

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Cedar Drive Elementary

2024-2025



## 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
- Classroom teachers to provide updates to parents including evidence of learning
- School leadership position aligned with goal

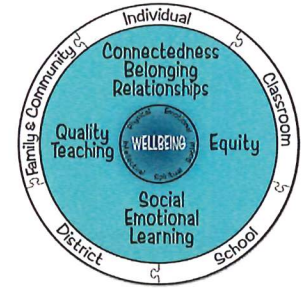


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Cedar Drive Elementary**

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## 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
- 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



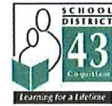
## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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## 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:

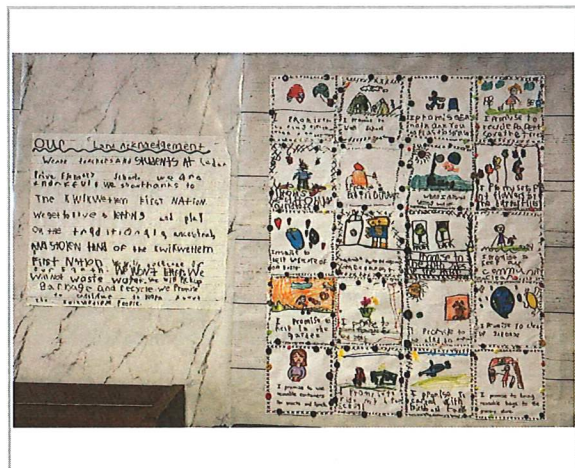
- Explicitly and visibly teach and engage learners and families with First Peoples' Principles of Learning
- Integrate FPPoL across learning experiences
- Collaboration with SD43 Indigenous Education Department
- Staff collaboration, reflection, sharing ideas and resources
- School-wide activities such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

#### 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

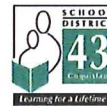


### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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### Cedar Drive Elementary

## Reflection

School staff have reviewed our students' reading results during classroom-based activities and assessments, and want to continue building their enthusiasm, proficiency and love for reading. We have added additional resources such as decodables in primary classrooms and low-level high interest novels for intermediate students. 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. On the Student Learning Survey, students reported getting better at reading and our reading assessment data shows growth in decoding and comprehension across all grade levels over the course of the 2023-2024 school year.

School staff continue to support students 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. Staff are building class culture through class circles and meetings, talking and teaching about feelings, teaching expected versus unexpected behaviours, teaching size of the problem and mindfulness. Data from the MDI shows: an increase in positive adult relationships, student self-esteem and happiness remain high, there is an increase in students seeking help from adults at school and a significant increase in the number of caring adults at school.

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. Classroom teachers have been working with our Indigenous Youth Worker as well as our learning support teachers to facilitate additional learning opportunities for our students. These efforts are reflected in the data from the student learning survey that indicate there is an increase in students' learning about Indigenous Peoples and about local First Nations.

## Signatures

Title	Name	Signature	Date
Principal	Rick Dhaliwal	<i>Rick Dhaliwal</i>	June 27, 2024
Assistant Superintendent	Anthony Ciolfitto	<i>[Signature]</i>	June 28 2024

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