

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Baker Drive Elementary School

2024-2025



Intellectual Development

Goal: To increase independence with generating and expressing ideas through writing

Rationale:

A snapshot of both our term 1 and term 2 report card data in the 2023-24 school year shows that 66% of our student population are either proficient or extending with skills related to writing.

Planned Actions:

- 1) Complete a School Wide Write 2 times per year as a tool for identifying strengths and stretches with students writing competencies
- 2) Use professional development days, staff meetings and collaborative time to further improve staff pedagogy around teaching writing competencies
- 3) Intentionally celebrate student success through Recognition Assemblies, writer's workshops and published student work

Indicators of Success:

- 1) There is an increase in the percentage of students demonstrating proficient or extending with writing competencies
- 2) There is an increase in student engagement with generating and expressing ideas and using those ideas as part of the writing process. Teachers observe and evaluate student engagement using a Microsoft Forms Survey 3 times per year.
- 3) There is an increase in the amount of time students are able to independently participate in the writing process.

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 and collaboration time
- 3) Weekly staff bulletin and monthly community bulletin will focus on writing goal
- 4) PAC meeting updates
- 5) On-going communication between the classroom teacher and parent/guardian

Baker Drive 2023-24 Writing Proficiencies (Based on Report Card Data)

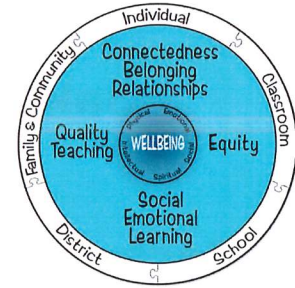
Proficiency	Emerging	Developing	Proficient	Extending
% of Students	6%	28%	58%	8%

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Improve student well-being by targeting pro-social behaviours. Specifically, data from the 2022-23 & 2023-24 MDI indicates that only 50% of students participate in actions that benefit others.

Planned Actions:

At the Classroom Level:

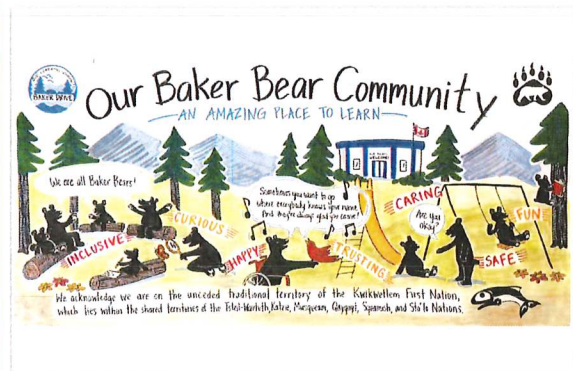
- Explicit universal teaching strategies around caring, sharing, helping and cooperating with others
- Emphasis on key pro-social behaviours as part of class charters, conferencing and reporting feedback and goals
- January and May student survey to measure growth around key pro-social attributes
- Dedicate professional development, staff meeting and collaboration time to reframe our thinking around self-regulation and student behaviour

Indicators of Success:

- Increase in awareness of the impact of stressors on student behaviour both in and outside of the classroom
- Increase in identifying student stressors and developing student specific supports to manage behaviour
- Decrease in the frequency of students demonstrating unexpected behaviour towards their peers
- Increase in the percentage of students indicating that they can participate in actions that benefit others (MDI and Survey Data)

School Community Engagement Process:

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



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Reflection

Over the past 2 years, Baker Drive's Intellectual Goal was to improve learner's proficiency with computational fluency and number sense. During the first few months of the school year, Baker Drive staff collected both qualitative and quantitative data to identify strengths and stretches. For number sense, teachers determined that only 10% of our student population were emerging. For computational literacy, about 16% of our student population were emerging. While our staff reflected and collaborated around additional strategies to support our students with their numeracy skills, we also identified common stretches in our student's literacy skills. Early in 2024, we allocated staff meeting time to further plan how best to identify and collect data that would identify both areas of strength and improvement with our student's literacy skills. Data indicated that an area of focus should be writing and we then began to organize a three-year plan for our K-5 population. This is how we ended-up with our new Intellectual Goal "To increase independence with generating and expressing ideas through writing".

For our Social Emotional Goal we continue to emphasize the importance of pro-social behaviour. We have recognized that additional work needs to be done as a staff and school community around self-regulation and recognizing the signs of stress, the impact of maladaptive behaviours and differentiating and identifying the difference between a stress response and misbehaviour. Ultimately, our students can provide us with examples of pro social behaviour but have difficulty putting those ideas into action, especially when they are under stress.

Indigenous Ways of Learning Goal: The idea of extending our understanding and connection to Indigenous cultures using the bear is still evolving. This year, we pivoted to spend some additional time developing personalized Indigenous Acknowledgments. We are looking forward to exploring this goal further next year.

Signatures

Title	Name	Signature	Date
Principal	Joe Jamieson		June 28, 2024
Assistant Superintendent			

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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 Nation 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) 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".
- 2) Students understanding of the significance of the bear to Coast Salish Nations and how it may differ in other Indigenous cultures throughout Canada.

School Community Engagement Process:

- 1) School Department Head position aligned with goal
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- 3) Class Reviews and the identification of targeted class goals
- 4) PAC Meeting Updates
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- 6) On-going communication between classroom teachers and parents/guardians

Coast Salish Bear - Artist Rob Cowie



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