Action Plan for Learning

School Name: Aspenwood Elementary

School Context Link:

School Goal:
1) **Critical Thinking in Numeracy**

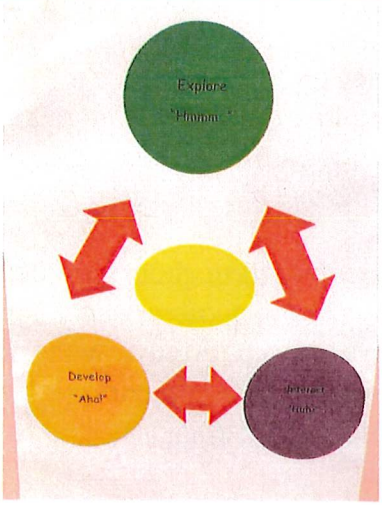
School Year: 2021-2022

Goal / Inquiry Student learning	This year we will continue to strive to create an inclusionary model underpinned by reflective and responsive pedagogy. Our aspiration is to become increasingly intentional with nurturing and assessing the curricular competencies, specifically in numeracy. Our goal for our learners is to cultivate higher-level conceptual understanding and to foster deeper, transformational, and transferable learning. The following question will guide our inquiry: 1) In numeracy, how can we support deeper learning through concept-based and competency-driven approaches? How can we nurture critical thinking in math?

Rationale 1-3 reasons for choosing goal	• With the revised curriculum in place, we strive to make pedagogical shifts towards a concept-based, competency-driven approach to learning • Our goal is for students to develop conceptual understanding in numeracy and foster critical thinking in numeracy

References and sources to support actions	• Jennifer Whiffin will be continuing to support our school • Powerful Understanding; Adrienne Gear • Number Sense Routines; Jessica Shumway • Number Talks: whole number computation; Sherry Parrish
Backup Documentation	https://curriculum.gov.bc.ca/curriculum/mathematics https://curriculum.gov.bc.ca/competencies/thinking/critical-and-reflective-thinking Jennifer Whiffen Resources: https://web.microsoftstream.com/video/7ba8730b-b54d-41c9-a7b8-efbd5765f465 https://web.microsoftstream.com/video/77895aef-1e7e-4212-b23d-b9823ed0f183 https://web.microsoftstream.com/video/77895aef-1e7e-4212-b23d-b9823ed0f183

Planned Actions Continuing practices working well (1-3) • What will we do differently? (1-3) • How will we provide for staff development and collaboration? • How will we involve parents? • How will we involve students? • How will we monitor progress and adjust actions?	**Continuing Practices** <u>*Inclusion Goal*</u> • Early intervention supports for struggling learners, *Class Review* model and a flexible learning support system that adapts/changes based upon on-going assessment of student development and needs. Hopefully, we will increase our ability to target effective responses by having a dynamic versus static model based on students needs. • Create a Student Services team model where student services teachers are assigned to classes instead of students. We want to shift to a co-teaching model where the student services teacher and classroom teacher work together to support *ALL* learners. We believe that when intervention is focused on classroom support it improves each student's ability and opportunity to learn effectively in the classroom. • Co-teaching Models we want to try, include: -1 teach, 1 support -parallel groups -station teaching -1 small group, 1 small group -teaming • Student Services Team is a part of Shelley Moore's new IEP template focus group. **What we will do differently?** We feel we have successfully implemented our inclusionary goal over the past three years; therefore, we are now shifting to a single focus on numeracy for the 2020-2021 school year. Two years ago, our learners developed key critical thinking skills in the humanities such as distinguishing fact from opinion, seeking multiple perspectives, recognizing assumptions, evaluating arguments, and balancing logic and emotion. During the 2018-2019 school year we developed a common language as a school around critical thinking. This picture was observable in all classrooms:



We are now focusing on developing critical thinking in numeracy. Our goal is for students to develop conceptual understanding in mathematics. Specifically, we will focus on developing critical thinking in numeracy. We aim to create numeracy lessons that support student driven critical thinking where students are engaged in inquiry-based and problem-based learning. Our aim is for learners to develop numeracy skills that are transferable and applicable to contexts beyond the school. Finally, we strive to develop more metacognitive monitoring in our learners. We hope to help learners self-observe, self-react, self-motivate, self-control their growth as critical thinkers.

Staff Development and Collaboration

- We will provide time at monthly staff meetings for teachers to collaborate. In grade teams, teachers have purchased books to explore throughout the 2020-2021 school year as a book club. We will provide time at staff meetings for teachers to work with their numeracy book clubs. Grade 2/3 will be exploring two books by Mirian Small: *Open Questions* and *Great Ways to Differentiate Mathematics.* The grade 4/5 team will be exploring the book: *Teaching Student-Centered Mathematics Grade 3-5* by Walle, Karp, and Lovin.

Parent Community

- We shared our vision for the 2020-2021 school year with the PAC at the June PAC meeting and will continue to share highlights of our journey with the PAC throughout the year.

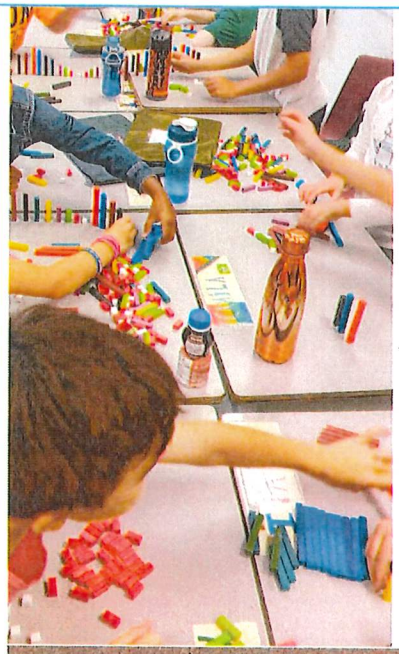
Monitoring

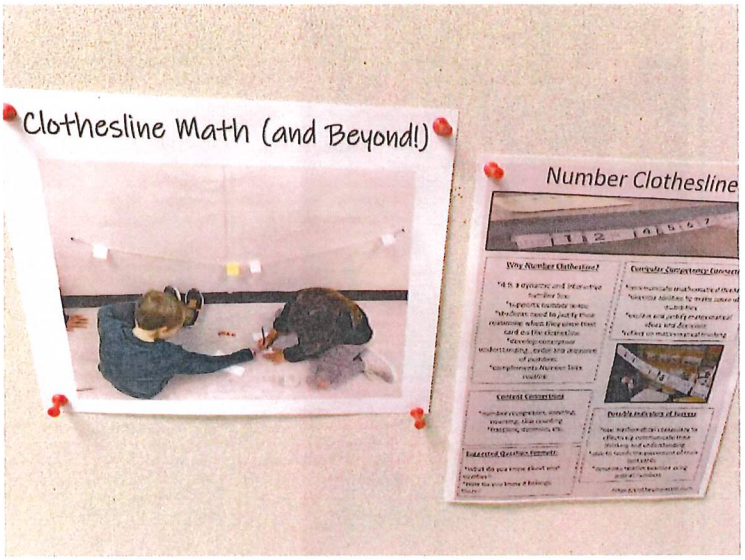
- We will use a portion of every staff meeting to reflect and discuss our goal and how we can further imbed it into our daily practice
- We will develop a protocol to be used by classroom teachers and learners to gauge the impact of our practices on learners and the community as a whole.

Backup Documentation	

Documentation of learning Key evidence of change • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.	Mathematics is a conceptual subject; and it is important for students to be thinking slowly, deeply, and conceptually about mathematical ideas, not racing through methods that they try to memorize. Students learned to play with mathematical ideas and concepts, explore with ideas, and ask their own questions. This open approach to mathematics has been more engaging for students and has cultivated more critical thinking in numeracy. Jennifer Whiffin worked with us throughout the 2019-2020 school year as we explored in our critical thinking in numeracy goal. Jen facilitated Pro-D at Aspenwood on Pro-D Days and supported us with creating a Math Lab. In the Math Lab, Jen worked with teachers to model number sense routines that encourage critical thinking. Some routines included: • Would you Rather • Which One Doesn't Belong • Clothesline Math • Three Act Tasks • Number Talks

Backup Documentation



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?	All stakeholders were engaged through collaborative dialogue, and goals were shared, in a variety of venues: • Staff meetings and professional development learning sessions • School based Professional Development Days focused on visioning • APL was shared with PAC at June PAC meeting
Backup Documentation	

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?	Throughout the 2019-2020 school year we started to dabble into number sense routines to promote mathematical understanding and critical thinking. We started to understand how we can create mathematical activities that nurture critical thinking. Teachers expressed that they are starting to understand how to shift their focus from procedural understanding and rote memory in math towards practices that are more open-ended. These are some of the questions we will explore throughout the 2020-2021 school year. 1. What are student-centered learning phases in numeracy? Not algorithm but actual understanding. 2. How do we use manipulatives effectively? 3. How do we create activities that engage in math understanding and not rote memory? 4. How can we create a centers-based approach for numeracy at the intermediate level?

	5 How can we differentiate instruction in mathematics?
Backup Documentation	

Signatures

School Name: Aspenwood Elementary	School Goal: 1) Numeracy and critical thinking	School Year: 2021-2022

Title	Name	Signature
Principal Vice-Principal	Kevin Akins Shannon Bain	
Assistant Superintendent	Reno Ciolfi