

SCANNING & ASKING - Essential Question: How do we continue to support inquiry based learning so all of our learners are engaged, connected to their learning?

Drawing on a range of qualitative and quantitative evidence what is happening for student's achievement and engagement in learning? What's going on for your learners?
How are you supporting the diverse learning needs of your school population in relation to the goal?

Staff discussion has been around Math and students interpretation of how successful they feel they are as Mathematicians. They believe it is important that all students feel they can approach Math through an inquiry lens and be successful and staff would like to give students as many opportunities as they can to do so. Through qualitative data such as student surveys and interviews we look to find how students are feeling with regards to Mathematics. With this information we will use this to inform our practice in turn to support all our learners at all levels.

Analyzing - How does your evidence inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

-The creation of a monthly collaboration block for staff to meet to review the math goal, collaborate on lesson and strategy approaches as well as review the areas of mathematical focus to ensure that the students are engaged and working on areas that they have shared need more attention to learning.

-Through the use of a survey where student will reflect on a set of questions around how they feel about various areas of mathetics as well as themselves as mathematicians we will be able see where more support is needed and our focus can be directed. This survey, one for primary students and one for intermediate students, will be conducted three times throughout the year: January, March and June. This will allow us to see the growth that is being made in certain areas of focus and assist us in our ensurement that are meeting the needs of the students by using the data to direct our practice.

Clarifying & Acquire What evidence identifies the focus? What targeted groups are addressed? Where will concentrating your energies yield the greatest effect?

-The use of the student survey will identify the math focus for each teacher and this focus can be different for each class or may have overlapping commonalities amongst groups. Upon receiving the data from the survey each classroom teacher will recognize where there students may need more support and focus on certain mathematical areas. By doing this survey three times throughout the year we will continue to inform our practice which will allow us to ensure we are meeting the needs of the learners and their needed areas of focus.

CHECKING Applying - Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

The introduction of math surveys for the primary and intermediate students throughout this school year in the first year of this school goal has allowed us to get a sense of how students see themselves as mathematicians as well as how they perceive and engage in the math subject area. In collecting the data from the multiple surveys done throughout this school year(2020-2021) there has been a clear shift in the students' perceptions around math. Here are the findings thus far:

1. As the year progressed the surveys showed a higher number of students reporting that they liked Math in comparison to the surveys done earlier in the year.
2. There was a significant increase in the number of students who shifted their thinking to seeing that "making mistakes helps me learn" at the end of the school year in comparison to the beginning of the school year.
3. There was no clear preference or change in how students like to learn Math, it was fairly even for all three options: alone, in a pair, or in a group

Purposeful Postings We have worked very hard to create Math learning environments that allow all learners to be engaged through inquiry and hands on learning practices.

Assessing Impact Portfolio What requires further attention? Where to next?

<p>Providing the monthly collaboration time for staff to meet to with their grade group colleagues has provided a valuebale opportunity for the to share, engage, review and evaluate data collected to guide their practice.</p>	High Impact	<p>The use of more assessment tools of progress in conjunction with the math surveys and written/verbal observations would provide even more insight to the learning of our students.</p>
High Investment		Low Investment

HOW AND WHERE CAN WE LEARN MORE? NEXT STEPS:

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?

Resource Mindset Mathematics Resource for all grade levels where the focus is visualizing and investigating mathematical big ideas

Donna Morgan – District: Lunch and learns, in-school team teaching support, consulation suppot, pro-d workshops

Professional growth opportunities

Self and Peer Assessment	-The math surveys will be conducted three times throughout the school year to inform practice and allow teachers to see the areas of growth as well as where more support is needed in math. These surveys will also used when communicating with parents as they allow for the student to reflect and provide others with information about their learning growth and development as Mathematicians.
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TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY? Ideate

Plan

The implementations and continuation of inquiry based strategies that can engage all learners in Mathematics within the classrooms with the support of Donna Morgan, the district Math consultant, as well as professional development opportunities. An introduction to self-assessment surveys about Math and how students see themselves in this curricular area will be conducted three times throughout the school year. This qualitiative information will our practice as well as allow us to ensure the area of our focus remains true.

We will be having monthly collaboration sessions for all teachers which will allow them to meet with shared grade groups and assess student progress, share their discoveries and work collaboratively on math lessons and concepts being presented with an inquiry-based mindset

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

CHECKING / Debrief

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NEXT STEPS: What requires further attention? Where to next?

Questions/Ideas to consider moving forward into the 2021-2022 school year:

1. Within the primary survey a review may be needed to assess the number of questions in the survey, are there too many?
2. Should we track individual/specific students across multiple years? Would this allow us to see trends in specific students year to year, especially focussing on those students with a negative approach to Math or a decline in attitude towards Math?
3. Parents have been inquiring about attaining supplementary material for students to work on at home – possibly an online math program such as: IXL, Mathletics, etc.
4. Staff is looking into participating in a free trial of Mathology online program
5. Using Math Benchmarks twice per year to guide instruction – Vancouver School Board Assessment and/or Vancouver Island assessment
6. There is a lack of assessments available for the K to 2 grades and time needs to be taken to inquire what other assessments are available for the lower primary grades.

Levels of Feedback				
Perspective of Feedback	Task		Process	Self-Regulation
	Past “Feed back”	What progress has the learner made on goals and content?	What progress has the learner made on task completion? Is there evidence of Improvement?	What Progress has the learner mad on Self-Regulation Strategies
	Present “Feed Up”	What goals did the learner reach? What content did the learner understand?	How did the learner complete the task? Is there evidence of how the learner worked	What self-regulation strategies did the learner successfully apply?
	Future “Feed Forward”	What goals should be set next? What content should be learned next?	What tips on the task completion should the learner be given next?	What self-regulation strategies should the learner apply next?

AN INQUIRY APPROACH TO SCHOOL PLANNING

SCHOOL PLANS GUIDELINES:

1. Clearly stated goal(s) and objective(s) **or** inquiry question(s)
 - a. Meaningful, impactful, flexible, realistic, sustainable
 - b. Strength-, support-, evidence-, and results-based
 - c. relate to student academic proficiency or has a direct connection to student academic proficiency
2. Rationale
3. Evidence of improvement
4. Actions/strategies that will be taken to meet goal(s) and objective(s) or inquiry question(s) and monitor progress
5. Ways in which instruction/programming will be adjusted in response to evidence collected (Where to next?)
6. Meaningful teacher, student, and parent engagement
7. Ways in which the work will be communicated to the school community
8. Each school plan needs to be posted on school website and submitted by the end of June
9. Meaningful teacher, student, and parent engagement
10. Ways in which the work will be communicated to the school community

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Year 2019-20

SCHOOL TEAM VISIT SUMMARY REPORT

(to be completed by Visiting Team)

PROMISING PRACTICES

- Caring Community
- Committed Staff
- Abundance of programs for students
- Strong teacher participation
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RECOMMENDATIONS

- Consider narrowing focus of Goal and tying it in to student achievement more directly – perhaps something like “to increase students reading levels or to increase students self-assessment skills
- Consider having each teacher identifying a student in each class that they could apply strategies with and monitor
- Identify specifically how parents are involved with plan
- Continue Pro-D with Lee Crocket
- Continue moving towards common assessment and reporting
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NAMES OF VISITING TEAM MEMBERS:
