

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

## Baker Drive Elementary School

2023-2024



### Intellectual Development

Goal: Increase in learners proficiency with computational fluency & number sense

#### Rationale:

Snapshot of FSA data from Gr. 4 FSA since the 2019-20 school year shows that on average 33% of learners are "emerging" in their ability to apply computational fluency and number sense skills in a new learning situation.

#### Planned Actions:

- 1) Develop an assessment planning tool in grades K-5 to identify numeracy strengths and stretches within each grade level.
- 2) Develop universal and direct intervention strategies at each grade level to support students with developing their computational fluency and number sense skills
- 3) Dedicate professional development, staff meeting and collaboration time to

#### Indicators of Success:

- 1) Increase in number of students demonstrating proficiency with classroom-based assessments
- 2) Year over year increase in the number of grade 4 students "on-track" or "excelling" on FSA
- 3) Increase in number of learners communicating about their numeracy learning through conferencing, report card goal setting and student perspectives.

#### School Community Engagement Process:

- 1) School Department Head position aligned with goal
- 2) Collaborative reflection and planning of all goals at staff meetings, Pro-D Days, and collaboration time
- 3) Class Reviews and the identification of targeted class goals
- 3) PAC Meeting updates
- 4) Newsletter updates
- 5) On-going communication between classroom teachers and parents/guardians

FSA - Grade 4 Numeracy Data (2019-2022)			
School Year & (# of Participants)	Emerging	On-Track	Extending
2019-20 (32)	53%	44%	3%
2020-21	Limited Data Due to Pandemic		
2021-22 (30)	16%	56%	28%
2022-23 (28)	25%	57%	18%

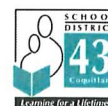
### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Baker Drive Elementary School**

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## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Indigenous Learners and Indigenous Ways of Learning

#### Area of focus:

To develop a comprehensive understanding of the significance of the bear to local Coast Salish Nations and other Indigenous cultures throughout Canada and the connection to story, land, family and traditions.

#### Planned Actions:

- 1) Identify and learn about the significance of a bear to local Coast Salish Nations and many other First Nations cultures throughout Canada.
- 2) Explicitly and visibly teach and engage learners and families with FPPoL through the lens of the bear
- 3) Integrate FPPoL across learning experiences & embed within our Human & Social Development APL Goal.
- 4) Intentional, focused collaboration with SD43 Indigenous Education Department.
- 5) Staff Meeting collaboration, reflection and data collection

#### Indicators of Success:

- 1) Learners will be able to respond to "What am I learning" and "Why is it important" and regarding this focus.
- 2) Students will understand the significance of the bear to Coast Salish Nations and how the bear can have an entirely different significance to other Indigenous cultures.

#### School Community Engagement Process:

- 1) School Department Head position aligned with goal
- 2) Collaborative reflection and planning of all goals at staff meetings, Pro-D Days, and collaboration time
- 3) Class Reviews and the identification of targeted class goals
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Coast Salish Bear - Artist Rob Cowie

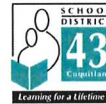


### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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## Baker Drive Elementary School

### Reflection

**Intellectual Development Goal:**

For the 2022-23 School year, Baker Drive's Intellectual APL Goal was to "Increase learners proficient in computational fluency & number sense for real-world problems". After a staff review of our current progress with this goal as well as the completion of a school-wide assessment, we determined that most of our teaching practice and student experiences already centered on the use of real-world problems as a foundation of learning new concepts. As a staff, we decided to remove "real world problems" from our new goal. As a staff, we also felt that we would benefit from developing a survey tool that would provide clarity regarding specific computational and number sense skills that are a strength and stretch throughout of learning community.

**Human and Social Development:**

The 2022-23 MDI results highlighted a need to focus on pro-social behaviours. Daily, many students are demonstrating pro-social behaviours and there are already school-wide monthly activities in place that can be used to target key skills and celebrate student growth. There is also evidence that student require support with owning their part in a peer conflict and to be able to explain the "why". Targeting pro-social behaviours at both the classroom and school level will help support students with recognizing the impact of their decisions, why they have made the choice that they did and what promises or commitments they will be making moving forward.

**Indigenous Learners and Indigenous Ways of Learning:**

As a staff, we agreed that we would like to move beyond the First Peoples Principles of Learning and the idea of universality or sameness among all First Peoples. Using our school mascot - a bear - our intention is to learn about different Nations throughout Canada through their connection to story, land family and traditions.

### Signatures

Title	Name	Signature	Date
Principal	Joe Jamieson	<i>Joe Jamieson</i>	June 29, 2023
Assistant Superintendent	Gerald Shong		

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