



School Inquiry Project Application (2021-2022)

School: A.J. Elliott Elementary

School Team: Melody Watson

1. Scanning: What's going on for your learners? How do you know?
What student achievement evidence are you looking at? What is your baseline data?

Successes:

- Students like math
- Students have good number sense
- Students do well on math assessments
- We work as a team to support all students and really know our learners
- Families are keen and interested to learn math strategies and support their children

Challenges:

- Exposure to different experiences/cultures
- Awareness of the world views/perspectives
- Transitioning to the high school (changes in the way math is taught as well as going from a very small school to a much larger one and the challenges that come along with that)
- Infusing First Peoples' culture in math in particular is challenging
- Supporting families with strategies that they aren't familiar with so that they can support their children at home

Achievement Evidence and Data:

- We use: the DMA, our own Supplementary Math assessment (basic facts, How Many Ways, and Problem Posing), an Attitude/Confidence survey we developed, and the FSA as data.
- We also use: DreamBox (K-3) and Mathletics (grades 4-7) online math programs that give teachers assessment data, minute-by-minute formative assessment, three-way conferences, and documentation on learning through portfolio assessment

2. Focusing: Where does your focus need to be? Why is this important? Where would you concentrate your focus to change the results and the experience of your learners?

- Continuation of or goal to incorporating more place-based learning and culture into math
- Incorporating First Peoples' worldview and perspectives to make connections to mathematical concepts
- Engaging in problem solving experiences that are connected to place, story, cultural practices, and perspectives relative to Local First Peoples communities, the local community, and other cultures

Transitioning from grade 7 to high school (cont'd)

- We would like to continue to find ways to work with the teachers at the high school to make the transition between grade 7 and 8 smoother and help our students to be confident and successful math students at the high school.

Supporting families (cont'd)

- Based on the success of a family math session we held, we would like to have more sessions for parents and their children to share/teach parents the strategies their children are using at school. These are hands-on sessions for parents and their children with families taking away strategies and games they can use at home.

Mindset (cont'd)

- Continuing to develop mathematical growth mindsets-Students, staff and families need to see themselves as mathematicians. They need to believe that they can be successful and that they are "math people".

3. Developing a Hunch: What's leading to this situation? (Focus on the areas over which educators have control - not parents, the system or the learner)

- We find it more challenging to incorporate First Peoples' culture into math than the other subject areas
- The new curriculum, and our District and personal philosophies, recognize the importance of integrating First Peoples' culture into all aspects of the curriculum
- We have a fairly high percentage of self-declaring aboriginal students, but we lack local elders to draw on for support

- Some students from our small school find the transition to the high school in Port McNeill challenging
- Specific teaching around mindsets continues to be needed for students, staff, and families to see themselves as mathematicians and believe they can be successful (this will transfer into all areas, not just math)
- Many parents have expressed a desire to learn more about the way their children are learning math so that they can better support them

4. Professional Learning: What do the professionals in your building need to learn? How will this learning occur? What resources can you access? How will you build in multiple opportunities for learning?

- Seek out and collect culturally appropriate ways to incorporate First Peoples' culture into math, as well as other place-based opportunities for teaching math and the exploration of other cultures as well
- Connect with Elders, other schools in our District, U'Mista, possibly other schools in the province
- Continue work with Cynthia Nicol that began in the 2019/2020 school year
- Participate in the annual Indigenous Math Symposium and network

5. Taking Action: What are you doing about it? What will staff do differently? How will you know if it's working? (Incorporate the 3 levels of Response To Intervention)

- What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?
 - Staff self-assessment-all staff will complete the Indigenous Understanding Learning Progression Rubric (adding a row to include level of incorporation into lessons) at the beginning and the end of the year as a self-reflection/assessment (original rubric created by SD68)
 - Staff will brainstorm themes/ideas (create a data bank of lessons/resources)
 - Teachers' year plans will reflect our focus
 - Staff will participate in professional development
 - Staff will participate in monthly staff meeting discussion/sharing
 - Staff will reach out to First Peoples community members from our area and beyond
 - Teachers will intentionally plan lessons to incorporate First Peoples culture (and other cultures) into math lessons
 - As a staff we will connect and share with others in our District and beyond

- We will incorporate First Peoples themed activities into our annual Family Math Night

6. Checking: Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?

- When will you check in and how often?
- How can you do it in a way that allow for immediate adjustment?
 - Formal/informal assessments/reflections after themes/topics
 - Continue to use DMA and Supplementary Assessment
 - Use problem solving in projects, assess with criteria/rubric
 - Staff meeting check-ins/sharing
 - Ongoing additions to the database we have created
 - Staff self-assessment-all staff will complete the Indigenous Understanding Learning Progression Rubric (adding a row to include level of incorporation into lessons) at the beginning and the end of the year as a self-reflection/assessment (original rubric created by SD68)

Signatures:

School Principal

Staff Rep

(VINTA, CUPE)