






# Action Plan for Learning

	<b>School Name: Baker Drive</b>
	<b>School Goal: Social Emotional Learning</b>
	<b>School Year: 2019 – 2020</b>

<b>Goal / Inquiry</b> Student learning	<ol style="list-style-type: none"> <li>SEL: How will fostering self-awareness enhance our sense of community?</li> <li>Numeracy: How can we develop basic computational fluency, with a focus flexible thinking, in our k – 5 learners?</li> </ol>
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<b>Rationale</b> 1-3 reasons for choosing goal	<ol style="list-style-type: none"> <li> <p>SEL Inquiry Rationale: Last year’s goals, assessed learners using the two qualities of the five Heart-Mind Wellbeing that were identified in year one as being the most challenging and areas of growth for our learners. (detailed below in Backup Documentation).</p> <p>Results from the Parent survey indicates that there has been some growth in the past year, but these areas continues to be challenging for some of our learners. (Parent participation represented 25% of the learning population as opposed to 65% last year)</p> <ul style="list-style-type: none"> <li>In the well-being quality of being <i>Secure and Calm</i>, (the ability to take part in new activities without being overwhelmed with anxiety) the percentage of learners requiring occasional guidance or direct support has reduced from 44% to 31%; and</li> <li>In the well-being quality of being <i>Alert and Engaged</i>, (the ability to stay calm, focused and alert and be able to slow down and think before acting) the percentage of learners requiring occasional guidance or direct support has reduced from 53% to 27%.</li> </ul> <p>This year’s MDI results indicate areas of Baker Drive learners are slightly lower than the district average in the Well-Being Index and also lower than the district average in the Asset Index quadrants of <i>Adult and Peer Relationships</i> (link to full MDI report below). The learners reported lower than district average in several of the social and emotional skills areas measured by the report.</p> </li> <li> <p>Numeracy Inquiry Rationale: this is a new inquiry for our school since the revised curriculum has been implemented. (the following data is below in Backup Documentation).</p> <ul style="list-style-type: none"> <li>Data gathered from our learner’s formal report cards indicate that roughly 20% of our intermediate learners are developing in the area of numeracy by the June reporting period. At the primary level, 12% are demonstrating developing or emerging numeracy skills.</li> <li>Our FSA data indicates that that between literacy and numeracy, numeracy is the area for our focus.</li> </ul> </li> </ol>
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<p><b>References and sources to support actions</b></p>	<p>1. SEL Inquiry Strategies to support: On-going classroom and school focus on growth mindset, self-regulation, daily community time, house teams, notice – name-&amp;- nurture, whisper &amp; walk in the halls.</p> <p>SEL References:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fish! Philosophy</a> – Charthouse Learning</li> <li>• <a href="#">Talking Peace: Restorative Action in Elementary Schools</a> – Fraser Region Community Justice Association</li> <li>• <a href="#">Social Emotional Health</a> – Momentous Institute Model</li> <li>• <a href="#">Zones of Regulation</a> – by Leah Kuypers; Social Thinking Inc.</li> <li>• <a href="#">R.U.L.E.R. Approach</a> - Yale Center for Emotional Intelligence</li> <li>• <a href="#">Kids in the Know</a> – Canadian Centre for Child Protection</li> <li>• <a href="#">Heart-Mind Online</a> – Dalai Lama Center for Peace and Education</li> <li>• <a href="#">The Six Cedar Trees</a> by Landahl &amp; Aleck</li> </ul> <p>2. Numeracy Inquiry Strategies to support: On-going classroom focus and intentionally providing opportunities for hands-on experiences, regular rote memorization practice of math facts, develop and expand math vocabulary, number talks.</p> <p>Numeracy References:</p> <ul style="list-style-type: none"> <li>• District numeracy lab</li> <li>• District numeracy learning support teachers and mentors.</li> </ul>
<p><b>Backup Documentation</b></p>	<p>Data collected:</p> <ul style="list-style-type: none"> <li>• Parent assessment in the following three areas of the Heart-Mind Online Resources from the Dalai Lama Center for Peace Education: being secure and calm and being alert and engaged.</li> </ul> <div style="text-align: center;">   </div> <p>Heart-Mind%20Quali MDI-SchReport-2018 ies%20results%20-%20-19-SD43-BakerDrive</p> <div style="text-align: center;">    </div> <p>Proviency%20Scale Report%20Card%20 2019%20FSA%20Nu %20.docx Data%20-%20Numer. meracy%20.docx</p>
<p><b>Planned Actions</b></p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p>1. SEL Continued Practices:</p> <ul style="list-style-type: none"> <li>• Fish! Philosophy – school-wide program that provides common language for all learners and positive life-long approach to life and interacting with others</li> <li>• Notice, Name and Nurture – positive interactions, behaviours, efforts etc.</li> <li>• Feelings Word Curriculum - stories and activities focused on understanding the meaning of feeling words <b>and</b> coordinated with a monthly theme and connected to the Six Cedars or aspect of the Fish Philosophy!.- delivered school-wide by Library Support Teachers.</li> <li>• Zones of Regulation</li> <li>• R.U.L.E.R. - Mood Meter</li> <li>• Restorative approach when dealing with unexpected behavior</li> <li>• Levelled Behaviour Support System</li> <li>• Talking Peace – Restorative problem-solving lessons for elementary children – delivered school-wide through Library or Super-blocks.</li> </ul>

	<p>SEL Continued: New Practices:</p> <ul style="list-style-type: none"> <li>• School-wide Charter (information gathered from 2 years of student feedback and problem-solving sessions.)</li> <li>• participation in the district School and Student Wellness Team training</li> </ul> <p>Staff Development and Collaboration:</p> <ul style="list-style-type: none"> <li>• Reflective practitioner exercises during staff meetings and professional development days</li> <li>• Participation in the district's School &amp; Student Wellness Team training.</li> </ul> <p>Involve Parents:</p> <ul style="list-style-type: none"> <li>• Parent education through newsletters &amp; PAC meetings</li> <li>• Family connection to the school-wide charter document</li> </ul> <p>Involve Learners:</p> <ul style="list-style-type: none"> <li>• Feelings Word Curriculum</li> <li>• Talking Peace Program</li> <li>• Opportunities to practice &amp; strengthen self-awareness skills: gratitude, optimism, grit &amp; resilience</li> </ul> <p>Monitor Progress / Adjust Actions:</p> <ul style="list-style-type: none"> <li>• Self-Assessment for learners through the core competencies</li> <li>• Anecdotal evidence (teachers, parents, &amp; learners)</li> </ul>
<b>Backup Documentation</b>	<ul style="list-style-type: none"> <li>• Anecdotal evidence (teachers, parents, students)</li> <li>• student reflection</li> <li>• Office referrals</li> <li>• Attendance records</li> <li>• School and district data collection</li> </ul>

<p><b>Planned Actions</b> Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p><b>2. Numeracy Continued Practices:</b></p> <ul style="list-style-type: none"> <li>• Continue working with the curricular competencies</li> </ul> <p>New Practices:</p> <ul style="list-style-type: none"> <li>• Numeracy department head</li> <li>• Explore current resources on hands-on manipulatives required for each division</li> </ul> <p>Staff Development and Collaboration:</p> <ul style="list-style-type: none"> <li>• Sharing of successful practices and strategies</li> <li>• Group assessment /marking session</li> </ul> <p>Involve Parents:</p> <ul style="list-style-type: none"> <li>• Parent education through newsletters &amp; PAC meetings</li> </ul> <p>Involve Learners:</p> <ul style="list-style-type: none"> <li>• Numeracy journals</li> <li>• Hands-on materials for skill based problem solving</li> <li>• Number talks</li> <li>• Math fact practice</li> </ul> <p>Monitor Progress / Adjust Actions:</p> <ul style="list-style-type: none"> <li>• Anecdotal evidence (teachers, parents, &amp; learners)</li> </ul>
<b>Backup Documentation</b>	<ul style="list-style-type: none"> <li>• Anecdotal evidence (teachers, parents, students)</li> <li>• student reflection</li> <li>• School and district data collection</li> </ul>

Figure 1

**What can I do?**  
(Problem solving wheel)  
Provides visual of peaceful problem solving strategies on the playground



Figure 2

**Kindergarten Class:**  
meeting with MP Ron McKinnon and asking some tough questions. Personal and Social Core Competencies – Personal Awareness and Responsibility Profile.



Figure 4 - Word of the Week &



word of the week.pdf



APL & PS picture books.docx

Figure 3

**Playground games:**  
Multi-aged players working to strategize & communicate together. Core Competencies - Thinking & Communication competencies.



**School Community Engagement Process**

- How did you engage parents, teachers, students & support staff in developing your APL?
- How did you share your APL goals with parents, teachers, students & support staff?

The teachers were continuously in discussion throughout the year. Reflective practitioner activities are planned for each staff meeting following the Onward resource. In February the staff reviewed the APL goal and its continuing and planned practices. Resources were highlighted for teachers and educational assistants. Information was shared with parents through the newsletter and principal's report at the September Parent Advisory Committee meetings.

Each week we had a *Feelings Word of the Week* at time closely related to events that were happening in our school community. Each class was introduced to the word through story and discussion in the library from the beginning of the year. The RULER definitions continued to define the Word of the Week morning announcements, teachers were encouraged to include the word in writing activities.



**Figure 5 – PAC Meetings Principal's Reports**

September – introduction of the APL goal and planned supports

b) February – review of the APL goal and our references and resources

c) April – Introduction of OEN, Baker Drive's spirit bear. (HI OEN- is an acronym for the 5 steps in peaceful problem solving from the Talking Peace program



a) September:

**What's Happening Baker Drive**

Supporting our APL goal:

- Self Reg skills
- Increase SE vocabulary
- Solving problems peacefully
- Self - reflection / Core competencies
- Foundational skills in all academic areas
- Literacy
- Numeracy
- Technology

b) February

**Social Emotional Learning**

Our school SEL goal:

- Momentous Institute
- Heart – Mind Well Being
- CASEL - Collaborative for Academic, Social and Emotional Learning

c) April

**Talking Peace**  
Restorative Actions Lessons  
(Introducing our Spirit Bear)  
**HI OEN**

- H**urt Alert - Who/What has been harmed?; ...needs to be taken care of now?
- I**nvide and Involve - Who needs to be involved in repairing the harm?
- O**wn your actions - Being responsible for your part in the situation
- E**ffect on others - What effect has this had on others?
- N**ext time - What can you do to prevent this from happening again?

**Reflection Highlights**

- Where are we now?
- What are some patterns emerging?
- What surprised you?
- What conclusions / inferences might you draw?
- How does this inform potential next steps?

Where are we now & how does this inform potential next steps?

- The Baker Drive community is committed to the Fish! Philosophy as it's common principles and life-long behaviours of: Be Present, Choose your Attitude, Play and Make their Day. In classroom, teachers use other SEL programs that directly teach social-emotional curriculum and self-regulation. Upon reflection, staff acknowledges that the discontinuation of our daily "Power-up" activities in the gym, coupled with being a dual track school, has made the progress slower than expected.
- Many learners have deepened their understanding their emotions and articulate how they are feeling very well. We feel we need to help them understand others feelings as well. We would like to continue focus on the SEL with self-awareness and the sub-skills of gratitude, optimism, grit & resilience. We continue to encourage our learners' abilities to use known strategies to successfully self-regulate.
- We would also like to examine the charity work that the school is doing and explore activities for the learners that will expand their opportunities to demonstrate understanding of others and empathy.
- Literacy is always a focus in schools and will remain so. We are hoping to improve student learning through social emotional learning focusing on the foundational step of self-regulation.

**What surprised you?**

- We were surprised that despite the efforts to bring the neighborhood and district program learners together, they continued to separate themselves during free play-time. There were a few occasions in June when a few games included several classes.

**What conclusions / inferences might you draw?**

- Baker Drive has been a dual track school for several years now, however, the learners continue to segregate themselves. More work needs to be done to bring the community together. In September the staff will be discussing how to provide opportunities for the learners to work and play together.

Backup Documentation

**Literacy Data**

Attach the following:

- Classroom Assessment
- School Assessment
- FSA results



June 2019 - District / Classroom Based Assessment Data not available at this time.



June%20Reporting% 2019%20FSA%20Lite  
20Literacy.docx racy.docx

# Signatures

<b>School Name:</b> Baker Drive Elementary	<b>School Goals:</b> Social Emotional Learning Numeracy	<b>School Year:</b> 2019 - 2020
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Title	Name	Signature
Principal	Margaret Mary Deck	
Assistant Superintendent	Gerald Shong	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	
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