

2024-2025 School reflections/Looking ahead to 2025-2026

Cinnabar- Reflection on 2024 - 2025 goals

Celebrating Literacy Growth at Cinnabar

Goal 1 Student Success-

Implement targeted, evidence-based reading interventions for primary and intermediate students requiring Tier 2 and Tier 3 support to improve reading fluency, comprehension, and overall literacy skills by at least one grade level within the school year.

This year, our school focused on a key goal: increasing literacy rates for our primary and intermediate students through targeted Tier 2 and Tier 3 interventions. Thanks to the collaborative efforts of our reading intervention teacher, IST team, classroom teachers, and support staff, we are proud to share the progress and success we've seen in our youngest learners.

Students received consistent, small-group and one-on-one support tailored to their individual needs through a structured schedule of 25-minute literacy intervention blocks offered five days a week. Interventions focused on early literacy skills, such as letter recognition, phonemic awareness, decoding, and comprehension.

Across our primary grades:

- Multiple students working at an emergent level (e.g., learning letter names and sounds) showed strong engagement and steady growth. Although some continue to face speech or regulation challenges, their foundational skills have improved.
- Several students moved from Tier 3 to Tier 2, reflecting notable progress in phonics and reading fluency.
- Four students who began the year receiving intervention are now reading at grade level.
- One student demonstrated remarkable improvement in sight word recognition, jumping from 29% accuracy to 77% .
- Others showed strong comprehension, even if fluency remained a challenge, and interventions helped them gain confidence as readers.

Included is a sample of one Grade one and Two Class and their continuum of benchmarks from September 2024 until June 2025.

We used a range of research-based strategies and tools throughout the year, including:

- Heggerty, UFLI Foundations, PRESS, and Lexia (which sets personalized learning targets and provides progress reports)
- Reading conferences, phonics skill monitoring, sight word check-ins, running records, and literacy games
- A mix of pull-out and push-in instruction, allowing for flexible and responsive support

Success Story: Fostering a Culture of Wellness for Students and Staff

Goal 2: Student and Employee Wellness, with a focus on implementing regular initiatives that support the mental, emotional, and physical well-being of our community.

This year, our school committed to Student and Employee Wellness, with a focus on implementing regular initiatives that support the mental, emotional, and physical well-being of our community. Our objective was to increase engagement in wellness activities by at least 30% by the end of the school year—and we're proud to say we made meaningful strides toward that goal.

From the start of the year, we prioritized creating opportunities for connection, inclusion, and joy across all grades and among staff. Our calendar was full of school-wide spirit days, designed not only to boost morale, but also to foster a sense of belonging. From Orange Shirt Day to Jersey Day, Rainbow Day, Elf Day, and many more, these events encouraged creative expression and brought our school community together in fun and meaningful ways.

In addition to spirit days, we launched house team events that allowed students to work together, build camaraderie, and give back to the wider community. Highlights included hamper competitions during Thanksgiving and Christmas, which combined friendly competition with acts of generosity and social responsibility. While we recognize the opportunity to expand these into more academic and physical challenges (such as math relays or outdoor team games), the enthusiasm and participation in our initial events were a strong foundation for future growth.

We also saw increased participation in extracurricular activities, with a wide range of sports teams—including football, volleyball, cross country, basketball, and track and field—offering students opportunities to develop teamwork, leadership, and physical fitness. Our clubs continued to flourish as well, with many students engaging in chess club, choir, girls' club, reading groups, Book Battles, and March Madness reading tournaments, creating safe spaces for diverse interests and friendships to thrive.

Recognizing that staff wellness is just as essential, we made it a priority to create moments of connection and levity among our team. Our monthly staff team-building activities, such as the Rock-Paper-Scissors Challenge, brought joy and laughter into our days and helped strengthen relationships across grade levels and roles. These small but meaningful moments contributed to a more connected and supportive staff culture.

While we will continue to reflect on and improve our efforts, it is clear that our focus on wellness has had a positive impact on the tone, climate, and sense of belonging in our school. By providing regular, inclusive, and engaging activities for both students and staff, we've laid the foundation for a healthier and more connected school community.

We are proud of what we've accomplished and look forward to continuing this journey—fostering wellness not just as an initiative, but as a core part of our school identity.

Student & Staff Wellness



At Cinnabar we prioritize the wellness of both students and staff, fostering a supportive environment where everyone can thrive, grow, and feel valued every day.

Looking ahead – Goals for 2025 – 2026

Goal 1

Click on the headings below to select a goal and objective from the drop-down menus.

Student Success

Increase literacy rates for all

School-specific goal:

Goal:

To improve literacy outcomes for all students by strengthening foundational reading and writing skills through targeted instruction, consistent assessment practices, and inclusive, evidence-based strategies that honour Indigenous ways of knowing and being, trauma-informed practices, and social-emotional learning.

Objective:

By June 2026, at least 85% of students in Grades K–7 will demonstrate measurable growth in reading and writing, as evidenced by formative and summative assessments (e.g., Fountas & Pinnell, PM Benchmarks, NLPS Writes, and classroom-based assessments).

Supporting Actions:

- Implement small-group literacy instruction (Tier 2 and Tier 3) for identified students using research-based interventions.
- Integrate Indigenous ways of knowing and being by including local stories, oral traditions, and land-based learning experiences that connect students to language and culture.
- Use trauma-informed practices that create safe, predictable, and supportive literacy learning environments where students feel comfortable to take risks and build confidence.
- Embed social-emotional learning (SEL) by teaching students self-regulation, perseverance, and a growth mindset during literacy tasks.
- Regularly monitor and track student progress through data team meetings and shared literacy tracking tools.
- Provide professional learning opportunities for staff in the Science of Reading, differentiated literacy instruction, Indigenous perspectives in literacy, and trauma-informed practice.
- Increase access to culturally responsive, diverse, and engaging texts that reflect students' identities, cultures, and interests.
- Involve families by sharing strategies and resources to support literacy development at home in ways that respect and celebrate family and community knowledge.

Why this goal:

Literacy is foundational to student success across all areas of learning. At the elementary level, strong reading and writing skills are essential for developing confidence, critical thinking, and lifelong learning habits. Data from classroom assessments, reading benchmarks, and teacher observations indicate that while many students are making progress, there remains a need to strengthen early literacy skills and provide more consistent, targeted support for students who are not yet meeting grade-level expectations. By focusing on improving literacy outcomes, the school can ensure that all learners—regardless of background, ability, or learning style—are equipped with the tools they need to access the curriculum and thrive academically. Integrating Indigenous ways of knowing and being enriches students' understanding of language, story, and place, and strengthens connections to community and culture. Embedding trauma-informed practices and social-emotional learning helps create safe, supportive spaces where students feel seen, valued, and ready to learn.

This goal aligns with district and provincial priorities, supports inclusive education, and reflects a shared commitment among staff to provide high-quality, responsive instruction that meets students where they are. Ultimately, by choosing this goal, our school is investing in long-term student achievement, equity, cultural safety, and well-being—setting every child up for success, both now and in the future.

Why this goal was chosen:

Literacy is fundamental to every student's success in all subject areas. Over the past year, classroom-based assessments, benchmarking data, and teacher observations have shown that while many students are meeting expectations in reading and writing, there are notable gaps in foundational literacy skills—particularly in the early primary grades and among students requiring additional supports.

What data and evidence were used:

To determine this area of focus, we reviewed multiple sources of evidence, including:

- PM Benchmark reading levels
- NLPS PARS and Writes assessment results
- Classroom-based reading and writing assessments
- Report card data and teacher comments
- Early Learning and Kindergarten assessments
- Observations from Learning Support and classroom teachers
- Data team meeting notes identifying students needing Tier 2 and Tier 3 supports
- Feedback from families about students' reading confidence at home

This evidence shows consistent trends of students struggling with decoding, reading fluency, comprehension, and written expression. In particular, we see the need to strengthen Tier 1 instruction for all learners while providing intentional small-group interventions for those not yet meeting expectations.

Priority population:

While this goal is intended to benefit all K–7 students, our focus will include priority populations who are overrepresented among students needing additional literacy support:

- Indigenous students, to ensure culturally relevant, strength-based approaches that honour Indigenous ways of knowing and being
- Students with diverse learning needs who require targeted, scaffolded instruction (Tier 2 and Tier 3)
- Students impacted by trauma or other barriers to consistent learning, for whom safe, supportive, trauma-informed practices are essential

- Early primary students, to strengthen foundational literacy skills at the beginning of their learning journey and prevent widening gaps over time

This data confirms that by strengthening early and responsive literacy instruction—and embedding Indigenous perspectives, social-emotional well-being, and trauma-informed practices—we can better support these priority learners and ensure every child has the foundational skills and confidence to thrive in reading and writing.

Goal 2

Click on the headings below to select a goal and objective from the drop-down menus.

Student Success

Increase numeracy success rates for all

School-specific goal:

Goal:

To increase numeracy success rates for all K–7 students by strengthening foundational math skills, building student confidence, and ensuring equitable access to high-quality numeracy instruction and supports that honour Indigenous ways of knowing, trauma-informed practice, and social-emotional well-being.

Objective:

By June 2026, at least 85% of students in Grades K–7 will demonstrate measurable growth in numeracy skills, as evidenced by formative and summative assessments (e.g., school-based numeracy assessments, NLPS Numeracy Tasks, classroom-based assessments, and provincial data).

Supporting Actions:

- Implement targeted small-group numeracy instruction (Tier 2 and Tier 3) for identified students using research-based math interventions.
- Integrate Indigenous ways of knowing and being into numeracy learning experiences, including land-based learning, storytelling, and community connections.
- Use trauma-informed and culturally safe practices that create supportive, low-stress learning environments where students feel safe to take risks and build confidence in math.
- Regularly monitor and track student progress through data team meetings and shared numeracy tracking tools.
- Provide professional learning opportunities (Carole Fullerton) for staff focused on high-impact numeracy practices, Indigenous perspectives in mathematics, and strategies that promote student well-being.
- Design numeracy tasks that promote collaboration, problem-solving, and connections to real-life contexts to support social-emotional learning.
- Involve families by sharing culturally responsive strategies and tools to support numeracy development at home.

Why this goal:

Numeracy is a foundational competency that helps students develop logical thinking, problem-solving skills, and confidence to tackle real-life situations. Over the past year, classroom observations, assessment results, and staff reflections have shown that many students are meeting grade-level expectations in numeracy; however, persistent gaps remain in foundational skills, math fluency, and overall confidence—particularly for students who have experienced interrupted learning, lack confidence in math, or require additional support.

Improving numeracy outcomes will help close these gaps, ensure equitable access to future learning opportunities, and prepare students to engage critically with the world around them. Honouring Indigenous ways of knowing, integrating trauma-informed practices, and supporting social-emotional well-being are central to ensuring every learner feels safe, connected, and capable in their math learning.

What data and evidence were used:

To determine this as a priority area, the following evidence was reviewed:

- School-wide numeracy assessment results (e.g., classroom-based assessments, NLPS Numeracy Tasks, provincial numeracy data)
- Report card trends showing that some students are consistently approaching expectations rather than meeting/exceeding them in numeracy
- Teacher observations and reflections highlighting gaps in basic number sense, operational fluency, and confidence with problem-solving
- Data team discussions identifying students requiring Tier 2 and Tier 3 support in math
- Student self-assessments and feedback indicating lower confidence or math-related anxiety
- Evidence of the need for more culturally responsive and relevant math tasks to connect learning to students' lived experiences

Priority population:

While this goal aims to benefit all K–7 students, the school's focused support will prioritize:

- Indigenous students, ensuring math learning honours Indigenous ways of knowing, land-based learning, and community knowledge
- Students with diverse learning needs who require targeted small-group or individualized support to build foundational numeracy skills
- Students impacted by trauma or adverse experiences, who benefit from predictable, supportive, and low-stress learning environments to build math confidence and resilience
- Primary students in early grades, where early intervention can strengthen foundational skills and prevent gaps from widening over time

Together, this evidence confirms the need for a school-wide, intentional focus on numeracy that integrates high-quality instruction, inclusive and culturally responsive practices, and safe, supportive learning spaces that empower all students to succeed in math—both now and into the future.