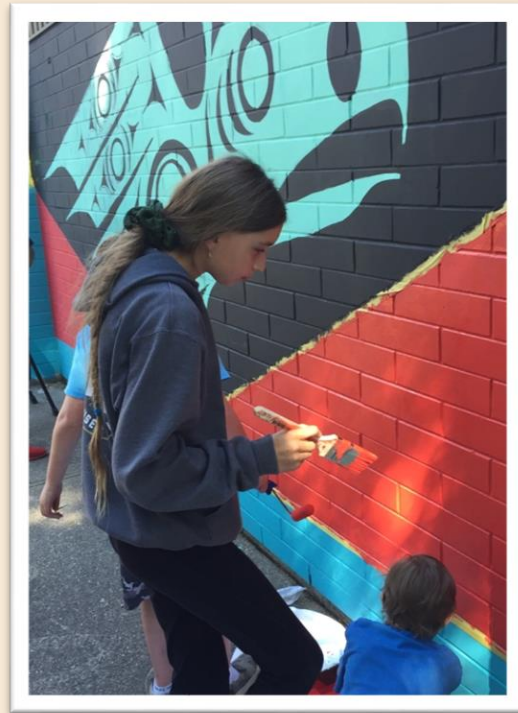Cedar Grove Elementary

GROWTH PLAN

Principal Lia Cuccurullo

2024-2025 School Year

Table of Contents

Cedar Grove Elementary School Growth Plan

School Year: 2024 - 2025

School Demographics

- There are 234 students enrolled across 10 divisions and 4 students in Shine (a district life skills program). 35 students are of Indigenous ancestry, which accounts for 15% of the school population. There are 20 students with Individual Education Plans (I.E.P.) and 4 students in Shine with I.E.P.s.
- Cedar Grove has 10 students who receive a paid hot lunch at the school, as well, there is a universal food tray for all students to access throughout the day which is put in the foyer by 9 am.
- Cedar Grove prides itself on being a positive, close-knit community with caring parents/guardians. When visitors are in the building, they often comment how there is a 'lightness' to the school and how they feel welcomed. Many staff have been here for 5+ years, they love being at the school and enjoy the culture.

Community Context

- We acknowledge with respect and gratitude the unceded lands and waters – the Temíx̱w of the Sḵwx̱wú7mesh Úxwumixw and the swiya of the shíshálh Nation, where we learn, collaborate, and journey together.
- Cedar Grove has a strong P.A.C. that meets for fundraising, community events, active travel, and more. They are supportive of our School Growth Plan and have granted every staff a wish list amount of $300.
- We have a strong working relationship with Roberts Creek Community Schools. This year they are supporting the following programs: Roots of Empathy, Slow Fashion club, Innovation club, Gardening, Theatre, Mountain biking for grade 5-7, grade 6-7 night's alive, transitions to high school.
- Cedar Grove has strong community partnerships – we have partnered with: Sunshine Coast Regional District, Sunshine Coast Community Services, Ministry of Transportation, Gibsons Public Library, Gibsons Fire Department, Gibsons Health Unit, Sunshine Coast Tech Fest, etc. We promote community events in our monthly newsletter, and we have community members present to students whenever applicable.

Trends

- Our enrollment has dipped this year – in comparison to last year, we have decreased by 12 students. Even with this decrease in enrollment, we have

stayed at 10 divisions. Our enrollment has not reflected the Bagar predictions, which has been curious.

- Chronic tardiness and absenteeism has been noted in all grade levels for a variety of reasons – vacations outside of school breaks, mental health days, keeping children home when sick longer than usual (pre-Covid19)
- Core competencies have been a focus this year – our Principal and School Counsellor have been giving monthly assemblies that focus on a competency. As well, we have 1 whole school event a month that highlights a competency.

Strengths

Staff

- Staff are highly qualified and dedicated educators. There is a wealth of knowledge on our team ranging from diplomas and M.Eds in mathematics, early years, special education, fine arts, nature-based education, and more.
- Cedar Grove has a strong athletics program, and we have participated in every District sport offered. As well there is: Student Council, Grade 6/7 leadership club, the Environmental club 'Green Team', Running club (runs year round – parents join as well), Gardening lunch club, SOGI/Social Justice issues, Mindfulness on Wednesday morning – open to students and parents before school, Choir, etc.
- There is a strong team presence amongst our staff. There are monthly meetings for professional development planning, intermediate and primary grade group collaboration, ELP (early learning profile) assessment, math committee, monthly EA meeting, gardening, staff committee meeting, as well as our monthly staff meetings. Staff are willing to try new initiatives, we pride ourselves in being a community of learners alongside our students
- Staff are committed to developing strong collaboration to enhance academic outcomes and the core competencies of our students

Students

- Engaged and motivated learners
- Active participation in extracurricular activities.
- A desire to engage in leadership opportunities – student council and grade 6/7 leadership

Parents

- Engaged in all school and community activities
- Active Parent Advisory Committee (PAC) supporting school initiatives
- Strong fundraising, our hot lunch programs runs 5 days a week

       o Open, effective communication between parents and school staff.

Stretches (Areas for Growth)

Staff

- Emphasizing our Core Competencies: Strengthening social-emotional learning strategies to promote student mental health and resilience. Moving beyond the core competencies being a checklist that happens each term.
- Differentiated Instruction: Providing individualized support to accommodate students with diverse learning needs, working in tandem with our Inclusion Support teacher, Literacy & Numeracy support teachers, and Educational Assistants.
- Managing Workload: Balancing growing responsibilities while prioritizing well-being and avoiding burnout.
- Inter-Disciplinary Collaboration: Integrating multiple subjects to enhance critical thinking and real-world application.

Students

- Attendance – Encouraging regular attendance while being on time
- Critical and Creative Thinking: Encouraging deeper analysis, inquiry- based learning, and adaptability in problem-solving
- Online Safety/ Anti-Bullying: Teaching responsible technology use, online safety, and media literacy.
- Inclusion: An understanding of neuro-diverse students, fostering acceptance of others

Parents

- Engaging with SD46 offerings, i.e. guest speakers after school, parenting courses, Early years fair, etc.
- Understanding the re-designed curriculum and assessment
- Prioritizing non-athletic offerings, i.e. Math night

Reflections on Past Initiatives

- Cedar Grove has focused on parent engagement after COVID-19 and student school connectedness. Having students attend more regularly and have parents returning to the building to cultivate a flourishing school community was the goal. Working alongside PAC to host parent events throughout the year was a focus such as; the lantern festival, movie nights, school dances, PAC welcome to school BBQ, End of year carnival, literacy week – with parents in the building, pancake breakfasts, etc.

- Parent engagement has rebounded, parents feel welcomed in the school.

Vision for Growth

To foster students who are independently motivated, kind, and work for the betterment of the group

Mission

At Cedar Grove, we prioritize supporting our learners by nurturing a sense of belonging, independence, and positive risk-taking — building a foundation for joyful lifelong learning.

Core Values

Staff have chosen to display values in a circle, it was felt that a list implies a hierarchy of importance.

Equity Considerations

How are you supporting and planning for the following priority learners?

Supporting our Indigenous Learners:

1. Indigenizing the Curriculum
- **Incorporate Indigenous perspectives**: Ensure that the curriculum reflects the history, cultures, and contributions of Indigenous peoples. This can include

teachings about Indigenous languages, traditions, and the residential school system.

- **Indigenous literature and history**: Including books, stories, and historical accounts written by Indigenous authors or about Indigenous experiences.
- **Collaboration with Indigenous elders and knowledge keepers**: Inviting elders into the classroom to share stories, teachings, and knowledge can provide students with authentic cultural connections.
- **Indigenous ways of knowing**: Encourage and integrate Indigenous knowledge systems, such as oral traditions, storytelling, and land-based learning, into the educational experience.
- **Land-based learning**: Encouraging a close relationship to the land, and incorporating outdoor, experiential learning can provide valuable connections to heritage and identity.
- **Working with SD46 Indigenous Team**: Regular planning with Mr. Guzek, our Indigenous Support Teacher

2. Creating an Inclusive School Environment
- **Cultural safety**: Striving for an environment where Indigenous students feel safe and respected.
- **Celebrating Indigenous culture**: Recognize and celebrate Indigenous holidays, events, and traditions in the school. This could include hosting cultural festivals and participating in national events like National Indigenous Peoples Day.

3. Support for Mental Health and Well-being
- **Trauma-informed care**: Many Indigenous children come from communities affected by the legacy of residential schools and intergenerational trauma. We aim to demonstrate trauma-informed practices that recognize and address these challenges.
- **Community support**: Accessing community support, such as 'Jordan's Principle' to meet the needs of our students

4. Encourage Community and Parental Involvement
- **Engage Indigenous families**: Reaching out to our community/ parents and guardians who hold special knowledge. We have had parents present to classes.

By incorporating these strategies, Cedar Grove staff hopes to create an environment that not only supports Indigenous students but also values their culture, identity, and contributions. This approach helps to foster a sense of belonging and improves their educational experience.

Supporting students with disabilities or diverse abilities, at Cedar Grove we focus on:

Differentiated Instruction

- Modify teaching methods to suit different learning styles (visual, auditory, kinesthetic).

- Provide assistive technology, such as speech-to-text software or audiobooks.
- Offer alternative ways to demonstrate learning (oral presentations, projects, or written assignments).
- Follow the UDL principles of instruction

Inclusive Classroom Practices

- Use flexible seating and adaptive materials.
- Encourage peer support programs to foster a sense of belonging.
- Implement small-group or one-on-one instruction when needed.

Professional Development for Educators

- Train teachers and EAs in special education strategies, behavioral management, and sensory-friendly approaches.
- Promote awareness of diverse abilities among all staff to ensure a supportive school culture.

Social-Emotional Support

- Implement Social-Emotional Learning (SEL) programs to build confidence and emotional resilience.
- Provide access to school counselors, therapists, and support groups.

Family & Community Engagement

- Maintain open communication with parents and caregivers.
- Collaborate with external specialists, such as psychologies, counsellors, speech language pathologists, etc

Accessibility & Accommodations

- Ensure physical spaces are accessible
- Provide sensory-friendly rooms for students with sensory processing challenges.

Supporting Children and Youth in Care, at Cedar Grove we focus on:

- **Trauma-Informed Training for Staff**: Educate teachers and EAs on how trauma affects learning and behavior.
- **Counseling Services**: Provide access to school counselors, family navigators, and youth workers for emotional support.

- **Consistent Point of Contact**: Assign a trusted adult for continuity, especially when social workers or placements change.

- **Encourage Extracurricular Involvement**: Waive fees and provide access to sports, clubs, and activities.

- **Family Engagement**: Include foster parents and caseworkers in school communication and meetings.

- **Awareness and Sensitivity**: Avoid assignments that assume traditional family structures (e.g., family tree projects).

Strategic Goals and Objectives

To develop students' social awareness and responsibility by building authentic relationships with peers and adults.

To develop students' creative thinking through numeracy, fostering a school environment where students can represent their numerical thinking in multiple ways.

Selected Strands for Core Competency Development

Strands:
- Authentic Relationships
- Personalized Learning
- Nature-Based Learning
- Experiential Hands-On Learning
- Inclusion
- Authentic, Real-World Learning
- First Peoples Principles of Learning
- Transformative Assessment
- Flexible Learning Environments

SCHOOL DISTRICT 46 SUNSHINE COAST

ENSOULING OUR SCHOOLS

"In This We Journey Together"
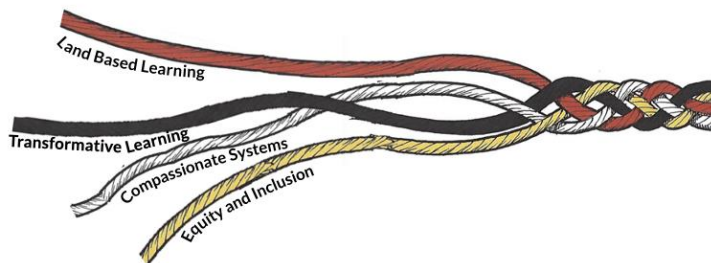
If we are attuned educators who build connections with joy, passion, and respect, we can design an irresistible future for all learners through weaving the following strands…

1. Authentic Relationships
2. Experiential Hands-On Learning (Numeracy)

…Then we believe students will authentically connect to and develop their core competencies; thus, nurturing their personal deep engagement, joy, and learning over time.

1. **Core Competency Goal #1** (Authentic Relationships): To develop students' social awareness and responsibility by building authentic relationships with peers and adults.

2. **Evidence Analysis and Interpretation: See appendix A for Data and Evidence (derived from provided data package and your own chosen evidence). Include satellite, map and street data.**
   - Direct Evidence: See appendix A

   - Indirect Evidence:
   - Through discussion with staff, it was noted that there was a higher level of disengagement in our intermediate years (Grades 4-7) vs. the primary years (K-3). This looked like: students wandering the halls and taking longer 'body breaks', not showing every adult the same level of respect, failing to complete all assignments to the best of their ability.
   - Staff met on in May and June of 2024 and felt that this behaviour needed to be addressed as a whole school

3. **Rationale**
    - This goal was chosen by all staff in September 2024. The need for all our students to feel connected and engaged at school was identified as being of high importance.
    - Having a focus on Authentic relationships was seen as an important focus for our staff
4. **Implementation Plan**

Actions:

- Implemented 'Connection Classrooms' which is a plan that has a multi-prong approach. In October we conducted a survey for all our students and asked them: Who do you feel connected to/ cared for at Cedar Grove? How many adults do you feel connected to? Do you have someone you can go to if you feel upset? Do you have friends that you are connected to at school? From that information, we set up each child with another adult in the school that they could reach out to if they are feeling dysregulated or have the need to have a different work space. Part of the reasoning was that then students wouldn't be sent out into the halls or to the office if they are struggling to self-regulate in their classroom. Students can ask their teacher to go to their Connection Classroom or they can be asked by their teacher. Every time a student leaves the class, there is a tracking method which we can then analyze for our data – to see who is needing to leave most often.
- In addition to having a plan in place for a trusted adult, we also meet once a month with our connected class, non-enrolling and the principal have a class and meet to strengthen relationships (student-to-adult and students-to-students). We frame each lesson with a connection to a core competency.
- In October we had our 'Welcome Back to School'/ 'Meet the Teacher' event. This was planned in collaboration with PAC, there was a BBQ for families. Before parents went to meet their child's teacher, they met all Cedar Grove staff in the gym – including non-enrolling, our Indigenous Support Teacher, and Community Schools representative. We explained to our parent community what strands we are working on. We explained what 'Connection Classrooms' is and that once a month their child would be working with another teacher.
- In addition to Connection classrooms, we are taking the following actions to strengthen our relationships:

Timeline:

- Student council meets 1x a week, new representatives are switched each term
- There is a grade 6/7 leadership team that meets 1x a month
- The principal and school counsellor have Core Competency assemblies 1x a month – in this forum, we address whole school language that we are using
- EAs meet 1x a month to work on our school growth plan
- As a teaching staff we meet 1x a month to have job-embedded learning. The time is specifically used to work on our school growth plan
- Learning guides and principal meet 1x a month to create the agenda for Collab Time
- IST, Principal and EAs meet 1x a month to discuss emerging issues and the School Growth Plan

Responsible Parties: All our staff are responsible for our strand of authentic relationships

5. **Resources Required**
   - Monthly collaboration time for teachers – this has release time for the primary and intermediate team
   - A budget to support the work in connection classroom – this term we have completed a whole school STEM project based on the book, 'The Most Magnificent Thing'
6. **Success Indicators – consider staff, students and families**
   - Success will be when every child has an adult they feel connected to, we will do the student survey again in June
   - Analyzing the MDI and Student Learning Surveys
   - Street data from staff – is our Code of Conduct being upheld? Are all staff (regardless of their position) being treated with kindness and respect?

7. **Reflection and Evaluation of the Plan: Seasonal Round**
   - We will continue to analyze the direct and indirect data
   - Since we meet monthly, our reflection and evaluation happens continually
   - Teachers have seen more engagement from students in lessons, better attendance, more focused classroom time, and many more subtleties and positive growth indicators in the focus of authentic relationships

- Fall (September - November): Baseline data collection, goal- setting, and initial implementation

- Winter (December - February): Mid-year reflection, review of student engagement, adjustments to instructional strategies
- Spring (March - May): Analysis of growth, student self-assessments, and stakeholder feedback
- End of Year (June): Final evaluation, staff reflection, and planning for the next school year.

8. **Core Competency Goal #2** (Experiential Hands-on Learning - Numeracy): To develop students' creative thinking through numeracy, fostering a school environment where students can represent their numerical thinking in multiple ways.

9. **Evidence Analysis and Interpretation: See appendix A for Data and Evidence (derived from provided data package and your own chosenevidence). Include satellite, map and street data.**

   - Direct Evidence: As evidenced from our FSA data, a high percentage of our students are emerging in numeracy - 16% of grade 7 students are emerging, 23% of grade 4 students are emerging. Students' proficiency in numeracy is decreasing, as evidenced on Learning Updates.

   - Indirect Evidence: Through discussion with teachers, it was noted that students are disengaged in math. There is a 'block' when it comes to the work, their stamina for work has lowered.

10. **Rationale**
    - This goal was chosen by all staff in September 2024. The need for all our students to feel success in numeracy was important. We wanted to highlight the strand of experiential hands-on learning, with a focus on numeracy.

11. **Implementation Plan**

Actions:

   - Math committee meets 1x month
   - Collab time – focus on our school growth plan
   - Hosted a math night – all parents were invited
   - Invested in 'grab and go' math games and activities in the library
   - Grade 6/7 teacher hosts chess club at lunch recess
   - Creating a culture of mentorship, every teacher has signed up for release to watch another colleague teach a math lesson

Responsible Parties: All our staff are responsible for our strand of experiential hands-on learning in numeracy

12. **Resources Required**
    o Monthly collaboration time for teachers – this is release time for the primary and intermediate team
    o Math committee meets 1x a month with lunch provided
    o Attend all numeracy lunch and learns provided by SD46

13. **Success Indicators – consider staff, students and families**
    o Tracking our learning update data
    o Analyzing FSA data for grade 4 and 7 in numeracy

14. **Reflection and Evaluation of the Plan: Seasonal Round**
    o We will continue to analyze the direct and indirect data
    o Since we meet monthly, our reflection and evaluation happens continually

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Engagement and Communication Plan

Parents are aware of our School Growth plan, it's referred to at almost every PAC meeting in my 'Principal report'. As well, in September 2025 we will host another information session for parents that all staff will attend. We will give an update on our plan and any changes for the 2025-2026 school year.

Professional Learning

Staff are identifying the areas of learning based on the conversations from Collab Time (Professional learning communities). Professional development activities will give staff the time, resources, and collaborative opportunities needed to enhance authentic relationships and experiential hands-on learning in numeracy.

Budget Considerations

To continue to release primary and intermediate teaching teams it would be roughly $11,000 a year. Keeping 'collab time' running in Cedar Grove is of high importance for us. We will set aside funds for professional learning opportunities, including guest speakers, workshops, and collaboration time for teachers. Professional development costs will support training sessions with Indigenous knowledge keepers, specialists in SEL, and experts in numeracy.

Conclusion

Cedar Grove Elementary is dedicated to supporting each student's growth by fostering meaningful authentic relationships and experiential hands-on learning in numeracy. We strive to create an environment where all learners feel valued and engaged. Social responsibility and creative thinking are the core competencies that we hope to instill in our school. Through continuous collaboration, professional development, and student-centered initiatives, we aim to enhance academic achievement, social-emotional well-being, and community engagement. By staying adaptable and reflective in our practices, we will ensure that every learner has the opportunity to reach their full potential. Together, we will build a strong foundation for lifelong learning and success.
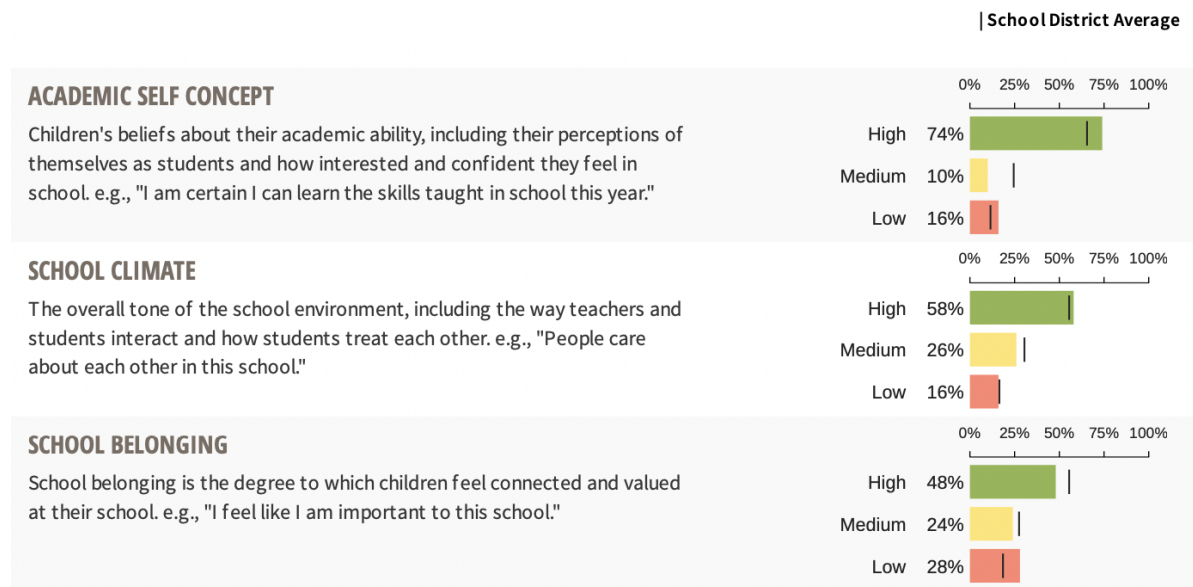
Appendix A

MDI Results

28 % of children have a low sense of school belonging
16% of students report a negative school climate
16% of a low academic self-concept

RESULTS FOR CEDAR GROVE ELEMENTARY

| School District Average

ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."

High	74%
Medium	10%
Low	16%

SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."

High	58%
Medium	26%
Low	16%

SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

High	48%
Medium	24%
Low	28%

| School District Average

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

	0%	25%	50%	75%	100%
High	61%				
Medium	35%				
Low	3%				
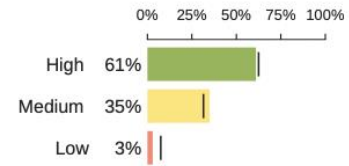
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

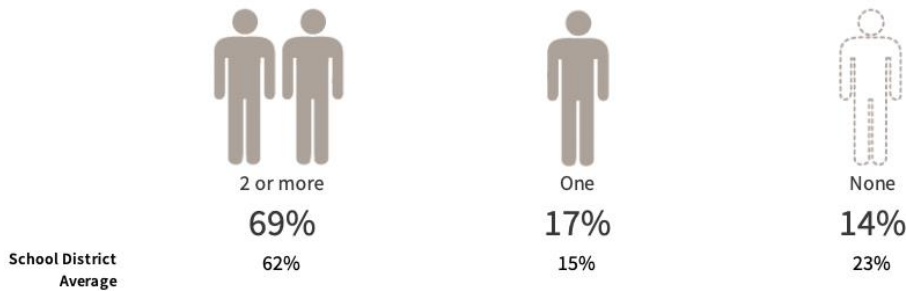|	0%	25%	50%	75%	100%
High	68%				
Medium	26%				
Low	6%				
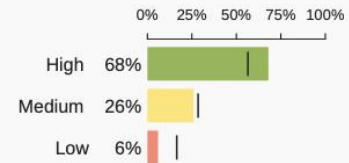
ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."
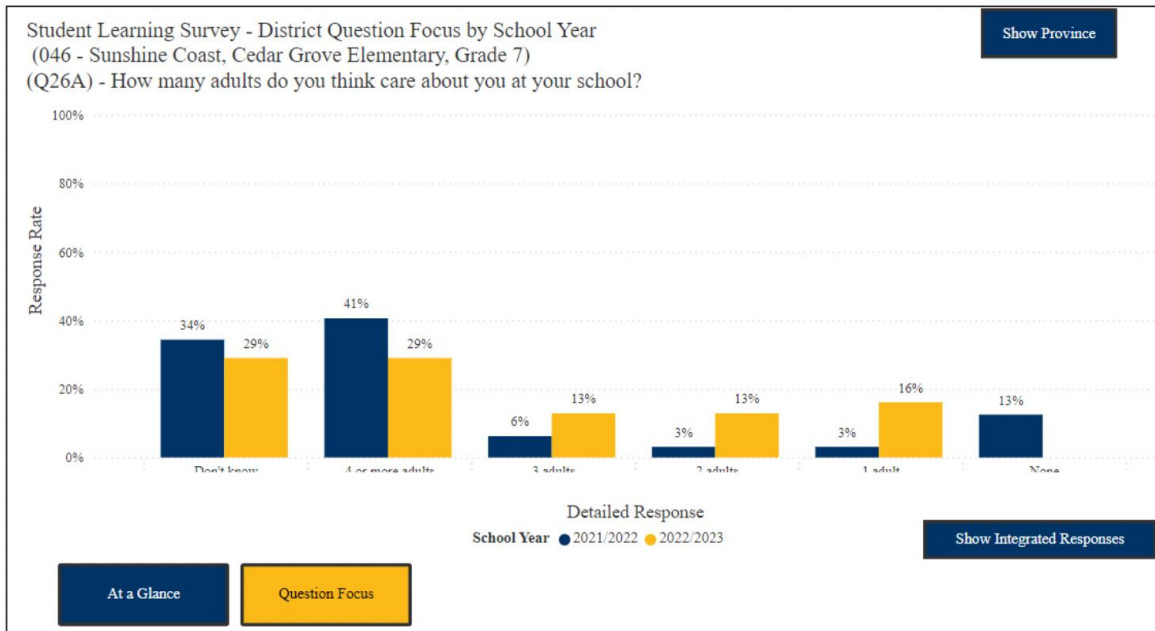
	0%	25%	50%	75%	100%
High	72%				
Medium	28%				
Low	0%				
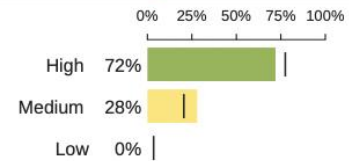
NUMBER OF IMPORTANT ADULTS AT SCHOOL

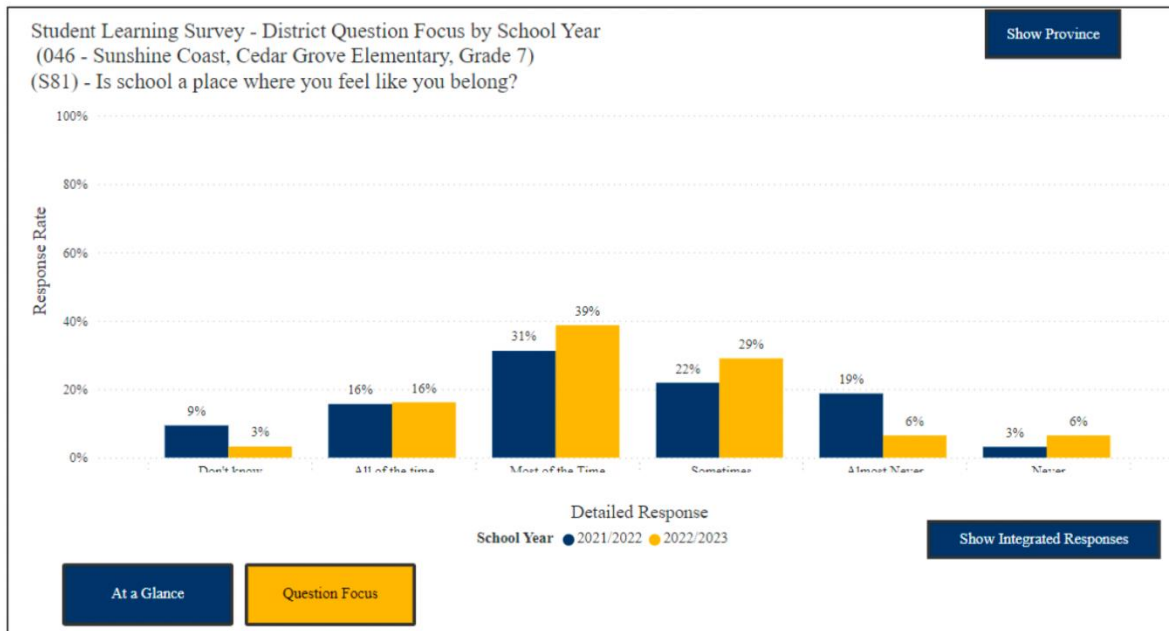|	2 or more	One	None
	69%	**17%**	**14%**
School District Average	62%	15%	23%

Student Learning Survey: 16% of grade 7 students feel that only 1 adult cares about them
6% feel that school is not a place where they belong

Student Learning Survey - District Question Focus by School Year
(046 - Sunshine Coast, Cedar Grove Elementary, Grade 7)
(Q26A) - How many adults do you think care about you at your school?

Grade 7 – Resident Students

Student Learning Survey - District Question Focus by School Year
(046 - Sunshine Coast, Cedar Grove Elementary, Grade 7)
(S81) - Is school a place where you feel like you belong?

FSA Numeracy Results:

16% of grade 7 students are emerging

23% of grade 4 students are emerging

FSA NUMERACY ASSESSMENT / GRADE 7 / RESIDENT STUDENTS

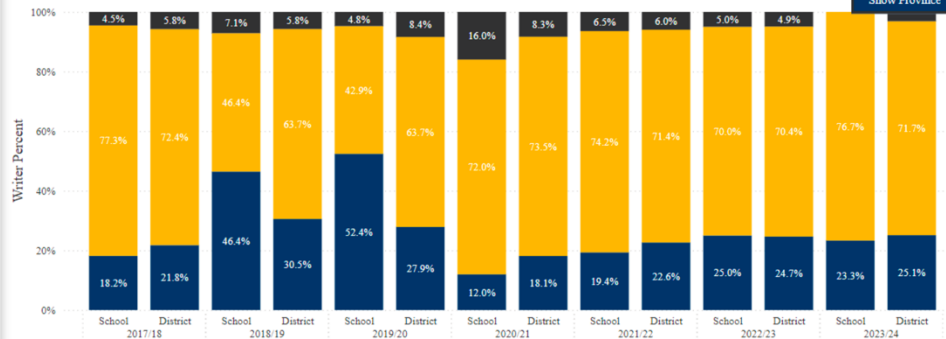Proficiency Rates for Province, All Districts, Cedar Grove Elementary [Numeracy-07]
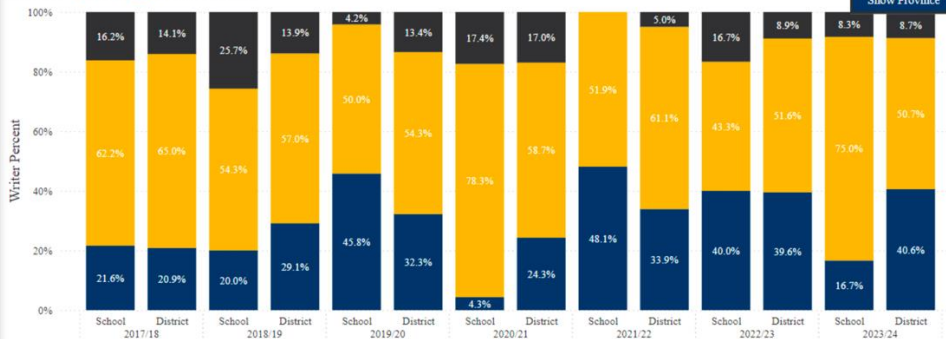
Note: If all values in a specific column total less than 100%, it indicates masked data. Refer to the corresponding school, district, or province table for details.

FSA NUMERACY ASSESSMENT / GRADE 4 / RESIDENT STUDENTS

Proficiency Rates for Province, All Districts, Cedar Grove Elementary [Numeracy-04]

Note: If all values in a specific column total less than 100%, it indicates masked data. Refer to the corresponding school, district, or province table for details.