



James Kennedy Elementary

Action Plan for Learning 2014 – 2015
Langley School District #35

Names and Signatures of School Planning Council

Parent: Layle Krogel

Parent: Brenna McDowell

Parent: Geraldine Olaybal

Principal: Greig McArthur

Board Approval

Suzanne Hoffman, Superintendent

Board of Education Chair

Date Approved

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SCHOOL DISTRICT NO. 35 (LANGLEY)
Action Plan for Learning
James Kennedy Elementary
"Success for All Through Learning and Caring"

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School Context:

James Kennedy Elementary is a dual track English/French Immersion school in Walnut Grove, a family-oriented community in Langley, B.C. The school currently has 626 students in Kindergarten to Grade 7, almost evenly divided between English and French enrollment, which makes it the largest elementary school in the District. Overall, the student population is fairly stable and uniform: 6% are identified with special needs, 3% are Aboriginal and 3% are ELL. The P.A.C. and parent community are involved and supportive.

Inquiry Question:

How can James Kennedy Elementary improve student understanding of mathematical problems?

Target

- By May 2015, 20% of students at each grade level will have improved their scores on school-based assessments.

The following data has been used to inform the school's inquiry question:

- Cohort Data for Grade 1 to 7 students
- Foundation Skills Assessments (FSA) Data 2008/09 to 2013/14 for Gr. 4's and 7's
- District Numeracy Assessments(DNA) Data 2008/09 to 2013/14 for Gr. 3's and 6's
- School-Based Assessment (students were given 4 grade-level problems of increasing difficulty. They re-told the problem to their teacher in their own way to show their comprehension).
- Teacher observations and Qualitative Information

When the school examined its data, it became evident that a large number of students were minimally meeting or not yet meeting expectations in numeracy in both provincial and district assessments. Classroom teachers see numeracy skills as very weak, for a number of students, further confirming this.

Currently, one of the areas of goals in the District Achievement Contract (DAC) is:

- Numeracy (improving numeracy/mathematics skills – K to 12)

Actions:

- Students will be taught the following non-fiction comprehension strategies for problem solving:
 - re-state the problem in their own words (summarize)
 - draw a picture of what the problem is asking (visualize)
 - determine what they already know/what do they need to answer (connections)
 - determine importance of information presented (relevant/irrelevant information)
- Teachers will actively teach the use of text features as a comprehension tool.
- Students will use math journals.
- Teachers will continue to build competencies with numbers and the four operations.
- Technology will be incorporated as an appropriate strategy (i.e. iPads, Smartboards).

What is the school using to measure its success?

- Qualitatively, round table sharing at staff meetings, and during collaboration times will give a measure of progress.
- In May 2014, the school-based assessment will be re-administered to quantitatively measure success. FSA results and DNA results will also be used to inform progress.

Resources the school will need

- New staff will need copies of Adrienne Gear's, "Nonfiction Reading Powers" in order to understand and teach the non-fiction reading strategies.
- Math manipulatives and other materials to support comprehension in numeracy
- Programs and apps for student and teacher computers and iPads, as well as the iPads, that support numeracy comprehension

Parents as Partners

- Parent education will be a high priority to help them understand comprehension strategies and curriculum and teaching strategies that may "look new" to parents.
- POPS (Parents of Primary Students) session, focused on how parents can help support their math learners at home, was offered and extremely well attended.

Evidence:

- Can include quantitative (e.g. grade/department, school, district or provincial assessment results) or qualitative evidence (e.g. narratives, interviews) that help to answer the question

Reflections:

- The 2013-14 school year was one ripe with interruptions. The school lost both traction and focus due to conditions within the BC Public school system.
- School-wide collaboration time, now built into the school year, will allow us to move ahead our learning and focus on answering some of the questions below:
- What did we learn? What are our key findings? How did the year go?
- What does the evidence tell us? How did it make a difference?
- What do we need to do differently and what are we willing to let go of?
- Where do we go from here?
 - Need to connect to the District focus on Learning Integrity and Change.
 - How do we address the needs of vulnerable learners at JKE?
 - Is our baseline data and the school-based assessment appropriate?