



Christina Lake Elementary School Plan 2025-2026

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Purpose and Vision:

School Plans are school-specific strategic plans that are

- Collaboratively developed
- Focused on student learning goals
- Aligned with the District Strategic Plan
- Evidence-informed using a cycle of improvement
- Specific, measurable, achievable, relevant, and time-bound

Be Curious

Our areas of concern and emerging themes we noticed:

Declining Student Engagement and Reading Stamina

There is a noticeable decline in student engagement during independent and guided reading sessions. Teachers report that students are demonstrating reduced reading stamina, with many struggling to maintain focus or enthusiasm for reading over extended periods. This trend is evident across multiple grade levels and appears to be impacting overall literacy development by the time students are reaching their upper intermediate years.

Discrepancy Between Home Reading Habits and Comprehension Outcomes

Data collected through home reading logs and parent feedback indicates that students in most households are regularly engaging in reading outside of school. Despite this, assessment data suggests a persistent gap in reading comprehension skills.

Parent Concerns from World Café Consultation, FSAs, and Spring Literacy Assessments: 'Emerging' or 'Developing'

World Café data over the last couple of years shows a recurring theme among families with concern about the level of intentionality in reading instruction. Many parents expressed that their children were not making the reading progress they expected. FSA data illustrates a lack of depth in responses. Despite ongoing literacy initiatives, our spring assessments show students remain within the 'emerging' and 'developing' categories. This stagnation suggests that current supports may not be sufficiently differentiated or impactful for students who need the most help. Tiered interventions and individualized supports must be re-evaluated and strengthened.

Family Perceptions Influenced by Misinformation and Lack of Communication

Anecdotal feedback and community dialogue indicate that some family perceptions of school activities and routines are being shaped by hearsay and social media rather than direct communication. This has led to misconceptions.

Staff Feedback on Circle of Courage Implementation

Feedback from staff highlights that the Circle of Courage framework, while positively received in theory, has not yet been fully integrated into the fabric of teaching and learning. Many educators report that the initiative still feels like an "add-on" rather than a foundational element embedded across curricular areas. There is a need for further professional learning and collaborative planning to make this work feel authentic, relevant, and sustainable within daily practice.

Get Intentional

Our focus is a strong literacy approach while strengthening school-community relationships and embedding the Circle of Courage. We remain curious about ways to interweave these goals.

Fostering a More Open and Transparent Relationship with Parents, Caregivers, and the Community

Building strong, trusting relationships with families and the broader community remains a key priority. There is a recognized need for increased transparency around school initiatives, instructional practices, and decision-making processes by creating more consistent and authentic communication channels—class to home communications, community-involved events.

Deepening the Intentionality of the Circle of Courage Framework Across Learning Environments

While the Circle of Courage model has been introduced and is generally supported by staff, further intentionality is needed to ensure it is embedded meaningfully throughout all aspects of school life. This includes weaving the four universal needs—Belonging, Mastery, Independence, and Generosity—into classroom instruction, hallway expectations, school-wide routines, and extracurricular activities.

Engaging Parents and Caregivers in the Circle of Courage: A Shared Vision of Belonging and Growth

Taking on a more community approach to Circle of Courage and embracing belonging as a collective commitment-expanding beyond the classroom to include parents and caregivers. Recognizing that children thrive when there is coherence between home and school environments, this approach strengthens our capacity to support the whole child, both socially and academically.

Make Time for Learning

Cultivating a strong and inclusive reading culture across the school community.

Fostering a Culture of Reading Within Our School Community

We strive to develop a lifelong love of reading. Our goal is to nurture a school-wide culture where reading is celebrated, visible, and embedded into the fabric of daily life. This involves not only integrating reading into instructional time but also creating shared experiences around books that extend beyond the classroom. We are committed to implementing a daily, school-wide Sustained Silent Reading (SSR) block to support regulation as well as classroom-based book clubs in the form of “fireside chats,” or “Fireside Fridays.” provide opportunities for students to engage in rich, student-led discussions about texts. These spaces encourage critical thinking, interpretation, and personal connections to literature in a low-stakes, community-driven format. Book clubs also support social-emotional development, as students practice listening, turn-taking, and valuing diverse perspectives.

Partnering with Library Staff to Expand Exposure to Diverse Genres and Voices

Through book tastings, genre spotlights, author studies, and guided browsing sessions, students will be introduced to a wide variety of genres, cultures, and narrative styles.

Action with Intent

Strategies to build a meaningful, community-centered literacy culture within the school as well as opening the invitation to community.

Shifting to a 40-Book Challenge: Cultivating Reader Identity

Rather than relying on traditional home reading checklists and progress charts, we are adopting the 40-Book Challenge as a more engaging, student-centered approach. This model encourages students to explore a wide variety of genres and authors, with the focus placed on building reading identity, intrinsic motivation, and reader agency. Individualized goal setting will allow students to set personalized targets that feel attainable and meaningful. The challenge fosters a sense of accomplishment and ownership, allowing students to become self-directed, joyful readers rather than passive participants in reading routines.

Early-Year Literacy Assessments to Guide ‘Just Right’ Text Selection

Early literacy assessments at the beginning of the year allows educators to gain an snapshot understanding of each student's current reading level, comprehension skills, and fluency. These insights are critical for helping students select “just right” books—texts that are appropriately challenging and aligned with their interests. Matching students with the right books early in the year not only builds confidence and engagement but also ensures that reading time is productive and supportive of growth.

Ongoing, Intentional Goal Setting to Support Student Ownership of Learning

Throughout the school year, students will be guided to set, reflect on, and revise their reading and literacy goals regularly. These goals—whether focused on volume, stamina, genre exploration, or comprehension—will be co-developed with teachers to ensure they are realistic and meaningful. Embedding goal setting into literacy routines encourages students to take an active role in their learning, builds metacognitive skills, and reinforces the understanding that growth is a continuous process.

Whole-School Reading Experiences to Build Community and Connection

A variety of school-wide reading initiatives will be implemented to promote reading as a shared and joyful experience. These include:

- Daily Sustained Silent Reading (SSR) to establish consistent reading habits and support regulation.
- Buddy Reading Programs pairing older and younger students.
- Fireside Chat Book Clubs (Fireside Fridays) to create spaces for relaxed, meaningful dialogue.
- Stop, Drop, and Read Days to spotlight reading as a fun, prioritized activity.
- Noisy Reading events where students read aloud with parents, guardians, and community members to model fluency, expression, and engagement.

These diverse approaches ensure that reading is visible, celebrated, and integrated into the social fabric of the school.

Strengthening Home-School Partnerships Through Inclusive Events

Family engagement is a cornerstone of student success. Events such as school BBQs, classroom luncheons, and open morning routines offer welcoming, low-barrier opportunities for families to become active participants in school life. These gatherings not only build relationships between families and staff but also help demystify classroom routines and promote a shared responsibility for student learning. By inviting parents and caregivers into the school regularly—not just for special events, but as partners in daily learning—we reinforce a collective commitment to student well-being partnered with our focused literacy development.

Thoughtful Sharing

Using Feedback and Data to Drive Literacy Improvement

Student Voice in Literacy Initiatives

In order to build a more responsive and inclusive literacy culture, students will be regularly invited to provide feedback on school-wide literacy initiatives. Through surveys, class discussions, reflection journals, and informal focus groups, we will gather their perspectives on what is working, what feels meaningful, and where improvements can be made. Centering student voice ensures that our strategies are not only developmentally

appropriate but also engaging and relevant to their lived experiences. Involving students in decision-making deepens their investment in literacy and helps foster a sense of agency and belonging.

Parent Feedback from World Café Engagement Sessions

Parent and caregiver input gathered through our recent World Café events (2023/2024 and 2024/2025) revealed valuable insights into family perceptions of literacy instruction and student progress. This feedback is being used to refine how we engage families in literacy learning and how we communicate student growth over time.

Collaborative Analysis of Assessment Data: Identifying Gaps and Informing Practice

Assessment data will be collaboratively analyzed by educators, learning support staff, and school leadership to identify specific gaps in literacy learning. We are shifting from a purely results-focused approach to one that examines patterns and root causes. Key questions guiding this work include:

- Where are students consistently struggling (e.g., comprehension, decoding, fluency)?
 - Are certain cohorts or demographic groups underperforming?
 - How does our instruction need to shift in response to what the data is telling us?
- This analysis will drive targeted interventions, professional learning, and instructional planning to ensure that we are meeting the diverse needs of all learners. By treating data as a collaborative tool rather than a static report, we create a culture of inquiry and continuous improvement.