


Action Plan for Learning

	<p>School Name: Ranch Park Elementary</p> <hr/> <p>School Context Link: Intellectual</p> <hr/> <p>School Goal: Numeracy</p> <hr/> <p>School Year: 2020-2021</p>
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Goal / Inquiry Student learning	To increase student achievement in Numeracy with a focus on building common language and a common sequence of skill development.
Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • Our teachers have noticed that students struggle with the foundational skills that lead to the development of confident multiplicative thinking. • Teachers report dissonance between the mathematical language we use from class to class and student Lack of confidence when it comes to problem solving. • Our data shows that student achievement in numeracy has not kept pace with achievement in literacy. • We are concerned that there may be loss of skills and knowledge during remote learning
References and sources to support actions	<ul style="list-style-type: none"> • Multiple consultations with Jen Whiffin and with several of our teachers. Discussed and observed some of the variation in use of language and process between classes grades. • Research on the Pathway to Multiplicative Thinking • https://curriculum.gov.bc.ca/competencies • https://curriculum.gov.bc.ca/curriculum/mathematics
Backup Documentation	
Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • What will we do differently? (1-3) • How will we provide for staff development and collaboration? • How will we involve parents? • How will we involve students? • How will we monitor progress and adjust actions? 	<ul style="list-style-type: none"> • Teachers feel confident in instruction on the processes of math • Teachers are less confident that students are fluent in these processes and in their own mathematical thinking processes • We are currently discussing a 3 year plan <ul style="list-style-type: none"> ○ Year 1 – Exploration – building our understanding of the mathematical thinking skills our students can demonstrate and use; reviewing, developing and adopting common language for mathematical processes ○ Year 2 – Implementation – engaging students with building multiplicative thinking skills across grade levels ○ Year 3 – Reviewing the retention of skills as students move to the next grade, continuing to reinforce common language and problem solving skills

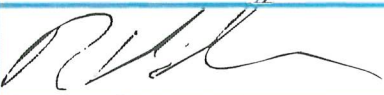

<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<ul style="list-style-type: none"> • Review of progress at the end of the year and retention of skills at the beginning of the next • FSA Scores in Math • Teacher Observation and assessment of student progress in use of multiplicative thinking skills • Student self description of problem solving processes • Student exemplars • Observed student use of common language
Backup Documentation	

<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? 	<ul style="list-style-type: none"> ○ Primary teachers have been experimenting with various processes to develop mathematical thinking this year ○ Reached out to Jen Whiffin to meet with staff and to support and observe staff in using new strategies ○ Discussed concerns regarding student learning in small groups and at staff meeting ○ Results of previous APL showed success in literacy work, and staff are prepared to adopt new goals ○ Shared and discussed with PAC ○ Further sharing with parents will take place as common language is further developed
Backup Documentation	

<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? 	<ul style="list-style-type: none"> • We are currently in the beginning phase of a new APL • Due to COVID-19, our planning process has been stalled, so we are at the beginning phase of developing our new goal • Discussion at Department Head Meeting and with staff indicate that staff are prepared to engage in: <ul style="list-style-type: none"> ○ Math conversation item on DH and Staff meetings ○ Pro D related to inquiry into mathematical goal • Possible supports <ul style="list-style-type: none"> ○ Collaborative time ○ Funds for manipulatives, especially if each student will need them ○ Inventory of classrooms and math room
Backup Documentation	

Signatures

School Name: Ranch Park	School Goal: Numeracy	School Year: 2020-2021
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Title	Name	Signature
Principal	Mr. R. Killawee	
Assistant Superintendent	Mr. G. Shong	

Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here	
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