

School Name: BURNABY CENTRAL

Principal: DIANNE CARR

School Goal: Increase Student Achievement and Engagement in Junior Math

Date: January 2022

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.

NEXT STEPS:

What requires further attention? Where to next?

- We will continue to monitor our grades 8 and 9 students.
- With continued experience, teachers can start to experiment with Standards Based Assessments in the grades 10 – 12 classes, adjusting as necessary to fit the reporting requirements.
- We need to continue to reflect and adjust our practice based on the data and feedback we collect.
- We need to continue to learn about and experiment with standards-based assessment and its role of communicating learning to both students and parents.
- Continue to collaborate with our Family of Schools around working on Numeracy and transition from Grade 7 to Grade 8.

WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus?

Grade 7 articulation notes have indicated that we will be seeing lots of grade 8 students coming into our Math 8 classes with a variety of confidence and ability in math. Anecdotal evidence from Q1 Math 8 teachers support this evidence.

Due to Covid-19, we closed our Enrichment classes at the grades 8 and 9 levels. We now focus on 'Enrichment for All' at the grades 8 and 9 levels and have seen positive results.

What targeted groups are addressed?

We will be targeting all students in Grade 8.

Where will concentrating your energies yield the greatest effect?

We will be focusing on the classroom practices in Math 8 classrooms. Specifically, we will be working with our cohort of Math 8 teachers on using UDL, accessing LSS supports, working on problem-based learning as a teaching model, adjusting assessment practices to include curricular competencies and setting up a support bridge for struggling learners from Math 8 to Workplace Math 10.

Standards-Based Assessment: This was our third year of all grade 8 teachers using standards-based assessment across all Grade 8 classes. Our grade 8 students performed very well. This was our mark breakdown: 61% (150)- A, 18% (44) - B, 9% (23)- C+, 7% (16)- C, 5% (11) - C-, (6 students) - F. 88% of our grade 8 students attained a C+ or higher this past school year. Central teachers have reported that the use of SBA has created a "non-competitive classroom and that descriptive feedback allows for students' reflection and goal setting" as well as it "shows areas of/and for growth as pertaining to specific learning outcomes."

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?

- Our cohort of Grade 8 teachers will be working on classroom adaptations to work with students with all skill abilities. Teachers will be focusing on:
 - teaching with UDL in mind
 - Learning how to use our Connect-In model of teacher/student support.
 - Exploring Problem Based Learning as a teaching model
- We will continue to use standards-based assessment with all grade 8 classes and with the majority of grade 9 classes. We will be moving towards assessing curricular competencies and using the Ministry Proficiency Scales.. We will continue to look for improvement in student learning through grades and engagement. The focus will be students taking responsibility for their own learning based on more targeted feedback from teachers.
- We identified a student cohort of struggling learners and have created a support bridge class that will take them from Math 9 to Workplace 10/ Math 10. Start date: Sem 2 February 2022.

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?

- The Math 8 teacher cohort will work closely with our LSS department to learn more about UDL and the specific supports offered by the LSS department.
- Teachers take part in District Pro-D Day Activities at District and Provincial Levels.
- The Math 8 cohort will work with their DH on using Problem Based Learning in classrooms.
- The Math 8 cohort will continue to work on standards-based assessment and use the Proficiency Scales. They will have the opportunity to work with members of the Secondary Joint Assessment Committee and attend the Kaitiaki White sessions.

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?

- Our Gr 8 math teachers are 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. All Grade 8 teachers are using Proficiency scales .
- We will continue to monitor students in Tier 2 and 3 to make sure that we are meeting the needs of these learners. Our LSS DH is working with math teachers to bring UDL strategies in their classrooms.
- We created a math support bridge for struggling Grade 8 learners (Tier 3). We will identify struggling learners with the help of the Math and LSS departments. We will create a unique program where students will work on the Workplace Math 10 curriculum at a slower pace with time to work on filling learning gaps.

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?

We will continue to monitor student success in Math 8 and 9. Final letter grade data and anecdotal evidence from both students and teachers will be collected. Get feedback from our math teachers on how using UDL strategies have helped them work with struggling students.

Anecdotal evidence will be collected from teachers and students on the use of Problem-Based Learning activities

We will monitor the success of the students who have been identified as needing extra support and who will use our Math 8 To Workplace Math 10/Math 10 support bridge.