

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

## Baker Drive Elementary

2022-2023



### Intellectual Development

Goal: Increase in learners proficient in computational fluency & number sense for real-world problems

#### Rationale:

Snapshot data on Gr. 4 FSA prior to 2021 and Gr. 2-5 performance assessments shows 30% of learners "emerging" on FSA and inconsistent consolidation and application of multiplicative thinking in a new situation vs. classroom performance.

#### Planned Actions:

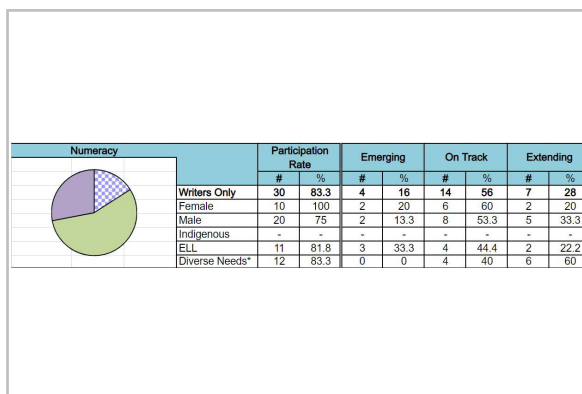
- 1.) Assessment planning tool: Pathway to Multiplicative Thinking K-5
- 2.) Continue District Collection Task Assessment in Fall and Late Spring, teacher-judgment mid-year, Late Spring classroom-based assessment
- 3.) Collection of student voice - through student survey and conversation
- 4.) Identification of "wonder" learners - small group boost interventions
- 5.) Collaboration with Numeracy Coordinator, piloting of problem sets

#### Indicators of Success:

- 1.) Increase in number of students demonstrating proficiency on classroom assessments
- 2.) Year over year increase in number of Grade 4 students "proficient" or "excelling" on FSA
- 3.) Increase in number of learners able to communicate about their numeracy learning growth through conferencing, report card goal setting, and student perspectives - What am I learning? Why does it matter? Where am I now? Where am I going? How am I getting there?

#### School Community Engagement Process:

- 1.) School leadership position aligned with goal
- 2.) Student voice - Fall/Spring/June
- 3.) Collaborative reflection and review in all goal areas at staff meetings/PD Days - aligned professional learning
- 4.) PAC Meeting Education Update
- 5.) e-communications to parent community
- 6.) Networking across schools via LWB mtgs.
- 7.) Class updates - Seesaw/Freshgrade
- 8.) Evidence of visible learning shared



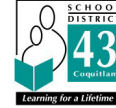
### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School:

**Baker Drive Elementary**

*Increasing Success in  
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## Human and Social Development

### Area of focus:

Improve student well-being by increasing number of adults students can name who care about them at school. MDI indicates and improving level of well-being -now 1% below SD43 average in "thriving" category, and now 82% strength in adult relationships (up from 77% and higher than SD43 average)

### Planned Actions:

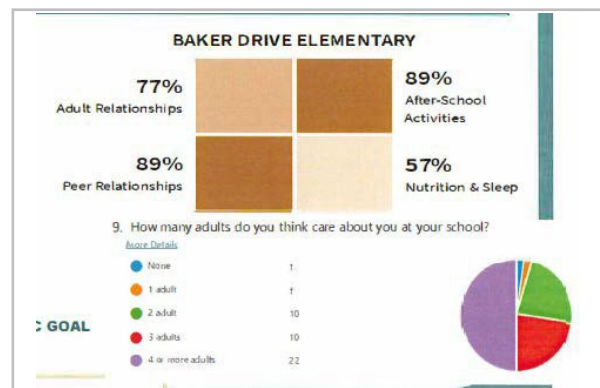
- 1.) collect student voice/street data re: adult care - looks like/soundslike/feels like - "Who Cares About Me?" "How Do I Know?"
  - Name the adults at Baker Drive who care about you?
- 2.) Restorative problem-solving & conflict resolution - maintain adult attachment
- 3.) Adults respond to behaviour as communication
- 4.) Tier 1 skills across classes
  - Ready-Set-Regulate, Executive Function, Worry Dragons, Talking Peace, Visual PEC systems of expected behaviours

### Indicators of Success:

- 1.) decrease in numbers of students indicating less than 2 adults who care about them at school (K-5)
- 2.) Increase in MDI data regarding indicators of THRIVING
- 3.) Decrease in number of parents indicating "no" or "don't know" regarding whether their child is learning to care for their mental health

### School Community Engagement Process:

- 1.) Formal teacher-leader position aligned with goal
- 2.) student data collection
- 3.) collaboration/review/update - monthly staff meetings
- 4.) Education Update - PAC Meetings
- 5.) Regular School/Home Communications
- 6.) Networking across schools - NOIIE
- 7.) Class Updates - Freshgrade etc.
- 8.) Visible evidence - via twitter @bakerdrivesd43 - video and photo



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

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## Indigenous Learners and Indigenous Ways of Learning

### Area of focus:

Increase the awareness and significance of First Peoples' Principles of Learning in relation to self, family, community, and the natural world, including a direct connection to the Kwikwetlem Nation.

### Planned Actions:

- 1.) Indigenous students and their families will continue to be the focus of equity scan questions and assured of full supports
- 2.) Explicitly and visibly teach and engage learners and families with FPPoL3.) Integrate FPPoL across learning experiences & embed in practice
- 4.) Intentional, focused collaboration with SD43 Indigenous Education Department
- 5.) Staff Meeting Collaboration, reflection, and data collection
- 6.) Visible Down River Language in and around school community
- 7.) Explicit and intentional about protocols & purpose of Land Acknowledgment

### Indicators of Success:

- 1.) Student Learning Survey completed by students and their families will reflect a reduction in "don't know" for questions regarding Indigenous teaching and learning.
- 2.) Learners will be able to respond to "What am I learning" and "Why is it important" regarding this focus

### School Community Engagement Process:

- 1.) Indigenous Learning and Environmental Stewardship DH
- 2.) Student survey/conference in Fall
- 3.) Collaborative review/update/sharing in goal area each staff meeting/aligned professional learning
- 4.) Education Update during monthly PAC Meeting Parent Ed.
- 5.) Monthly school and classroom communications
- 6.) Networking with SD43 schools and province through NOII
- 7.) Class updates; Freshgrade/See-Saw
- 8.) Share visible evidence via Twitter @bakerdrivesd43, video and photo data



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

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## Baker Drive Elementary

### Reflection

GOAL #1: Prior to 2020 a data scan determined that numeracy learning was a relative weakness. Since then there has been a focus on using research based instructional practices focused on the development of multiplicative thinking. A relationship has been developed between the school staff, students and Learning Services to ensure most up-to-date numeracy pedagogy. Resources were provided by the District and instructional coaching provided to all teachers. The numeracy strategies identified in the Pathway to Multiplicative Thinking provided common language for the assessment and instruction cycle. Initial report card data and external FSA and MDI data indicates increased numeracy learning. This being the first year of this cycle - this data will be analyzed for it's story to inform instruction next year. Learner disposition towards numeracy/Math - student perspectives and core competency self-assessments - indicate that overall Baker Drive learners are positive and excited to learn "math." Questions moving forward include "which learners are not experiencing as much growth and why?" "Is the application of our practices equitable. "Which strategies on the pathway do we need to pay particular attention to at primary and intermediate levels?"

GOAL #2: Baker Drive is an outdoor learning and environmental stewardship community. Explicitly connecting this learning to the ancestors whose land we occupy while directly teaching our learners about these nations and their language has been our focus this year - particularly the Kwikwetlem Nation and hənqəminəm language - Learning Surveys and conferencing indicates students can answer "What am I learning and Why is it important." All teachers now use talking circles with authentic protocols. The School Leader in this area connects FPPoL when creating school-wide learning opportunities. Next year the plan is to explicitly notice/name/nurture the FPPoL.

Goal #3: Student learning surveys, MDI data, and conferencing has shown an increase in students able to name more than 2 adults who care about them at school, Attachment based Self-regulation strategies have increased student skills and willingness to participate in restorative practices. Practices across

### Signatures

Title	Name	Signature	Date
Principal	Jill Reid	<i>Jill Reid</i>	June 24, 2022
Assistant Superintendent	Gerald Shong	<i>Gerald Shong</i>	July 5, 2022

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