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

Names and Signatures of School Planning Council

Parent: Parent Name Sandra Sumners NOV 28/14

Parent: Parent Name JOSEF HAVELKA DEC 1/14

Parent: Parent Name Ledell Kendall Dec 1/14

Principal: Principal Name Dianne Chrétien

Board Approval

Suzanne Hoffman, Superintendent

Board of Education Chair

Date Approved February 24, 2015

NORTH OTTER ACTION PLAN 2014 – 2015

INQUIRY QUESTIONS:

How can we improve the math achievement of our students?

a. How do we help students acquire number sense and build on concepts from year to year?
b. How do we foster a positive attitude to math, eliminating anxiety and developing a growth mindset?

RATIONALE:

The impetus for pursuing this question is conversations between staff of the needs they were observing in their classrooms. Teachers noticed that students had not mastered number concepts and math strategies taught in previous years and therefore unable to move forward in the curriculum.

ACTIONS:

How can we help students retain and build on math skills and knowledge from one year to the next?

- Determine as a staff the essential math learning outcomes K-7
- Purchase and use resources for teachers that develop mathematical understanding of number (Mastering the Facts)
- Outfit each classroom with a set of essential manipulatives
- Teach games for math practice and send home math bags for at home practice
- Embed daily practice within classroom routines
- Group for instruction when necessary (Guided Math, Leaps and Bounds, etc.)
- Use student leaders for review
- Teachers and SEAs work closely to plan adaptations
- Develop math vocabulary (Math Word Wall)

How can we improve students' attitudes towards math, thereby eliminating anxiety?

- Freaky Math Fridays – group across 4 and 5, 6 and 7 targeting topics, e.g. multiplication, and play learning games to strengthen ability
- Teach games for math practice and send home math bags for at home practice
- Discuss how math is used in real life
- Big/Little Buddy math activities
- Plan a school wide Math Fair using the Math Arcade
- Implement technology where applicable (math aps, websites, etc.)
- Develop and implement differentiated instruction in math (Leaps and Bounds, open questions, and parallel tasks)

What are we using to measure our success?

- Math Attitude Survey – pre and post
- Pre/post assessments (Leaps and Bounds, Do the Math)
- Individual Teachers- classroom assessments and observations
- Checklists

What resources do we have or need?

- Mastering the Facts
- Leaps and Bounds
- Supplementary manipulatives (dice, games, Box Cars and One-Eyed Jacks, etc.)
- Scholastic math-related children's literature
- Purchase math aps

How are we increasing our staff capacity and collaboration?

- Collaboration and inservice with Deanna Lightbody
- Share implementation ideas at staff meetings
- Observe colleagues demonstrate lessons
- Work across grades
- Use some time in our collaboration mornings

How are parents becoming partners in our efforts?

- Send home monthly problems to be solved and/or games to be played at home (in newsletter)
- Include games/strategies and websites in regular school or classroom newsletters
- Teach games for math practice and send home math bags for at home practice
- Invite parents to Math Arcade

Evidence:

- Compare pre/post assessments
- Track individual success through classroom assessments

Reflections:

- 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?

School Presentations:

- Hold math game afternoon during the Action Plan visit
- Have teachers/students create math bulletin boards for the event