Student Achievement Plan 2024-2025

School Name:	École Willow Point

Section 1 – Our Context

Ecole Willow Point is proud to provide a learning environment that encourages an appreciation for the French language and culture, that builds a sense of pride in our bilingualism for all types of learners. We are one of two French Immersion single-track elementary schools. located in the southern outskirts of Campbell River. Our school population seems to be relatively consistent from year to year at about 240 students, with 11 Indigenous students. There are 11 classrooms, ranging from kindergarten to grade 5. There are also a number of non-enrolling part-time staff including a librarian, a learning support teacher, youth care worker, Indigenous education support teacher, an inclusion support teacher, and a counsellor. The school community, including staff, students and parents, is very supportive and involved in student learning and well-being.

Section 2 – School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in School-Wide Observable Vision for Success in **numeracy**		
Part 1: What would we observe students doing and demonstrating?	S1	I can solve problems by exploring and learning about the stories, places, and traditions of First Nation communities. I can understand and respect their perspectives while working through real-world challenges. I can use my math skills to explore and understand topics related to First Nations themes and ideas. I can connect what I learn in math to the stories and traditions of First Nations communities.
	S2	I can solve real-life problems by thinking of different ways to fix them and share my ideas with my classmates. I know it's okay to ask for help and listen to others' thoughts. I can take risks when I try new things, even if I'm not sure if they'll work. I will keep going, even if I make mistakes, and learn from them to get better. I can keep trying, even when a problem is tricky or takes a long time. I will stay focused and use what I know to solve the problem, building my strength and confidence to keep going.
	S3	I can apply what I learn in school to real-world situations by thinking about how the ideas can help solve everyday problems. I can have a growth mindset, which means I believe that with practice and effort, I can get better at anything I try.

		I can use my reasoning skills to think carefully about problems, break them down, and find the best ways to solve them. I can analyze problems by looking at all the details and thinking about what is important before making decisions. I can keep going and not give up, even when a problem is difficult. I will try different strategies and learn from my mistakes to get better. I can reflect on what I've learned by thinking about what worked, what didn't, and how I can improve next time.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	I can build strong partnerships with the Indigenous community in Campbell River, learning from their knowledge and traditions. I can inspire my students to appreciate the math achievements of Indigenous cultures by sharing examples of how math is used in their history and daily life. I can incorporate Indigenous stories and perspectives into my lessons to make learning more meaningful and connected to the local community. FNESC has booklists to use that are authrntic and approved. I can collaborate with Indigenous community members to create learning experiences that reflect their cultural values and practices.
	E2	I can guide students in exploring mathematical concepts through hands-on learning, both in small groups and individually, while providing opportunities to solve problems in multiple ways. I can scaffold mathematical ideas and foster math discussions, encouraging students to explain their thinking and ask questions. I can offer students choices in how they engage with math, incorporating STEM activities, games, projects, and other interactive learning opportunities.
	E3	I can create an inclusive learning environment by providing math tool kits, offering multiple ways for students to show their learning, and incorporating technology into lessons. I can encourage active participation by setting up centers where students can learn from and support each other. I can design tasks that allow for open-ended answers and creative problem-solving. I can use both formative and summative assessments to give students feedback and guide them on their next steps in learning.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Storytelling and Math Task Example: Students can use the patterns in a traditional Indigenous story to identify and extend mathematical patterns (e.g., repeating patterns in nature or in the story's structure).

		Nature-Based Math Task Example: Collecting items from nature (e.g., leaves, stones) and using them to practice addition, subtraction, or sorting by shape, size, or color, while discussing how Indigenous Peoples traditionally use natural resources. Geometry and Landforms Task Example: Designing a traditional Indigenous structure (e.g., a tipi or longhouse) using geometric shapes and explaining the math involved. Calendar Systems and Time Task Example: Using a traditional Indigenous calendar to track the cycles of the moon or seasons and calculating time intervals based on those cycles. Data Collection and Community Involvement Task Example: Tracking local bird migration or plant blooming times, and graphing data to identify patterns. Indigenous Art and Patterns Task Example: Students could recreate a piece of Indigenous art, using mathematical patterns (e.g., symmetry, repetition, tessellations).
	T2	Project-Based Learning (PBL) Task Example: Students design a community park, calculating the area for each section (playground, garden, walking path), and budgeting for materials using addition, subtraction, and multiplication. Choice Boards Task Example: For a lesson on fractions, students can choose from tasks such as measuring ingredients for a recipe, drawing fraction strips, or creating a fraction board game. Inquiry-Based Learning Task Example: Students ask, "How can we measure the volume of irregular objects?" and then experiment with different methods like water displacement or using a ruler for approximation. Hands-On Math Tasks

		Task Example: Students use pattern blocks to explore symmetry, tessellation, and angles in shapes, discovering how different shapes fit together and their properties. Peer Collaboration and Group Work Task Example: In groups, students are given a real-world problem involving money (e.g., budgeting for a class party) and use addition, subtraction, multiplication, and division to create a budget and make decisions. Interactive Math Stations
	T3	Real-World Problem Solving Task Example: Students work on a project where they design a budget for a community event, calculating costs, making price comparisons, and planning for potential savings. This could involve spreadsheets or digital tools to model financial calculations. Collaborative Math Projects Task Example: In groups, students use geometry to design a model of an environmentally sustainable community, calculating areas, perimeter, and volume for different building projects, then presenting their design to the class. Use of Technology in Math Task Example: Students use online tools like virtual manipulatives (e.g., GeoGebra, Desmos) or math games to explore patterns, graph functions, or model geometric shapes, helping them understand abstract math concepts through technology. STEM Integration Task Example: Students work on a task where they build simple machines (e.g., levers or pulleys) and use measurement and data analysis to evaluate their effectiveness, applying their math knowledge to solve engineering problems. Mathematical Modeling Task Example: Students collect data from the environment (e.g., temperature or rainfall) and use mathematical models like graphs or equations to analyze patterns and make predictions about future trends. Inquiry-Based Learning

		Task Example: Students investigate how the size of an object affects its weight and calculate the ratio of size to weight, exploring mathematical relationships and developing hypotheses to test. Cross-Curricular Math Integration Task Example: Students create a visual art project using symmetry, patterns, or geometric shapes, then use measurement to calculate areas and perimeter, integrating math with art. Personalized Learning Pathways Task Example: Students can choose from different learning stations such as solving math riddles, exploring math-related coding challenges, or analyzing data in real-world contexts (e.g., sports statistics or shopping comparisons).
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	I can build strong connections with local First Nations and other Indigenous Peoples, ensuring that the information taught in our school is accurate and reflects Indigenous concepts of teaching and learning. I can work with community elders to connect math progress with Indigenous knowledge, helping students understand the value of both perspectives in their learning.
	L2	I can bring in expert resources and support, such as manipulatives and stories, to enhance student learning. I will also create opportunities for teachers to collaborate and share ideas, ensuring they have the tools and knowledge to effectively teach the curriculum.
	L3	I can create a culture of innovation by inviting families to participate in school-wide math activities, making math learning a shared experience between home and school. I can provide ongoing learning opportunities for teachers to strengthen their mathematical knowledge, ensuring they feel confident and supported in teaching math. I can organize in-service sessions on various topics during staff meetings to help teachers grow professionally and stay current with best practices in math education.

Bracketing Our Work – Our Leadership Impact Statement:

“If we…(insert leadership team actions, professional learning actions, calendar, timelines)…

- support the integration of Indigenous perspectives and culturally relevant math applications into our curriculum
- ensure that teachers provide differentiated math instruction and scaffold learning through engaging, hands-on activities

- Incorporate real-world scenarios where students would have the opportunity to use math i.e. financial literacy, building a garden

Then we will observe…

- students making meaningful connections between math concepts and local cultural contexts, leading to greater engagement and a deeper appreciation for diverse ways of knowing and learning.
- increased student confidence in solving math problems, a deeper understanding of mathematical concepts, and improved performance in math assessments across the school.
- Students making a connection between math and their actual lives

Educators (leading indicators):

- will use math problems and examples that reflect diverse cultural contexts, including Indigenous ways of solving problems and mathematical concepts.
- will create math lessons to meet the diverse needs of learners, providing support for students who require additional assistance or extension activities for advanced learners and use authentic, real life contexts for math problems.

Tasks/Assessments (leading indicators):

- District numeracy assessment

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Students (lagging indicators):

- are discussing how math connects to Indigenous culture and the local community, demonstrating deeper engagement with the content and are exploring math from different perspectives, including culturally relevant approaches.
- are taking risks in approaching math problems and are actively participating in math activities and contributing to discussions.
- are talking positively about math and showing a willingness to explore math ideas. They are starting to make “wonder statements” in math
- Students engaging with culturally relevant content and showing deeper connections to math concepts
- Students independently seeking manipulatives and understand when and how to use math tools to support their math learning

And our data/evidence (lagging indicators) will show…”

- Student outcomes on district assessment will show an improved understanding of numeracy
- Students showing a better understanding in problem solving and how to approach word problems

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Goal # 1 – Long Term Planning – Monthly Highlights/Syllabus

August:	Conversations at the school level to understand where the school is at in numeracy. Invite the Pearson representative to talk about Mathology and how to navigate the online materials Inventory of math cupboard	February:	Carole Fullerton working with staff for the day Shelley Moore coming in for pro-d for FI staff Math manipulatives purchase that supported Carole Fullerton's teaching Indigenous and non-indigenous picture books purchase to support math learning
September:	Focus group with staff about our math initiative about our student achievement plan	March:	Indigenous Math pro-d – exploring indigenous stories and how they relate to math
October:	Discussion with staff on what numeracy is. Share out of student achievement plan	April:	Staff meeting share out – i.e math lessons that worked well, use of resources
November:	Revision of student achievement plan – changing of language to "I can" statements based on teacher feedback	May:	Staff meeting share out
December:	Click or tap here to enter text.	June:	Staff meeting – next steps for next school year
January:	Carole Fullerton working with staff for the day Shelley Moore coming in for pro-d for FI staff	July:	Drink a glass of wine to celebrate our successes

Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. ***Note:*** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

Carole Fullerton visits (two days) – one day in January and one day in February. Plan after her visits.
March 31 – Indigenous Math check in
Staff meeting check ins – April, May
May student-led conference – math stations for parents (based on Carole Fullerton teachings)
Parent sharing and celebration – to share in math learning
Next steps – staff meeting in June

Our Internal, School-Based Celebrations of Impact Date(s):	Click or tap here to enter text.
Link to learning log(s):	Click or tap here to enter text.

Our District Celebration of Impact Date: Click or tap here to enter text.

School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in **communicating ideas effectively through writing.**		
Part 1: What would we observe students doing and demonstrating?	S1	
	S2	Click or tap here to enter text.
	S3	
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	
	E2	Click or tap here to enter text.
	E3	
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	
	T2	
	T3	
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	
	L2	
	L3	

Bracketing Our Work – Our Leadership Impact Statement:

"If we…(insert leadership team actions, professional learning actions, calendar, timelines)…

- Click or tap here to enter text.
- Click or tap here to enter text.

Then we will observe…

- Click or tap here to enter text.
- Click or tap here to enter text.

Educators (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Tasks/Assessments (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Students (lagging indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

And our data/evidence (lagging indicators) will show…"

- Click or tap here to enter text.
- Click or tap here to enter text.

Goal # 2 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
September:	Click or tap here to enter text.	March:	
October:		April:	
November:	Click or tap here to enter text.	May:	Click or tap here to enter text.
December:	Click or tap here to enter text.	June:	
January:		July:	Click or tap here to enter text.

Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

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Our District Celebration of Impact Date: Click or tap here to enter text.

School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in **<Insert goal #3>**		
Part 1: What would we observe students doing and demonstrating?	S1	Click or tap here to enter text.
	S2	Click or tap here to enter text.
	S3	Click or tap here to enter text.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Click or tap here to enter text.
	E2	Click or tap here to enter text.
	E3	Click or tap here to enter text.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Click or tap here to enter text.
	T2	Click or tap here to enter text.
	T3	Click or tap here to enter text.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Click or tap here to enter text.
	L2	Click or tap here to enter text.
	L3	Click or tap here to enter text.

Bracketing Our Work – Our Leadership Impact Statement:

"If we…(insert leadership team actions, professional learning actions, calendar, timelines)…

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Then we will observe…

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- Click or tap here to enter text.

Educators (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Tasks/Assessments (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Students (lagging indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

And our data/evidence (lagging indicators) will show…"

- Click or tap here to enter text.
- Click or tap here to enter text.

Goal # 3 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
September:	Click or tap here to enter text.	March:	Click or tap here to enter text.
October:	Click or tap here to enter text.	April:	Click or tap here to enter text.
November:	Click or tap here to enter text.	May:	Click or tap here to enter text.
December:	Click or tap here to enter text.	June:	Click or tap here to enter text.
January:	Click or tap here to enter text.	July:	Click or tap here to enter text.

Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

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