

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Blakeburn Elementary

2022-2023



## Intellectual Development

Goal: Reading Comprehension- year 2 of a 3 year goal.

### Rationale:

Focus on the students who are emerging and developing in reading comprehension to try to get them to proficient level, while still supporting the bulk of students who are on track or extending.

### Planned Actions:

We will do two reading comp assessments in Nov 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) to increase students reading comprehension. We will use resources that support the other sections of our APL (Growth Mindset and the Indigenous principle of Learning Takes Patience and Time).

### Indicators of Success:

As we are in year two of a three year goal, we will continue monitoring and supporting improvement of students in reading comprehension. Each student will have their own starting and ending point ie moving from emerging to developing or developing to proficient.

### School Community Engagement Process:

Staff- 2 CBA assessments in Nov/May  
- daily reading comprehension work  
- student service support  
- staff meetings- sharing of lessons that support our goal

Students- assessments and daily work

PAC- review and support APL goals  
- funds for resources  
- weekly emails



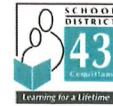
## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School:

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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

Year 2 of a 3 year goal- Growth Mindset - Building on the work done in 2021-2022 around self regulation, anxiety, negative behaviors and problem solving we are now segueing into working specifically with Growth Mindset tools and strategies in order to give anxious and dysregulated children an alternative way to think, behave and be. Having flexible thinking correlates with positive mental health.

At the school we have many students whose socio-emotional well-being is something they struggle with. Anxiety issues are high and we have many behavior issues related to dysregulation. The pandemic has increased this and our youngest students especially have struggled in this area. Using growth mindset tools and strategies, our students will learn to take responsibility and ownership for their own socio-emotional well being, responsibility for their actions and building their resiliency in their academic challenges and then transferring this skill to other areas of their life.

**Planned Actions:** In order to help identify the range of needs of all students our Student Services team will again assign all students to tiers for learning support using the RTI planning triangle (designations, behavior, SEL, learning needs) as they did the past year. Historically this percentage of the student population is very high, with 22-53% having needs based on grade level. The aim of the Growth Mindset work is to ensure that all students have the highest chance of being successful.

We will continue to work with our students to give them the tools needed to regulate their behaviors and learning. In the past year we have used the tools, MindUp, EASE and SNAP, to help our students regulate and we will continue to access these as needed.

We are working directly on Growth Mindset in the upcoming year using the *Growth Mindset Coach* by Brock/Hundley and the classroom resource book that goes with it. We will use our ProD throughout the year to work on a chapter each month. This tool will help teachers work with students to understand their role in being regulated and give them tools to help create a growth mindset.

### 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 challenges they encounter.

Schoolwide— Student 2D Model of strategies at beginning of year/end of year and see the differences.

I Can Clouds(Power of Yet)- show what they can do and things they can't (YET)- front foyer

### School Community Engagement Process

Staff - give all staff The Growth Mindset Coach-Brock/

Hundley and the accompanying classroom resource book

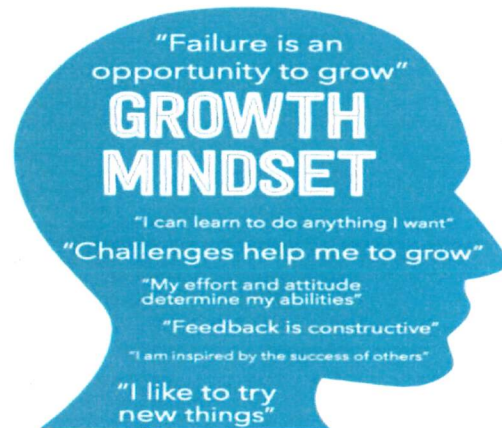
-ProD - Each month work through the book(it is scaffolded to use a chapter a month for the school year) along with utilizing ProD days

-The NED Show (Never give up, Encourage others, and Do your best). -unleash the power of YET.

-Circus Arts—Have students use and showcase their skills

- continue to use MIndup/EASE/SNAP tools

Students - 2D Model, STEAM



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

Blakeburn Elementary

Phone: 604 944 9037  
Email: 074-Office@sd43.bc.ca

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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Indigenous Learners and Indigenous Ways of Learning

### Area of focus:

First Peoples Principles of Learning - focus on #7 " Learning involves patience and time". As our community honors the calls to action for Truth and Reconciliation we will move forward deliberately and thoughtfully to achieve understanding.

### Planned Actions:

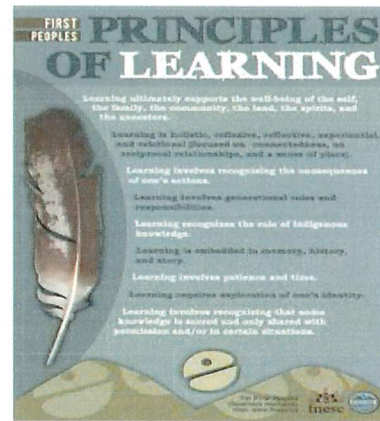
- Use the FINESC poster of the First People's Principles of Learning and have the full poster and a banner with # 7 in all classes.
- Tie the work on Growth Mindset from Human and Social Development with lesson #7 to increase success for all of our students. We will do this by using talking circles in our classes to develop strong classroom communities, a real life awareness of Indigenous cultural practices, and actively practice the principle that learning involves patience and time.

### Indicators of Success:

Having classrooms routinely use talking circles in a variety of ways, for example to facilitate connection, zone check ins, regulation strategies, and celebration of goals and successes. Students will demonstrate, through a myriad ways, their understanding that learning involves patience and time.

### School Community Engagement Process:

- Honour Truth and Reconciliation Day with an assembly and lessons in classes.
- Celebrate National Indigenous History Month in June with a showcase of learning event.
- ProD in November with district Indigenous Education staff on talking circles.
- ProD with PAC to understand talking circles.
- School team will select authentic indigenous texts and develop activities that can be used to anchor lessons that support our focus on principle #7.



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

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## Blakeburn Elementary

### Reflection

We have decided to continue our growth in two areas; reading comprehension in Intellectual Development and Growth Mindset (the continuation of our work in Human and Social Development). For the Indigenous Learners and Indigenous Ways of Learning we pivoted slightly to a new Indigenous Principle of Learning; Learning Requires Patience and Time.

Intellectual Development- we are continuing this focus because we need the three years to build on our baseline data from our initial year. The data from the beginning of the year reflected that the results for reading comprehensions were lower than we expected thus reinforcing that we need to continue to work in this goal area.

Human and Social Development - we are continuing this focus because we see the need to develop resilience in our students in the face of the continuing anxiety and social issues that have stemmed from the ongoing global pandemic. This is manifesting in the behaviours and inability of our students and staff to cope and persevere through new and or difficult tasks. Our staff are front line workers and our community is showing the strain of our current reality.

Indigenous Learners and Indigenous Ways of Learning-we chose to pivot because we were feeling as a staff that we needed to give ourselves the grace that learning takes patience and time. Staff were feeling unsure and apprehensive around how to teach the Indigenous Principles and content with respect and integrity. We want to afford ourselves the time and patience to learn together and make mistakes in a safe and supported environment, modeling the growth mindset.

### Signatures

Title	Name	Signature	Date
Principal	Michele Reid		July 4/22
Assistant Superintendent	Gerald Shong		June 24, 2022

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