

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

**Lord Baden-Powell**

**2025-2026**



### Intellectual Development

**Goal:** Develop foundational skills to support Literacy. (Prim-Reading; Int-Writing)

**Rationale:**

Range of learner needs has widened, making instructional delivery challenging; reading and writing are a cornerstone to success in all subject areas.

**Planned Actions:**

- working with our street and satellite data to adjust our practice to support learners
- consistent common Reading time for all classes (family reading in primary and SSR in intermediate grades)
- some of the classes/teachers participate in offerings from the District Literacy Resource Team

**Indicators of Success:**

Learning Update trends will be used, especially from Term 1 to Term 3.

Reduction in the percentage of students' FSA test scores with students "Emerging" in Literacy. (In 2025 FSA results for Grade 4's, over 50% were "Emerging")

**School Community Engagement Process:**

Newsletters, email, planner messages, Seesaw platform to share learning opportunities and successes with parents.

Invitations to families to attend reading times.

Assessments sent home to parents.

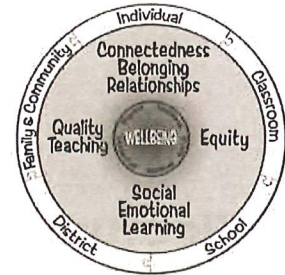


**DIRECTIONS 2025: ACTION PLAN FOR LEARNING  
STRATEGIC GOAL #1**

School: **Lord Baden-Powell**

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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, to support emotional and academic success. Staff recognize a need for support in conflict resolution as well.

#### Planned Actions:

- "Soft Start" mornings for the entire school to decrease student anxiety about arriving late, and allowing students time to calm before learning.
- take advantage of teachable moments about social norms/expectations in classes and in smaller social groups (turn-taking, fair play, helping others)
- common language for conflict resolution between students; ideally without staff involvement
- ensure the value of brain breaks, body movement and meeting sensory needs are a focus 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") Students are now on the District average, but an increase is desired.
- An improvement in Student Learning Survey results when prompted "2 or more adults care about them" Students responded above the District average to this.
- Students can manage conflict resolution on their own throughout the day in different environments, and students can identify their triggers and state of alertness as required.
- Anecdotal evidence from teachers and support staff indicates this is happening

#### School Community Engagement Process:

Daily announcements with consistent messaging of BEARS acronym: Brave, Empathetic, Active, Respectful, Safe

Class Charters of conduct and beliefs for all divisions, displayed prominently

School-wide and grade-wide assemblies for more student voice

**BRAVE**  
**EMPATHETIC**  
**ACTIVE**  
**RESPECTFUL**  
**SAFE**

## 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, and identifying which of the principles need more consideration.

#### Planned Actions:

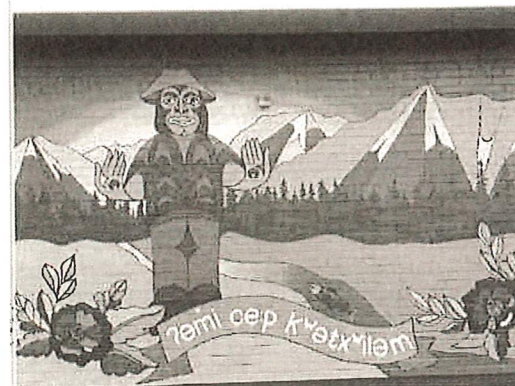
- Intentional consideration of FPPL in our planning
- Curriculum mapping; age-appropriate teaching of residential schools and the history of Indigenous Peoples in Canada
- Orange Shirt Day Assembly in September or October
- Recognition of Indigenous Peoples' Day in June
- Class charters created with a focus on community building
- bringing in more Indigenous "experts" to share in their culture and traditions
- Continued development of our Indigenous-inspired outdoor learning space

#### Indicators of Success:

- Improvement in Indigenous Students Living Off Reserve feeling there are "2 or more adults who care about them" (The rate continues to be above District average)
- Staff are consistent in connecting their instructional practice with FPPL
- more Indigenous educators in classes (e.g: "Story time with Graunty")

#### School Community Engagement Process:

- Creating opportunities to connect with our Indigenous families, elders and teachers (classroom teachers make good use of available speakers and presenters)
- Making connections to our land and the environment using our outdoor learning space
- Cross-curricular learning that connects with STEAM and has roots in nature
- Nature walks in our community



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

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## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



**Lord Baden-Powell**

### Reflection

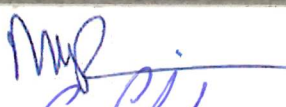


In my third year at LBP, I continue to see what a fabulous community this is-students, families and staff work well together. They are generous in their help of others and support of one another.

I have been intrigued by the number of students at LBP who need consistent support with their social-emotional needs and some who can get dysregulated quite often. The most impressive thing is how our support team -classroom teachers, Learning Support teachers, EA's, Indigenous Youth Worker, etc. all approach each child with the same calm, consistent tone and language to help them with what best supports their needs. It is important to continue a school-wide focus for universal language when helping students who are dysregulated or in conflict. Our First Week activities will have an SEL focus that develop connectedness, empathy and self-esteem, including an emphasis on being "BEARS" (Brave, Empathetic, Active, Respectful and Safe).

As a school, we continue to navigate our way with Indigenous teaching and learning as core values. I see in all classrooms an intentionality around addressing issues of cultural appropriation and Indigenous authenticity. Involving community Indigenous members and instructors from SD43's Indigenous Education department is really helping enrich the experience of our learners. I continue to be impressed with how many teachers have scheduled Indigenous presenters and educators in their classrooms.

While Numeracy instruction will continue to be a core focus, our staff and community have voiced concern over the importance of Literacy as an umbrella to all other subject areas. Staff will continue to discuss the need for focus on numeracy but a shift to Literacy will be a priority, especially with our increasing ELL population. That will be a focus of staff meetings, Pro D, etc. in the 2025-26 school year.

### Signatures

Title	Name	Signature	Date
Principal	Mike Parkins		June 30, 2025
Assistant Superintendent			June 30/25

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