

School Name

École Pauline Johnson

FESL Year

One

School Context

École Pauline Johnson (PJ) has been a single-track French Immersion school for many years and offers two distinct immersion programs. The Early French Immersion Program continues to enjoy strong support and steady enrolment. Admission to Kindergarten is managed through a lottery system, which consistently results in a large waitlist. PJ also offers a Late French Immersion (LFI) Program for Grades 6 and 7. Interest in Grade 6 entry is high, retention rates are strong, and most students continue in French Immersion at École Sentinel Secondary.

Students at PJ come from across the North Shore, the Lower Mainland, other parts of Canada, and internationally, representing an increasingly diverse range of cultural backgrounds. Currently, we have 385 students from Kindergarten through Grade 7.

PJ is a diverse and inclusive school. 42% of our students are English Language Learners (ELL), 6% are Ministry-designated with social, emotional, physical/health, and/or learning needs, and just over 1% are of Indigenous ancestry.

On-site community services at PJ include Preschool, PJ Kids' Club (before- and after- school care), and independently operated after-school clubs.

We take pride in our staff's dedication to maintaining the integrity of learning in our 104-year-old heritage building. Highlights of our school include a community garden, extensive outdoor classrooms and playgrounds, and our ongoing commitment to celebrating and enhancing an inclusive and diverse school culture.

Identified Goal:

What is your FESL Goal?

To develop students who can represent mathematical thinking pictorially, symbolically and concretely in a variety of contexts and across subjects.

Objective:

- Students can express their reasoning using precise math vocabulary to solve problems and see themselves as numerate citizens

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

Developing students' ability to represent mathematical thinking concretely, pictorially, and symbolically builds deep conceptual understanding and strengthens their confidence as problem solvers. When students communicate their reasoning using precise mathematical vocabulary, they develop the skills to explain their thinking, make connections between ideas, and apply their learning across a variety of contexts. Providing multiple ways to demonstrate understanding shows an increased depth of knowledge and creates more equitable access to learning for all students.

As numeracy is an essential life skill, embedding mathematical thinking across subject areas helps students recognize its relevance beyond the classroom. By prioritizing conceptual understanding, mathematical discourse, and multiple representations, we aim to improve student engagement, achievement, and confidence while developing learners who see themselves as capable, critical thinkers and numerate citizens, prepared to make informed decisions in school and in everyday life.

Evidence/Data

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?

Our school goal is informed by multiple sources of evidence, including Foundation Skills Assessment (FSA) results, classroom assessment data, and student perception data from the Student Learning Survey. While achievement data indicates opportunities to strengthen students' conceptual understanding of mathematics, student voice reveals an equally important need to improve confidence and attitudes toward numeracy. Many students report that they do not enjoy learning mathematics, lack confidence in their mathematical abilities, or do not see mathematics as relevant to their everyday lives. Together, these data highlight the need to strengthen both mathematical understanding and students' identities as capable mathematicians.

In addition to improving achievement in mathematics, we want to increase students' confidence, engagement, and understanding of what it means to be a numerate citizen. Students will recognize that numeracy extends beyond mathematics class and is an essential life skill used to solve problems, make informed decisions, and understand the world around them. We also aim to increase students' ability to represent and communicate mathematical thinking using precise mathematical language across a variety of contexts and subject areas.

Success will be demonstrated through both quantitative and qualitative evidence; some examples include:

- Improved student achievement data in mathematics (ie. classroom assessments, FSA results)
- Students consistently using concrete, pictorial, and symbolic representations to explain their mathematical thinking

- Students and staff demonstrating a shared understanding of what it means to be a **numerate citizen** and identifying authentic examples of numeracy across the curriculum and in everyday life
- Positive shifts in student perceptions of mathematics, including increased confidence, engagement, and willingness to persevere when solving problems
- Increased use of precise mathematical vocabulary and mathematical discourse during classroom learning

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?
How will you ensure ongoing collaboration with all your different stakeholders?

Stakeholder voice has been gathered through staff collaboration, professional learning, student feedback, and ongoing observations of student learning. These perspectives have informed our focus on mathematical communication, representation, and numeracy connections.

We will maintain collaboration by engaging in regular dialogue through staff and PAC meetings, review of student learning evidence, and continued opportunities for student voice to shape instruction and our FESL focus and plans.

Connection to the District FESL Goals (Future Readiness, Foundational Skills, All Means All)

This goal aligns with the district focus on strengthening foundational numeracy skills by supporting students in interpreting information, applying mathematical understanding, and communicating their thinking. Emphasis on concrete, pictorial, and symbolic representations helps build strong foundations in number sense and problem-solving.

Developing precise mathematical language and opportunities for explanation strengthens students' ability to reason and communicate their thinking effectively. These foundational skills support confidence, achievement, and improved numeracy outcomes across contexts and assessments.

Action Plan

What is your action plan for your FESL goal?

What specific strategies will you implement each year?

What resources, supports, and professional learning will you need to meet your goal?

What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1: 2025-26

- poll stakeholders to determine area of focus/direction for FESL
- creation of specific goal statement, action plan
- identify vocabulary that we are currently using and identify shifts in use and integration of consistent vocabulary to be used across grades and contexts

- Where does numeracy live? Teachers and students reflected on where they view numeracy in the different subjects/areas of school
- Collation of current and previous FSA data and student learning surveys

Year 2: 2026-27

Our plans for Year 2 include:

- Assessment of students' background knowledge
- Defining what a numerate student "looks" like? What are the qualities of a numeracy teacher?
- What do the words: **pictorially, symbolically and concretely** mean and what should this look like at each grade level?
- Creating consistent vocabulary to express our mathematical thinking across all grade levels
- Whole school challenges and activities to encourage positive mindsets around engaging in mathematics and to demonstrate the applications of math skills across different subject areas and scenarios

Year 3: 2027-28

Plans for Year 3 will be created at the conclusion of Year 2.

Reflection/Summary of Learning/Next Steps (End of each year)

What are the highlights of your learning journey for this year?
 What progress have you made? How do you know this?
 What aspects of your plan do you need to refine or adjust?

- We have collected preliminary data to understand a starting point for where our teachers and students are at with numeracy
- We have established clear direction and desired outcomes
- Our next steps are to begin planning and executing activities and engagements that will work towards accomplishing our goal