


# Action Plan for Learning

	<b>School Name: Hazel Trembath Elementary</b>
	<b>School Goal: Numeracy</b>
	<b>School Year: 2020/2021</b>

<b>Goal / Inquiry</b> Student learning	<p><i>To improve and enhance students' skills and fluency in the area of numeracy/mathematics; specifically, the curricular competencies of:</i></p> <ul style="list-style-type: none"> <li>• <b>Reasoning and Analyzing:</b> <ul style="list-style-type: none"> <li>• By improving students' mental math strategies and abilities to make sense of quantities</li> </ul> </li> <li>• <b>Understanding and Solving:</b> <ul style="list-style-type: none"> <li>• By improving math fact fluency (speed and accuracy) and understanding and applying it to inquiry and problem solving</li> </ul> </li> </ul> <p>By developing and using multiple strategies to engage in problem solving, and using visualizing to explore mathematical concepts</p>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>The staff has been working individually and with some collaboration in the 2019/2020 school year, on a range of lessons/strategies/units to improve students' understanding of math computations; it is felt that by further developing a collective approach we can seek to:</p> <ul style="list-style-type: none"> <li>➤ develop better math fluency, leading to more flexible math thinking</li> <li>➤ prepare students for more critical math</li> <li>➤ increase students' confidence and enjoyment in math, lowering "math anxiety"</li> </ul> <p>During the articulation process, we have been having more conversations about the math program(s), the challenges students are encountering, and student anxiousness around math. By choosing a math goal, we hope to see an improvement in students' math performance and sense of well-being when it comes to numeracy.</p>
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<b>References</b> and sources to support actions	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Carole Fullerton's "Mastering the Facts" teacher resources</li> <li>• SD43 Learning Services</li> <li>• Math Focus 3, 4, 5 (workbooks are a new resource acquired for upcoming year)</li> <li>• Maureen McQuarrie</li> <li>• Bryn Williams</li> </ul>
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Backup Documentation	
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<b>Planned Actions</b> Continuing practices working well (1-3) <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> </ul>	<b>Continuing Practices</b> <ul style="list-style-type: none"> <li>➤ Skills and drills (some teachers do review/teaching of skills and regularly have students complete "drills" to enhance recall, have practice and give teacher feedback)</li> <li>➤ Regular use of "ten frames" to help students learn basic math facts/number sense and gain mental math fluency</li> </ul>
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<ul style="list-style-type: none"> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using “executive function” clocks (ie. magnets on the rim of a clock to give a sense of the passage of time).</li> <li>➤ Regular use of “Wall Math” to develop “math language” and practice using math concepts</li> </ul> <p><b>What will we do differently?</b></p> <ul style="list-style-type: none"> <li>➤ We want to continue to look at a more collaborative model so we build continuity with reference to Math Drills</li> <li>➤ Continue to put an emphasis on math application in our ongoing conversations</li> <li>➤ Create a “silent math” instead of just silent reading (using buddies)</li> <li>➤ We will collect data at the start of the year and look at where we are at the end of the year (this was interrupt in 2019/2020 due to COVID-19)</li> </ul> <p><b>Staff Development/Collaboration</b></p> <ul style="list-style-type: none"> <li>➤ Resource sharing (Carole Fullerton/Trevor Calkins)</li> <li>➤ Use a portion of staff meetings for updates/conversations</li> <li>➤ Devote a portion of school based pro-d to math conversations</li> </ul> <p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>➤ Involve parents through evening practice (flash cards and manipulatives)</li> <li>➤ Make goals known at PAC and through newsletter</li> </ul> <p><b>Student Involvement</b></p> <ul style="list-style-type: none"> <li>➤ Teachers will work with students to create class and personal math goals and commitments (share thoughts on “collaborative goals and next steps section of report cards)</li> </ul> <p><b>How Do We Monitor Progress and Adjust Actions?</b></p> <ul style="list-style-type: none"> <li>➤ We will evaluate our starting point and use data such as the FSA’s to inform our progress</li> <li>➤ Teacher assessment/reflections</li> <li>➤ We will monitor class/student goals</li> </ul>
Backup Documentation	2019/2020 FSA’s, Start of year/End of year data, Classroom Assessment Based on Teacher Judgement

<p><b>Documentation of learning</b></p> <p>Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p><b>Key Evidence of Change</b></p> <ul style="list-style-type: none"> <li>➤ This is a newer goal for our school, but the staff recognizes that with a math goal and intentionality, we can reduce math anxiety and improve students’ math fact fluency and mental math abilities</li> <li>➤ We have discussed areas where we can continue to embed math, such as in Kilometer Club goal setting and day to day opportunities, rather than focusing on math in isolation</li> <li>➤ Many staff have begun using document cameras to assist students with executive function (previous goal) and they have seen where the cameras are helpful in exploring multiple step math problems; they would like to continue to build on this</li> </ul> <p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>➤ We would like to once again, generate a baseline, create class/student specific goals, regularly review progress at staff meetings/pro-d, and see what progress can be made in a year (we are hopeful that we will be able to collect both the baseline data AND the evidence of growth)</li> </ul>
Backup Documentation	
<p>School Community Engagement Process</p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Last year a survey was sent to staff with a selection of possible “APL goal” foci, including an “other” choice. We used that data to guide our dialogue at a Professional Development day in June 2019 and narrowed down our goal to</li> </ul>

<p>students &amp; support staff in developing your APL?</p> <ul style="list-style-type: none"> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<p>one with a math/numeracy focus. As there was an interruption to our plan, we would like to continue to work on it in the upcoming school year</p> <ul style="list-style-type: none"> <li>➤ We will examine the APL goal at our staff meeting where support staff will be in attendance</li> <li>➤ The new goal will be highlighted at the September PAC meeting, and has been included in students' 2020/2021 agenda, and will appear on our website</li> <li>➤ Our APL goal will also appear in the first newsletter of the school year</li> <li>➤ We intend to work on math goal setting with students so that they are both aware and involved</li> </ul>
Backup Documentation	

<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	<p>We are looking forward to continuing our focus on a newer goal and seeing how much we can reduce math anxiety and improve students' mental math strategies and math fact fluency.</p> <p>We have noted that math fact recall is slow, leading to challenges as math becomes more multi-stepped/complex in intermediate. We have also noticed that students are increasingly more anxious about math as a subject area.</p> <p><b>Conclusions/Inferences</b></p> <p>Looking for opportunities to continue to embed math in a range of areas and be intentional about goal setting and collaborating. Our hope is that we will see an improvement in student performance, an increase in student confidence, and a reduction in anxiety.</p> <p>By continuing to increase intentionality, we also hope to build teacher confidence with regard to instructional practice</p>
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**(Delete this section if Literacy is your main goal)**

<p><b>Literacy Data</b></p> <p>Attach the following:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	<p><b>Classroom Assessment based on Teacher Judgement was not completed</b></p> <p><b>FSA results:</b></p> <p><a href="https://app.powerbi.com/groups/me/reports/fe89d758-a723-46c9-bc2d-ad360d8a3ec2/ReportSection4d10a8f1555a3cad1d0a?ctid=d9658cef-0292-4252-9925-6442de24a44b">https://app.powerbi.com/groups/me/reports/fe89d758-a723-46c9-bc2d-ad360d8a3ec2/ReportSection4d10a8f1555a3cad1d0a?ctid=d9658cef-0292-4252-9925-6442de24a44b</a></p>
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# Signatures

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<b>School Name: Hazel Trembath Elementary</b>	<b>School Goal: Numeracy</b>	<b>School Year: 2020/2021</b>
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<b>Title</b>	<b>Name</b>	<b>Signature</b>
Principal	<b>Janine Close</b>	<b>*see attached</b>
Assistant Superintendent	<b>Rob Zambrano</b>	<b>*see attached</b>

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	
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