

2025-26 School Framework for Enhancing Student Learning

School: Cedar Elementary

Principal: Carie Wood

Our Story/Our Learners

Cedar Elementary is a vibrant Kindergarten to Grade 7 school serving approximately 314 students for the 2025-2026 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.

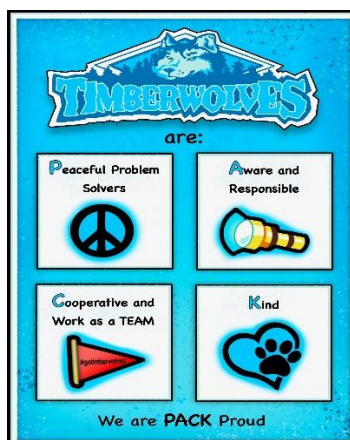
Our school community is enriched by the dedication and involvement of our Parent Advisory Council (PAC). The PAC plays an integral role in supporting students through numerous initiatives, including fundraising efforts and the enhancement of learning opportunities for all.

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 314 students are organized into 15 divisions, including six split-grade classes. 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.



Goals for 2025 – 26

Goal 1

Student Success

Increase literacy success rates for all

School specific goal:

- To increase our writing results/achievement from K-7 (school-wide write)
- To increase reading fluency within our school, with a specific focus on Gr.4 students (linked to our reading screener data).

Strategies to meet the goal:

Writing:

- We will complete two school wide writes (fall and spring) to collect and compare data.
- Tier 1 instruction using UFLI and literacy stations
- Carla Schnieder (literacy coordinator) modelling and supporting within the classroom to inform best practices.
- Use of co-teacher supporting all classes with pull-out, small group instruction.

Reading:

We will be focusing on students K-7, however more tier 1 and tier 2 intervention will be directed towards our grade 4 students (based on data)

- We will complete three reading screeners throughout the school year to monitor progress of student growth.
- Tier 1 instruction using UFLI and literacy stations
- Carla Schnieder (literacy coordinator) modelling and supporting within the classroom to inform best practices.
- Use of co-teacher supporting all classes with pull-out, small group instruction.

How will you know:

- Growth will be evident through Common Formative Assessments, progress reports, summative reports, School Wide Writes, class reviews, and other follow up assessments.
- Conversations with teachers and follow up with our priority populations (G/Y/R data).
- Collaborative conversations with School Based Team and families to share progress, identify gaps, and plan interventions.
- Our Student Literacy Survey will be used to gather student perspectives on their growth, confidence, and identities as readers and writers
- By June 2026, at least 60% of students K-4 will meet expectations in phonological awareness and reading fluency.

Goal 2

Truth and Reconciliation

Increase awareness of and access to resources available to support hul'q'umi'num language learning

School specific goal:

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

Strategies to meet the goal:

- Integrate Indigenous perspectives and teachings into classroom learning across subjects. For example, talking circles, land-based learning, drumming, art activities, and cooking.
- School-wide activities such as, Orange Shirt Day assembly, Remembrance Day assembly, Winter Celebration Show, Indigenous Peoples Day stations, Spring Art Show, hul'q'umi'num word of the week.
- Use of NLPS Learns Indigenous learning resources and the Ilhe qwal app.
- Introduction of "stakya", the hul'q'umi'num word for wolf.
- Providing space and time to collaborate with staff to build resource banks and create engaging activities within the school.

How will you know:

- Collaboration and check-ins during staff meetings
- Conversations with students
- Documentation of school events, class activities, and the inclusion of hul'q'umi'num language throughout our school
- Increased use and comfort of First Peoples Principles of Learning