

# CEDAR GROVE ELEMENTARY SCHOOL DEVELOPMENT PLAN 2021/2022



## **KEY WORDS: COOPERATION, KINDNESS, RESPONSIBILITY AND RESPECT**

At Cedar Grove we provide engaging educational programming while maintaining a high standard of excellence. We are an inclusive community that welcomes all.

We encourage students to develop their abilities in all areas of accomplishment: intellectual, artistic, social-emotional, and physical. This is a close-knit community with hard working teachers and staff as well as supportive community members. We are motivated by a strong sense of common purpose – learning – striving to ensure that every member of the learning community is respected, cared for, listened to, and valued.

Cedar Grove Elementary School is honoured to be on the traditional territory of the *Skwxwú7mesh* (Squamish) Nation on the Sunshine Coast, BC. The school is located within SCR electoral area E (Elphinstone). Thanks to the hard work of parents and the contributions of our community, we have an extensive accessible children's playground on our campus as well as a full-scale medicine wheel and outdoor auditorium. The students and staff are supported by a group of very active and involved parents. This year we are working hard on two goals in order to hone in on specific skills to help build resilience and while we continue to learn and work during a pandemic.

# CEDAR GROVE ELEMENTARY 2021/2022 – LITERACY GOAL

**OUR INQUIRY QUESTION:** How can we continue to spark joy in all areas of literacy while maintaining a high level of excellence academically?

<b>Background</b>	<p>241 students (not including SCAS), 34 - with ministry designations (not including SHINE or SCAS students)</p> <p>Goal: to improve students' performance in literacy; with a focus on improving reading levels in the primary grades and a focus on writing in the intermediate grades</p> <p>Objective 1: To have 80% of students meeting grade level expectations in reading by the end of grade 3. Objective 2: For intermediate students: to develop a strong vocabulary, increase reading comprehension and love for reading</p>		
<b>Data Summary</b>	<ul style="list-style-type: none"> <li>• School and classroom data – report cards: Nov., Mar., June</li> <li>• PM Benchmarks – all primary students, fall &amp; spring</li> <li>• Provincial Assessments – FSAs (Gr.s 4s &amp; 7s)</li> <li>• Aboriginal Students– 10% of our population</li> <li>• Students with special needs –8 % of our population</li> </ul>		
<b>Data Analysis</b>	<p>Reading groups 2x weekly (primary), Fountas and Pinnell – Leveled Literacy Intervention kits used with intermediate. Continue to use a variety of strategies from Daily 5, literature circles, LLI strategies, tips and tricks from CARE meetings. Students who are making slower progress will be referred to school-based team.</p>		
<b>Targets</b>	<b>December 2021</b>	<b>March 2022</b>	<b>June 2022</b>
	<p>Students who are not meeting grade level expectations will be recorded via report card data – receive literacy support by literacy teacher. Planning tool to be completed by literacy teacher.</p>	<p>Students who are not meeting grade level expectations from December target will continue to receive literacy support and may be referred for additional assessments via special education department</p>	<p>All students in primary will be making progress towards reading at grade level by the end of grade 3. All intermediate students will be demonstrating grade level performance by the end of grade 7 in comprehension and vocabulary where appropriate</p>
<b>Progress on Target</b>	To be completed when date is reached	To be completed when date is reached	To be completed when date is reached
<b>Strategy/ Action</b>	<ul style="list-style-type: none"> <li>• Start up: Meet in primary/intermediate teams to review student performance and plan team wide interventions – use CARE team and CARE leads to plan</li> <li>• Annually: ensure that home reading material has been reviewed, resorted and resourced; intermediate teachers to annually choose new book titles, preview and select for literature circles and novel reads; maintain and enhance classroom libraries with reading materials at various reading levels; complete Benchmarking in November and May (each primary teacher has 1.0 FTE x 2; carefully consider class placements in the Spring for following years; update referral lists</li> </ul>		

	<ul style="list-style-type: none"> <li>Ongoing: Complete formative assessments to support students who are not yet meeting expectations – refer to School Based Team, consider level B assessments needed; spark joy in reading through a variety of literature hooks, shares, walks and talks, buddy reading</li> </ul>
<b>Engaging Parents</b>	Home reading support for families-annually; family book club (launch coincides with Family Literacy Day in January), review data with parents at PAC meeting after each reporting period
<b>Engaging Ab Ed Team</b>	Loop in Indigenous Learning Support teacher in regards to planning for each Indigenous learner
<b>Connections to District Plans</b>	1. (d) our students are literate. They will be effective communicators, critical thinkers, and engaged citizens
<b>Budget</b>	Professional Development <ul style="list-style-type: none"> <li>4x4 afternoon sessions to support CARE</li> <li>School based Professional Development Days</li> <li>Professional Learning line item in staff meetings</li> </ul>
	Resources <ul style="list-style-type: none"> <li>Reading support teacher was assigned for the 2020 - 2021 school year ..3 FTE (with a new as of Nov. increase of .2)</li> <li>Increased library budget to \$4000</li> <li>Literacy budget to \$4000</li> </ul>
<b>Principal</b>	Olwen Cowan
<b>Team Members</b>	Full community: all teachers, specifically Teacher Librarian, Literacy Support Teacher, Inclusion Support Teacher (and CARE team teachers: teacher-librarian, 1 primary and 1 intermediate teachers); EAs with the support of teaching team; Principal; Indigenous Learning Support teacher; parents; and students

## CEDAR GROVE ELEMENTARY 2021/2022 – SOCIAL RESPONSIBILITY (SELF-REGULATION) GOAL

**OUR INQUIRY QUESTION:** How does direct teaching of self-regulation and self-management strategies improve students’ ability to work independently and foster healthy relationships?

<b>Background</b>	<p>241 students (not including SCAS), 34 - with ministry designations (not including SHINE or SCAS students). SHINE and SCAS students are integral members of our community. Further, the staff within these programs are a source of expertise for our school</p> <p>Goal: to focus on self-regulation strategies to reduce learning anxiety and foster positive behaviours; to share a universal language transferable between grades and classes.</p>
<b>Data Summary</b>	<ul style="list-style-type: none"> <li>School and classroom data – office referrals, report cards: Nov., Mar., June , students’ self-assessments of core competencies in June</li> <li>Provincial – MDI &amp; EDI surveys</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning Survey</li> <li>• Aboriginal Students- 10% of our population</li> <li>• Students with special needs – 8% of our population</li> </ul>		
<b>Data Analysis</b>	<p>A significant amount of anecdotal evidence from all stakeholder groups has led our school staff to further require the need to have regulation strategies maintained in our classrooms and play-spaces. Over the last few years, digital devices have become a large source of distraction for our learners at school and in their homes. We have a rise in concerning behaviours over the last few years and believe that as childhood changes so will we. Staff are committed to learning about best practices to teach self-regulation as well as celebrate our successes. Covid-19 has a significant impact on the wellness and mental health of all community members. This goal will hopefully address these needs and allow community to have an open dialogue about what it means to be “flourishing”.</p>		
<b>Targets</b>	<b>December 2021</b>	<b>March 2022</b>	<b>June 2022</b>
	<ul style="list-style-type: none"> <li>- Implement circle/class meeting in targeted classrooms by winter break</li> <li>- implementation of regular SEL/SRL practices in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- continue circle practice and SEL/SRL practices</li> </ul>	<ul style="list-style-type: none"> <li>- students’ self-assessments of the core competencies will show an increase in social-emotional vocabulary and a knowledge of self</li> <li>- fewer office referrals</li> </ul>
<b>Progress on Target</b>	To be completed when date is reached	To be completed when date is reached	To be completed when date is reached
<b>Strategy/ Action</b>	<ul style="list-style-type: none"> <li>• Using common language derived from the Personal and Social Core Competency Self- Regulation Profile</li> <li>• Use of “Ensouling our Schools” as a framework in our work with students and one another</li> <li>• Interviewing students to better determine who they are, what are their strengths, what are they curious about- in development</li> <li>• Classroom support targeted specifically at SRL (co-teaching opportunities currently)</li> <li>• Using inquiry-based approaches to provide opportunities for students to practice self-regulation</li> <li>• Zones of Regulation</li> <li>• Use of the Incredible 5-point Scale</li> <li>• Sharing of different resources in staffroom and at staff meetings</li> <li>• Journals to monitor and reflect students’ reactions to different problems/ conflict</li> <li>• Mood Meter- building children’s vocabulary</li> <li>• Mind-Up used in many classrooms</li> <li>• Goal-setting; setting high academic standards to ensure students are challenged and have worthwhile goals to work towards</li> <li>• Helping students further identify their strengths and passions and be intentional about expressing individuality</li> <li>• Focus on resiliency- direct teach some strategies to students who seem to need this</li> <li>• Directly teach strategies that relate to impulsivity</li> <li>• Continue to use the language of the profiles in the core competencies to anchor ourselves and students</li> </ul>		

	<ul style="list-style-type: none"> <li>Continuing to use the outdoors to support self-regulation and differentiation using “The Walking Curriculum” as a pedagogical tool</li> <li>Brain Science (“elastic brain”) and Metacognition</li> <li>Explicitly using language in early Primary about creative and critical thinking; What is thinking?</li> <li>Agreement to continue to have an “open door” in principal’s office, classrooms, resource room, etc.</li> <li>Core competencies worked on, reflected upon, and “labeled and nurtured” consistently throughout the year</li> </ul>				
<b>Engaging Parents</b>	Review data with parents at PAC meeting after each report period; provide relevant articles and research to parent community via school newsletter, website, twitter; open door policy to discuss concerns of parent community				
<b>Engaging Ab Ed Team</b>	Work with our Indigenous Learning Support teacher in regards to planning for each Indigenous learner, invite to relevant meetings				
<b>Connections to District Plans</b>	1.(f) Our students will develop and apply social and emotional skills to successfully live, work, and play together. They will have the resilience and attitude to deal with life’s challenges and to manage their mental health				
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<b>Principal</b>	Olwen Cowan				
<b>Team Members</b>	All members of our community, but especially classroom teachers, principal, counsellor, inclusion support teacher, and EAs				

Further questions to inquire:

**Cognition & Metacognition**

- language to use with young students (also visuals/examples)
- how to re-engage students when primary attachment is their friends?
- how to get students into driver's seat; change mindset from passive to active in their learning
- does metacognition reach a point when it hinders learning?

**Motivation and Emotion**

- how to effectively teach executive functioning skills with the intention that it will transfer into their success intrinsically
- how do we motivate students?

**Strategic Action**

- why are some students quickly able to grasp concepts and others are not?
- does technology have an effect on strategic action?
- what else can I/we be doing?