

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Cedar Drive Elementary

2023-2024



Intellectual Development

Goal: Literacy - Reading Decoding and Comprehension

Rationale:

- Teachers will observe the process and product of students' decoding and their ability to comprehend.
- Students will be able to decode and comprehend confidently at their grade level

Planned Actions:

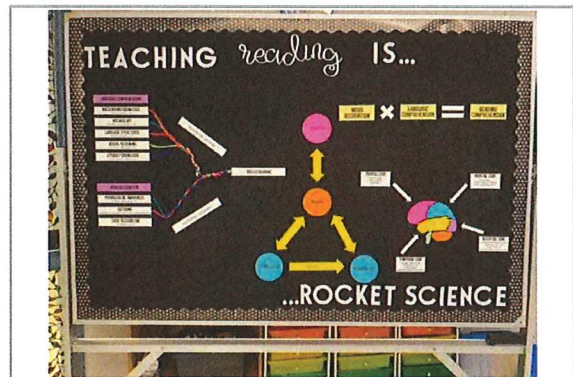
- Continue with Classroom Based Assessments in early September & spring.
- Teacher reading assessments in-class.
- Purchase school-wide level readers/new materials/decodables as needed.
- Explore Assessments and processes on the District Tiered Assessment Framework.
- Collaboration time for teachers.
- Opportunities for staff to share expertise with their colleagues in the

Indicators of Success:

- Overall student improvement on the Classroom Based Assessments.
- Teacher reading assessments in-class.
- Progress reports from school-based learning support teachers, including data from Lexia, PAR, other informal assessments and other programs, used by the team.
- Formative and summative assessments.

School Community Engagement Process:

- Collaborative reflection and review in all goal areas at staff meetings/PD Days - aligned professional learning
- Regular information provided to parents via emails and/or school website
- Classroom teachers to provide updates to parents including evidence of learning
- School leadership position aligned with goal

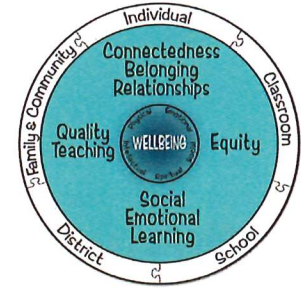


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Students will demonstrate a range of social-emotional strategies and skills towards self-regulation.

Planned Actions:

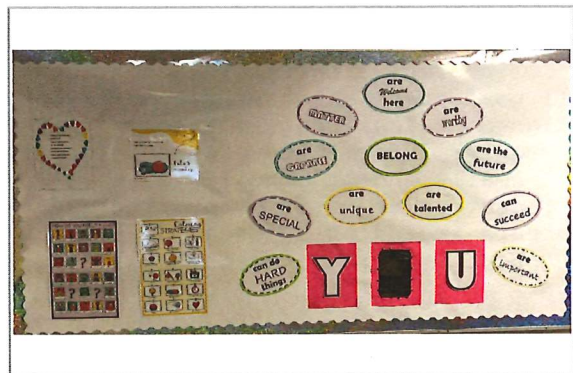
- Teachers will use similar school-wide self-regulation strategies to help students to feel calm and safe (zones, circles, books) & provide visuals and teaching from programs such as Zones of Regulation
- Develop school-wide common language and use it throughout the school
- Co-regulating strategies and pathway
- Size of the problem and zones visuals being used in hallways

Indicators of Success:

- All students will identify their current zone, use the Zones of Regulation to understand their feelings and employ strategies to stay calmly focused and alert.
- Students will be able to identify their feelings and apply self-regulation strategies
- Students will be able to acknowledge the size of the problem; small problems have small reactions.
- Middle Development Index data

School Community Engagement Process:

- Collaborative reflection and review in all goal areas at staff meetings/PD Days - aligned professional learning
- Student data collection
- Regular school/home communications
- School leadership position aligned with goal
- Formal teacher-leader position aligned with goal



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Utilizing authentic First Peoples resources to increase the awareness and significance of First Peoples' Principles of Learning in relation to self, family, community, and the natural world.

Planned Actions:

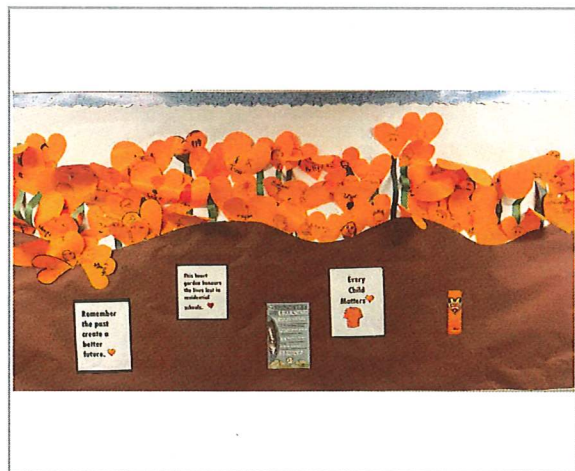
- Explicitly and visibly teach and engage learners and families with First Peoples' Principles of Learning
- Integrate FPPoL across learning experiences
- Collaboration with SD43 Indigenous Education Department
- Staff collaboration, reflection, sharing ideas and resources
- School-wide activities such as: gallery walk of Indigenous art, family grouping activities, 6 Cedars Book to incorporate core competencies
- Continual acquisition of authentic Indigenous resources. Develop staff

Indicators of Success:

- Learners will be able to respond to "What am I learning" toward this goal
- Student Learning Survey, MDI data on Indigenous content being taught in classrooms
- Increased Staff Meeting Collaboration, reflection
- More discussion among staff and students

School Community Engagement Process:

- Staff meeting collaboration
- Professional learning opportunities
- Updates for parents at PAC meetings
- School leadership position aligned with goal

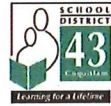


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Throughout the course of this school year, teachers and staff have spent time during staff and department head meetings, discussing and reflecting on our school goals. During this on-going and collaborative process, we identified the following three areas to focus on: reading decoding and comprehension; social-emotional strategies and skills associated with self-regulation; increasing awareness and significance of First Peoples' Principles of Learning in relation to self, community and the natural world.

As a staff, we reviewed our students' reading results during classroom-based activities and assessments, and want to continue building their enthusiasm, proficiency and love for reading. Staff plan to continue focusing on strengthening students' ability to decode with school wide initiatives such as the Rainbow Reading Program, Buddy Reading, small group targeted reading instruction and high interest leveled readers on a variety of fiction and nonfiction topics.

School staff notice that students struggle with self-regulation and can be anxious and/or hesitant to take risks in their learning, especially when faced with adversity. Students will be supported in developing their self-regulation skills through the development and use of school-wide common language, direct teaching of co-regulating strategies and zones of regulation visuals.

Our staff are continuing to find ways to incorporate Indigenous ways of learning into classrooms. Staff are continuing to utilize authentic First Peoples resources to increase the awareness and significance of First Peoples' Principles of Learning in relation to self, family, community, and the natural world.

Signatures

Title	Name	Signature	Date
Principal	Rick Dhaliwal	<i>Rick Dhaliwal</i>	June 27, 2023
Assistant Superintendent	Gerald Shong	<i>[Signature]</i>	June 29, 2023

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