

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Cilaire Elementary

Principal: Lisa Frey

Our Story/Our Learners

Cilaire Elementary School is a Kindergarten to Grade 7 school located in central Nanaimo, near Departure Bay (Stil'nep), an important ancestral village site of the Snuneymuxw First Nation. With approximately 180 students in nine divisions, we are a small school with a big heart, where every learner is known, valued, and supported to reach their full potential. We are proud of our students' strengths, curiosity, and resilience, and we work together to create meaningful learning experiences that help every child belong, grow, and thrive.

Our school community reflects a rich diversity of cultures, languages, identities, and experiences. Families with roots in Indigenous communities, India, Syria, Ukraine, China, and many other places contribute to the vibrant fabric of our school. Situated on the traditional and unceded territory of the Snuneymuxw people, we are fortunate to learn in connection with the land and sea. Our proximity to Departure Bay, Beach Acres Park, and our on-site forest provides authentic opportunities for outdoor and place-based learning that inspire inquiry, exploration, and stewardship. We celebrate and honour the many cultures within our community while nurturing a strong sense of belonging, kindness, and respect for one another.

At Cilaire, relationships are at the heart of everything we do. Our staff are deeply committed to knowing each learner as an individual and creating engaging, purposeful opportunities that develop communication, thinking, and personal and social competencies. Families are active and valued partners in our work, contributing their voices, supporting fundraising initiatives, and helping bring our community together through celebrations and events. Students have opportunities to explore their interests through academics, athletics, the arts, music, leadership, and outdoor learning experiences both within and beyond our school grounds. What makes Cilaire unique is the strength of our connected community and our commitment to learning through relationships, place, and belonging—foundations that will continue to guide our focus and growth in the year ahead.

Our NLPS Reading CFA (common formative assessment) data and Summative Report Card data showed that our 2026-2027 Grades 2-3 & 5-6 students and students within our priority population groups (Indigenous, Ministry Identified, ELL) are performing at the Emerging or Developing level and struggle with word attack skills and morphological awareness. Because they are not yet able to quickly decode and recognize words, reading requires significant effort and attention. This impacts their fluency, making it difficult to read smoothly and efficiently. As a result, students often struggle to make meaning from grade-level texts and may experience frustration, reduced confidence, and lower engagement in reading tasks.

This matters because reading is foundational to learning across all subject areas. When students have strong decoding, morphological awareness, and fluency skills, they can devote more cognitive energy to understanding and analyzing text. Improving these foundational reading skills will support stronger comprehension, greater access to grade-level curriculum, and increased academic success. This focus is particularly important for our English Language Learners, students with Ministry designations, and Indigenous learners, as it will help create more equitable opportunities for achievement and engagement.

Our NLPS Writing CFA (common formative assessment) data and Summative Report Card data showed that our 2026-2027 Grades 2 & 5 & 6 students and students within our priority population groups (Indigenous, Ministry Identified, ELL) are experiencing challenges with idea organization, sentence fluency and the effective use of writing conventions. These difficulties impact their ability to communicate their thinking clearly and effectively in writing. As a result, students may struggle to demonstrate their understanding, elaborate on their ideas, and produce writing that meets grade-level expectations.

This matters because writing is a foundational skill that supports learning across all subject areas. When students can organize their ideas, write fluent sentences, and apply writing conventions effectively, they are better able to communicate their thinking, demonstrate their learning, and engage confidently in academic tasks. Improving these skills will support greater success across the curriculum and increase students' confidence as writers.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By June 2027, the percentage of students in grades 2, 3, 5 & 6 who can accurately and fluently read a passage at their instructional grade level, as measured by the NLPS Common Formative Reading Assessment, will increase by 15% with particular attention to English Language Learners, Indigenous students and students with Ministry designations.

This aligns with the NLPS Strategic Plan goal to increase literacy success rates for all students while supporting equity through targeted instruction for priority learners. It reflects the district's commitment to providing multiple pathways to success, prioritizing inclusion and improving outcomes for Indigenous learners, students with diverse abilities and ELL learners.

Implementation Plan:

School-based Action	Strategy Type
Staff provide daily structured reading practice through repeated reading and precision reading using instructional-level texts	Universal
Staff implement explicit and systematic instruction in decoding and morphology using UFLI, Reading Revolution, PRESS/Haggerty across classrooms daily.	Universal
Use assessment data to identify students requiring additional support and provide targeted small-group intervention focused on decoding, morphology, and fluency development 3 x per week	Targeted
Monitor student progress through the District CFA and collaborative team discussions to adjust instruction and intervention (2 meetings per term)	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Frequency of daily structured reading practise observed across classrooms. Evidence of explicit decoding and morphology instruction – class observation	Monthly check ins by Principal
Fall and Spring Reading CFA assessment – fluency piece focus	October & April
Number of students receiving targeted support	Nov., Jan, Mar

Ongoing Engagement:

Students and Families
School staff
District Staff

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By June 2027, 25% of Grades 2 & 5 currently performing at the emerging or developing level in writing will demonstrate growth in at least one of the following areas: organization, sentence fluency, or writing conventions, as measured by the school wide writing common formative assessment (CFA) This goal aligns with the NLPS priority of increasing literacy success rates for all students. By strengthening writing skills in organization, sentence fluency, and conventions, we are supporting improved literacy outcomes and equitable opportunities for student success.

Implementation Plan:

School-based Action	Strategy Type
Implement a school-wide writing framework to provide consistent instruction our target areas (The Writing Revolution and/or 6 + 1 Traits)	Universal
Implement regular writing practice and feedback cycles using common graphic organizers, success criteria and self assessment tools	Universal
Use small-group intervention and conferencing to provide targeted support for students who require additional instruction in our goal areas 3X per week	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Observations of classrooms implementing regular writing instruction in these areas. Observations/evidence of use of common writing frameworks.	Monthly check ins by Principal
Frequency of writing opportunities and school-wide writes completed	Oct. (baseline CFA) April/May (Final write)
Number of students participated in targeted writing interventions	Nov., Jan., Mar. SBT review

Ongoing Engagement:

Students and Families
School staff
District Staff