

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

## Blakeburn

2023-2024



### Intellectual Development

Goal: Reading Comprehension - Year 3 of a 3 year goal

#### Rationale:

Continue to focus on the students who are emerging and developing in reading comprehension, providing supports to bring them to proficient, while supporting the bulk of students who are on track or extending.

#### Planned Actions:

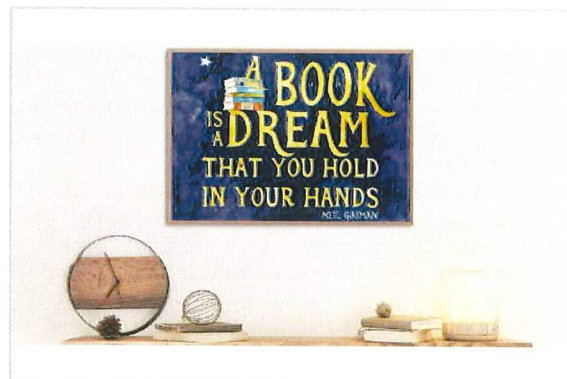
Completing CBA in November and May. We will use a variety of resources/interventions in the classroom and resource room (Lexia, Core 5, Adrienne Gear, Raz Kids, Simbi, Orton Gillingham, Words Their Way, Writing for Excellence - Key Word) to increase students' reading comprehension. We will use a variety of resources that overlap with other APL goal areas to develop/support learner success efficiently. (Growth Mindset, Power of Yet, Home Reading Programs).

#### Indicators of Success:

We will continue to monitor and support improvement of all students in reading comprehension. Each student will have their own starting and ending point ie. moving from emerging to developing or developing to proficient. We will monitor data provided by: CBA (September and May), FSA (Gr 4), and teacher reports, to track progress.

#### School Community Engagement Process:

Staff - 2 CBA assessments - September/May  
-daily reading comprehension work  
-Student Services support - one-to-one, small group, pullout, in class, class reviews  
Students-self assessments, daily work  
PAC - review and support APL goals  
-funds for resources (Book-a-thon)  
-weekly emails sharing APL goals in Reading, Growth Mindset, and Connectedness

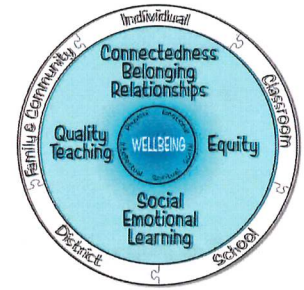


### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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## Human and Social Development

### Area of focus:

Growth Mindset - Year 3 or a 3 year goal. From a focus on self-regulation, problem-solving, we are now segueing into working specifically with Growth Mindset tools and strategies in building resiliency and the 'Power of Yet'.

### Planned Actions:

Identify the range of needs of all students, assign all students to tiers for learning support using the RTI planning triangle (designations, behaviour, SEL, learning needs). We will continue to work with our students to give them the tools needed to regulate their behaviours and focus on learning - building resiliency, growth mindset and the Power of Yet. We will specifically use Bounce at the Bell to help bring a common language to our school.

### Indicators of Success:

Students will demonstrate that they can use growth mindset tools that are being taught in the class to work through social or academic problems and the challenges they encounter. In September, first week, School-wide Blakeburn Booklet and Grade 5s buddying with Gr1s and Ks; also year-long buddy program. Core competency reflections will be good indicators of growth mindset language.

### School Community Engagement Process:

The Growth Mindset Coach and classroom resource book  
 -Share in staff and parent newsletters  
 -Bring to school-wide assemblies Bounce  
 -Anchor book for the school  
 -Make visible - bi-monthly focus and invite classrooms to provide examples to highlight three key areas of Growth Mindset on a communal bulletin board

**10 Growth Mindset Statements**

What can I say to myself?

INSTEAD OF:	TRY THINKING:
I'm not good at this.	1 What am I missing?
I'm awesome at this.	2 I'm on the right track.
I give up.	3 I'll use some of the strategies we've learned.
This is too hard.	4 This may take some time and effort.
I can't make this any better.	5 I can always improve so I'll keep trying.
I just can't do Math.	6 I'm going to train my brain in Math.
I made a mistake.	7 Mistakes help me to learn better.
She's so smart, I will never be that smart.	8 I'm going to figure out how she does it.
It's good enough.	9 Is it really my best work?
Plan 'A' didn't work.	10 Good thing the alphabet has 26 more letters!

(Original source unknown) @sybiaductworth

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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## Indigenous Learners and Indigenous Ways of Learning

### Area of focus:

#2 Learning is . . . relational . . . focus on connectedness, reciprocal relationships and a sense of place. This goal fits with our Blakeburn identity - take care of yourself, others and this place.

### Planned Actions:

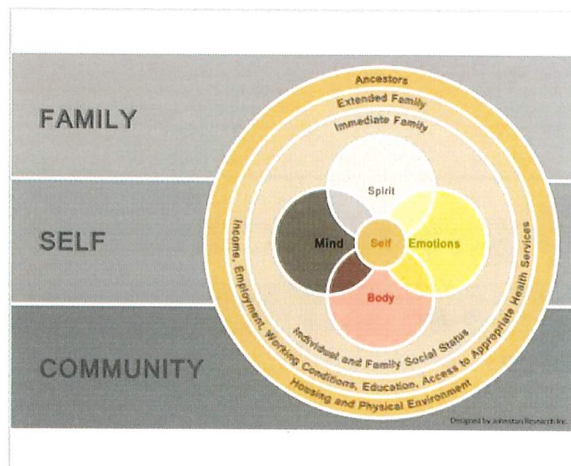
Integrate indigenous ways - fostering relationships through our teaching, continue with Bounce in circle format, talking circles, forest Fridays, school-wide buddies, primary parent reading, Grade 1s and 5s together for first week, staff activities (professional and social, welcoming conversations, student-led learning conferences. Extend the connections and establish new ways to work together - ideas to help build relationships at different grade levels and in new ways. September ProD -decolonizing teaching practices, project based/cooperative learning.

### Indicators of Success:

Community (students, staff and parents) feels more connected. Evidence from: First Week Focus on connectedness - school wide survey, MDI, Satisfaction Survey (students, parents, staff), office visits, street data. Increase in: interclass activities/planning/sharing, outdoor activities (lagoon and garden), parent involvement/engagement. Increase comfort to explore Indigenous ways of learning.

### School Community Engagement Process:

Refamiliarize ourselves with our bank of Indigenous resources; intentional use of lagoon and garden for "place awareness"; T & R day/Orange Shirt - Oct 1st lessons and assembly; Remembrance Day recognizing Indigenous contributions; Activity Day - include Indigenous games; National Indigenous History Month (June) - school-wide activities. Grade group teams will engage with District Indigenous learning support teachers in a more intentional way. A focus on community building activities and events.



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

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## Blakeburn

### Reflection

During discussion of each APL goal - it was evident that staff was interested in:

- September Pro D to focus on - reading - CBA - hyper focus on reading comprehension/decoding/connections, home reading resources, forming a committee to work on adding to our school reading resources in a thoughtful way, a focused reading week with activities and a read-a-thon (great way to raise money for new resources); informing parents on how they can support their child's home reading (video?, information evening?, in class parent reading, PAC)
- In addition, staff needs time to re-familiarize themselves with the Indigenous resources and the work they have done on decolonizing teaching practices.
- Teams will access Indigenous programs for different activities on alternate years: K/1 - Butterflies, Legends and Craft, and Story and Craft; Gr 2/3 Bannock, and Beaded Feathers; Gr 4/5 Wool Weaving, and Bracelet Weaving.
- Reflecting on the activities that we do already from a lens of building and strengthening our sense of community
- Adding a new aspect of Growth mindset - the Power of Yet - and making the monthly goals visible at Bounce, in our weekly newsletters (staff and families); and creating a bulletin board that we can all interact with and add to.

### Signatures

Title	Name	Signature	Date
Principal	Tara Fisher		June 2023
Assistant Superintendent			

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