

Action Plan for Learning

	School Name: Parkland Elementary
	School Context Link: About Parkland
	School Goal: Numeracy
	School Year: 2021-2022

Goal / Inquiry Student learning	<p>Goal BC's Revised Curriculum: Mathematics/Numeracy</p> <p><i>If we conduct school-wide numeracy planning for a school year, will we be able to improve our students' overall numeracy fluency – particularly in the area of procedural fluency?</i></p> <p>Note: "Procedural fluency is the ability to apply procedures accurately, efficiently, and flexibly; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another."</p>
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Rationale 1-3 reasons for choosing goal	<p>1 – As a staff, we've been exploring the numeracy curriculum in greater detail throughout the year at staff meetings at Pro-D Days. We began this focus during the 2019-2020 school year and have dedicated staffing and resources to help develop our students' numeracy fluency. During the past year, we have had to adjust our practices in order to comply with the Health and Safety guidelines due to the pandemic – we will be able to continue with more active learning practices once we have some flexibility in our Learning Environments for the 2021-2022 school year.</p> <p>2 – Parkland has been given the opportunity to host a district Numeracy lab. The Learning Support teachers have been working with the staff at Professional Development Days to develop their understanding of the revised curriculum and teaching and assessment practices. Learning Services teachers have also been hosting classes to guide them through numeracy activities in the Lab as well as co-teaching with staff during the activities to inform practice. We will be able to continue this practice with more movement within the school for the 2021-2022 school year.</p>
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References and sources to support actions	<ul style="list-style-type: none"> • For more information about the research-based supporting balanced numeracy practices https://sites.google.com/view/bc-numeracy-network • Supporting Numeracy – BC Numeracy Network https://sites.google.com/view/bc-numeracy-network/home • Procedural Fluency in Mathematics https://www.nctm.org/Standards-and-Positions/Position-Statements/Procedural-Fluency-in-Mathematics/ • LWB Numeracy Presentation dhttps://my432016.sd43.bc.ca/departments/staffdev/NewCurriculum/default.aspx
Backup Documentation	<ul style="list-style-type: none"> • Parkland Numeracy Plan for 2021-2022 - PARKLAND NUMERACY PLAN

	<p>information using the similar format the district asks schools to use to gather data in the Spring</p> <ul style="list-style-type: none"> • Staff assessment and feedback at our November Staff Meeting • We will conduct anecdotal data through the year and if deemed appropriate, we may conduct student and parent surveys in June of 2019.
Backup Documentation	<ul style="list-style-type: none"> • According to the recent FSA results, out of the 39 Grade 4s who participated, 3/39 were extending, 22/39 were On Track and 14/39 were Emerging. For a copy of our full report, please see the FSA website https://www.awinfosys.com/eassessment/fsa_admin.htm

<p>Documentation of learning</p> <p>Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<p><u>How did our actions made a difference?</u></p> <ul style="list-style-type: none"> • In our third year of developing our goal, our staff has been developing more numeracy teaching as much as they can during this time. Assessment strategies through in-services held at the school, professional development, and visits to the numeracy lab have been limited and will be resumed next school year. • Students have had limited use of technology and manipulatives to help with their learning – we will continue to focus on these tools during the 2021-2022 school year. <p><u>Evidence</u></p> <ul style="list-style-type: none"> • According to the recent FSA results, Parkland had a 4% decline in students who were Extending, an 8% decline in students who were On Track and our students who were Emerging increased by 12%. Although this is a snapshot of student learning on one day, we will be monitoring the results for evidence of improvement – we need to be consistent with our strategies moving out of restrictions within our Learning Groups. • We will be continue to conduct a Numeracy Assessment based on Teacher Judgement once each term to keep track of how students are performing and analyze the data as a staff to help us narrow a specific focus for certain terms and upcoming years
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<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	<p><u>Staff Engagement</u></p> <p>Our development of a numeracy goal was a consistent theme and topic of conversation during our staff meetings throughout the school year. We have been discussing this consistently throughout the year and working towards improving our numeracy instruction as a school. We determined as a staff we would keep Mindfulness as a goal to build on the work we've been doing, but decided we were in a place to begin to focus on Numeracy. We created a school-wide staff outline (a numeracy "road map") for common numeracy themes teachers were planning throughout the year and we will be working towards doing some school-wide focuses throughout the year.</p> <p><u>Parent Engagement</u></p> <p>Our APL plans were discussed in the Fall at the Parents' Advisory Council (PAC) Meeting and we will continue to update the parent community about our Numeracy goal for the school year.</p> <p><u>Student Engagement</u></p> <p>Our students will be engaged in the process through:</p>
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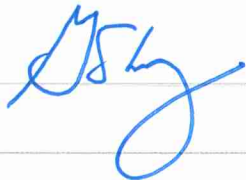
	<ul style="list-style-type: none"> • Visits to the numeracy lab • Hands on activities guided by staff focusing on curricular competencies • Using web based programs such as Prodigy to help develop numeracy fluency
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<p>Backup Documentation</p> <p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p><u>Where Are We Now?</u></p> <ul style="list-style-type: none"> • We have seen improvement before the pandemic and I would like to work on consistently applying instructional strategies. Although our year has been interrupted with hands-on instructional practices, next school year will be key to help students continue to build their numeracy fluency – particularly in the area of flexibility and finding more ways to solve problems. <p><u>Emerging Patterns</u></p> <ul style="list-style-type: none"> • Discussions around numeracy and assessment have been happening without having to be planned or facilitated, however as a staff we will need to be actively integrating highlighted teaching and assessment strategies into daily practice and routines. <p><u>What Surprised Us</u></p> <ul style="list-style-type: none"> • The need for freedom within the classroom to move and engage and be active learners. This will be key for improving as a school community. <p><u>Conclusions/Inferences</u></p> <ul style="list-style-type: none"> • With our teaching practices returning to reflecting the adjustments to the revised curriculum and assessment and using school-wide themes to spotlight numeracy, we are looking toward improved numeracy fluency in our students. <p><u>How Does This Inform Potential Next Steps?</u></p> <ul style="list-style-type: none"> • We will be having school-wide numeracy themes throughout the year • As a staff, we will continue to work towards developing our numeracy practices and assessment practices using the structures in place for next year, Pro-D and staff meeting time as well as continuing to collaborate with Learning Services and the numeracy support staff.
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<p>Literacy Data</p> <p>Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<p><u>FSA Results</u></p> <p>Please check the Ministry website to see the 2020-2021 results as they become available: <u>FSA Results</u></p>
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Signatures

School Name: Parkland Elementary	School Goal: Numeracy	School Year: 2021-2022
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Title	Name	Signature
Principal	Chris Hunter	
Assistant Superintendent	Gerald Shong	

Grade 2/3	Numeration Patterns Addition & Subtraction facts	Expanded form Measurement Patterns Graphs & Symbols	Forming groups Making doubles Math strategies Composing & decomposing numbers	Measurement: temperature, linear Structures Graphs & Symbols	Introduce 1x, 2x, 5x & adding Graphs & Symbols	Measurement & tables	Measurement & tables	Measurement Financial literacy	Geometry 20 + 30 Division & Multiplication Time	Division
	Grade 4/5	Number concepts to 1000/1000000 Addition & Subtraction Algebraic Equations One-step Equations	Addition & Subtraction Place Values Financial Literacy Algebraic Equations One-step Equations	Multiplication & Division Number facts to 100 Algebraic Equations One-step Equations	Multiplication & Division 2 or 3 by 1 Long Division Algebraic Equations One-step Equations	Measurement Angles Perimeter Area Classification or prism	Measurement Angles Perimeter Area Classification or prism	Fractions & Decimals Equivalent Fractions Whole Number Fractions Benchmark	Fractions & Decimals Addition & Subtraction with Decimals	Graphing Probability Experiments Increasing & Decreasing Patterns

Special Projects & Field Trips – Trips and presentations to help with Numeracy Learning	Kindergarten	First Nations Elder to come in and do patterning			First Nations Elder to come in and teach counting to 10			Maker's Market (students make items and "sell" them)		
	Grade 1	Beading, Art – patterns, Manipulative exploration, Environment walks (indoor & outdoor)			Explores classroom and school to collect data for measurement and graphing			Create a "store" in the classroom		Indoor and outdoor exploration and field trips/projects
	Grade 2/3				Math Lab for Multiplication & Division	Dream House Map a Home - First Nations		Math Lab for Fractions	Budget Meal Prep	Design Their Own Survey and Implement First Nations – Games of Chance
	Grade 4/5	Visit to Numeracy Lab Place Value Number Concepts	Puzzles Bingo Scavenger Hunt Multiplication Connect 4	Goal once a month, Math lab, Carol Fullerton Workshops				First Nations – Recipe Fractions, Ratios, Percentages		

Resources – What do I need in order to facilitate understanding in the areas of focus?	Kindergarten				10 frames (magnetic) Counters Objects for measuring, graphing & counting			Play money, magnetic coins Cash registers 2D Shapes, 3D Objects		
	Grade 1		Visuals & Manipulatives		Paper clips, blocks, etc. Graphing paper			Play money		
	Grade 2/3	A 100 board	A "scale" to measure their weight	Math Room: texts, materials, sign out		Ones, tens, hundreds, thousands blocks				
	Grade 4/5		Using cubes, loose parts, building materials, math games, cards, dice, Yahizee, place value charts, tiles, ten cards, use a 100 chart & cards, 100 board							

Journeys: Jump Math, Math Focus, Math to the Max, TPT, Pinterest, Canadian Curriculum Guides, Mathdrills.com