





# Action Plan for Learning

	<b>School Name:</b> Baker Drive
	<b>School Goal:</b> Social Emotional Learning
	<b>School Year:</b> 2020 – 2021

<b>Goal / Inquiry</b> Student learning	<ol style="list-style-type: none"> <li>SEL: How will fostering self-awareness and self-regulation within learners enhance our sense of community?</li> <li>Numeracy: How can we develop basic computational fluency, with a focus flexible thinking, in our k – 5 learners?</li> </ol>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p><b>SEL Inquiry Rationale:</b> Due to the suspension of in-class learning during the 2019-2020 school year, the staff decided that it is important to maintain our 19/20 inquiry questions for an additional year, however, we have also been focusing on intentionally building community and teaching self-regulation skills. The pandemic has an effect on all members of our learning community; the demands varied in size and severity from family to family. Staff is cognizant of the fact that our first focus must be supporting the social-emotional well-being of the learning community. We feel it is important to continue with the efforts to develop self-awareness in our community, expand a learner’s repertoire of self-regulation strategies and continue to foster trusting relationships between our staff and the community.</p> <p>Although there were some changes over the past few years, MDI results indicate areas of Baker Drive learners are lower than the district average in the Well-Being Index and also lower than the district average in the Asset Index quadrants of <i>Adult and Peer Relationships</i> (link to full MDI report below). The learners reported lower than district average in several of the social and emotional skills areas measured by the report for the past couple of years. (link to 4 years -Asset Charts below)</p> <p><b>2. Numeracy Inquiry Rationale:</b> Our numeracy inquiry began as we were turning our focus on the “big ideas” in the revised curriculum and how to implement computational thinking. (the following data is below in Backup Documentation).</p> <ul style="list-style-type: none"> <li>Data gathered from our learner’s formal report cards in 2019, indicate that roughly 20% of our intermediate learners are developing in the area of numeracy by the June reporting period. At the primary level, 12% are demonstrating developing or emerging numeracy skills.</li> <li>Our FSA data indicates that that between literacy and numeracy, numeracy continues to be the area of academics the requires intentional focus for our learners.</li> </ul>
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<p><b>References</b> and sources to support actions</p>	<p><b>1. SEL Inquiry Strategies to support:</b> On-going classroom and school focus on growth mindset, self-regulation, daily community time, house teams, notice – name- &amp; nurture, whisper &amp; walk in the halls. New visuals for STOP – Read the Room have been posted at the entrances of each inside door.</p> <p><b>SEL References:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fish! Philosophy</a> – Charthouse Learning</li> <li>• <a href="#">Talking Peace: Restorative Action in Elementary Schools</a> – Fraser Region Community Justice Association</li> <li>• <a href="#">Social Emotional Health</a> – Momentous Institute Model</li> <li>• <a href="#">Zones of Regulation</a> – by Leah Kuypers; Social Thinking Inc.</li> <li>• <a href="#">R.U.L.E.R. Approach</a> - Yale Center for Emotional Intelligence</li> <li>• <a href="#">Kids in the Know</a> – Canadian Centre for Child Protection</li> <li>• <a href="#">Heart-Mind Online</a> – Dalai Lama Center for Peace and Education</li> <li>• <a href="#">The Six Cedar Trees</a> by Landahl &amp; Aleck</li> </ul> <p><b>2. Numeracy Inquiry Strategies to support:</b> On-going classroom focus and intentionally providing opportunities for hands-on experiences, regular rote memorization practice of math facts, develop and expand math vocabulary, number talks.</p> <p><b>Numeracy References:</b></p> <ul style="list-style-type: none"> <li>• District numeracy lab</li> <li>• District numeracy learning support teachers and mentors.</li> </ul>
<p>Backup Documentation</p>	<p>Data collected:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         MDI-SchReport-2019-20-SD43-BakerDriv     </div> <div style="text-align: center;">         MDI%20-%204%20Y ear%20Comparison.c     </div> <div style="text-align: center;">         Proviency%20Scale %20.docx     </div> <div style="text-align: center;">         2019%20FSA%20Nu meracy%20.docx     </div> </div>
<p><b>Planned Actions</b> Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p><b>1. SEL Continued Practices:</b></p> <ul style="list-style-type: none"> <li>• Fish! Philosophy – school-wide program that provides common language for all learners and positive life-long approach to life and interacting with others</li> <li>• Notice, Name and Nurture – positive interactions, behaviours, efforts etc.</li> <li>• Feelings Word Curriculum - stories and activities focused on understanding the meaning of feeling words and coordinated with a monthly theme and connected to the Six Cedars or aspect of the Fish Philosophy!.- delivered school-wide by Library Support Teachers.</li> <li>• Zones of Regulation</li> <li>• R.U.L.E.R. - Mood Meter</li> <li>• Restorative approach when dealing with unexpected behavior</li> <li>• Levelled Behaviour Support System</li> <li>• Talking Peace – Restorative problem-solving lessons for elementary children – delivered school-wide through Library or Super-blocks.</li> <li>• Bear Clans – friendly competitions during spirit days and clan days. School population is divided into 4 bear clans.</li> </ul>

	<p><b>SEL Continued</b></p> <p><b>New Practices:</b></p> <ul style="list-style-type: none"> <li>• Self-regulation room and routines; training for EA’s and learners</li> <li>• Self-regulation routines and practices; I. E. – Read- the-room; hand-washing routines etc.</li> <li>• possible School-wide Charter (information gathered from 2 years of student feedback and problem-solving sessions.)</li> <li>• participation in the district School and Student Wellness Team training</li> </ul> <p><b>Staff Development and Collaboration:</b></p> <ul style="list-style-type: none"> <li>• Reflective practitioner exercises during staff meetings and professional development days</li> </ul> <p><b>Involve Parents:</b></p> <ul style="list-style-type: none"> <li>• Parent education through newsletters &amp; PAC meetings</li> </ul> <p><b>Involve Learners:</b></p> <ul style="list-style-type: none"> <li>• Feelings Word Curriculum</li> <li>• Talking Peace Program</li> <li>• Opportunities to practice &amp; strengthen self-awareness skills: gratitude, optimism, grit &amp; resilience</li> </ul> <p><b>Monitor Progress / Adjust Actions:</b></p> <ul style="list-style-type: none"> <li>• Self-Assessment for learners through the core competencies</li> <li>• Anecdotal evidence (teachers, parents, &amp; learners)</li> </ul>
<p><b>Backup Documentation</b></p>	<ul style="list-style-type: none"> <li>• Anecdotal evidence (teachers, parents, students)</li> <li>• student reflection</li> <li>• Office referrals</li> <li>• Attendance records</li> <li>• School and district data collection</li> </ul>
<p><b>Planned Actions</b> Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p><b>2. Numeracy Continued Practices:</b></p> <ul style="list-style-type: none"> <li>• Continue working with the curricular competencies</li> <li>• Continued work with the district numeracy learning support teacher</li> <li>• School-wide numeracy assessment</li> </ul> <p><b>New Practices:</b></p> <ul style="list-style-type: none"> <li>• Explore current resources on hands-on manipulatives required for intermediate learners</li> <li>• Scheduled school-wide numeracy assessments (district designed) in fall and spring</li> </ul> <p><b>Staff Development and Collaboration:</b></p> <ul style="list-style-type: none"> <li>• Sharing of successful practices and strategies</li> </ul> <p><b>Involve Parents:</b></p> <ul style="list-style-type: none"> <li>• Parent education through newsletters &amp; PAC meetings</li> </ul> <p><b>Involve Learners:</b></p> <ul style="list-style-type: none"> <li>• Numeracy journals</li> <li>• Hands-on materials for skill-based problem solving</li> <li>• Number talks</li> </ul>

	<ul style="list-style-type: none"><li>• Math fact practice</li></ul> <p><b>Monitor Progress / Adjust Actions:</b></p> <ul style="list-style-type: none"><li>• Anecdotal evidence (teachers, parents, &amp; learners)</li></ul>
<b>Backup Documentation</b>	<ul style="list-style-type: none"><li>• Anecdotal evidence (teachers, parents, students)</li><li>• student reflection</li><li>• School and district data collection</li></ul>

## Backup Documentation

Figure 1 & 2

### STOP & Read the Room

Provided visual along with the intentional teaching of regulation strategy.

### What can I do?

(Problem solving wheel)  
Provides visual of peaceful problem-solving choices when dealing with different opinions.

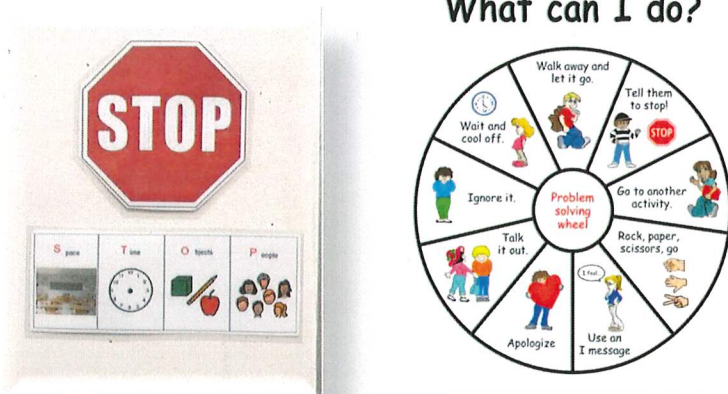


Figure 3

### Community Time:

School community meeting to reflect on the Word of the Week, learn/strengthen self-regulation strategies and plan their week. Personal/Social Core Competencies – Personal Awareness and Responsibility Profile.

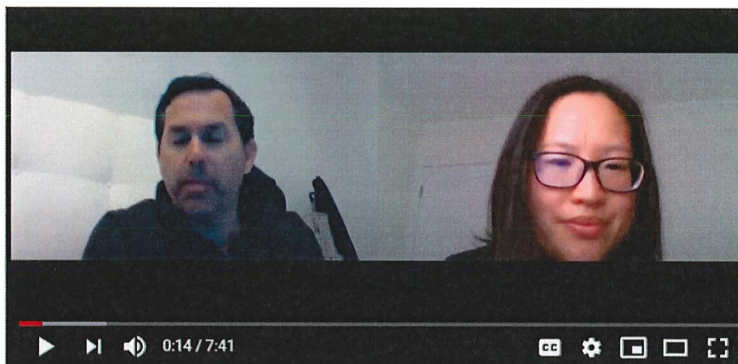


Figure 4

### Word of the Week:

During remote learning, the library read-aloud continued highlighting the word of the week. <https://youtu.be/wQfl.DsNZu7k>

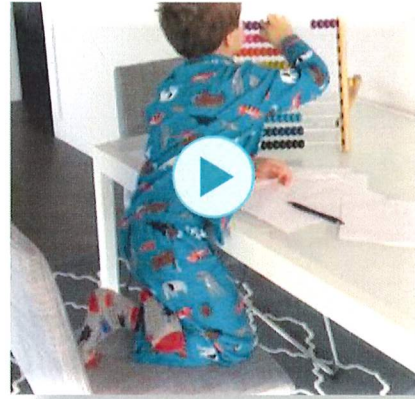
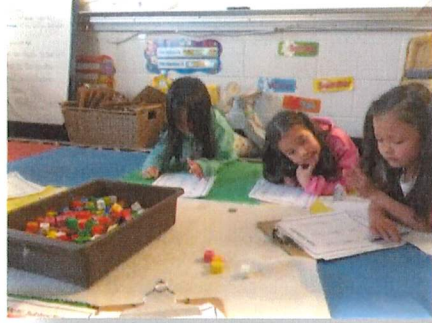
Core Competencies – Positive Personal & Cultural Identity



The Most Magnificent Thing Read Aloud

**Figure 5 & 6**

**Numeracy Work with Manipulatives:** During in-class and remote learning, learners were encouraged to use manipulative to provide concrete representation of their learning. Numeracy Proficiency: Problem solving, reasoning & procedures



**School Community Engagement Process**

- How did you engage parents, teachers, students & support staff in developing your APL?
- How did you share your APL goals with parents, teachers, students & support staff?

The teachers were continuously in discussion throughout the year. Reflective practitioner activities are planned for each staff meeting following the Onward resource. As in previous years, the staff reviewed the APL goal and its continuing and planned practices in February. Resources were highlighted for teachers and educational assistants. Information was shared with parents through the newsletter and principal's report at the September Parent Advisory Committee meetings.

Most weeks an character-building, social-emotional-feelings *Word of the Week* introduced through community time and was highlighted in the library read-aloud. The RULER definitions continued to define the Word of the Week morning announcements; teachers were encouraged to include the word in writing activities.

**Figure 7 – PAC Meetings Principal's Reports**

a) May – Virtual PAC meeting up-dating parents on at-home learning

b) June – New Parent Orientation.

a) May:



b) June

**Educational Changes**

Brain research in the past 20 year

- Social / Emotional Learning
- Growth Mindset
- The power of YET!

British Columbia's Revised Curriculum

- Process of learning
- Self-reflection
- Core and Curricular competencies
- Assessment – continuum of learning

**Reflection Highlights**

- Where are we now?
- What are some patterns emerging?
- What surprised you?
- What conclusions / inferences might you draw?
- How does this inform potential next steps?

**Where are we now & how does this inform potential next steps?**

- The Baker Drive community is committed to the Fish! Philosophy as it's common principles and life-long behaviours of: Be Present, Choose your Attitude, Play and Make their Day. In classroom, teachers use other SEL programs that directly teach social-emotional curriculum and self-regulation. The addition of weekly community times and Bear Clan days.
- Many learners are continuing on their journey to better understanding their emotions and articulate how they are feeling. We feel we need to help them understand other feelings as well. In the uncertainty of what the educational structure or what our "new normal" will look like, the staff feels that establishing and maintaining trusting relationships with their learners is of utmost importance. The SEL focus will remain the most prominent while exploring ways to improve computational thinking and numeracy skills. We would like to continue focus on the SEL with self-awareness, self-regulation and the sub-skills of gratitude, optimism, grit & resilience.
- We would also like to examine the charity work that the school is doing and explore activities for the learners that will expand their opportunities to demonstrate understanding of others and empathy.
- Literacy is always a focus in schools and will remain so. We are hoping to improve student learning through social emotional learning focusing on the foundational step of self-regulation.

**What surprised you?**

- We are very surprised by the numeracy results of the FSA's. Is it because we have the learners work on iPads from K - 3 and they are stressed by signing in and the unfamiliar process of the computer? Is the FSA measuring their numeracy skills accurately?

**What conclusions / inferences might you draw?**

- Baker Drive has been a dual track school for several years now, however, the learners continue to segregate themselves. More work needs to be done to bring the community together. In September the staff will continue the discussion of how to provide opportunities for the learners to work and play together.
- We need to find accurate measuring of the numeracy skills at each level and introduce the use of computers earlier for a more accurate assessment with the numeracy aspect of the FSA.

Backup Documentation

**Literacy Data**

Attach the following:

- School Assessment from 2019
- FSA results

June 2020 - Classroom Based Assessment Data not available due to Covid 19 .

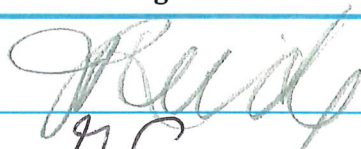

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20Literacy.docx

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# Signatures

<b>School Name:</b> Baker Drive Elementary	<b>School Goals:</b> Social Emotional Learning Numeracy	<b>School Year:</b> 2019 - 2020
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Title	Name	Signature
Principal	Margaret Mary Deck/Jill Reid	
Assistant Superintendent	Gerald Shong	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	
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