

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Intellectual Development

Goal:

Rationale:

Planned Actions:

Indicators of Success:

School Community Engagement Process:

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School:

***Increasing Success in
Life for All***

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Human and Social Development

Area of focus:

Planned Actions:

Indicators of Success:

School Community Engagement Process:

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School:

***Increasing Success in
Life for All***

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Planned Actions:

Indicators of Success:

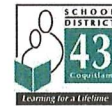
School Community Engagement Process:

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

School:

***Increasing Success in
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Harbour View elementary

Reflection

Our goal for 2021-2022 was to develop proficiency in numeracy to promote mathematical habits of mind. FSA data trends demonstrate a pattern of lower achievement in Numeracy than Literacy with 30% of grade 4 students scoring in the Emerging category compared to 17% in Literacy, while only 65% of grade 4 students scored in the On Track category for Numeracy compared to 72% for Literacy. Report Card data as well as Teacher based assessments corroborate this gap in achievement. Moreover, the Student Learning Survey results demonstrated a fixed mindset and student negative perception towards their mathematical ability where overwhelmingly students identified a need for more help with Math. After reviewing this data with staff and parents, staff engaged the district numeracy support team to investigate ways to enhance student engagement and learning in numeracy while facilitating ways to adopt a growth mindset approach to numeracy.

With the support of the district numeracy support team, staff participated in a pilot facilitating a school-wide numeracy assessment with every student in the school. Further to this, staff have been working with the district numeracy support team to adopt universal numeracy language and vocabulary, embed hands on learning opportunities to help students bridge concrete examples with abstract concepts using math games and routines to develop targeted mathematical skills. Through weekly engagement with the district Numeracy Lab, student engagement and attitudes towards numeracy have shown a marked improvement. One of the predominant patterns that emerged across grades was a lack of transference and making connections between mathematical skills and problem solving. Moving forward as staff continue to engage with the district numeracy team, our goal will be to develop proficiency in understanding how to use foundational numeracy skills to problem solve through exploring Miriam Small's "Math Up" math routines and assessments, hands-on activities such as STEAM, games, and thematic tie-ins to practice using those skills to solve problems.

Signatures

| Title | Name | Signature | Date |
|--------------------------|------------------|--|---------------|
| Principal | Ms. Cheryl Woods |  Digitally signed by Ms. Cheryl Woods Date: 2022.06.22 16:27:17 -07'00' | June 22, 2022 |
| Assistant Superintendent | Mr. Carey Chute |  | June 24/22 |

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School: **Harbour View elementary**

**Increasing Success in
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