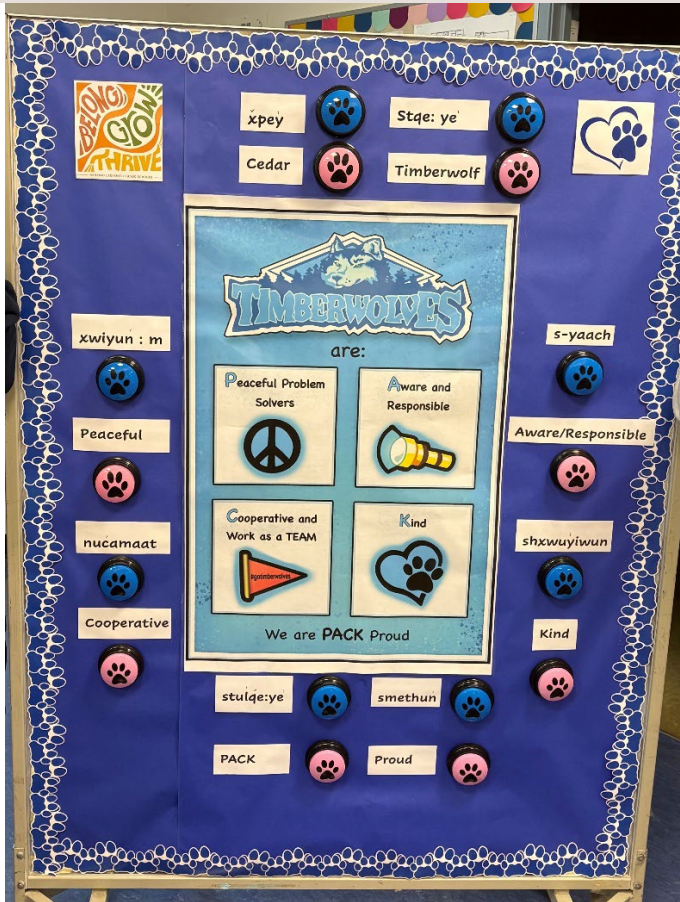
Image	Description
	"Buffalo Hunt" presentation by: Tim Sheppard.
	Buddy Read Activity for Literacy Week, January 2026



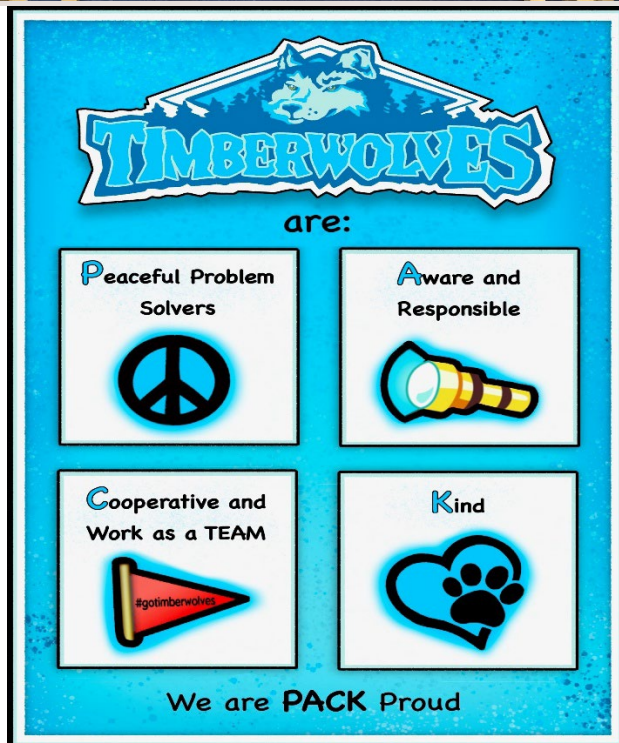
Great Kindness Challenge



TeePee presentation by: Marg Sheppard



Interactive hul'q'umi'num language
P.A.C.K. Values board



Cedar P.A.C.K Values

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By Spring 2027, there will be growth in reading fluency shown in the Spring PARS data. This will support the district goal of improving literacy.

Implementation Plan:

School-based Action	Strategy Type
- Using Tier 1 instruction (UFLI & small group learning opportunities Classroom teachers/Lit. coordinator Oct. 2026 - Tier 2/3 interventions (UFLI, Press, phonemic awareness games, etc.) IST's, Co-teacher Oct. 2026	Universal Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
PARS data & June Summative reports	Oct. 2026/May 2027 PARS Data, June 2027 Summative reports

Ongoing Engagement:

Classroom teachers, IST's, P/VP: Class reviews, School-Based team meetings, supporting teachers with universal teaching strategies, collaboration with Literacy Coordinator, and ongoing communication with ISTs regarding intervention strategies.

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027, there will be growth in writing proficiency according to the writing rubric for 75% of our students. This will support the district goal of improving literacy.

Implementation Plan:

School-based Action	Strategy Type
Starting in October 2026, Gr. 3 – 7 teachers will implement The Six Traits of Writing approach in their classrooms 3 x per week.	Universal
Starting in November 2026, our students in 'emerging' will focus on writing in personal narratives in small group pullout sessions 2x per week for 6 – 8 week blocks.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Classroom observation of the Six Traits of Writing being implemented	Monthly check ins by PVP
Fall & Spring school wide write for Gr. 3 - 7	October 2026 & April 2027

Ongoing Engagement:

ISTs, teachers, PVP Check-ins Reviewing school-wide write data.

School Goal #3

Board Goal:

Truth & Reconciliation

Board Objective:

To increase awareness of and access to resources available to support hul'q'umi'num language learning.

Focused Improvement Goal:

To increase cultural and language awareness of the traditional territories of the snuneymuxw, snuwnuwus and stz'uminus First Nations.

Implementation Plan:

School-based Action	Strategy Type
1. Integrate Indigenous perspectives and teachings into classroom, learning across all subjects. For example, talking circles, land-based learning, drumming, art activities, and cooking. 2. School-wide activities such as, Orange Shirt Day assembly, Remembrance Day Assembly, Indigenous Peoples Day stations, Spring Art Show, interactive hul'q'umi'num P.A.C.K. Values board. 3. Use of NLPS Learns Indigenous learning resources and the ilhe qwall app. 4. Introduction of our interactive hul'q'umi'num P.A.C.K values board.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Teacher check-ins, school assemblies, increased use of language across the school.	PVP: Monthly, starting in October 2026

Ongoing Engagement:

ISTs, teachers, ICSSW, PVP check-ins reviewing school-wide engagement. Our ICSSW, Barry Plaxton arranges multiple cultural activities with local Indigenous community members throughout the school year. For example: Buffalo Hunt stations, Teepee presentations, Tomahawk throwing, Metis and Canadian Fur Trade presentation and Metis dancing.