

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Cedar Community Secondary School

Principal: Alistair King

Our Story/Our Learners

Cedar Community Secondary School serves students in Grades 8 to 12 in the rural community of Cedar, south of Nanaimo. Our small, connected school community ensures that every student is known, supported, and encouraged to thrive. Families value our strong relationships and welcoming atmosphere.

Situated on the traditional and unceded territory of the Snuneymuxw First Nation, within the shared Coast Salish territories of the Snuneymuxw, Snaw Naw As, and Stz'uminus Nations, Cedar Community Secondary School is committed to advancing reconciliation through learning and relationship. Guided by the Syeyutsus Reconciliation Framework and the First Peoples Principles of Learning, we are creating opportunities for students to deepen their understanding of Indigenous histories, cultures, languages, and perspectives. The presence of a Hul'q'umi'num' language speaker, carver, and drummer has enriched our community and strengthened connections to local Indigenous knowledge and traditions.

Our school community is grounded in the Circle of Courage values of Belonging, Mastery, Independence, and Generosity. As we look ahead, our evidence highlights two key areas for growth: strengthening foundational reading skills in the junior grades, particularly for Indigenous learners, and deepening students' sense of connection to the broader school community. These priorities guide the goals and actions outlined in this plan.

Foundational Literacy

Our analysis drew on the 2025 DIBELS 8 reading screener for Grades 8 and 9, the February 2026 Red-Yellow-Green learner review, and Grade 10 English achievement data. Grade 9 students were assessed using Grade 8 DIBELS materials and benchmarks, as DIBELS norms extend to Grade 8 only.

Results indicate a significant literacy need in the junior grades, particularly for Indigenous learners. In Grade 8, the median oral reading fluency score was 119 words correct per minute, below the benchmark of 125, with 36% of students screening in the intensive range. In Grade 9, 34% of students screened in the intensive range for fluency and 49% for comprehension. Across both grades, Indigenous learners achieved lower results than their non-Indigenous peers. The data likely understates the challenge. While 90% of Grade 8 students were screened, only 70% of Grade 9 students participated, with many of those not screened experiencing attendance concerns.

Reading proficiency is foundational to success across subject areas and is closely linked to graduation success. The data identifies a broad need for improved literacy outcomes in Grades 8 and 9, with a more pronounced gap for Indigenous learners, making foundational literacy a key area of focus.

Connection and Belonging

Evidence was drawn from three years of Circle of Courage survey data (2023-24 to 2025-26), Provincial Student Learning Survey results, and attendance data from MyEdBC.

Across all grade levels, students increasingly report being able to identify adults at school who believe in their success. Children and youth in care report particularly strong connections with school staff and the school environment.

At the same time, students' sense of connection to the broader school community remains our weakest belonging measure. Community connection results have remained consistently low, particularly in Grade 9, while a similar pattern emerged among Grade 12 students when senior grades were surveyed separately in 2025-26. Indigenous learners also report a lower sense of belonging than the overall student population, and attendance data reflects this pattern, with Indigenous learners missing approximately twice as many days as their non-Indigenous peers. In 2025-26, only about 44% of students reported a positive sense of connection to the school community, substantially lower than other belonging measures. While many students report strong relationships with peers and trusted adults, fewer feel connected to the school as a whole.

A strong sense of community supports engagement, attendance, and persistence through graduation. Our data suggests that strengthening school-wide connection, particularly for Indigenous learners and students in Grades 9 and 12, is a meaningful opportunity to improve student outcomes.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By June 2027, the percentage of Grade 8 and 9 students achieving the DIBELS oral reading fluency benchmark will increase from the Fall 2026 baseline, as measured by the Spring 2027 assessment. In keeping with our commitment to equitable outcomes, results will be reviewed for Indigenous learners, children and youth in care, and students with diverse abilities and disabilities, with particular attention to reducing the reading gap for Indigenous learners. The Fall 2026 assessment will establish the baseline for this goal.

Implementation Plan:

School-based Action	Strategy Type
Tier 1 reading fluency and comprehension instruction in Grade 8 and 9 Humanities, using Six Minute Solution plus explicit comprehension strategies	Universal
Fixed fall DIBELS screening window for all Grade 8 and 9 students, with October catch up screeners so absent and priority population students are not missed; progress monitoring for strategic and intensive students.	Universal
Collaborative use of staff, PLC and department time to build shared comprehension routines and to close the screening coverage gap so no student is missed.	Targeted
Targeted small group reading intervention for intensive band students, including priority population learners on the RYG list	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Outcome: percent of Grade 8 and 9 students at or above core on oral reading fluency, disaggregated for Indigenous learners (DIBELS 8)	Fall 2026 baseline, spring 2027
Progress: strategic and intensive students reviewed through progress monitoring and the RYG priority population list (existing practice)	November, January, March

Ongoing Engagement:

Indigenous partners will be engaged throughout the implementation and monitoring of this goal. Their perspectives will help inform literacy practices, culturally responsive approaches, and strategies to support the success of Indigenous learners.

School staff will continue to review evidence, monitor progress, and identify effective interventions. Regular collaboration with district and school-based teams will support ongoing reflection, shared learning, and adjustments to practice to improve literacy outcomes for all students, with particular attention to Indigenous learners, children and youth in care, and students with diverse abilities and disabilities.

School Goal #2

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By June 2027, the percentage of Indigenous learners in Grades 10 to 12 reporting a positive sense of belonging on the Student Learning Survey will increase from the 2025-26 baseline. Progress across all grades will be monitored throughout the year using a school-based belonging survey that mirrors the Student Learning Survey question.

Implementation Plan:

School-based Action	Strategy Type
Named adult check-ins for every Grade 8 and 9 student.	Universal
A school-wide belonging survey will be administered to all students at the end of Term 1 during B Block, alongside Core Competency reflections. Survey questions will align with the Student Learning Survey and Circle of Courage framework. A one-week follow-up period will support participation, and the same questions will be included in the spring Circle of Courage survey to monitor growth over time.	Universal
Relationship mapping will be used to identify students who have strong connections with adults in the school. Students who are not yet connected with at least two caring adults will be intentionally supported to build those relationships. Results will be reviewed for Indigenous learners to ensure equitable access to meaningful connections and support.	Targeted
Weekly assemblies will continue to strengthen school community and belonging, while Hul'q'umi'num' language, culture, and ways of knowing will remain a visible and valued part of school life through ongoing collaboration with NLPS Indigenous Education staff and Nation partners, guided by the Syeyutsus Reconciliation Framework.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Percentage of Indigenous learners in Grades 10 to 12 reporting a positive sense of belonging on the Student Learning Survey, compared with the all-student rate.	Annual, on release.
Percentage of students in each grade reporting a positive sense of community connection on the Term 1 Belonging Pulse Survey and the Spring Circle of Courage Survey.	End of term 1, Spring 2027

Ongoing Engagement:

Students, staff, Indigenous partners, and the Parent Advisory Council will be engaged in strengthening students' sense of belonging and connection to the school community. With input from Indigenous partners, school staff will help guide culturally responsive approaches that support belonging for Indigenous learners (and benefitting all students). Student voice will inform the development and review of school-wide activities and initiatives, while staff will monitor evidence and adjust practices to strengthen connections across grade levels. Progress and next steps will be shared with school community throughout the year to gather feedback and support continuous improvement.