

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Lord Baden-Powell Elementary

2023-2024



Intellectual Development

Goal: Develop foundational skills to support confidence and skill in Numeracy

Rationale:

Range of learner needs is widening, making instructional delivery challenging; students noted math as something they wanted the most help with, because of confidence level in Numeracy and lack of belief in their success.

Planned Actions:

- working with our street and satellite data to adjust our practice to support learners
- consistent common Math time for all Intermediate classes to create ability groupings
- some of the classes/teachers participate in offerings from the District Numeracy Resource Team and Live Events on Tuesdays

Indicators of Success:

Reduction in the percentage of students' FSA test scores with students "Not Yet Meeting" in Numeracy. (Was 30%, but 2022 results were 27%)

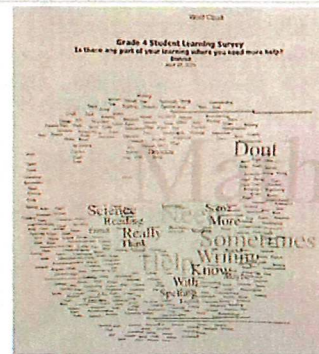
A decrease in the number of students answering "Math" to the question "Is there any part of your learning where you need more help?" (This is still the top answer, but has decreased)

An increase in student success in basic recall of math facts and number sense based on teacher judgment (in Primary, particularly). This is in progress.

School Community Engagement Process:

E-Newsletters, email, Seesaw platform to share learning opportunities and successes with parents.

Assessments sent home to parents (via MyEd and in hard copy form).

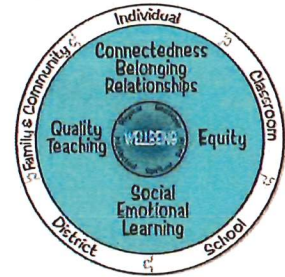


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Lord Baden-Powell Elementary**

*Increasing Success In
Life for All*

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Human and Social Development

Area of focus:

Continue to rebuild "belonging" between our students, staff and community, to support emotional and academic success.

Planned Actions:

- "Soft Start" mornings for the entire school to decrease student anxiety about arriving late, and allowing students time to calm before learning.
- coaching and teaching around whole body listening and social thinking.
- take advantage of teachable moments about social norms/expectations in classes and in smaller social groups (turn-taking, fair play, helping others)
- direct teaching strategies of Zones of Regulation, breathing techniques and calming strategies, "bucket-filling" activities, etc.
- ensure the value of brain breaks, body movement and meeting sensory needs are a focus each day

Indicators of Success:

- an improvement in MDI results related to School Belonging when students were prompted ("I feel like I am important to this school") Students are now on the District average.
- An improvement in Student Learning Survey results when prompted "2 or more adults care about them" Students responded above the District average to this.
- Students can articulate their Zones of Regulation throughout the day in different environments, and students can identify their triggers and state of alertness as required.
- Anecdotal evidence from teachers and support staff indicates this is happening

School Community Engagement Process:

Daily announcements with consistent messaging of BEARS acronym: Brave, Empathetic, Active, Respectful, Safe

Class Charters of conduct and beliefs

School-wide and grade-wide assemblies for more student voice



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Recognizing and articulating how the First People's Principles of Learning (FPPL) are already embedded in our planning and school culture, and identifying which of the principles need more consideration.

Planned Actions:

- Intentional consideration of FPPL in our planning
- Curriculum mapping; age-appropriate teaching of residential schools and the history of Indigenous Peoples in Canada
- Orange Shirt Day Assembly in September or October
- Recognition of Indigenous Peoples' Day in June
- Class charters created with a focus on community building
- Continued development of our Indigenous-inspired outdoor learning space

Indicators of Success:

- Improvement in Indigenous Students Living Off Reserve feeling there are "2 or more adults who care about them" (The rate is now above District average)
- Staff are consistent in connecting their instructional practice with FPPL

School Community Engagement Process:

- Creating opportunities to connect with our Indigenous families, elders and teachers
- Making connections to our land and the environment using our outdoor learning space
- Cross-curricular learning that connects with STEAM and has roots in nature
- Nature walks in our community



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Reflection

In my first year at LBP, I have recognized what a fabulous community this is- students, families and staff work well together. They are generous in their help of others and support of one another.

I have been intrigued by the number of students at LBP who need consistent support with their social-emotional needs and some who can get dysregulated quite often. The most impressive thing is how our support team - classroom teachers, Learning Support teachers, EA's, Youth Worker, etc. all approach each child with the same calm, consistent tone and language to help them with what best supports their needs. This has come from an adoption of the Zones of Regulation on a school-wide level, something that will be continued to be supported and encouraged as new staff come to the school with new students. Our First Week activities will have an SEL focus that develop connectedness, empathy and self-esteem, including an emphasis on being "BEARS" (Brave, Empathetic, Active, Respectful and Safe).

As a school, we continue to navigate our way with Indigenous teaching and learning as core values. I see in all classrooms an intentionality around addressing issues of cultural appropriation and Indigenous authenticity. Involving community Indigenous members and instructors from SD43's Indigenous Education department is really helping enrich the experience of our learners.

Numeracy instruction will continue to be a core focus, as teachers recognize the needs of their learners and the students have voiced their concerns around their math understanding. Access to resources such as manipulatives and an emphasis on foundational math facts is helping our students gain more confidence in their math skills.

Signatures

Title	Name	Signature	Date
Principal	Mike Parkins	<i>[Handwritten Signature]</i>	July 5/2023
Assistant Superintendent	Carey Chute	<i>[Handwritten Signature]</i>	July 5/23

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