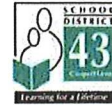


# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

## Lord Baden-Powell Elementary

2022-2023



### Intellectual Development

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

#### Rationale:

Range of learner needs is widening making instructional delivery challenging; SLS noted Math as something they wanted the most help at; confidence level in Numeracy and a 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. (Currently 30%)

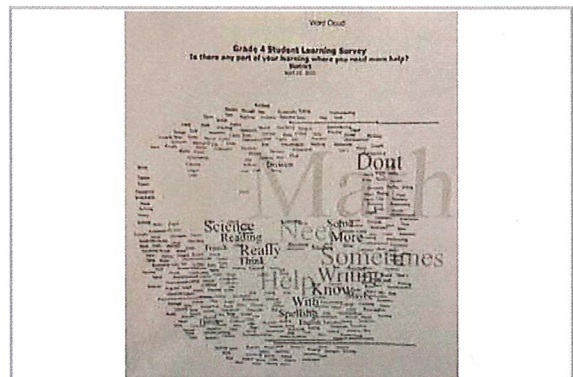
A decrease in the number of students answering "Math" to the question "Is there any part of your learning where you need more help?"

An increase in student success in basic recall of math facts and number sense based on teacher judgment (primary in particular).

#### School Community Engagement Process:

E-newsletters

Student work sent home to families



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

School: **Lord Baden-Powell Elementary**

*Increasing Success In  
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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

### Area of focus:

Continue to rebuild "belonging" between our students, staff and community; feeling a sense of belonging can support emotional and academic success; increasing connectedness for students and two of more adults

### 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, social thinking,
- Take advantage of teachable moments about social norms/expectations; social groups (turn-taking, being fair during games, helping others.)
- Direct teaching strategies of Zones of Regulation, breathing techniques & calming strategies; bucket-filling activities, etc; Ensure the value of brain breaks, body movement and meeting sensory needs are being met each day

### Indicators of Success:

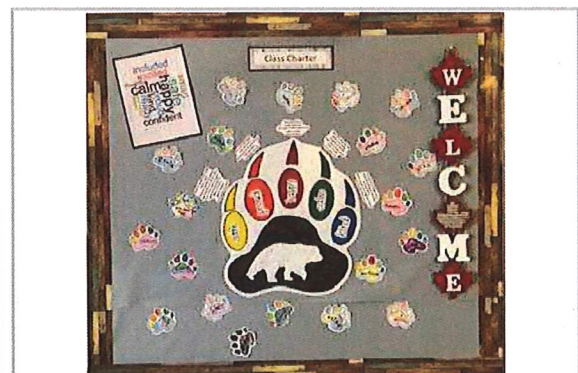
- An improvement in MDI results related to School Belonging when students were prompted, "I feel like I am important to this school." (below SD 43 average)
- An improvement in Student Learning Survey results where students feel there are "2 or more adults who care about them." (below Provincial and Metro rates)
- Students can articulate their zones throughout the day in different environments & students can identify their triggers and state of alertness as required.
- Anecdotal evidence from teachers and support staff

### School Community Engagement Process:

House teams- fostering relationships and peer-mentoring; K-Grade 5 blended groups

Student voice- grade-wide assemblies

Consistent messaging to all (students, staff & community members)

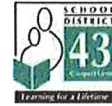


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## 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. What 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 of Canada
- Indigenous Month(June)& Day- June 21, 2022
- Orange Shirt Day; Indigenous veterans, elders and parents included in our events
- Class charters created by all classes with a focus on community-building
- Continued development of our Indigenous-inspired outside learning space

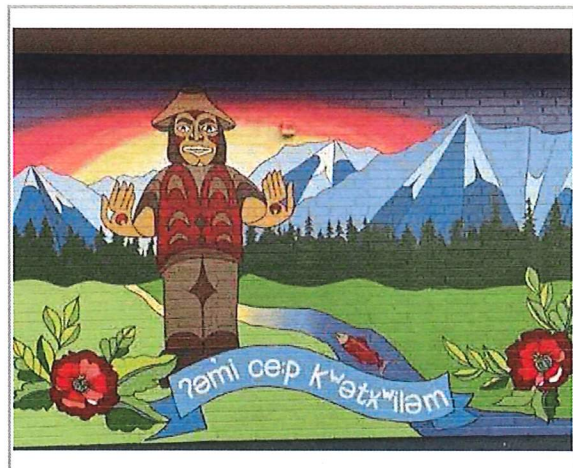
### Indicators of Success:

Improvement in Indigenous Students Living Off Reserve feeling there are "2 or more adults who care about them" (currently below Provincial and Metro rates)

Staff can find 3 or more ways that they can connect their instructional practice with FPPL principle.

### School Community Engagement Process:

- Creating opportunities to connect with our Indigenous families & elders; over time, we hope to have them share their stories with us
- Making connections to our land and the environment using our outdoor classroom and learning space (water cycle, gardens, etc.)
- Cross-curricular learning that connect with STEAM and connections to nature
- Nature walks



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

School: **Lord Baden-Powell Elementary**

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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Lord Baden-Powell Elementary

### Reflection

As I depart for a new destination, I am reminded of how wonderful this community really is. LBP Elementary made a \$577 donation to the Indian Residential School Survivors Society following the PAC's Orange Shirt Day fundraiser, fundraised \$1257.60 to the Terry Fox Foundation and fundraised \$2208 for the Jump Rope for Heart organization. Their willingness to help others during these difficult times is tremendous.

When I first arrived in 2015, the school's main focus for many years was reading comprehension using PM Benchmarks. After a couple of years, we found that a number of our students were dysregulated and we were having particular challenges during outside play time. By adopting the Zones of Regulation on a school-wide level, we slowly began to recognize how valuable the program was in identifying an emotion to a colour, strategies to move from other emotions to green, and having a common language between our staff and students. Now our First Week activities are filled with SEL activities that develop connectedness, empathy and self-esteem.

As a school, we have navigated our way with Indigenous teaching & learning and gained some important insights through the process. We have made some decisions with our hearts, and may not have followed the proper practices or researched some of our choices, but we are now far more knowledgeable in cultural appropriation and Indigenous authenticity.

Numeracy instruction has been a major frustration for teachers because of the wide range of needs of the students. We analyzed the data from our first term report card marks and the range of learner needs based on teacher judgment. The report card data did not meet the "range of learners" needs information. We looked deeper in a small group setting focusing on the expectations for students that are "developing" at their teaching level. We are working with Jennifer Whiffin to create a balanced numeracy program, which may include numeracy talks, use of manipulatives, a math station approach to better meet the diverse needs within each classroom, a back-to-basics foundational approach to learning skills such as math facts, incorporating technology, and when appropriate, utilizing workbooks or textbooks.

### Signatures

Title	Name	Signature	Date
Principal	Daren Fridge		June 30, 2022
Assistant Superintendent	Dr. Carey Chute		June 30, 2022

#### DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Lord Baden-Powell Elementary**

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