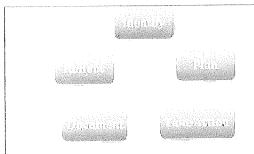
Action Plan for Learning



School Name: Parkland Elementary

School Context Link: About Parkland

School Goal: Numeracy

School Year: 2021-2022

Goal / Inquiry Student learning

Goal BC's Revised Curriculum: Mathematics/Numeracy

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?

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."

Rationale

1-3 reasons for choosing goal

- 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.
- 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 coteaching 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.

References and sources to support actions

- 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

Parkland Numeracy Plan for 2021-2022 - PARKLAND NUMERACY PLAN

	 information using the similar format the district asks schools to use to gather data in the Spring 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	 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

Documentation of learning

Key evidence of change

- 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.

How did our actions made a difference?

- 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.

Evidence

- 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

School Community Engagement Process

- 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?

Staff Engagement

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.

Parent Engagement

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.

Student Engagement

Our students will be engaged in the process through:

- 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
 - Using web based programs such as Prodigy to help develop numeracy fluency

Backup Documentation

Reflection Highlights

- 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?

Where Are We Now?

 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.

Emerging Patterns

 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.

What Surprised Us

• 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.

Conclusions/Inferences

 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.

How Does This Inform Potential Next Steps?

- 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.

Literacy Data

Attach the following:

- Classroom Assessment
- School Assessment
- FSA results

FSA Results

Please check the Ministry website to see the 2020-2021 results as they become available: <u>FSA Results</u>

Signatures

School Name: Parkland Elementary	School Goal: Numeracy	School Year: 2021-2022
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Name	Signature
Chris Hunter	COHLE
Gerald Shong	154
	Chris Hunter

Parkland Numeracy Plan 2021-2022 School Year

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Big Ideas -		Repeating elements	Repeating elements in patterns can be identified	entified		Numbers represent	quantities that can be	Numbers represent quantities that can be decomposed into smailer parts	aller parts		
Themes What big	Kindergarten					AND 11.			Objects have attributed	Objects have attributes that can be described, measured and compared	lbed, measured and
ideas/common			-	One-on-one corresp	ondence and a sense	One-on-one correspondence and a sense of 5 and 10 are essential for fluency with numbers	tial for fluency with n	umbers			
themes will		Familiar events can	Familiar events can be described as likely or unlikely and	or unlikely and compared	ared						
you focus on		Numbers to 20 repr	esent quantities that	Numbers to 20 represent quantities that can be decomposed into 10s and 1s	nto 10s and 1s	Addition and subtracti computational fluency	ction with numbers to icy	o 10 can be modelled o	concretely, pictorially	Addition and subtraction with numbers to 10 can be modelled concretely, pictorially and symbolically to develop computational fluency	evelop
	Grade 1	Repeating elements	Repeating elements in patterns can be identified	entified		Objects and shapes	have attributes that c	Objects and shapes have attributes that can be described, measured and compared	sured and compared		
						Concrete groups hel	Concrete groups help us to compare and interpret data	nterpret data			
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	Grade 2/3	Addition &	Addition &	Addition &	Addition &	Addition & Subtraction		2	Multiplication & Division	uo	
		Place Value	Place Value	Place Value	Subtraction	Multiplication &					
	Grade 4/5	Development of Computational Fluency	Development of Computational Fluency	Patterns	Computational Fluency	Computational Fluency	Computational Fluency	Perimeter, Area, Closed Shape	Fractions & Decimals	Computational Fluency	Data Probability and Patterns
Curricular		Represent mathematical	Repeating patterns	Ways to make 5		Develop mental mat of quantities	Develop mental math strategies and abilities to make sense of quantities	iles to make sense	Estimate Reasonably	V	oscos cycon of soir
& Content –		ideas in concrete,	Graphe			 Number concepts to	Number concepts to 10, change in quantity to 10	ty to 10	of quantities	Develop mental main su ategres and admittes to make sense of quantities	וופא בס ווופאב אבוואב
What Learning		symbolic forms							Number concepts to	Number concepts to 10, change in quantity to 10	ty to 10
Standards are		Communicate									•
highlighted	Kindergarten	mathematical							2D shapes and 3D objects	bjects	
school year?		tninking in many ways							Financial literacy		
								A de la constante de la consta	Measurement	THE PROPERTY OF THE PROPERTY O	
		Develop, demonstra	ate and apply mathen	Develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving	through play, inquiry	and problem solving					
		Communicate math	Communicate mathematical thinking in many ways	nany ways							
						Estimation	•		Comparison of 2D s	Comparison of 2D shapes and 3D objects	
		Sorung				Measurement using	Measurement using non-standard units (paper clips, blocks)	paper clips, blocks)	Develop mental math strategies	th strategies	
	Grade 1	Repeating patterns	Repeating patterns with multiple elements and attributes	its and attributes		Develop mental math strategies	th strategies		. C. C. t. C.	e prilatera de la companya de la com	tion and process.)
		Number concepts to	o 20 (counting on, cou	Number concepts to 20 (counting on, counting back, skip counting, sequencing,	ting, sequencing,	Addition to 20 (und	Addition to 20 (understanding of operation and process	on and process	Subtraction to 20 (t	Subtraction to 20 (understanding or operation process)	ation and process/
		compainis)				Concrete graphs (us	Concrete graphs (using one-to-one correspondence	pondence	Financial literacy (v	Financial literacy (value of coins and monetary exchanges)	etary exchanges)
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Division	Graphing Probability Experiments Increasing & Decreasing
Geometry 20 + 30 Division & Multiplication	Fractions & Decimals Addition & Subtraction with Decimals
Measurement Financial literacy	Fractions & Decimals Equivalent Fractions Whole Number Fractions Benchmark
Measurement & tables	Measurement Angles Perimeter Area Classification or prism
Measurement & tables	Measurement Telling time Regular and Irregular Polygons
Introduce 1x, 2x, 5x & adding Graphs & Symbols	Multiplication & Division 2 or 3 by 1 Long Division Algebraic Equations One-step Equations
Measurement: temperature, linear Structures Graphs & Symbols	& Division to 100 ations
Forming groups Making doubles Math strategies Composing & decomposing numbers	Multiplication & Divi Number facts to 100 Algebraic Equations One-step Equations
Expanded form Expanded form Making double Measurement Math strategie Patterns Composing & Graphs & Symbols numbers	Addition & Subtraction Place Values Financial Literacy Algebraic Equations One-step
Numeration Patterns Addition & Subtraction facts	Number concepts to 1000/1000000 Addition & Subtraction Algebraic Equations One-step Equations
Grade 2/3	Grade 4/5

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

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Resources –						10 frames		Play money,
What do I	Kindergarten					(magnetic)		magnetic coins
need in order						Counters		Cash registers
to facilitate			Visuals & M	Visuals & Manipulatives		Objects for measurin	Objects for measuring, graphing & counting	2D Shapes, 3D Objects
understanding in the areas of	Grade 1					Paper clips, blocks, etc.	12	Play money
focus?						Graphing paper		
		A 100 board	A "scale" to		Math Room: texts,		Ones, tens,	
			measure their		materials, sign out		hundreds,	
	Srade 2/3		weight				thousands blocks	THE PARTY OF THE P
			Using cub	es, loose parts, build	ing materials, math gan	nes, cards, dice, Yahtz	Using cubes, loose parts, building materials, math games, cards, dice, Yahtzee, place value charts, tiles, ten cards, use a 100 chart & cards, 100 board	a 100 chart & cards, 100 board
	Grade 4/5			Journeys, Jui	np Math, Math Focus, I	Math to the Max, TPT,	Journeys, Jump Math, Math Focus, Math to the Max, TPT, Pinterest, Canadian Curriculum Guides, Mathdrills.com	athdrills.com
		And the Personal Property and Personal Prope	The state of the s					