

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Baker Drive

2026-2027



Intellectual Development

Goal: To increase student proficiency with use of writing conventions

Rationale:

A snapshot from our reporting data, school-wide literacy activity and FSA results for the 2025-26 school year indicates that 70% of our students at the grade 4 and 5 level are proficient or extending with skills related to writing.

Planned Actions:

- 1) Complete a School Wide Literacy Activity 2 times/year as a tool for identifying strengths and stretches with students' writing conventions
- 2) Continue to collect and review data from assessed student work
- 2) Use professional development days, staff meetings and collaborative times to further improve staff pedagogy around specific 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 using writing conventions independently as part of the writing process.
- 2) There is a decrease in the number of students demonstrating stretches with the use of conventions at the grade 4 and 5 level where there is currently a higher % of students with literacy skills that are emerging and developing.
- 3) There is an overall improvement in the clarity and quality of writing created by students across all grade levels

School Community Engagement Process:

- 1) School Department Head positions (Primary and Intermediate) responsibilities aligned with goal
- 2) Collaborative reflection and planning of all APL goals at staff meetings, Pro-D and collaboration time
- 3) Weekly staff bulletin and monthly community bulletin highlight student strengths and stretches
- 4) On-going communication between the classroom teacher, student and parent/guardian
- 5) PAC meeting updates

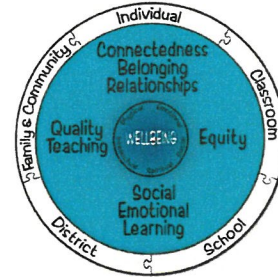
Grades K-3				
	EMG	DEV	PRF	EXT
Writing	15%	12%	46%	27%
Writing	4%	46%	25%	21%
Writing	10%	24%	54%	12%
Writing	3%	21%	74%	3%
Avg	8%	26%	50%	16%
Grades 4-5				
Avg	5%	26%	60%	10%

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: Baker Drive

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Life for All*

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Human and Social Development

Area of focus:

Improve student well-being by targeting strategies to improve student short-term self-regulation and impulse control. Specifically, the 2025-26 MDI, identified 57% of grade 4 students rated themselves as low/medium with self-regulation.

Planned Actions:

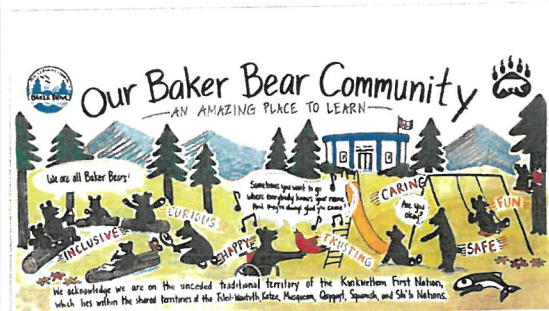
- Teaching explicit universal strategies around Zones of Regulation, feeling charts, calming strategies on a daily basis
- Use targeted small group instruction to practice turn-taking, problem solving and emotion identification
- January and May student survey to measure growth of student self-regulation skills
- Dedicate professional development, staff meeting and collaboration time to re-frame staff thinking around self-regulation and the connection to unexpected behaviour
- Incorporate the FPPoL as part of the teaching and restorative process

Indicators of Success:

- Increase in the percentage of students reporting and/or demonstrating expected reactions to a stressful event.
- Increase in staff awareness staff of the impact of stressors on student behaviour both in and outside of the classroom
- Increase in identifying student stressors around peer relationships and developing universal and targeted interventions to manage behaviour and repair relationships
- Decrease in the frequency of students demonstrating repetitive unexpected behaviour towards their peers

School Community Engagement Process:

- School Department Head positions (Primary, Intermediate and Pro Social) responsibilities aligned with goal
- Collaborative reflection and planning of all APL goals at staff meetings, Pro-D and collaboration time
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- On-going communication between the classroom teacher, student and parent/guardian
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DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

To incorporate the FPPoL Principles with a focus on promoting collaborative learning opportunities that emphasize reciprocal relationships, respect for diverse perspectives and a sense of place.

Planned Actions:

- Explicitly and visibly teach and engage learners and families with FPPoL and tie-in our Bear Essentials school slogan
- Integrate FPPoL across all learning experiences & embed within the planned actions of our Human and Social Development APL goal.
- Use staff meetings, Professional Development and Collaboration Time to reflect, share and plan strategies for supporting student understanding of the FPPoL

Indicators of Success:

- Students are able to recall, understand and apply key vocabulary from the FPPoL
- An increase in the % of Students demonstrating mutual respect and support, effective communication skills and reciprocity in actions during collaborative learning opportunities.
- An increase in the frequency of Indigenous perspectives incorporated into all areas of academic learning.

School Community Engagement Process:

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- 4) On-going communication between the classroom teacher, student and parent/guardian
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DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Term 3 (2025-26) Language Arts Proficiencies				
Grade Level	Proficiency Level - %			
Kindergarten	EMG	DEV	PRF	EXT
Listening	4%	15%	77%	4%
Speaking	4%	23%	73%	0
Writing	15%	12%	46%	27%
Reading	15%	8%	50%	27%
Avg	10%	15%	62%	15%
Grade Level	Proficiency Level - %			
Grade 1	EMG	DEV	PRF	EXT
Listening	4%	18%	79%	0
Speaking	4%	14%	68%	11%
Writing	4%	46%	25%	21%
Reading	4%	50%	18%	29%
Avg	4%	32%	48%	20%
Grade Level	Proficiency Level - %			
Grade 2	EMG	DEV	PRF	EXT
Listening	2%	20%	78%	0
Speaking	2%	4%	94%	0
Writing	10%	24%	54%	12%
Reading	10%	17%	46%	24%
Avg	6%	16%	68%	10%
Grade Level	Proficiency Level - %			
Grade 3	EMG	DEV	PRF	EXT
Listening	3%	5%	89%	3%
Speaking	3%	5%	92%	0
Writing	3%	21%	74%	3%
Reading	3%	8%	82%	8%
Avg	0%	15%	79%	6%
Grade Level	Proficiency Level - %			
Grade 4 -	EMG	DEV	PRF	EXT
Avg	0	42%	54%	4%

Signatures

Title	Name	Signature	Date
Principal	Renee Mazzucco		July 1, 2026
Assistant Superintendent	Anthony Cioffitta		July 30, 2026

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