

School Name: BURNABY CENTRAL

Principal: DIANNE CARR

School Goal: Assessment of Numeracy Practices and a bridge to our family of schools

Date: November 30, 2018

### SCANNING

What's going on for your learners in relation to your goal?  
How are you supporting the diverse learning needs of your school population in relation to the goal?

*Students come to Central with a variety of backgrounds in Numeracy; therefore, teachers are challenged to meet the needs of each learner. With this understanding, teachers are working together to create more lessons that use visuals, notes, listening, communication and vertical surfaces. We believe Assessment can become more authentic with the use of self-assessment and personal reflection. This will enable students, and teachers, to have an understanding around individual strengths and weaknesses. This will also support personal learning plans based on the needs of each student.*

### WHAT DOES OUR FOCUS NEED TO BE?

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

*Data was collected from 2015-2017. Students at the grade 8 level were assessed in September 2015, March 2016 and March 2017. We discovered that students' self-perception had a strong effect on how well they did in Math 8. By creating access points for all students, the anxiety that sometimes exists with Mathematics was mitigated.*

- *To see if student learning improves with the use of this standards based rubric – all grade 8 students.*
- *We would like to create an outreach program for the Grade 7 students in our family of schools in order to alleviate some of their concerns/fears around Math in Secondary school. Share our practise with grade 7 students and grade 7 teachers.*
- *We believe our grade 10 students will benefit from the use of a standards based assessment process.*

### 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?

*The Initial assessments discovered Tier 1 students with a focus on offering them intensive help with our Outreach program.*

*The most recent Grade 8 assessment in March 2017 became a platform for teachers to discuss their own practices around assessment. We invited Amos Lee, Burnaby South mathematics teacher and Excel program coordinator, to share some of his techniques around assessment. This helped our teachers develop more diverse ways for students to assess and to communicate out exactly how they could improve. A focus on students taking responsibility for their own learning based on a standards based assessment practise.*

- *Introduce this practise to our grade 10 students*
- *Connect with our family of schools and work with grade 7 students and teachers. Share what we are doing. Create a more smooth transition to Secondary School.*

### 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?

*A cohort of Math teachers is piloting a standards based grading approach in grade 10 Math classes. Students have more than one way of showing what they know: through explaining on a whiteboard, writing up their results in a Math Lab, as well as self-assessments in addition to their traditional exams and quizzes. Students are asked to reflect on what they did well and what they can improve upon.*

*Data collection will be qualitative in nature through conversations with students, parents and teachers. This cohort will document the progress of students throughout the reporting periods.*

### NEXT STEPS:

What requires further attention? Where to next?

- *We will continue to monitor our grades 8 and 9 students. We will begin to focus on our junior grades. The teacher cohort will use the basic techniques that allowed for success in the younger grades, yet will adapt the strategies to fit the grade 10 reporting requirements.*
- *We need to continue to reflect and adjust our practice based on the data and feedback we collect.*
- *We need to communicate student learning with parents and invite them to be partners in the learning process.*

### 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?

- *Math teachers took part in Communicating Student Learning with Sharon Jeroski.*
- *Teachers take part in District Pro-D Day Activities at District and Provincial Levels.*
- *Invite J.Young (D.H. from North) to present to our Central teachers around her work with grade 10 Math students – Learning Vs. Grading.*
- *The Math department is working on an outreach program with our Grade 7 family of schools. The Outreach will focus on creating a bridge for grade 7 students and hopefully allow them to feel more comfortable with the way in which lessons may be presented to them in Grade 8 Math. We have contacted Donna Morgan (District Math/Science Advisor) to help us with this.*

### 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?

- *A group of teachers is working together with respect to their assessment practises. All Math teachers have been encouraged to teach a grade 8/9 class in order to experience (and to work with) the new curriculum at the Junior Levels. We believe this will promote an understanding around how these assessment practises can benefit students in higher level Math courses. Math teachers are using Standards Based Grading in their Math 8 and Math 9 classes. We can work on expanding our use of Standards Based Grading to the senior grades.*
- *We will continue to monitor students in Tier 1 and 2 to make sure that we are meeting the needs of these learners.*
- *We plan on discussing outreach with the Grade 7 family of schools - talking to Donna Morgan (District Math/Science Advisor) about taking this step.*
- *Mathematics department members are beginning to use Peter Liljedahl's numeracy tasks across all grades. This will prepare students for the Provincial Numeracy Assessment, as well as improve student numeracy skills. In addition, we have multiple members who will be part of a new cross-departmental Numeracy Committee that will look at ways to support students in preparation for the Numeracy Assessment across all subject areas.*

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

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

PROMISING PRACTICES

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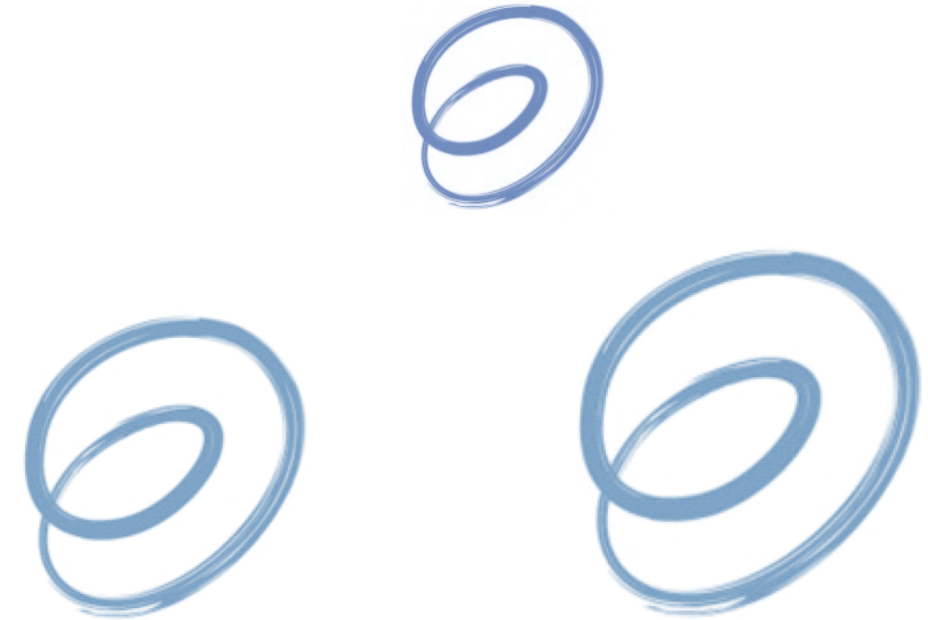
RECOMMENDATIONS

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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