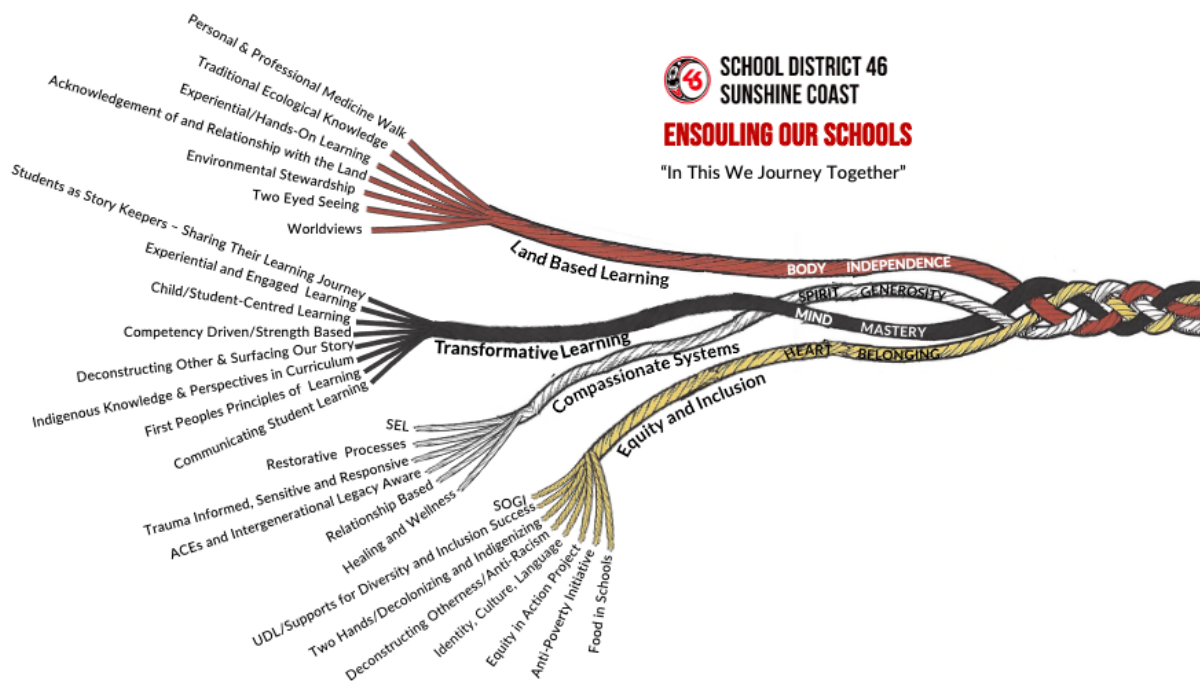




# SCHOOL DISTRICT 46 SUNSHINE COAST

## SCHOOL GROWTH PLAN FOR Cedar Grove Elementary Our Story and Journey

Through the four strands of the braid, we learn together as a school community.



### DEMOGRAPHICS

There are currently 239 students enrolled at Cedar Grove Elementary across 10 divisions and 5 students in Shine (a district life skills program). 31 students are of Indigenous ancestry, which accounts for 13% of the school population. There are 24 students with Individual Education Plans (I.E.P.) and 5 students in Shine with I.E.P.s. Cedar Grove is a flourishing community with an engaged PAC, many volunteers who help throughout the year including highly functioning Community Schools programming, which includes various afterschool offerings such as; art class, STEM club at lunch, Roots of Empathy, mountain biking, as well as a food security support. The foundation of Cedar Grove begins with our engaged staff who love being at the school. When visitors are in the building, they often comment how there is a 'lightness' to the school and that they feel welcomed. Cedar Grove prides itself on being a positive a close-knit community with caring parents/guardians.

# School Growth Plan

## VISION

At Cedar Grove, we prioritize supporting our learners by fostering a sense of belonging, generosity, independence, and mastery - we ask ourselves, "through the lens of equity and excellence, how do we ensure that every child thrives?" To achieve this, we have a dedicated team of approximately 25 staff members who work diligently to help our students thrive both inside and outside the classroom. We are grateful for the support of our various community partners who offer out-of-school programs and food support. Cedar Grove is host of the Ministry of Education and Childcare's pilot program, 'Seamless Kindergarten' which has before and after school care for early childhood aged children. These partnerships allow us to extend athletic, cultural, and daycare programming to our families. Cedar Grove boasts numerous outdoor learning spaces designed to incorporate land-based learning opportunities that allow students to engage with and learn from the land.

## VALUES

We value:

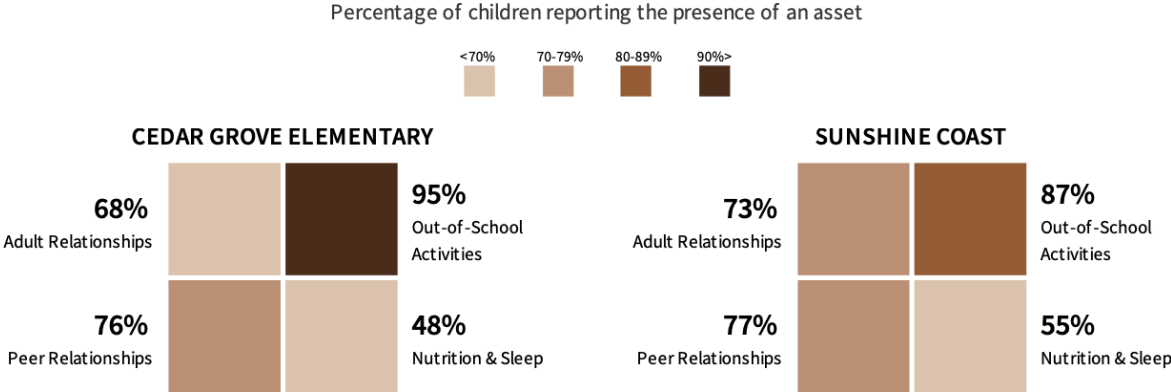
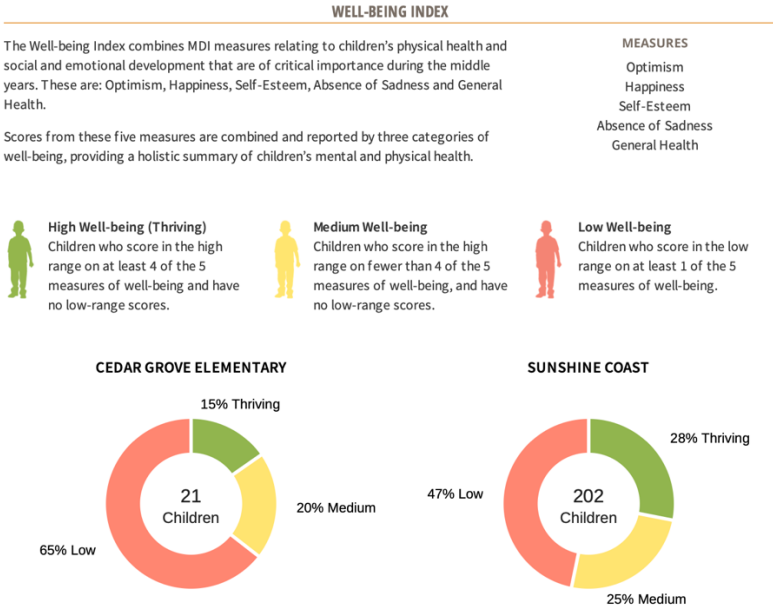
- Student voice
- Sense of belonging – school connectedness
- Parents as partners in education
- Core competency development
- Respect
- Equity
- Learning through play
- Outdoor learning
- Kindness
- Transformational learning
- Creativity

## CURIOS EVIDENCE/DATA

The data from the UBC's Middle Years Development Instrument (M.D.I) for the 2022-2023 school year shows our grade 5 & 6 students reporting that they have an overall lower wellbeing in comparison to students across the district. As a staff we can see this in the classroom with students in the intermediate classrooms (gr. 4-7) becoming less engaged in school. This is evidenced in: overall wellbeing, peer to peer relationships, engagement and attendance. Addressing the social-emotional learning of our students in the intermediate years is a focus of our staff this year - how do we ensure our students continue to thrive and maintain a sense of school connectedness when they enter the intermediate years?

# School Growth Plan

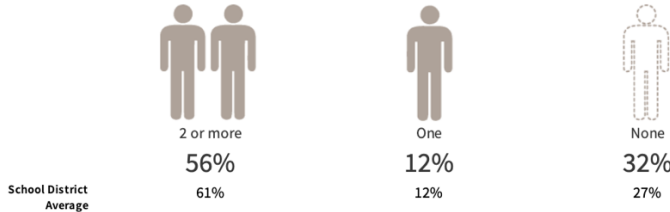
## Grade 6 MDI Data:



32% of our Grade 5 students report not having an important adult at the school.

# School Growth Plan

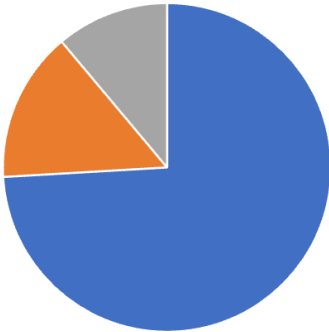
## NUMBER OF IMPORTANT ADULTS AT SCHOOL



## Foundational Skills Assessment (F.S.A):

As a trend, we can see more of our grade 7's dipping into the 'emerging' category of the FSAs (2023-2024 data collection) and fewer students who are extending - this is reflected in classroom data as well.

FSA Literacy Grade 7



Number of students who are:  
 20 On Track  
 4 Emerging  
 3 Did not write (Excused or extenuating circumstances)

■ On Track ■ Emerging ■ Performance Level Unknown ■

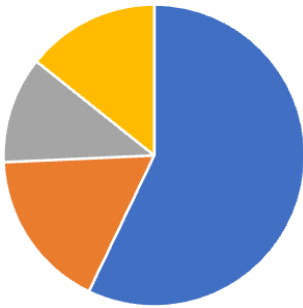
FSA Numeracy Grade 7



■ On Track  
 ■ Emerging  
 ■ Extending  
 ■ Performance Level Unknown

Number of students who are:  
 18 On Track  
 4 Emerging  
 2 Extending  
 3 Did not write (Excused or extenuating circumstances)

FSA Literacy Grade 4



Number of students who are:  
 20 On Track  
 6 Emerging  
 4 Extending  
 5 Did not write (Excused or extenuating circumstances)

■ On Track  
 ■ Emerging  
 ■ Extending  
 ■ Performance Level Unknown

FSA Numeracy Grade 4



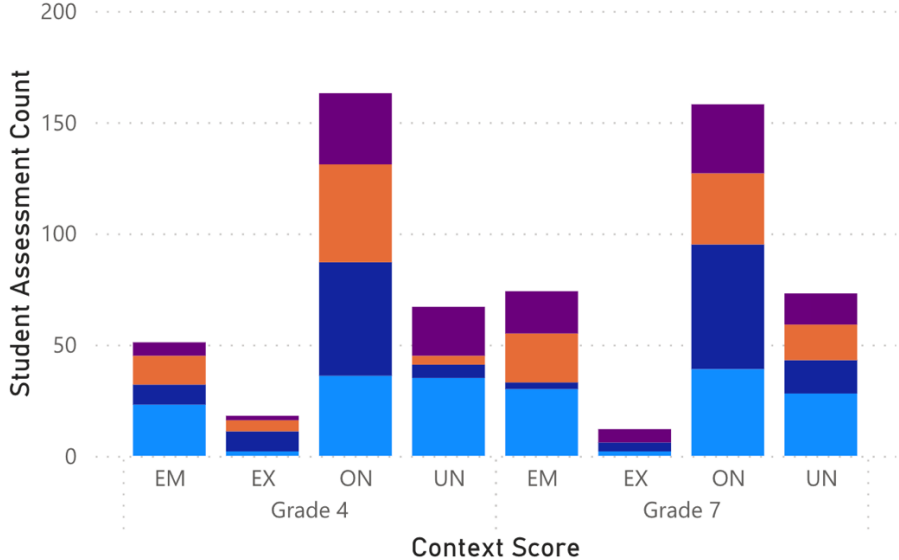
Number of students who are:  
 23 On Track  
 7 Emerging  
 0 Extending  
 5 Did not write (Excused or

■ On Track  
 ■ Emerging  
 ■ Extending  
 ■ Performance Level Unknown

# School Growth Plan

## District Assessment Longitudinal

School Year ● 2020 ● 2021 ● 2022 ● 2023



FSA Results –  
Literacy &  
Numeracy

## NEXT STEPS

What are we focusing on?

We have 2 inquiry questions as a school:

**Inquiry Questions 1: How can we support social-emotional well-being in our students, along with a sense of belonging, both individually and as a school community?**

**Inquiry Question 2: By exploring the connection between collaboration and professional learning, how can we increase success for our learners in numeracy?**

# School Growth Plan

## How are we going to get there?

Creating Professional Learning Communities within the school, provides the environment where teachers can collaborate and share ideas, resources and best practices. Our PLC's can be organized by grade levels (Primary and Intermediate teams) and we will meet regularly to discuss common challenges and share effective teaching and learning practices. The PLC structure also supports mentoring and coaching where experienced teachers can mentor and coach newer teachers. Professional Development activities will be planned to support PLC's, whether these are workshops, conferences or online courses. This structure encourages teachers to observe each other's classes and provide feedback, and helps promote the culture of continuous improvement and collaboration.

### Action Plan for Inquiry Question 1:

- Focus on student leadership – students to do morning announcements, assemblies, student council, music listening, lunch monitoring in the primary classes
- Create leadership groups, students have time with other children in a mixed-group setting
- Principal to host monthly assemblies that focus on the core competencies, code of conduct, student leadership and growth mindset
- These monthly assemblies will serve as a planning block for Intermediate and Primary PLC time
- Collect more satellite and street data for our learners, starting with asking the question 'Do you have 1 person in the school who believes you will be a success?'
- Have teachers and staff focus on connecting with our students – telling them explicitly that we care about them, looking at our school beyond the classrooms, making a point to connect with our learners (the 10-2 strategy select a particular student and set a goal to engage in a 2-minute conversation with that student for 10 consecutive school days)
- Regular parent communication with our vulnerable learners – students will start a 'Check In Plan' if they are regularly unable to have successful days
- Create 'safe classrooms' for our vulnerable learners – they go to another teacher until the next break in the day (this has been pre-planned)
- Increase parent awareness and education – Staff to have an 'All About Cedar Grove/ Meet the Teacher' night in Sep – Discuss ways parents can support, have PAC involved with hosting the event
- Teachers will talk about parent involvement, how to support, the scope and sequence of the curriculum
- Start school teams in September (multi-age groupings for spirit days)
- PAC nights – parenting experts for positive discipline?

### Action Plan for Inquiry Question 2:

- PLC time (1x month – Principal led assembly, 1x month lunch and chat, 1x a month staff meeting) for planning, scope and sequence, assessment

## School Growth Plan

- Have teachers leads for primary and intermediate – a pre-planning meeting for the PLC time, a facilitator/notetaker for the meeting when Lia is hosting the assembly, thinking about how we can focus our pro-d to support our inquiry question
- Create a more streamlined approach for Tier 2 support – how are we determining who receives support? What is the assessment we are using? How is Tier 2 a ‘second dose’ for what is being taught in the classroom? How can we evaluate the effectiveness of Tier 1 support?
- Family math nightz