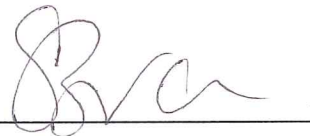




**R.C. Garnett Demonstration
Elementary School
Action Plan for Learning 2014 – 2015
Langley School District #35**

Names and Signatures of School Planning Council

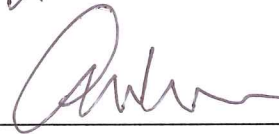
Parent: Caree Bray




Parent: Leanne Bahr



Vice-Principal: Adam Woelders




Principal: Cathy Anderson



Board Approval

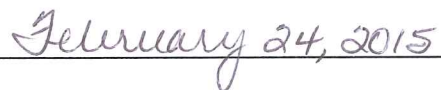
Suzanne Hoffman, Superintendent



Board of Education Chair



Date Approved

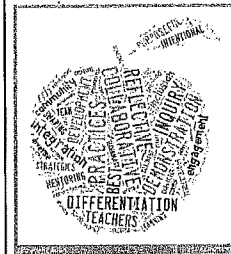




SCHOOL DISTRICT NO. 35 (LANGLEY)
Action Plan for Learning
R.C. Garnett Demonstration
Elementary School
Dec.1st, 2014

"Working together for Student Success"

Leanne Bahr - Parent Adam Woelders - Vice-Principal
 Caree Bray - Parent Cathy Anderson - Principal



*R.C. Garnett
 Demonstration
 Elementary
 School*

School Context:

Completing its eighth enrolling year in June 2014, R. C. Garnett Demonstration Elementary School has changed significantly over time. Beginning as a K-5 school of 192 students with some empty rooms, it grew to a K-7 school of 565 in five short years. In September 2012, the return to a K-5 configuration reduced the population to 469 students, and the school is once again settling into life as a K-5 elementary school. R. C. Garnett continues to be an active, diverse and close-knit community. As all homes are within walking distance, students and their families enjoy many shared activities. Academic achievement is a high priority. Teachers continue to demonstrate effective teaching and learning practices for student-teachers and visiting teachers from other schools. R.C. Garnett teachers are committed to the concept of supporting their own and others' professional growth through sharing their practice with colleagues. While reading achievement has been the focus at R.C. Garnett, there is a strong music and fine arts emphasis, as well as various diverse extracurricular offerings, such as drama club, chess club, choir, hand bells and Reading Link Challenge. The 2013-2014 school year has seen many staff involved in Inquiry Projects with their students.

R.C. Garnett Elementary School Student Population (*Based on April 2014 1701)	
Total Students	469
Male	244
Female	229
Aboriginal Students	23
AB Male	13
AB Female	10
Special Education	36
Male	28
Female	8
English as a Second Language	83
ESL Male	44
ESL Female	39

Inquiry Question:

How can R.C. Garnett Demonstration Elementary School improve student achievement in problem solving?

How can RCG improve students' problem solving skills in numeracy?

Target

By June 2014 students will show growth in problem solving skills. For this year the focus will be on numeracy problem-solving based on the chosen assessment.

By June 2016, students will show growth in problem solving skills in the areas of numeracy, other curricular areas and in social responsibility.

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

- Cohort Data for its Grade 1 to 5 students indicates strong progress in literacy, supporting the decision to move our focus to numeracy.
- District Numeracy Assessment (DNA) Data 2008 to 2012
- School District analysis of historical data for FSA and DNA supports a need to focus on numeracy.

When the staff discussed this year's Action Plan, they felt strongly that students need to be able to solve problems competently in every area of the curriculum, and that a focus on numeracy problem-solving is an appropriate starting point for this work. A lack of strategies and perseverance were observed by staff and parents alike. Staff agreed that school-wide focus on problem-solving is needed to help students develop the strategies and perseverance necessary for effective problem-solving.

Currently, the District Achievement Contract (DAC) has goals in the following areas:

- Transitions (improving completion and post-secondary transition rates)
- Literacy (improving literacy skills – K to 12)
- Numeracy (improving numeracy/mathematics skills – K to 12)

The District and many schools have been focusing on reading over the past number of years. This has made a positive difference for R.C. Garnett's reading achievement. Students have been taught very specific problem-solving skills in reading such as using context, phonemic awareness, picture clues, questioning, summarizing etc. This very explicit teaching of reading as problem-solving and meaning-making needs to be extended to numeracy problem-solving.

2013/14 Actions:

(IP) In Progress, (C) Completed, (NC) Not Completed

- Teach using open-ended questions more often. (IP)
- Learn to use a "Big Ideas Approach" to creating and solving math problems. (IP)
-R.C. Garnett staff attended Marian Small's Fall Presentation on Big Ideas
- Integrate problem-solving into each math topic to highlight the real-life applications of the skills taught within that unit. (IP)
- Develop school-wide criteria for what constitutes a good numeracy problem. (IP)
-Staff attended a workshop presented by two RCG teachers on types of problems
- Develop and implement a problem-solving rubric using the SD36 example and the draft revision of the Numeracy Performance Standards as a starting point. (C)
-Rubric developed and used in this year's assessments
- Choose an appropriate assessment tool for determining skills in problem solving. (C)
- Benchmark problems selected for each grade level.
- Administer first pre-test in October 2013 to inform instruction for the 2013 -2014 school year. The post-test will take place in May 2014. (IP)
- Fall Assessment completed. Spring Assessment on hold due to Job Action.
- Family Math Game of the Week has been implemented. A math game that can be played at various developmental levels is taught to all students each week, and then posted on the website each Tuesday so that families can play the game at home.
(www.rcgarnett.com) (C)
- Students will participate in a Numbers About Me presentation at some point in the year to showcase many aspects of their lives and interests through number. (C)

Added since the Growth Plan was completed in the Fall of 2013:

- Family Math Games Evening (March 5th) 42 RCG families attended this event which provided opportunities to rotate through a variety of math game stations. (C)
- "Mathletics" Spring Concert featuring the message that math problems are fun! (C)
- Primary Lego Inquiry project (C)
- Kits for Family Math Games - R.C. Garnett PAC purchased, assembled and distributed a basic supply kit to all families with cards, dice and counters needed to play math games at home.

2014/15 Actions:

- Continue to provide staff with on-going **professional development** opportunities related to numeracy problem-solving. Staff have chosen problem-solving as one of the "Big Ideas" we will use to organize Collaboration Time next year.
- Continue to monitor progress through administration of the **Spring Numeracy Assessment** and the **Problem-Solving Attitude Survey**.
- Continue parent engagement through offering a "**Problem of the Week**" for students/families to try at home, alternating with the Family Math Games.
- Continue parent engagement through offering a **Parent Information Evening on Math** in the fall to help parents understand and support their students' math learning at home.

What is the school using to measure its success?

- Problem-solving Rubric applied to pre-and post problem-solving assessments. (C)
- The school staff will use the October 2013 pretest as formative assessment to drive professional discussion of strategies and to determine starting points for instruction. (C)
 - Key Observations:
 - *About 40% of students minimally meet expectations in problem-solving*
 - *Very few students are exceeding expectations*
- The staff will look at the Gr. 3 DNA and Gr. 4 FSA assessments to determine if there are patterns to students' strengths and weaknesses in solving those particular problems. (C)
 - Key Observations include:
 - *Students' scores on the Multiple Choice section of the FSA are considerably stronger than their scores in the open-ended questions.*
 - *Gr. 3 DNA results show students do have some strategies and can apply them*
- A Problem-Solving Attitude survey, customized for RCG by one of our staff members, was administered in mid-October, and again in the Spring, to measure student attitudes toward solving numeracy problems. (C)
 - Key Observations include:
 - *Student attitudes to math problem-solving decline as the grade level increases*
 - *Students perceive themselves as having greater persistence with problem-solving than their teachers do*

Resources Accessed by Staff 2013/14:

- Staff participated in a workshop provided by Instructional Services Numeracy Helping Teacher, Deanna Lightbody, on April 26, 2013 on the topics of creating good math problems and assessing students' problem solving.
- Collaboration and peer-observing between RCG Teachers was available through school-based collaboration time during the 2013/14 school year.
- Five staff members participated in the SD 35 sponsored book club on Marian Small's book, Good Questions.
- The book Eyes on Math by Marian Small was available to all staff in the school library with links to her online bank of sample problems. Colour sets of these problems are now available for staff to sign-out. Clear covers have been purchased to allow multiple uses for each problem set.
- All RCG Staff attended an evening session with Dr. Marian Small, speaker invited to SD35 Pro-D, on October 24, 2013.
- R.C. Garnett staff members facilitated Pro-D sessions during Design & Assessment days on the hierarchy of problem-solving, scaffolding strategies, and models of critical thinking.

Resources Needed:

- K-5 Problem Solving Assessment Binders. (The Problem-Solver series) (C)
- Staff used collaboration time to work together on assessing students' problem-solving work. Kindergarten teachers accessed LTA release time to work with the Numeracy Helping Teacher on problem-solving for early primary. (IP)
- Determine adequacy of math manipulatives and supplement as needed. (IP) *Survey of resources nearly completed.*
- Ceiling-mounted projectors and iPads to facilitate peer assessment and sharing of student-created solutions to problems. (NC)

Parents As Partners

- P.A.C. have been consulted and are very supportive of a problem-solving goal, as they see it as a critical need for their children. They are willing to purchase resources to support this goal.
- Family Math Game of the Week provides parents with a fun and positive way to practice problem-solving and other math skills with their children. These are posted on our webpage (rcgarnett.com) and parents are encouraged to try these tasks with their children.
- The "Figure This" website will also be featured as another source for family math challenges. (<http://www.figurethis.org/index.html>)
- In 2014/15 we will add a primary & intermediate level "Problem of the Week" for families to discuss and try at home. Participation will be encouraged via weekly draws.