

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Blakeburn Elementary



2021-2022

Intellectual Development

Goal: 3 year goal- Reading Comprehension– to increase the reading comprehension at all grades this year with a focus on the students who are emerging and developing.

Rationale: Reading comprehension is essential in all curricular areas including numeracy. When looking at the data from the FSA it showed that Blakeburn had a high percentage, 84-95%, of our students who are on track over the last two years however there is a percentage that are emerging or developing. Our belief is that if students have better comprehension of material they can focus on gaining understanding of the content and have higher success in all curricular areas. We have a strong writing for excellence program which shows in our writing scores. We are going to focus on the reading comprehension of our students through directed work with our student services as well as the classroom teachers. We will focus on the emerging/developing students to try to get them to proficient level, while still supporting the bulk of students who are on track or extending.

Planned Actions:

We will do two reading comprehension assessments using the districts CBA assessment (ERPRA/DART) for all students in the school. We will do one in September and one in April. This comparison will show the progress we have made over the course of the year working towards our goal.

During the year we will use (Words Their Way, Lexia, Core 5, Adrienne Gear, Simbi, Raz Kids etc– we will focus which items to use based on what the assessment shows as deficit in the fall) in the classroom and resource room to focus on students reading comprehension while continuing our work with writing as we have in past years.

Indicators of Success:

Grade level improvement of students in reading comprehension over the three years. For students at the upper level it may mean maintaining their success, for those in the emerging/developing range it may be different for each student as they will each have their own starting and ending point. I.e emerging to developing or developing to proficient.

School Community Engagement Process:

Staff– ProD in September

- 2 assessments in Sept/April
- daily reading comprehension work
- student services support
- staff meetings– monthly topic/updates/ProD

Students - assessments

- daily work

PAC

- review/support APL goals
- funds for resources
- weekly emails



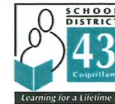
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus: Growth Mindset - Using information from the MDI(gr 5) and student learning survey(gr 4) as well as feedback from school staff we have found that while students feel that the adults in the building care for them and support them there is still a disconnect with the way students feel about themselves and their ability to take responsibility for their own actions and learning.

At the school we have many students whose socio-emotional wellbeing is something they struggle with. Anxiety issues are high and we have many behavior issues related to dysregulation. We would like to work on having our students take responsibility and ownership for their success and their actions.

Planned Actions: For the 2021-2022 school year Student Services have assigned all students to tiers for learning support using the RTI planning triangle (designations, behavior, SEL, learning needs) This percentage of the student population is very high, with 22-53% having needs based on grade level. Having such a high percentage of our students with needs shows that it is imperative to give them the tools needed to regulate their behaviors and learning.

Our school code of conduct -Take Care of Yourself, Take Care of This Place and Take Care of Others embodies the Growth Mindset and we want to reinforce this by using the MindUp program. We will have district staff do ProD in September and again in January for the program and teachers will use this throughout the school. This tool will help students understand their role in being regulated and give them tools to help create a growth mindset.

As well the Everyday Anxiety Strategies for Educators (EASE) program will help give teachers strategies to help with student's anxiety and give them tools to regulate themselves. Professional learning to support this program will be provided to staff and the district has provided resources (and we will purchase more if needed)

These tools will be used this year and then going into the next two years we will focus more specifically on overt Growth Mindset resources to help students.

Indicators of Success:

Student survey - done in the fall and again in spring. Focus on how they feel at school (anxiety, taking responsibility for their behavior and learning and connectedness to the community). A decrease in anxiety and increase in their feelings of resilience and ownership of their successes and understanding of their actions and behaviors would show that the programs that we have done are beneficial.

School Community Engagement Process

Staff -ProD in September with district staff—MindUp program
-Check in ProD with district staff—in January
-Staff meeting check ins— review of lessons that staff have completed.

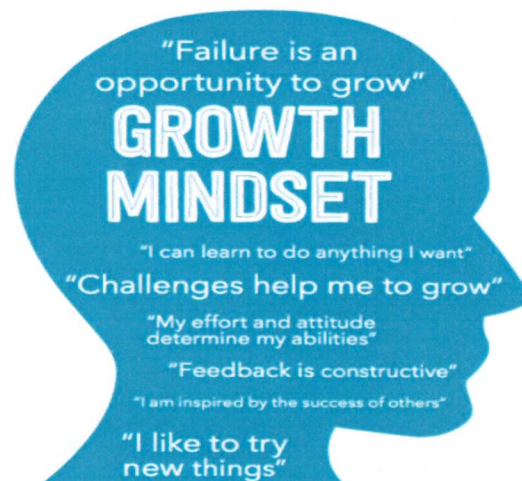
-EASE ProD—3 hrs online/district resources

Students - use of MindUp chime/strategies in class

-use of EASE resources

PAC - Weekly emails— info about MindUp lessons/EASE

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

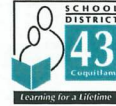


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Indigenous Learners and Indigenous Ways of Learning

Area of focus: First Peoples (Indigenous) Principles of Learning - # 1 *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* As we work towards truth and reconciliation and owning the past actions of how Indigenous people have been treated we need to embrace and celebrate their culture and their way of thinking. The first principle exemplifies much of the core competencies of our curriculum and we can also embed it in the daily academic curriculum that we do creating an understanding and awareness of who the first peoples are and the events that have shaped them.

Planned Actions:

Resources– use the resources we have in the school and increase the books and other items in order to ensure that all students have access. Utilize the indigenous education staff and resources. Involve Indigenous youth worker in classroom and school wide initiatives. We will be rebranding the school with a new logo/totem animal and hope to involve an indigenous artist from the Kwikwetlem nation.

Have Artstarts performances featuring indigenous performers (We are booking Flight of the Hummingbird by Michael Yahguanaas - performed by Vancouver Opera and V’ni Dansi Metis dance Workshop where small groups will interact and learn from the performers directly).

We plan to honor Truth and Reconciliation through an Orange Shirt Day Assembly, work in classrooms throughout the year and celebrating National Indigenous History Month in June and National Indigenous People’s Day on June 21.

Indicators of Success:

Participation in Orange Shirt Day Assembly– whole school

Create and unveil a new logo with indigenous art and choose a totem animal for the school

Amount of involvement in the classroom of indigenous youth worker, indigenous district staff and the Kwikwetlem first nation community .

School Community Engagement Process

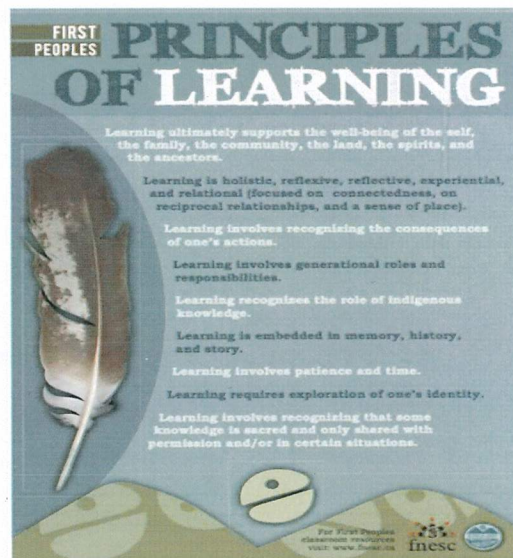
Orange Shirt Day assembly and recognition– Truth and Reconciliation

Students and Staff– gather information from them on which totem animal they would like to use for the school and what the Blakeburn community means to them.

PAC/parents community– gather information on what the Blakeburn community means to them and incorporate this in the logo/choice of totem animal

Indigenous Community - engage members of the District staff, Kwikwetlem first nation in classroom activities, celebrations, use of indigenous art and language in logo.

On National Indigenous People’s Day invite the community to celebrate together in a gathering.



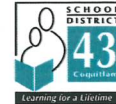
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Our school is going into year one of our goal and we will reassess in the spring of 2022. To choose our initial goals we engaged in conversation around what we wanted as a focus for the school. As the school principal my hunch was to focus on STEAM as our overall scores for writing/numeracy/reading comprehension were very good and STEAM is a worldwide focus in education with so many technological advances happening.

Intellectual Development- After a focused conversation with our APL committee they saw reading comprehension as the most important curricular area and wanted to focus on this goal area. Their rationale for this is that if the students can comprehend at a high level, their understanding of any subject area increases.

Human and Social Development- The pressures of COVID 19 upon our community have shown increased anxiety and overall heightened levels of dysregulation. Using district advocated programs such as MindUp and EASE will help our students (and staff) reset as we come out of a tumultuous year.

Indigenous Learners and Indigenous Ways of Learning- In looking at the world and all that is happening with indigenous and marginalized peoples, by having the 1st Peoples Principle of Learning #1 *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors* be a focus to inform all that we do in all classes, in all curricular areas and celebrate them in our community was a natural choice. This also connects with the Human and Social Development goal of taking care of the wellness of our community.

We will use the 2 reading comprehension assessments, the student survey in the fall and spring as well as data from the FSA/MDI, and Provincial student learning survey to assess if the work we do has an impact.

As we move forward through the year we will keep in mind

- Some areas that worked well are;
- Some areas that we need to re think are;
- Some things we noticed are;
- How has the cross cutting theme of indigenous education has been effective for our community;

Signatures

Title	Name	Signature	Date
Principal	Michele Reid		June 29/21
Assistant Superintendent	Gerald Shong		

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