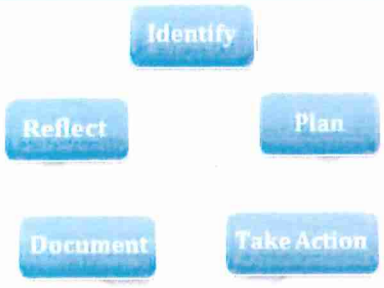
Action Plan for Learning



School Name:	**Ranch Park Elementary**
School Context Link: Intellectual	
School Goal: Numeracy	
School Year: 2021-2022	

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

- 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.

Data

The tables below show that our focused efforts in literacy over the past several years are showing improvement. Of those who wrote the FSA, the % of students scoring "On Track" increased by 15% between 2017 and 2018, and increased by 4.9% in 2019.

By contrast, in Numeracy of those who wrote the FSA, the % of students scoring "On Track" decreased by 13% between 2017 and 2018, and decreased by 4.6% in 2019. This shows that more focus is clearly required in our K-3 classrooms in Numeracy.

(In the 2020-21 FSA, only 12 out of 34 students wrote; as such the data will be regarded provisionally. It does initially suggest that remote learning has not significantly impacted student learning in either domain).

Literacy (Writing)

Year	Emerging	On Track	Extending	Participation
2017 – 18	17.2%	75.9%	6.9%	58%
2018 – 19	6.1%	90.9%	3%	71.7%
2019 – 20	4.2%	95.8%	0%	60%
2020 – 21	9.1%	90.9%	0%	33.3%

Numeracy

Year	Emerging	On Track	Extending	Participation
2017 – 18	13.8%	75.9%	10.3%	58%
2018 – 19	31.4%	62.9%	5.7%	71.7%
2019 – 20	41.7%	58.3%	0%	60%
2020 – 21	0%	90.9%	9.1%	33.3%

Over the next three years we will continue to track the results of students in numeracy, while maintaining our gains in literacy.

References and sources to support actions	• Multiple consultations with Jen Whiffin and with several of our primary teachers, including our Professional Development Chair. Discussed and observed some of the variation in use of language and process between classes grades. • Research on the Pathway to Multiplicative Thinking • Numeracy Resource Sharing Team with Jen Whiffin • https://curriculum.gov.bc.ca/competencies • https://curriculum.gov.bc.ca/curriculum/mathematics
Backup Documentation	

Planned Actions
Continuing practices working well (1-3)
• 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?
	• 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 4 year plan**
	  ○ Year 1 – Exploration (COVID – 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 – Exploration – continuing to develop common language, working with students to build skills with manipulatives
	  ○ Year 3 – Implementation – engaging students with building multiplicative thinking skills across grade levels
	  ○ Year 4 – Reviewing the retention of skills as students move to the next grade, continuing to reinforce common language and problem solving skills

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.	• Review of student progress, retention of skills, confidence and adoption/understanding of common mathematical language at the beginning of the next year using district numeracy assessment tool (working with Jen Whiffin) • FSA Scores in Math – we will continue to track FSA scores in math, aiming to decrease the number of students in the "Emerging" category, and to increase the number of students who are "On Track" and "Extending". • Now that we have year to year student learning data recorded in MyEd, we will add that to the achievement data. • Teacher Observation and assessment of student progress in use of multiplicative thinking skills • Student self description of problem solving processes – we are specifically looking for increased confidence on the part of students – ie: they begin to approach a mathematical problem by assessing the information provided, connecting it to what they already know, and referencing two or more strategies they can use to solve the problem. • Student exemplars • Observed student use of common language • Video of students involved in mathematical problem solving (individually or in class discussion • Share and discuss at staff meeting

Backup Documentation	

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?	○ Primary teachers have been experimenting with various processes to develop mathematical thinking ○ Jen Whiffin met with staff in the planning and development in the use new strategies ○ Discussed concerns regarding student learning in small groups and at staff meeting and professional development ○ 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 ○ Information in parent newsletters, both beginning of year and ongoing ○ Monthly math theme information
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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?	• This year the requirements of COVID interfered significantly with the implementation of the APL • We began the discussion of what mathematical language we use, and the importance of it remaining consistent from year to year. • We began our inquiry into our goal thorough our February 1 school based professional development day, discussing common language both among same grade teachers, and planning common grade level lessons to be shared out among teachers • We provided manipulatives for every student in K-3, and class sets of manipulatives for Grades 4 and 5 • Next year we will follow up with: ○ Math conversation item on DH and Staff meetings ○ Pro D related to continued inquiry into mathematical goal • Possible supports ○ Collaborative time ○ Professional Development Time and materials ○ Workshop – "Setting up your classroom for Math Routines"
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Signatures

School Name: Ranch Park	School Goal: Numeracy	School Year: 2021-2022

Title	Name	Signature
Principal	**Mr. R. Killawee**	
Assistant Superintendent	**Mr. G. Shong**