

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Cinnabar Valley Elementary

Principal: Colette Young

Our Story/Our Learners

Nestled in the heart of the valley, Cinnabar Valley School is a vibrant community where students are nurtured, challenged, and celebrated. At Cinnabar Valley, our Social Emotional Learning (SEL) program forms the foundation of our commitment to developing well-rounded, resilient individuals equipped with essential skills for life. Our culture revolves around three core values—safety, respect, and responsibility—brought to life through monthly virtues that echo across our classrooms and hallways.

These virtues are celebrated in lively assemblies featuring singing and drumming, each bringing character to life through music. This is further reinforced by our Valley Virtue slips, house team activities, and challenges that promote positive behaviour and foster a culture of growth and community.

Our SEL program empowers students with tools to regulate their emotions and thoughts, promoting calm, supportive spaces where each child feels safe to take risks, learn, and grow. We are proud to see leadership blossom at every level. These roles foster a sense of community responsibility and encourage meaningful engagement.

Since 2001, Cinnabar Valley has stood as a beacon of academic, athletic, and artistic excellence. Our 239 Valley Vipers, including 40 Indigenous students, create a rich tapestry of perspectives that define our school. The dedicated guidance of our Indigenous Culture & Student Support Worker and teachers offers students an inspiring journey into the Hul'q'uminum language and cultural practices, allowing them to appreciate and respect the wealth of traditions in our community.

Our school comprises 11 divisions from kindergarten through Grade 7, all led by a dedicated team of 11 full-time teachers and specialized staff who bring unique skills to each day. Among

them, our Library/Commons Prep Teacher (.719), Inclusion Support Teachers (1.2FTE), Counsellor (2 days per week), French/Gym Teacher (.52) and more recently a full-time reading intervention teacher- all contributing to our well-rounded curriculum. Additional student support comes from our Speech and Language Pathologist (.2) and School Psychologist, as needed. Five Educational Assistants, a Child and Youth Care Worker (2 days per week), and our .4 Indigenous Culture & Student Support Worker contribute to a truly inclusive environment. With the leadership of our full-time Principal, the dedication of our full-time Secretary who ensures daily operations run smoothly, and the ongoing support of our active Parent Advisory Committee (PAC), Cinnabar Valley is a place of belonging where students flourish academically, socially, and emotionally—well prepared for the bright futures ahead of them.

Our CFA fall reading data indicated that a number of our indigenous and ELL learners, particularly in grades 1-4 were reading at an emerging and below grade-level expectations.

Although students were demonstrating growth in their reading skills, continued development of foundational reading abilities is essential to ensure long-term success as they progress through their schooling. Strengthening early literacy skills such as phonemic awareness, phonics, and decoding directly supports comprehension, fluency, and overall academic achievement across all subject areas.

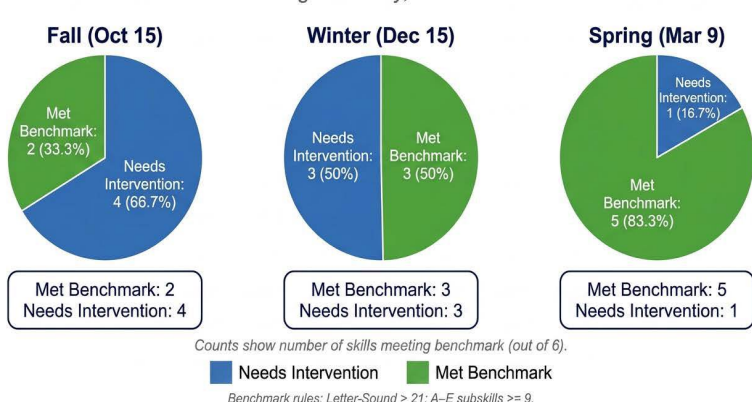
Our report card data and FSA results indicated that a number of our grade 4 students with diverse learning needs, designations and learning plans were experiencing challenges in numeracy.

Although some growth was being demonstrated, gaps in foundational mathematical understanding can limit students' ability to access more complex, grade-level concepts as they progress.

Strengthening foundational numeracy skills—such as number sense, place value understanding, and computational fluency—is essential for long-term success. These core skills directly support students' ability to problem-solve, reason mathematically, and apply their learning across other areas of the curriculum, including science, coding, and real-world applications.

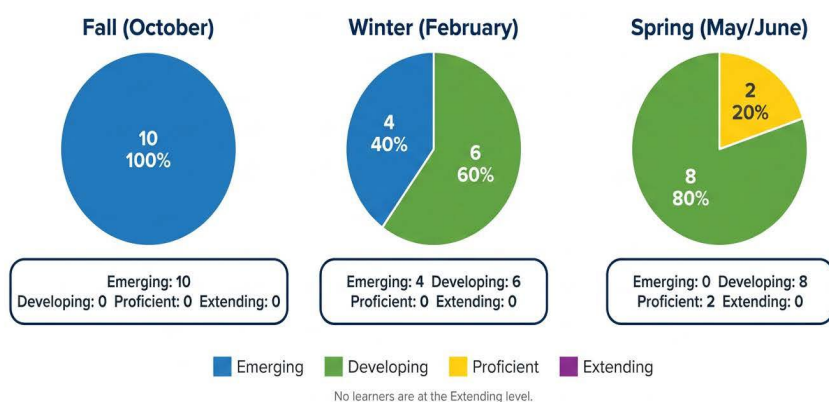
By intentionally targeting these foundational areas through evidence-based instruction and intervention, we aim to close learning gaps, increase confidence, and improve overall student achievement in mathematics.

Images to Support School Goals

Image	Description
Individual Phonics Decoding Progress Over Time <i>PRESS Phonics Decoding Inventory, 6 skills tracked for one learner</i>  Fall (Oct 15) Met Benchmark: 2 (33.3%) Needs Intervention: 4 (66.7%) Winter (Dec 15) Met Benchmark: 3 (50%) Needs Intervention: 3 (50%) Spring (Mar 9) Met Benchmark: 5 (83.3%) Needs Intervention: 1 (16.7%) Counts show number of skills meeting benchmark (out of 6). ■ Needs Intervention ■ Met Benchmark Benchmark rules: Letter-Sound > 21; A-E subskills >= 9.	The student demonstrated steady and meaningful growth in phonics decoding skills over time, as shown by progress across three assessment points. In the fall (Oct 15), the student met benchmark in 2 out of 6 skills (33.3%) and required intervention in 4 skills (66.7%), indicating early foundational gaps in decoding. By winter (Dec 15), progress was evident as the student reached an even balance, meeting benchmark in 3 skills (50%) while needing intervention in 3 skills (50%), showing increased skill acquisition and improved decoding consistency. By spring (Mar 9), the student showed significant advancement, meeting benchmark in 5 out of 6 skills (83.3%) with only 1 skill (16.7%) still requiring intervention. Overall, the data reflects strong growth in phonics decoding, with a clear reduction in intervention needs and a substantial increase in skills mastered at benchmark level.

Literacy Growth Over Time

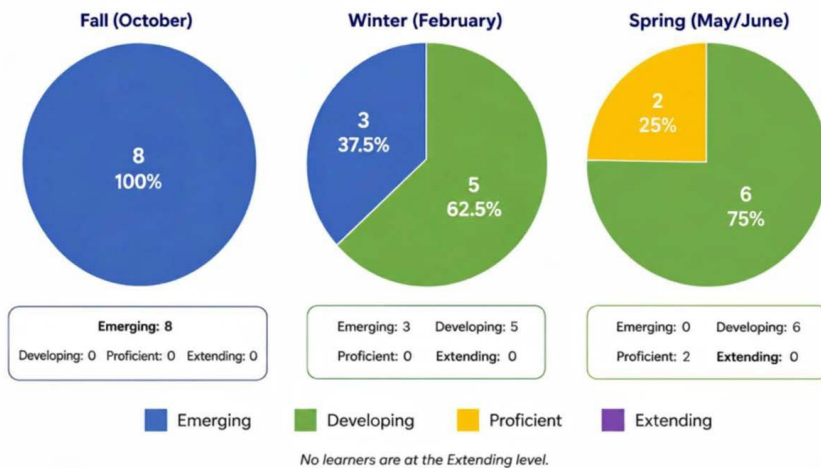
Grades 1–4 Indigenous and ELL Learners ($n = 10$)



The data illustrates clear and consistent literacy growth over time for 10 Grades 1–4 Indigenous and ELL learners. In the fall (October), all 10 students (100%) were identified as emerging readers, indicating a cohort-wide need for foundational literacy support. By winter (February), noticeable progress was made, with 6 students (60%) moving into the developing stage and 4 students (40%) remaining at the emerging level, demonstrating early gains in literacy skills and the impact of instruction and intervention. By spring (May/June), continued growth is evident as 8 students (80%) reached the developing stage and 2 students (20%) achieved proficiency, with no students remaining at the emerging level or reaching extending. Overall, the trend reflects meaningful movement along the learning continuum, with strong growth from emerging toward developing and the emergence of early proficiency in a portion of the group.

Numeracy Growth Over Time

Grade 4 Students with Diverse Learning Needs, Designations & Learning Plans (n = 8)



Across a cohort of eight Grade 4 students with diverse learning needs, designations, and individualized learning plans, numeracy assessment data shows steady growth over the school year. In October, all eight students were assessed at the emerging level, indicating limited foundational numeracy understanding and skill development. By February, progress was evident, with three students remaining at the emerging stage while five had moved into the developing stage, demonstrating improved number sense, computational strategies, and engagement with mathematical concepts. By May/June, continued growth was observed: two students reached the proficient level, while the remaining six students were assessed as developing. Overall, the data reflects meaningful gains in numeracy achievement across the cohort, with a clear shift away from emerging understanding and toward developing and proficient levels, suggesting that targeted instruction and ongoing supports positively impacted student learning.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By June 2026, we aim to improve literacy outcomes for all students, with a particular focus on Indigenous and ELL learners in Grades 1–4, by strengthening foundational reading skills, implementing targeted and responsive instruction, and using consistent, school-wide assessment practices. We will ensure instruction is grounded in inclusive, evidence-based strategies that honour Indigenous ways of knowing and being, while also embedding trauma-informed practices and supporting students' social-emotional well-being to promote engagement, confidence, and achievement in reading.

Implementation Plan:

School-based Action	Strategy Type
We will have school-wide & buddy reads to promote a culture of literacy and shared learning across all grades.	Universal
Teachers will utilize research-based programs (Reading Rev, Heggerty, The Press Skill Monitoring, Secret Stories, UFLI, Jolly Phonics) by aligning them more closely with formative assessment data to ensure instruction is responsive to student needs.	Universal
Our specific group of students will engage in Targeted (Tier 2 and Tier 3) instruction in small groups and one-on-one settings, with increased focus on comprehension, fluency, vocabulary, and decoding, informed by classroom assessments and progress monitoring.	Targeted
Teachers will conduct CFA reading assessments 3 times per year (or as needed).	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Progress Tracking	October and December, with additional review cycles in spring to monitor growth and adjust instruction as needed. Data will be reviewed collaboratively during Staff/SBT meetings to identify students requiring Tier 2 or Tier 3 support.
District common formative assessment	October, February, and May. Results will be analyzed (as needed) to track school-wide progress in key reading domains (comprehension, fluency, vocabulary, decoding) and to measure the effectiveness of universal instruction and intervention supports.
Tier 2/3 assessments/ 4 times per year	October, December, March, and June. These assessments will be used to closely track student response to targeted interventions, guide instructional adjustments, and measure individual growth over time.

Ongoing Engagement:

ISTs, reading co-teacher, classroom teachers, EAs will have daily check-ins, scheduled collaboration meetings, SBT meetings, staff meetings, and ongoing collaborative discussions focused on student learning. Ongoing collaboration will support a shared understanding of student progress in literacy, including identification of specific reading skill gaps, responsiveness to targeted interventions, and consistency of instructional practices across classrooms. Feedback will help inform next steps for instruction, refine Tier 2 and Tier 3 supports, and monitor the effectiveness of reading strategies for diverse learners.

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase numeracy success rates for all.

Focused Improvement Goal:

By June 2026, we will increase numeracy success rates for Grade 4 students with diverse learning needs, designations, and/or learning plans by strengthening foundational math skills, building student confidence, and ensuring equitable access to high-quality numeracy instruction and supports. Instruction will be grounded in inclusive, evidence-based practices that honour Indigenous ways of knowing and being, incorporate trauma-informed approaches, and support students' social-emotional well-being.

Implementation Plan:

School-based Action	Strategy Type
Teachers will implement structured math stations where students rotate through clearly defined tasks (hands-on manipulatives, problem-solving activities, teacher-led instruction, and independent practice) to explicitly build conceptual understanding and mathematical vocabulary.	Universal
Teachers will integrate Carole Fullerton-inspired instructional routines by explicitly teaching mathematical concepts through concrete-pictorial-abstract approaches, ensuring students use manipulatives and visual models to support reasoning and problem-solving.	Universal
Teachers will implement daily stand-up math routines using whiteboards or vertical surfaces where students solve problems independently, visibly show thinking, and engage in peer comparison and discussion to strengthen reasoning and engagement.(inspired by Peter Liljedahl's Thinking Classrooms)	Universal
Teachers will facilitate daily math talks using intentional questioning and visual prompts to develop mathematical reasoning, oral communication, and justification of thinking, with students expected to explain and defend their strategies.(inspired by Steve Wyborne's work)	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
We will monitor student growth through pre- and post-assessments, classwork, and performance during math stations. Evidence of growth will include increased accuracy and speed with number facts, improved problem-solving skills, and stronger conceptual understanding as seen in students' explanations during math talks and stand-up math activities.	Ongoing formative assessment data will be reviewed during PLCs, SBT meetings, and term-based data cycles to track progress over time and identify students requiring additional intervention or enrichment. Teachers will collect observational data, anecdotal notes, and student work samples during math routines (e.g., math talks, stations, and conferencing) and review them collaboratively to inform instructional adjustments and targeted supports.

Ongoing Engagement:

ISTs, co-teacher, classroom teachers, EAs will have regular check-in, daily/monthly meetings, SBT meetings, IEP meetings, staff meetings. Ongoing collaboration will provide insight into student progress in numeracy, identify specific skill gaps in foundational math concepts, and support consistent instructional approaches across settings. Feedback will focus on student engagement, responsiveness to interventions, and the effectiveness of targeted supports for diverse learners, including those with designations and learning plans.