

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Harbour View Elementary

2024-2025



Intellectual Development

Goal: Continue to develop the Critical Learning Phases of Multiplicative Thinking

Rationale:

Our data indicates an achievement gap between computational skills and applications of numeracy skills to solve problems culminating in a lack of self-confidence and negative attitudes towards Numeracy.

Planned Actions:

Continue to work with District team using "Collection Tasks" twice per year.
Teaching to problem solve by reading mathematical and real-life problems.
Use multiplicative thinking in problem-solving. Use number talks daily/weekly.
Track emergent learners over multiple years.
Professional development focusing on the use of manipulatives/STEAM approaches to deepen student engagement and understanding of numeracy concepts.

Indicators of Success:

Increased student engagement, curiosity and interest in content; improved ability to making connections between the concrete and the abstract; self-reflections from students that reflect a positive mindset towards math; improved FSA and achievement results across all student groups in Mathematics via teacher observations, classroom-based assessments and report card data; alignment with targeted collaborative goals for learning; moving our emergent & developing students to proficient.

School Community Engagement Process:

Student Learning Survey feedback;
collaborative goals for student learning;
PAC meetings; Staff meetings, Professional Development, Bulletin boards & District Numeracy Learning Team engagement.

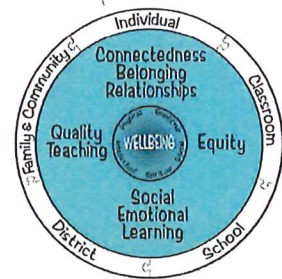


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Harbour View Elementary**

*Increasing Success In
Life for All*

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Human and Social Development

Area of focus:

Cultivate social-emotional well-being by supporting students to become confident, independent learners and citizens through practicing awareness, responsibility, empathy and resilience.

Planned Actions:

Teaching and fostering a culture of Growth Mindset using Core Competencies and a common framework around: facing challenges and taking risks, acknowledging strengths, self-advocating, recognizing mistakes as learning opportunities and embracing life-long learning. This will be achieved through a school-wide focus including assemblies, classroom routines and directed lessons, fostering a classroom culture that embeds student meta-cognition, morning announcements, bulletin boards, parent newsletters and parent sessions.

Indicators of Success:

Shift in student perception of their abilities via student reflections and student learning survey results; adoption of common language in practice by students, staff and families; increase in student confidence, perseverance and resilience- becoming comfortable with being "uncomfortable" in both academic and social settings; developing ability to use strategies to respond pro-socially rather than react to others' behaviours or situations through recognizing locus of control, emotional regulation, empathy/perspective and size of problem.

School Community Engagement Process:

Student Learning Survey results from students, staff and families; parent newsletters, Parent info sessions, PAC meetings & parent classroom volunteers; Staff meetings, staff collaboration time, Professional Development; School assemblies, classroom teaching, counsellor and classroom teachers co-teaching SEL and friendship lessons & MDI results; Learning Services support and Super School-based Team meetings.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Support Indigenous Worldviews and Perspectives via the curriculum and First Peoples' Principles of Learning focusing on belonging and connectedness with others.

Planned Actions:

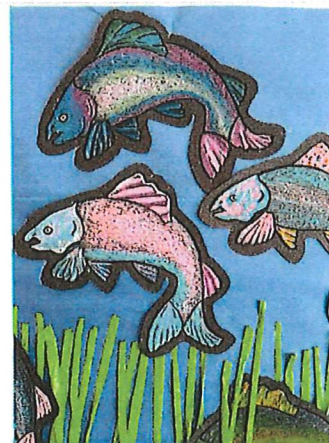
Learning & recognizing that "Learning takes patience and time" & "Learning is holistic, reflective, experiential and relational"; Outdoor numeracy focused activities using counting, estimating, etc. which access Indigenous approaches; Intentional focus on Indigenous learners for academic support, connectedness to students & staff and attendance; bringing families into the classroom more frequently; multi-sensory approach to outdoor education; "soft start" to our days.

Indicators of Success:

Students will be able to identify connections between numeracy and their environment and apply their learning to solve real life problems; Students will resolve conflicts in peaceful ways, beginning with taking responsibilities for one's actions and repairing harm caused by their actions; Increased participation in school activities; students proudly sharing their heritage.

School Community Engagement Process:

Parent newsletters, Parent info sessions, PAC meetings; staff meeting, staff collaborative time, Professional Development; Library Learning Commons sharing authentic Indigenous resources, YW support from Indigenous Education department, School assemblies, classroom teaching, counsellor and classroom teacher co-teaching SEL and conflict resolution lessons, MDI survey results.



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Reflection

Our school is part of a Numeracy pilot program, and we've experienced success in several areas. Our primary focus has been on emergent and developing students. After implementing Numeracy collection tasks in the fall of 2023, we observed positive movement along the multiplicative thinking continuum. However, we recognize that there's still work to be done. Firstly, we aim to transfer students' skills from abstract tasks to real-world word problems and practical situations. We want to reduce teacher dependence, encouraging students to take ownership of their learning. Clear communication about students' progress as they transition between grades and teachers is essential.

On the student front, we've noticed increased comfort with the language and implementation of a growth mindset. However, we're actively addressing social interactions during unstructured playtime. Some students exhibit very competitive mindsets, which we're working to balance. We're teaching strategies for managing big emotions and taking responsibility for actions, emphasizing personal accountability over finger-pointing. Anxiety remains a barrier for some students, preventing them from trying new things. We're committed to fostering an environment where mistakes are seen as part of the learning process. Regarding empathy, our grade 4 students scored below the district average on the MDI 2024 assessment. This highlights an area for improvement.

Our teachers are dedicated to infusing Indigenous culture into the classroom. Despite the short registration window, almost all staff participated in the 'Cultural Facilitator Menu.' Additionally, some classes engaged in the Coquitlam Tree Spree program, connecting students with the 300-year-old Douglas Fir trees near our playground. We're eagerly anticipating the upcoming Indigenous-themed STEAM Ways of Learning, which will incorporate UDL, equity, and accessibility themes. Finally, we plan to create a bulletin board displaying the message, 'Learning takes patience and time' and student work that reflects this message.

Signatures

Title	Name	Signature	Date
Principal	Daren Fridge		June 28, 2024
Assistant Superintendent	Dr. Carey Chute		June 28/24

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