



Cumberland Community School (CCS) Growth Plan 2026-27



Decolonizing, Indigenizing Commitment

Cumberland Community School educators are actively committed to the process of decolonizing our educational practices and incorporating Indigenous Ways of Knowing and Learning into our curriculum. This commitment is reflected in our school's focus on land-based learning, particularly at our primary grade levels. Over the past several years, CCS staff have undertaken meaningful steps to bring our practice into alignment with the BC First People's Principles of Learning. These steps include inviting Indigenous Knowledge Holders and Elders into our school, procuring and using authentic Indigenous created resources with our students, and implementing valuable local Indigenous ways of being, such as circle in classes and meetings. Through this, foundational relationships, land, identity, belonging, community voice, and cultural responsiveness are integrated.



Context and Portrait of the School

Cumberland Community School is a vibrant, community-rooted learning environment located on the traditional, unceded territory of the Pentlatch, E'iksan, Sahloot, and Sasitla peoples, four of the K'ómoks First Nation's ancestral groups who have cared for this land since time immemorial.

With a population of 670 students in grades K-9, Cumberland Community School serves as a hub for learning, connection, and community engagement in the Village of Cumberland. The school campus is comprised of three buildings and is currently finishing the first year of a two-year capital expansion project which will see the addition of 16 new classrooms. When complete, the project will significantly enhance the learning capacity and position the school well to serve a community that expects future growth.

Cumberland Community School greatly values its strong collaborative relationships with local partner organizations. The Cumberland Community School Society provides invaluable supports for CCS students, families, and the larger Cumberland community. CCS students also benefit from strong connections with the Cumberland Community Forest Society, the Cumberland Museum, and the Village of Cumberland. These connections help to enrich student learning and strengthen the school's connection with the wider community.

Cumberland students benefit from a teaching staff who have a long tradition and expertise in place-based/nature-based learning, particularly at the primary levels. The overwhelming majority of teachers at Cumberland have embraced the First Peoples Principles of Learning and Indigenous Ways of Knowing and Learning, and have consistently demonstrated a commitment to decolonizing their practice.

The 2025-26 school year saw CCS staff collaborate on three primary areas of growth in addition to continuing their commitment to the ongoing goal of decolonizing their practice:

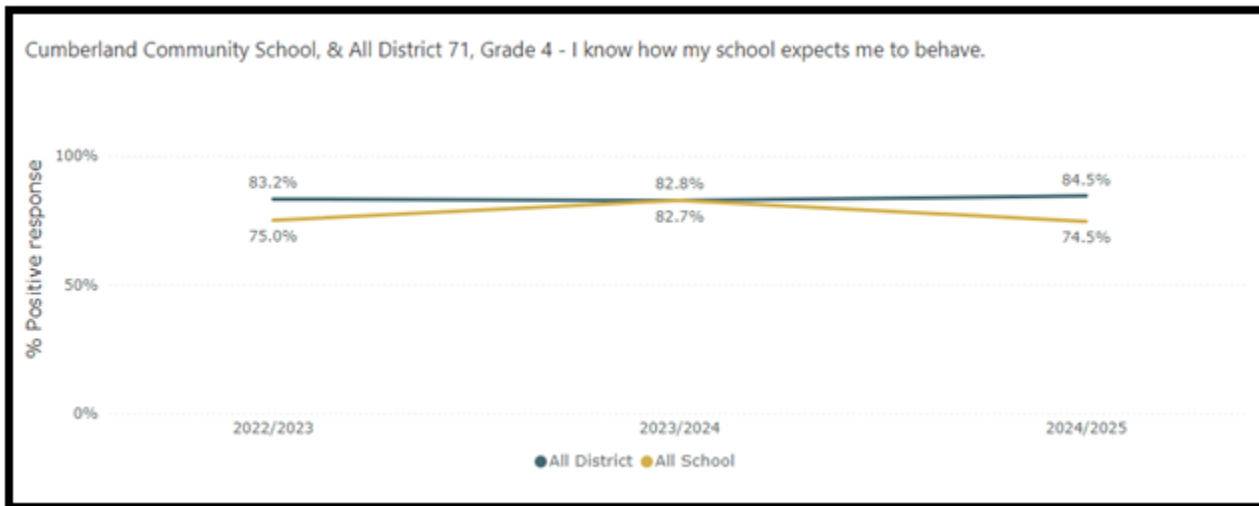
- K-3 teachers continued the process started late in the 2024-25 school year of implementing the Phonemic Awareness (UFLI) system of literacy instruction.
- Staff continued their work of making the Social and Emotional competencies more explicit in their teaching.
- Grade 4-9 staff focused their learning on improving classroom management practices and strategies. This decision resulted from feedback from teachers at the end of the 2024-25 school year indicating that many were experiencing difficulties teaching the S&E competencies in increasingly complex and challenging classroom environments.

Our Learners: What the Evidence Tells Us:

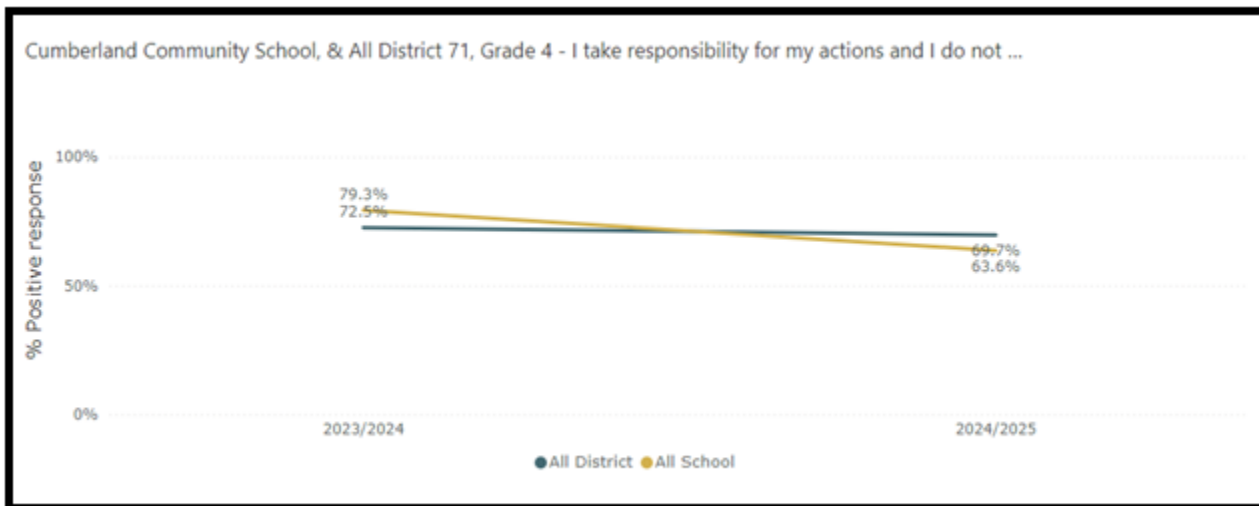
Social and Emotional Awareness and Responsibility:

2024-25 Student Learning Survey grade 4:

Question/Prompt: *"I know how my school expects me to behave."*

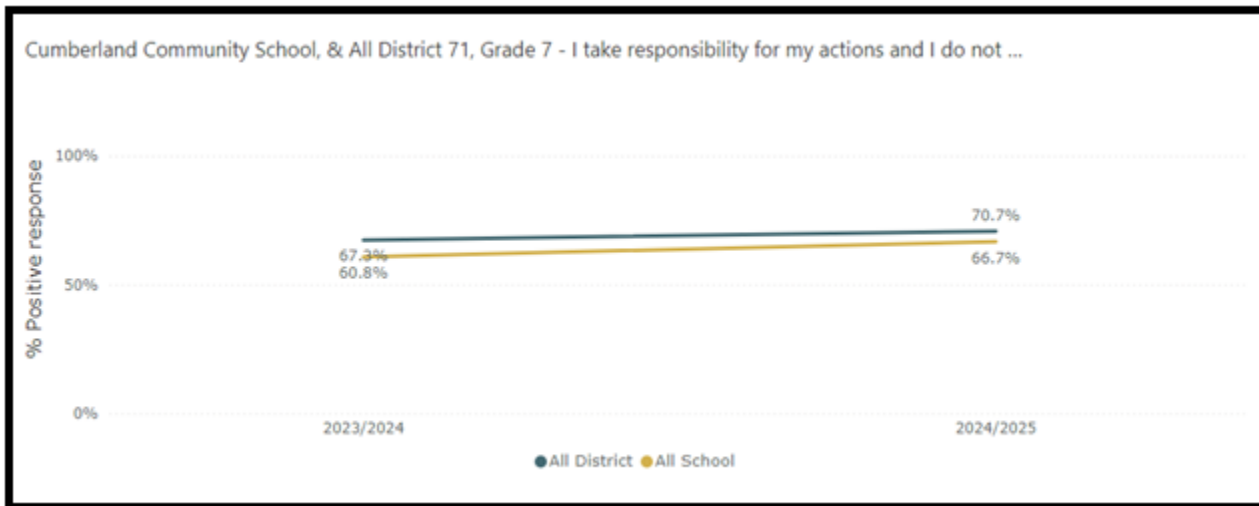


Question/Prompt: *"I take responsibility for my actions and I do not give others credit or blame for what I do."*

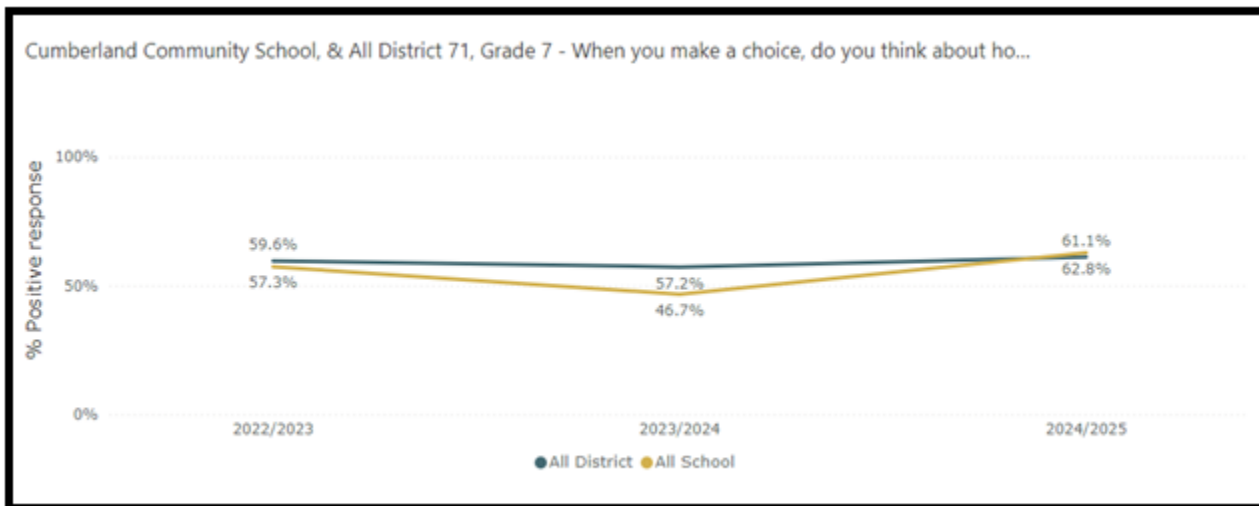


2024-25 Student Learning Survey grade 7:

Question/Prompt: *"I take responsibility for my actions and I do not give others credit or blame for what I do."*



Question/Prompt: *"When you make a choice, do you think about how it will affect others?"*



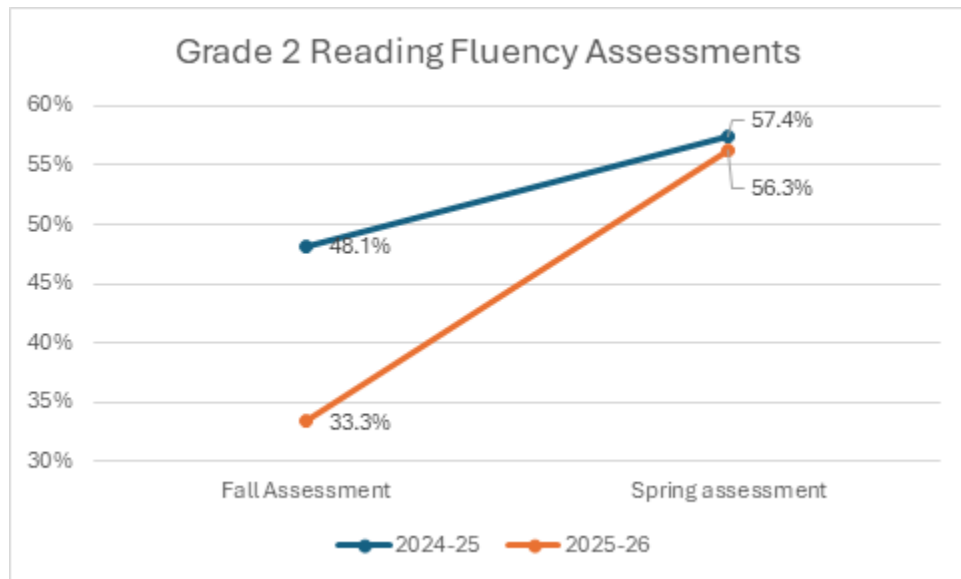
What the data is telling us:

The Student Learning Survey results for both grades 4 & 7 indicates that the Social and Emotional competency focus that has been underway at Cumberland over the past 2 years has yielded some positive results, particularly at the grade 4 level. Cumberland staff are keen to see the SLS data for the 2025-2026 school year, as considerable time and resources were committed to improving our classroom management practices to better support student social and emotional development.



Literacy at Cumberland Community School:

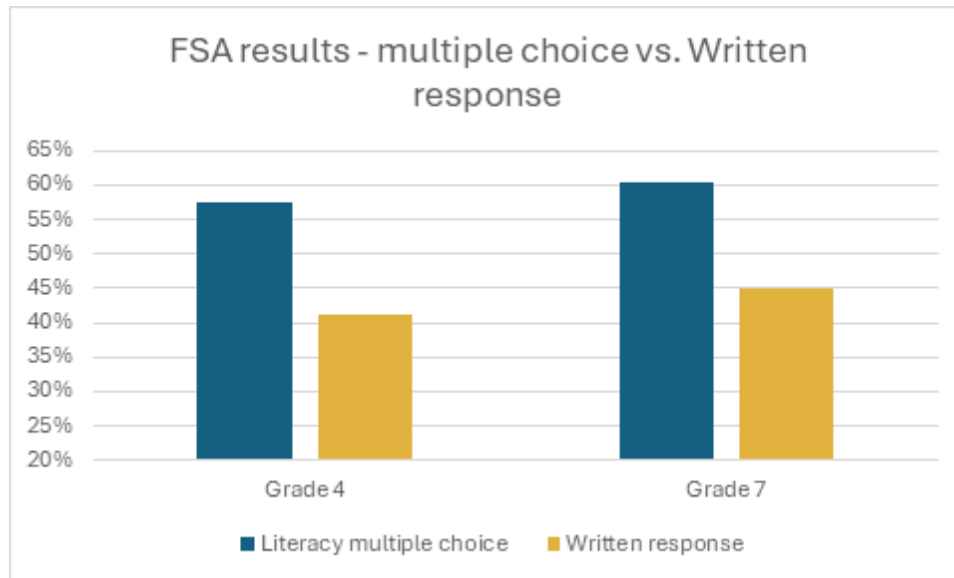
SD71 Frameworks Assessments:



What the data is telling us:

Data collected from the past two years of the SD71 Frameworks grade 2 reading assessment reveals that student literacy at the primary level is improving. The phonemic awareness (UFLI) initiative that started in the second half of the 2024-25 school year at Cumberland in the primary grades is having a positive impact on reading fluency. Staff at the elementary level have expressed a desire for continued support in the 2026-2027 school year so that these best practices can continue to be cemented as best practice at the primary grades while simultaneously being extended into the intermediate grades (4-6).

2025-26 Foundations Skills Assessments (grades 4&7):



What the data is telling us:

When FSA data was examined as part of a “deeper dive” in the second half of the 2025-26 school year, an interesting phenomenon emerged. Aggregate FSA scores indicate that 63% of students in grade 4, and 71% of student in grade 7 were “on track” or “extending” in literacy, which is positive. When examined more closely, however, the assessment results revealed that students are experiencing challenges or reluctance in communicating their ideas in writing, whether in a read and respond context, or when given an open writing prompt. In fact, when given a writing prompt, students in both grades 4 & 7 experienced significant challenges (almost 50% scored at or below an emerging level).

Attendance and Engagement Patterns:

CCS administration will monitor attendance and assignment completion rates this year as measures for engagement.

Equity Considerations:

Cumberland Community School educators are resoundingly dedicated to the ongoing effort of decolonizing their practice and incorporating Indigenous Ways of Knowing and Learning. We value learners for who they are and for the unique gifts that they bring to our school. We believe that this culture provides the philosophical framework that allows for multiple entry points for our Priority Learners.

Strengths to Build on in focus areas:

SD71 Frameworks K and 2 assessments have demonstrated that the work we have been undertaking with phonemic awareness is benefitting our students. We expect this trend to continue, with improved results in Grade 4 FSA Literacy results. The data from the 2025-26 Student Learning Surveys for both grades 4 and 7 indicates that our Social and Emotional competencies focus is having a positive impact for students. Student responses indicate that they are



becoming more Socially and Emotionally aware of themselves, and moreover that they belong at our school (and that they feel cared for by our staff).

District Context:

Every school will uphold and support literacy and numeracy development.

CCS Core Competency Focus Area(s) for This Year

This year's overarching area of focus at Cumberland will be improving student engagement in the learning process. In choosing this area of school focus/growth, staff will have autonomy to choose the core competency area(s) where they hope to make the largest impact on student learning. By focusing on and improving student engagement, our goal will be to better support our students to become:

- Curious, creative and critical thinkers
- Effective communicators

Core Competency: Critical & Creative Thinking

Priority Focus Area: Improve student engagement by fostering personal and meaningful critical and creative thinking.

Student Outcome Shift: "We will know we are making progress when we see students..."

- Attempting and completing tasks independently
- Participating actively by contributing during discussions and staying involved in tasks without prompting.
- Engaging in productive struggle — Students persist through challenges, try multiple strategies, and reflect on what works.

Adult practice shift: "We will know we are making progress when teachers, support staff, and school leaders..."

- Design learning opportunities that foster engagement with thinking skills thinking (analysis, reasoning, problem-solving, and open-ended inquiry rather than recall-only activities)
- Provide more opportunities for students to see themselves in their learning
- Use more hands-on activities
- Provide scaffolds that promote independence
- Integrate routines for executive functioning to support engagement
- Engage in reflective practice, reflecting on what worked, what didn't, and how their instructional moves influenced student engagement and thinking.

Core Competency: Communication

Priority Focus Area: Strengthen student reading and writing as meaningful forms of communication.



- Improving reading fluency directly supports the ability to comprehend, connect, and communicate ideas effectively.
- Students will use writing to share ideas, feelings, perspectives, and stories while deepening awareness of self, family, culture, and community.

Student Outcome Shift: “We will know we are making progress when we see students...”

- Using writing purposefully to communicate main ideas and opinions
- Listening actively and responding thoughtfully to classmates and adults during discussions and tasks
- Reflecting on their writing and reviewing for improve clarity, engagement, voice, and impact
- Building stamina, which will result in better time on task and completion rates for projects and assignments

Adult practice shift: “We will know we are making progress when teachers, support staff, and school leaders...”

- Create inclusive, low-risk literacy environments where students build confidence as writers
- Embed daily writing opportunities across curricular areas
- Explicitly teach writing skills using evidence-based literacy practices
- Assess writing as a team, provide descriptive, growth-focused feedback
- Collaborate regularly as a staff to review student writing and communication evidence, identify patterns of need, and adjust instruction accordingly

Implementation, Capacity Building & Resource Alignment

1. Professional learning

Staff will participate in ongoing professional learning focused on strengthening engagement and communication. Learning will emphasize best practices in communication, and creative and critical thinking by:

- Sharing best practices for engaging students and building stamina for tasks and problem solving
- Learning how to adapt existing resources and promote engagement through personalization and differentiation
- Working with district teachers, especially around writing and for engagement in hands-on numeracy activities
- Learning about how to maximize writing resources that we have, including 6 + 1 Writing Traits, Alpert Books, Writing Power, UFLI and Adrienne Gear

2. Collaboration structures supporting implementation



To ensure consistent, school-wide implementation of our Core Competency focus, Cumberland Community School will rely on the following collaborative structures:

- Monthly staff professional development meetings focused on reviewing literacy evidence
- Monthly check in time with staff to reflect on progress
- Grade group and team planning meetings built into staff monthly meeting schedules to co-plan instruction, common expectations, and targeted interventions.
- Collaborative review of student samples and classroom assessments to identify trends and next instructional steps
- Shared reflection on student self-assessment data, FSA writing results, and Student Learning Survey information

Monitoring & Reflection Commitments

- Regular staff reflection sessions (at monthly meetings and on professional development days) will be built into meeting structures to:
 - Review progress toward engagement goals
 - Share successes and challenges
 - Adjust strategies based on evidence
- Use formative and qualitative data (student voice, surveys (student and staff), work samples, observations) to guide future decision-making

If Progress is Not Evident

If progress is not evident, staff and school leadership will:

- Revisit student evidence to identify specific factors that may be contributing to a lack of engagement
- Provide additional targeted small group intervention and individualized literacy support
- Adjust instructional practices to strengthen explicit teaching and scaffolding for student engagement

Community Communication

What We Are Focusing On

For the upcoming 2026-27 school year, Cumberland Community School is focusing on improving student engagement by helping students feel connected to their learning and actively involved in the learning process. To support this goal, we are strengthening the Communication, and Creative and Critical Thinking Core Competencies. Students will continue to build their reading, writing, speaking, and listening skills while developing confidence as communicators. They will also be encouraged to ask questions, make connections, solve problems, explain their thinking, and collaborate with others through meaningful learning experiences connected to their interests and identities. Throughout this work, we remain committed to our ongoing goal of decolonizing our educational practices and incorporating Indigenous Ways of Knowing and Learning into our classrooms and school community.



Why This Matters

When students are engaged, they are more likely to participate, persist through challenges, develop a stronger sense of belonging, and experience success in school. Recent literacy data shows encouraging growth in reading fluency, particularly in the primary grades. At the same time, school and provincial assessment data indicate that many students continue to experience challenges communicating their ideas in writing. We believe that strengthening communication skills and providing meaningful learning opportunities will improve student engagement, achievement, and confidence.

How We Will Measure Success

We will monitor progress using a variety of evidence, including:

- Student writing samples collected throughout the year.
- Reading fluency assessments.
- Student self-reflections and surveys.
- Classroom observations and formative assessments.
- Foundation Skills Assessment (FSA) results.
- Student Learning Survey data.
- Evidence of student participation, engagement, and completion of learning tasks.

We will regularly review this information as a staff and adjust our teaching practices to best support learners.

How Families Can Support Learning

Families play an important role in student success. Learning is strengthened when families take an active interest in their child's education and create opportunities for communication and learning at home. Reading together and talking about books, articles, and stories help build literacy skills and encourage meaningful conversations. Providing opportunities for children to write in authentic, real-world situations, such as keeping a journal, creating lists, writing emails, or telling stories, helps develop confidence and communication skills. Families can also support critical thinking by asking open-ended questions that encourage children to explain their thinking, make connections, and solve problems. Finally, celebrating effort, persistence, and growth helps students develop confidence and resilience as learners.

How We Will Share Our Progress

We are committed to keeping families and the community informed throughout the year. Information about our School Growth Plan and our progress will be shared through:

- Parent Advisory Council (PAC) meetings.
- The Cumberland Community School website.
- Parent-teacher conferences and student learning updates.



- Annual reflection and reporting on growth plan outcomes.

By working together with students, families, staff, Indigenous partners, and the broader Cumberland community, we will continue building an engaging, inclusive, and meaningful learning environment where every learner can thrive.