

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Cedar Drive Elementary School

2026-2027



## Intellectual Development

Goal: Literacy--reading decoding and comprehension

### Rationale:

FSA and CBA data show a considerable number of students who are emerging in literacy. This was a focus of the last school year, and we would like to continue with the goal, to create more comprehensive, detailed, school-wide plans.

### Planned Actions:

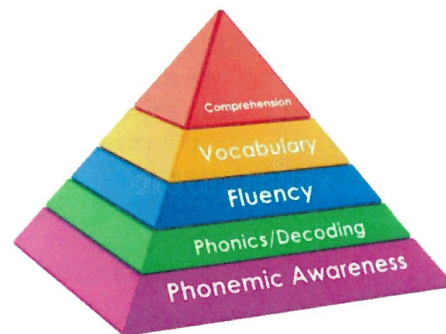
- begin a primary-wide reading program
- create primary and intermediate focused lunch and learn sessions devoted to strategies with decoding reading
- investigate and choose a schoolwide reading benchmark program to provide data for tracking purposes
- collaboration time for teachers during "Soaring Seahawks" assemblies for students

### Indicators of Success:

- progress between Fall and Spring CBA's
- FSA data as a benchmark, with next year's goal to determine a certain percentage reduction in number of students emerging in reading
- primary reading program as a benchmark for all other grades, with next year's goal a certain percentage increase in students meeting the benchmark
- formative and summative assessments; feedback from teachers

### School Community Engagement Process:

- reviewed FSA and CBA data for patterns.
- consultation with classroom teachers, school psychologists
- school leadership position aligned with goal
- professional learning at staff meetings and ProD Days focused on goal

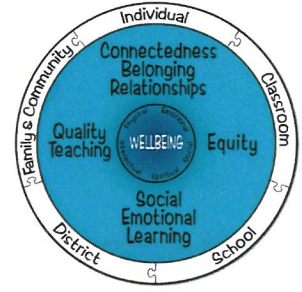


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Cedar Drive Elementary School**

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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:

- newly created SEL committee will meet 3-4 times during the school year
- continue with school wide centres on Friday afternoons
- create self-regulation pathway, as well as a self-regulation space in the undercover areas, students involved in planning
- creation of school-wide problem solving sheet. Begin with using it as data tracking, with goal to determine patterns
- continue to use language from Zones of Regulation schoolwide
- explore programs like Kelso's choice or Good Morning Club for school wide emotional regulation programs
- reintroduce "Soaring Seahawks" time for students to gather with focus on teaching/reinforcing SEL

#### Indicators of Success:

- data from problem solving sheet as data collection and tracking
- reduction in conflict during unstructured times (anecdotal)
- data from MDI and SLS show an increase of 5% of students who report that they can calm themselves down
- anecdotal info from teachers regarding students being able to accurately use language from Zones of Regulation to describe their feelings and appropriate strategies to calm down

#### School Community Engagement Process:

- reviewed SLS, MDI, and class review data with staff for patterns
- consulted with DH and entire staff
- student voice in planning of self-regulation space
- SEL Committee to help guide professional learning
- school leadership 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:

Using authentic First Peoples resources to deepen understanding of the First Peoples' Principles of Learning and embed Indigenous education meaningfully and permanently.

#### Planned Actions:

- create an Indigenous staff committee for input and planning activities
- create a schoolwide charter based on 7 Grandfather teachings; investigate the meaning of the seahawk for local Indigenous communities (what qualities does a seahawk/osprey hold, and connect with our SEL goal)
- intentionally work to introduce Hul'q'umi'num' language into classes, and the weekly newsletter
- explore grants for outdoor learning spaces

#### Indicators of Success:

- school-wide self-reflection, where students are able to reflect on how they embody the 7 Grandfather teachings
- SLS data to show an increase of students who report "sometimes" or "often" in response to questions asking about learning about local First Nations and local First Nations language.

#### School Community Engagement Process:

- reviewed SLS, MDI data with staff
- consulted with Department Heads and entire staff
- share learnings in newsletter where appropriate
- school leadership position aligned with goal



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

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### Cedar Drive Elementary School

## Reflection

These goals are a continuation of our previous year's goals. We have been doing the groundwork towards these goals, and now we are working to identify and add structures to put into place, so that we can work towards specific targets.

Staff continue to use a variety of decoding strategies in the classroom, including pre-reading, making connections to text, visualisation, retelling, and looking at words in context. Our CBA data shows growth in decoding and comprehension, which means that the work that staff have put into decoding is having a positive effect on students. We look forward to choosing a school-wide bench mark programs that we can use for year over year monitoring of students' progress with decoding reading.

We are excited about the introduction of the SEL Committee and staff are looking forward to ways that they can address the Social-Emotional needs of students from a school-wide lens, in addition to what is already happening in the classroom. With MDI data showing that 50% of students report that they can calm themselves down, working from a school-wide lens will ensure that all students have the skills to self-regulate. Having student voice a part of developing the new self-regulation pathway, as well as the self-regulation space in the undercover area will be an important part in its creation. MDI data shows that, compared to the district, students at Cedar Drive continue to have a large number of students who feel connected to adults, whether it is adults in the school or in the community, and we look for ways to continue to that positive trajectory.

Staff continue to explore areas where they can authentically embed First Peoples Principles of Learning into their classroom. Classroom teachers enjoyed the opportunity to collaborate with the Indigenous Education Resource teacher, and while the nature of that role will change for the upcoming year, he has given teachers the groundwork to continue in their journey. We were also inspired by ProD on the Indigenous Focused Day and look to ways in which Indigenous students can see themselves reflected in the hallways as well as the classrooms.

## Signatures

| Title                    | Name                  | Signature              | Date                |
|--------------------------|-----------------------|------------------------|---------------------|
| Principal                | Denise Nembhard       | <i>Denise Nembhard</i> | June 2026           |
| Assistant Superintendent | <i>Anthony Ciolek</i> | <i>[Signature]</i>     | <i>July 2, 2026</i> |

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