

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Cedar Drive Elementary

2025-2026



## 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:

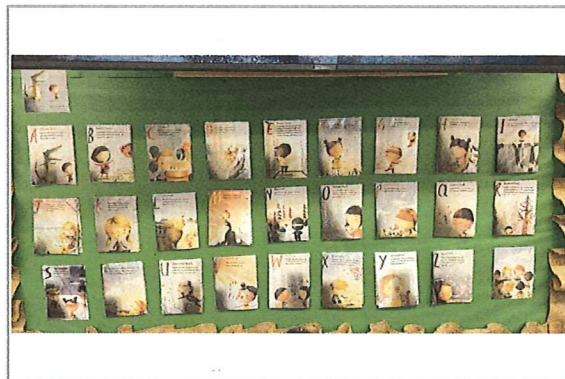
Continue with CBAs in fall and spring; teacher reading assessments in-class.  
Expanded guided reading kits at levels 20-30 with content that is relevant and engaging for students.  
Expanded novel sets and literature kits for use in intermediate classes.  
Continue to explore assessments and processes on the District Tiered Assessment Framework.  
Collaboration opportunities for teachers through "Soaring Seahawks" time for students.

### Indicators of Success:

Overall student improvement on the CBAs.  
Student improvement during in-class reading assessments.  
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  
Classroom teachers to provide updates to parents including evidence of learning  
School leadership position aligned with goal

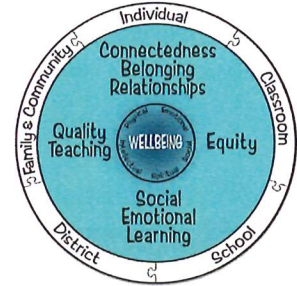


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Cedar Drive Elementary**

*Increasing Success In  
Life for All*

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### 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.  
Continue to develop and expand school-wide common language and use it throughout the school.  
All staff members will become familiar and comfortable with co-regulating strategies.  
Staff will teach and use size of the problem and zones of regulation visuals in classrooms and 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 and Student Learning Survey 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



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### 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:

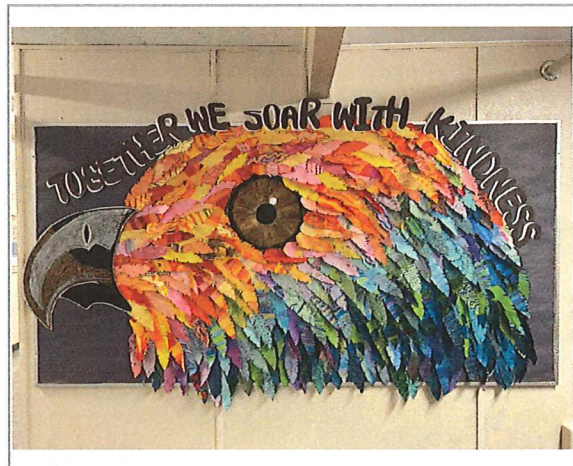
Explicitly and visibly teach and engage learners and families with First Peoples' Principles of Learning  
Integrate FPPoL across learning experiences  
Collaboration with SD43 Indigenous Education Department  
Staff collaboration, reflection, sharing ideas and resources  
School-wide activities such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

#### 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 and 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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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Cedar Drive Elementary

### Reflection

We are going into our third year with similar goals and based on our planned actions, we are seeing positive gains in all areas. We've been working to include all staff members in the planning and implementation of our school goals.

School staff continue to focus on developing students' love and enthusiasm for reading. We have added new decodables for our primary readers that contain content that is engaging and relevant for students. We've also purchased novel sets and developed literature kits for use in our intermediate classes. Staff plan to continue focusing on strengthening students' ability to decode using strategies such as: pre-reading and looking at pictures, making connections to text, visualization, asking questions, retelling, pre-teaching vocabulary, looking at words in context, skimming and scanning. Our CBA data shows growth across all grade levels in decoding and comprehension.

School staff are actively helping students enhance their self-regulation abilities by implementing a unified language across the school, directly teaching co-regulation techniques, and using visual aids like zones of regulation. They are fostering a positive classroom environment through class circles and meetings, discussing and educating about emotions, expected versus unexpected behaviors, problem-solving, and mindfulness. According to MDI data, there has been a rise in positive relationships with adults (78% in 2022-2023 to 93% in 2024-2025), high levels of student self-esteem and happiness, and a notable increase in two or more caring adults at the school (59% in 2022-2023, 70% in 2023-2024 and 95% in 2024-2025).

Our staff are continually exploring methods to integrate Indigenous learning approaches into the classroom. They are using genuine First Peoples resources to enhance understanding and appreciation of the First Peoples' Principles of Learning, which relate to self, family, community, and the natural world. Classroom teachers collaborate with our Indigenous Youth Worker and learning support teachers to provide additional educational opportunities for students. These initiatives are evident in the student learning survey data, which shows an increase in students' knowledge about Indigenous Peoples and local First Nations.

### Signatures

Title	Name	Signature	Date
Principal	Rick Dhaliwal	<i>Rick Dhaliwal</i>	June 2025
Assistant Superintendent	<i>Anthony Goffito</i>	<i>AG</i>	<i>June 25, 2025</i>

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