

Action Plan for Learning

	School Name: Ecole Coquitlam River Elementary
	School Goal: Numeracy
	School Year: 2019-20

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 the classroom.</i>
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Rationale 1-3 reasons for choosing goal	<p>During a recent numeracy assessment, we observed that many students were unable to articulate their thinking and explain the 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>
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References and sources to support actions	We are interested in support from the District Numeracy Support Teachers and presenters such as Jennifer Whiffin, Kristen Kipp and Lauren McLean. We will also continue to look to our amazing teacher leaders on staff who have piloted numeracy lessons outside in the forest.
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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 delve further into 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 learn to differentiate our math instruction using more open-ended lessons. We also want to learn how to incorporate more meaningful number sense routines into our practices. Although we understand that some math concepts need to be directly taught, we want to move towards a more explorative play-based model with multiple entry points, exit points and a variety of materials with which to explore the math. At Coquitlam River, we also value outside play as it builds confidence and courage. We want our students to</p>
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<ul style="list-style-type: none"> • How will we monitor progress and adjust actions? 	<p>explore numeracy outside, 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>Parent Education: We will create a bulletin board in the front foyer that highlights our work around Numeracy and Critical Thinking. Classes will take turns displaying student work on this board, with a short explanation of how the lesson/project falls with the Critical Thinking Competency. Teachers will be encouraged to take photos of numeracy in action and these will also be displayed along with student comment documentation.</p> <p>Professional Learning Community/Book Club: We will continue our 'teachers as learners' series and monthly presentations where teachers take turns giving 'workshops' on various areas of interest. Our C.R.E. Book Club will continue again next year. Our book choice will be around numeracy or Social-Emotional Learning (Possible choices: Onward, How Children Succeed, Be the Math Teacher you wished you'd had, Mathematical Mindsets, Math Workshop, Number Sense Routines)</p> <p>Collaboration Times: Teachers will be invited to sign up for a collaboration time on Friday afternoons. Mrs. Nichols and Mr. Jacobsen will release teachers, so they can meet to co-plan lessons, units and ideas around numeracy. There will be an expectation that teachers will do a brief 'share out' about their collaboration time at the monthly staff meetings.</p> <p>Assessment: Student progress and understanding will be documented through student evaluations, math journals, Jennifer Whiffin's assessment tool, Carole Fullerton's assessment tool, the numeracy performance standards, video and picture documentation, etc.</p>
<p>Backup Documentation</p>	

<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • 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. 	<p>A numeracy assessment will be given in the Fall, then again 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.</p> <p>In order to meet our goal we plan to:</p> <p><u>Incorporate in:</u></p> <ul style="list-style-type: none"> • High Yield Numeracy Routines • Math journals • Outside time for math weekly • Math wall -Anchor chart for math strategies/ Vocabulary wall <p><u>Assessment:</u> What are we hoping students can do?</p> <ol style="list-style-type: none"> 1) Explain how they got their answer 2) Understand and use vocabulary associated with the content 3) Understand the steps involved in a process 4) Use strategies in action 5) Have conversations about what strategies they know 6) Find an appropriate solution 7) Reflect on what they found difficult 8) Work towards independence <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • Did students use key vocabulary? • Are students using strategies in multiple ways? Representing through pictures/ symbols/ words? • Are students able to explain the process? • Did students come up with a solution? • Did students independently create a reflection journal? <p><u>Plan of action:</u></p> <ul style="list-style-type: none"> • 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- where are we at? Where do we need to go? • Formative weekly check-in Number Talk on Mon, Friday journal reflection?
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<p>School Community Engagement Process</p> <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 • Weekly newsletter updates to families • Grade wide assessments
Backup Documentation	

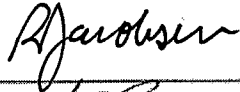
<p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>Next steps:</p> <ul style="list-style-type: none"> • Create a baseline assessment (independent reflection journal) for late Sept/ early Oct • Create 3 assessments before each report cards • Plan for release time to co-assess and plan for the next steps
Backup Documentation	

(Delete this section if Literacy is your main goal)

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

School Name: Coquitlam River	School Goal: Numeracy	School Year: 2019-20
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Title	Name	Signature
Principal	Ross Jacobsen	
Assistant Superintendent	Gerald Shong	