

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 Mathmeticians. 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 surveyys 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.

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 mathmeticians 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 comparision 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
4. In one of our classes 11 out of 21 students asked to be recognized on their achievement certificate for their effort in Math.

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.

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 mathmeticians we will be able see where more support is needed and our focus can be directed. This survery, 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.

-Math assessments: Vancouver & Vancouver Island assessments (beginning and end of the school year)

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>
<p>The purchase of a number of Mathematics resources: Mindset Mathematics, Leaps & Bounds, various math manipulatives and a year subscription to Mathletics the vast array of resources provides many opportunities for staff, students and parents to engage in our math learning journey.</p>	High Investment	<p>At our monthly staff meetings we continue to share ideas, questions and various opportunities available to support our schoo goal and our growth in the area of Mathematics as a school community</p>
		Low Investment

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 survery 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.

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?

- Resources:
- Mindset Mathematics* and *Leaps & Bounds* for all grade levels where the focus is visualizing and investigating mathematical big ideas as well as provide another assessment option
 - DLRC Math kits*
 - Multiple Math Manipulatives*
 - District: consulation suppot, pro-d workshops
 - Professional growth opportunities: Pro-D Day workshop with Donna Morgan
 - School/home math program – Mathletics

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 surveyys 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?

AN INQUIRY APPROACH TO SCHOOL PLANNING

SCHOOL PLANS GUIDELINES:

1. Clearly stated goal(s) and objective(s) or inquiry question(s)

CHECKING / Debrief

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data

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.
7. **Math mentor training with Donna Morgan for a staff member as the goal is to train 1 math mentor per school in the Pearson Learning Progressions and program.**

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

NAMES OF VISITING TEAM MEMBERS:

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_____	_____
_____	_____
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