

School Goals: **Math: Students will experience increased perseverance and joy when participating in mathematical activities, explore with intrigue and interest, and consider themselves a mathematician in a positive light.**

SCANNING
 What's going on for your learners in relation to your goal? **Students are demonstrating a lack of joy and perseverance when participating in mathematical activities/tasks. Many students consider themselves 'not good at math' and lack the positivity to engage in tasks with motivation and drive to do their best. They are often nervous and lack confidence and look for teacher support and on-going approval as they work. We have also noticed a lower skill set in intermediate students with recalling number facts (i.e. addition, subtraction, multiplication and division)**
 How are you supporting the diverse learning needs of your school population in relation to the goal? **Staff are planning together (school-wide) and building in 'mathematical conversations', games times ('Mathtastic') with their students focusing on students' ideas, observations and mathematical understandings of visuals. Students are also engaging in fun ways to practice math facts. 'Mathtastic' includes math games, for 15 mins three times a with support from non-enrolling teachers. Students also add sticky notes to math image once a week in hallway (whole school,) and participate in two math problems read over PA once a week (one int/one pri) with answers revealed the next day.**

WHAT DOES OUR FOCUS NEED TO BE?
 What evidence identifies the focus? What targeted groups are addressed?
Teacher observations and work samples. Conversations with students at they work have determined that they often do not enjoy math in the way they enjoy other curriculum areas. They also express their lack of confidence and enthusiasm when participating in mathematical activities.
 Where will concentrating your energies yield the greatest effect?
Students in all grades although some focus on developing quicker recall of number facts with intermediate grades in particular.

SPECIFIC GOAL YOU ARE ADDRESSING:
 How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?
Monitor student progress using end of term assessments/unit tests (inc. quick scales); on-going teacher observations; conversations amongst staff as to next steps for students

NEXT STEPS:
 What requires further attention? Where to next?
Math: Continued focus for this year on developing confidence and positive conversation around mathematical tasks, encouraging conversations around mathematical thinking and exploring concepts in concrete ways. Students engage in mathematical conversations where all contributions are considered positive and valuable.
Where to Next? – Regular check-ins with staff during staff meetings & Pro-d days to monitor overall progress of students; continued conversations with students as they work and share their ideas and understanding of math concepts; regular group work activities so as students can hear and learn from one another. Consider learning math through physical activities such as music and PE (e.g. outside math games, 'Tabato' workouts.)
***Some staff wonder if these math initiatives are taking time away from practicing and engaging in math facts and other necessary parts of the math curriculum.**

HOW AND WHERE CAN WE LEARN MORE?
 What professional learning has taken place and what is needed/ planned?
 What resources and school/ district supports are you using?
Conversations amongst staff at staff meetings and Pro-d days regarding student progress/how best to support our learners; sharing of teacher materials. Math Committee to meet each term to discuss where to go next.

CHECKING
 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?
June 2021 – Teacher Survey – Data collected showed Skill Set in math (20% of students) as most significant area of necessary growth. Motivation at 15% was another factor in students not yet meeting grade expectations. SEL factors were also reported at close to 15%. Grades 3, 4 and 5 students (this year) were reported to show higher numbers of students developing their skills (not yet able to apply) so we will monitor these grades more closely this year.
Sept. 2021 - Staff Conversation – Decision made to introduce 'Mathtastic' games, school-wide visual and math problems over PA to encourage all students to participate. Staff shared ideas and resources on Pro-d to help shift learning to include mathematical conversations with individual contributions from students. Continue with group work orgs to promote the sharing of ideas and learning from one another.
Jan. 2022 - Staff Meeting – Staff reported that: Primary students have shown more enthusiasm, interest and engagement in math this term; kids are more interested in thinking 'outside the box' and sharing their 'wonderings' with others inc. deductive reasoning; kids have had fun engaging in school-wide initiatives; students appear to be more open-minded; catching the interest of students whom are not typical 'math lovers'; Upper intermediates show less enthusiasm

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?
 What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?
Math: On-going discussions amongst staff at staff meetings and Pro-d days; monitor progress with teacher assessments of student contributions, self assessments and understanding of math concepts.
Stakeholders: Members of Pro-d Committee, Helena Readman (Principal) to provide time during staff meetings for discussions/sharing of ideas, Bonnie Ishii (Head Teacher), Colleen McKenna, Trish Safarik, Kaila Stewart, Jackie Fischer

SCHOOL TEAM VISIT SUMMARY REPORT
(to be completed by Visiting Team)

SCHOOL: _____ DATE: _____

PROMISING PRACTICES

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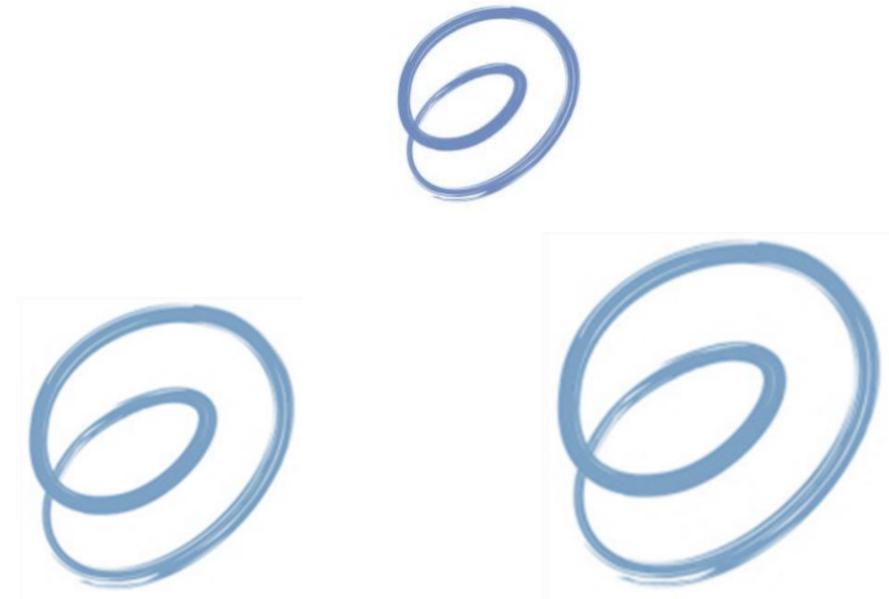
RECOMMENDATIONS

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NAMES OF VISITING TEAM MEMBERS:

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A SPIRAL OF INQUIRY APPROACH TO SCHOOL PLANNING



SCHOOL PLANS GUIDELINES:

- 1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).
SEL may be an additional goal or incorporated in your academic goal.
- 2) Your goal should focus on student learning based on evidence both qualitative and quantitative.
Examples below:
 - a. Goal – To improve student skills in writing
Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
 - b. Goal – To strengthen student comprehension skills K – 7.
Target – Group of grade 3 students / (male) not meeting expectations in comprehension.
- 3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occurring, what are your next steps?
- 4) How are you involving parents in meaningful conversation around the school plan?
- 5) School Plans template
 - a. RTI
 - b. Inquiry Model