

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Baker Drive Elementary

2021-2022



Intellectual Development

Goal: Increase the number of students proficient with computational fluency & number sense for real-world problem – solving (multiplicative thinking)

Rationale: Snapshot data on Gr.4 FSA from previous years shows 30% of our learners are able to demonstrate emerging level proficiency when problem-solving. In particular, students with written output challenges/designation do not perform well on this assessment. An SD43 Gr. 2-5 performance assessment in Spring indicates that learners are inconsistent in ability to demonstrate/communicate multiplicative thinking skills when asked to consolidate and apply in a new situation compared to classroom performance. Teachers also indicate on June report card that all students are not yet proficient in foundation numeracy skills for the range of their age/stage.

Planned Actions: through an equity lens of each learner getting what they need

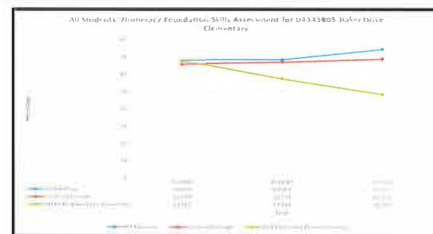
- 1.) Use the Pathway to Multiplicative Thinking K-5 as the continuum for assessment of/for/as learning across classrooms
- 2.) Fall classroom based performance assessment to inform instruction for the year
- 3.) Collect student voice in the Fall—What am I learning in Math? Why does it matter?
- 4.) Identify “wonder” learners—students who are not progressing as we feel they should so we “wonder” - plan Tier 1 strategies with these learners in mind, engage with Resource Teacher for “boost” at Tier 2 if needed
- 5.) Continue collaboration with Numeracy Support Teacher-lesson design cycle and resources
- 6.) Design accessible learning experiences for all learners —
- 7.) Pilot SD43 primary performance assessment
- 7.) June 2020 establish School Leader with responsibility for School Growth and Organizational Learning in place
- 8.) Consistent weekly or biweekly practice of problem-solving—consolidating skills learned to-date
- 9.) Collaborative time in monthly staff meetings—focused reflection and sharing for ALL teachers
- 10.) Weekly collaborative prep available

Indicators of Success:

- 1.) Teachers will report an increasing number of students as proficient through their observations, collection of products and conversations using the formative assessment performance tools based upon the Pathway to Multiplicative Thinking.
- 2.) Consistent increase of Grade 4 learners demonstrating proficiency on FSA
- 3.) ALL learners able to communicate about their numeracy learning and growth answering the questions: What am I learning? and Why does it matter?

School Community Engagement Process:

- 1.) School leadership position aligned with goal
- 2.) Student survey/conference in Fall
- 3.) Collaborative review/update/sharing in all goal areas each staff meeting/aligned professional learning
- 4.) Education Update during PAC Meeting Parent Ed. agenda —explaining goal and what it “is” - teachers and NST, video examples
- 5.) Monthly e-newsletter
- 6.) Networking with SD43 schools and province through NOII
- 7.) Class updates-Freshgrade or other format
- 8.) Share visible evidence of learning via Twitter @bakerdrivesd43, via video and photo data



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

Baker Drive Elementary

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Human and Social Development



Area of focus: Increase student resiliency —ability to recover from set-backs and negative experiences - through attachment to adults at school and a school-wide focus on community needs in balance with the individual learner.

Rationale: MDI data collected from the same group of learners over 2 years shows students report lower levels of well-being than the overall SD43 population both before and after the pandemic. As a result of the small sample size a further investigation was needed to identify specific students in the “low” descriptor of thriving to ensure they were being supported at school. In general, across indicators, Baker Drive was above the District average in moderate indicators of well-being and below the SD43 average in thriving. In particular it is noted that there is a significant gap between adult relationships and peer relations in favour of peers that is further evidenced in the Student Learning Survey(Gr. 3-5 2021)

Planned Actions through an equity lens—each learner gets what they individually need:

- 1.) Gather student voice regarding what adults at Baker Drive “do” to show they care for them as a student—look like/sound like - Who cares about me? How do I know?
- 2.) In the Fall ask each child to name two or more adults at school they feel cares about them
- 3.) Non-punitive—no blame and no shame—restorative and relational focus to problem-solving and conflict resolution in structured and unstructured times
 - a.) accept behaviour as communication; disruptive behaviours = unmet needs. ALL staff respond from this perspective
- 5.) All classroom communities continue to create classroom charters
- 4.) Grow and spread *Ready-Set-Regulate* approach as a Tier 1 support with Self- Regulation class a priority for those needing Tier 3 support
- 5.) Continue to explicitly grow and spread Executive Function framework as foundation of self-regulation—continue with District SLP Anita Jaswal, colleagues observing colleagues, providing necessary resources
- 6.) Integrate variety of school-wide thinking tools into a shared understanding of belonging in the Baker Drive Community—What it looks like, feels like, sounds like, to be a “Baker Bear” - our responsibilities to each other
 - Zones of Regulation, Worry Dragons, Fish Philosophy, Problem Solving Wheel, Talking Peace, visual PEC systems for all learners around expected behaviours

Indicators of Success:

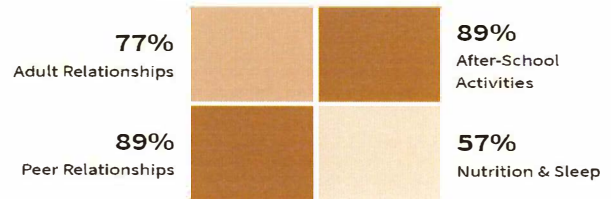
- 1.) Increase in learners able to name 2 or more adults in the Baker Drive Community who care about them and believe they will be a success—evidence on MDI and Student Learning Survey as well as anecdotal via student follow-up survey/conferences when gathering student perspectives for report cards
- 2.) Increase in students THRIVING on the MDI—includes indicators reflective of self-regulation
- 3.) Decrease the number of parents indicating “no” or “don’t know” (currently 10 & 12%) regarding whether their child is learning to care for their mental health

School Community Engagement Process

- 1.) School leadership position aligned with goal
- 2.) Student survey/conference in Fall
- 3.) Collaborative review/update/sharing in all goal areas each staff meeting/aligned professional learning
- 4.) Education Update during PAC Meeting Parent Ed. agenda item—explaining goal and what it “is”
- 5.) Monthly newsletter
- 6.) Networking with SD43 schools and province through NOII
- 7.) Class updates—Freshgrade or other format
- 8.) Share visible evidence of learning via Twitter @bakerdrivesd43, via video and photo data

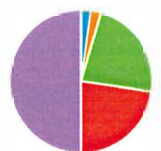
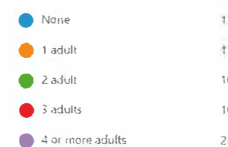
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

BAKER DRIVE ELEMENTARY



9. How many adults do you think care about you at your school?

[More Details](#)



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Indigenous Learners and Indigenous Ways of Learning

Area of focus: Increasing all community members awareness and importance of First Peoples Principles of Learning in relation to self, family, community and natural world including a direct connection to the Kwikwetlem Nation.

Rationale: There is a moral imperative both toward individual Indigenous learners and to Indigenous People's across Canada to explicitly commit to accepting the invitation for reconciliation extended to us by the First Peoples of Canada. The Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples mandates this to be the case. Baker Drive, as a member of the BC Ministry of Education Learning Community is committed to our responsibilities in this regard. The Student Learning Surveys completed by Gr. 4 students and virtually by ALL families indicate a lack of knowledge as to what is expected to be learned and why it is important. This survey result is despite being a learning community where educators value and embed Indigenous Ways of Knowing across curricular areas. In particular, the staff of the community place a very high value on connected to "this place" and place based learning—key components of FPPoL.

Planned Actions:

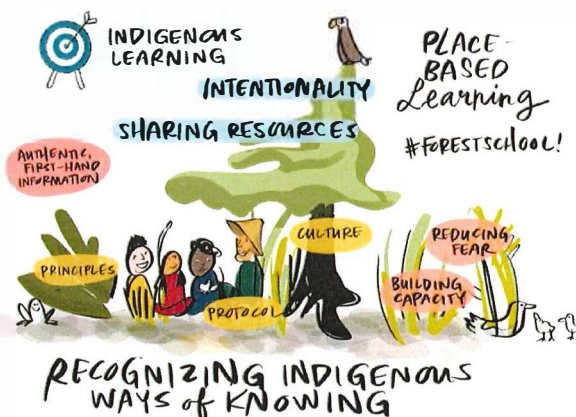
- 1.) Students and their families who identify as Indigenous will continue to be the focus of equity scan questions—ensuring integrated supports if/when/where necessary
- 2.) Directly teach and engage learners with the FPPoL
- 3.) Design teaching and learning experiences for all learners—with explicit connections to FPPoL as framework
- 4.) Concerted and organized collaboration with SD43 Aboriginal Ed—wealth of knowledge and connections
- 5.) Collaborative time at monthly staff meetings to build collective efficacy in this goal area
- 6.) Collect student voice in the Fall—What am I learning? Why is it important?
- 7.) Down River language made visible around school, teach alphabet and key words, listen to fluent speakers
- 8.) Classes learn about the purpose and intention of Land Acknowledgement and create acknowledgments personal to their classroom and our community
- 9.) Request a relationship with Kwikwetlem Nations elders and community partnerships (perhaps land stewardship)

Indicators of Success:

- 1.) Parent and Student Learning Survey will reflect a significant reduction in "don't know" for questions regarding Indigenous teaching and learning.
- 2.) All students will be able to respond to "What am I learning" and "Why is it important" in relation to Indigenous Learning and FPPoL
- 3.) Visible learning evidence collected

School Community Engagement Process

- 1.) Indigenous Learning and Environmental Stewardship DH
- 2.) Student survey/conference in Fall
- 3.) Collaborative review/update/sharing in goal area each staff meeting/aligned professional learning
- 4.) Education Update during PAC Meeting Parent Ed.
- 5.) Monthly school and classroom newsletters
- 6.) Networking with SD43 schools and province through NOII
- 7.) Class updates—Freshgrade or other format
- 8.) Share visible evidence of learning via Twitter @bakerdrivesd43, via video and photo data



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

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Reflection

The Baker Drive Continuous Improvement Journey is at a different stage for each goal area.

Goal #1: The *Numeracy* goal is in its second year. 2019-2020 saw a professional investigation of numeracy development to “know what we don’t know.” This investigation led to collaboration with Jennifer Whiffin—Numeracy Support Teacher and selection of the evidence based *Pathways to Multiplicative Thinking* being selected as shared assessment language reflective of the Mathematics K-5 curricular competencies—lesson cycles, and class sets of manipulatives purchased. 2020-2021 Year 2 saw the development of formative assessment tools, class review tools and the implementation of a year-long scaffolded inclusive lesson cycle in some classes.

Goal #2: *Human and Social Development* has had a five year focus on the increase of Self-Regulation via a variety of objectives. Fall 2020, a survey of staff and families identified the strengths of the community as being inclusive, caring, safe, and helpful—evidence of highly regulated learners overall. This pandemic year, adding the attachment lens and removing blame and shame, along with continuing restorative principles has been reported by teachers, the principal, and supervisors to have led to reduced conflict, increased independent problem-solving and more direct conflict resolution conversations between learners.

Goal #3: *Indigenous Learners and Indigenous Ways of Knowing* is a new focus. The integration of FPPoL across all BC curricula along with the TRC Call to Action #63.3 requires that we constantly monitor our progress in regards to student and community learning. We are fortunate to have staff already integrating Indigenous learning experiences in their classrooms. Our rich natural setting lends itself to earth-centric place-based instruction. The recent discovery of unmarked graves in Kelowna also galvanized our entire community around our responsibility towards reconciliation. To this end our data indicates that we must be much more explicit with our learners and their families, ensuring that all members can articulate WHAT the learning is we all need to do together and WHY it is important in regards to our responsibilities towards Canada’s First Peoples.

Patterns: When reviewing across all data sets there are two strong themes that emerge:

- 1.) The need for teachers to EXPLICITLY communicate learning intentions in relation to APL goals and ensure learners are able to demonstrate this learning and communicate why it is important
- 2.) Being a small school MATTERS - ALL students are easily known without complex systems. The numbers of students not demonstrating learning success is easily identifiable. These children should be the focus of inclusive lesson design and also receive swift, responsive bursts of support as necessary

Signatures

Title	Name	Signature	Date
Principal	Jill Reid		June 30, 2021
Assistant Superintendent	Gerald Shong		July 12, 2021

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