

Action Plan for Learning

	School Name: Coquitlam River Elementary
	School Goal: Numeracy
	School Year: 2021-2022

Goal / Inquiry Student learning	<i>For students to improve overall numeracy skills by focusing on curricular competencies and Math Big Ideas. We want students to be able to identify and communicate strategies that they are using when they are asked to explain their mathematical thinking. We want our students to experience and engage with numeracy concepts outside and become more reflective about the mathematic strategies they use in the classroom.</i>
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Rationale 1-3 reasons for choosing goal	<p>During informal and formal assessments, we continued to observe students having difficulty articulating their thinking and explaining strategies when estimating and counting. We want our students to be able to use and be aware of mathematical strategies. We will be focusing on the curricular competency “Communicate thinking in many ways.”</p> <p>Students should be able to recognize and give examples of their growth and understanding of numeracy using proficiency scales and curricular competency self-assessments.</p> <p>FSA data for 2020-2021 supports this goal in that 22% of grade 4 students scored in ‘Emerging’ for numeracy (compared to 16.7% for reading and 3.7% for writing)</p>
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References and sources to support actions	We were limited in our ability to work collectively and collaboratively on specific program plans in 2020-2021 due to Covid-19. We intend to continue working with numeracy support teachers in the coming year, as well develop further sources of data.
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Backup Documentation	
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Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • 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? 	<p>As we continue to develop our practices of enhancing inquiry-based classrooms, we want to find ways to reduce teacher directed math lessons and include more self-initiated, play-based numeracy provocations. We want our students to develop a deeper number sense, take more risks with mathematics and be able to persevere through problem solving activities that require more than one step. As teachers, we want to continue to differentiate our math instruction using more open-ended lessons. We will continue to seek to implement strategies that incorporate more meaningful number sense routines into our practices. Although we understand that some math concepts need to be directly taught, we want to continue to move towards more explorative, play-based models with multiple entry points, exit points and a variety of materials with which to explore math. At Coquitlam River, we also value outside play, as it builds confidence and courage. We want our students to explore numeracy outside,</p>
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<ul style="list-style-type: none"> • How will we monitor progress and adjust actions? 	<p>using natural elements and natural 'loose parts.' We recognize and value the experiences that are hands on, when children are engaged and active and experiencing math in 'real life.'</p> <p>We will continue to encourage parents to highlight those activities in the home and in the community that align with mathematics strategies taught in class, and that have been communicated through Fresh Grade and other parent-student communication of learning.</p> <p>Professional Learning Community: we will reinstitute our 'lunch and learn' book club and 'teachers as learners' series, where teachers have taken turns as the monthly expert on numeracy strategies for practical implementation in the classroom.</p> <p>Collaboration times will be available in the post-Covid school year to provide teachers time to co-teach and/or co-develop strategies in pairs or small groups.</p> <p>Assessment: student progress and understanding will continue to be documented through student evaluations, math journals, Jennifer Whiffin's assessment tool, Carole Fullerton's assessment tool, the numeracy performance standards and other sources of data to determine the effectiveness of strategies.</p>
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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.

We will look to develop appropriate in-house numeracy assessments in the fall to gather baseline data, followed by a further assessment in the spring to measure growth. Using a Shelly Moore model, we expect that by the Spring, most students in Tier 1 will be able to communicate their mathematical thinking in one way, many students will be able to communicate their thinking in two ways and a few will be able to show their thinking in multiple ways. Although the entire school will be participating, data collected will be focused on our Grade 2's and 3's.

In order to meet our goal, we plan to:

Incorporate:

- high yield numeracy routines
- math journals
- outdoors time for math each week
- math wall-anchor chart for math strategies/vocabulary wall

Assessment:

What are we hoping students can do?

- Understand *how* they got their answer and explain their processes
- Understand and use vocabulary associated with the content
- Understand each step involved in processes
- Employ strategies in action
- Have conversations demonstrating understanding of strategies
- Find appropriate solutions
- Reflect on processes, including what was difficult and requires further work
- Work towards independence

Guiding Questions:

- Did students use key vocabulary?
- Are students using strategies in multiple ways? Representing through pictures/symbols/words?
- Are students able to explain their processes?
- Did students come to a solution?
- Did students demonstrate reflective learning through journaling?

Plan of Action:

- State learning intentions using the big ideas
- Create a class journal with strategies early in the year
- Looking for products in the math journal (evidence of strategies used in journal)
- Once a term, get together to determine progress and where we still need to go

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School Community Engagement Process <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • PAC meetings • School planners • Staff meetings • Collaboration times • Professional development days • Newsletter updates to families • Grade wide assessments
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Reflection Highlights <ul style="list-style-type: none"> • 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? 	Next steps: <ul style="list-style-type: none"> • Create/edit baseline assessments for late September/early October • Develop assessments before each reporting period • Plan for release time to co-assess and plan for next steps
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(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	
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Signatures

School Name: Coquitlam River Elementary	School Goal: Choose a goal area.	School Year: 2021-2022
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Title	Name	Signature
Principal	David Mushens	
Assistant Superintendent	Gerald Shong	