

School Name: Ecole Westridge Principal: Mary-Ann Brown

School Goal: Students will find the fun and joy in math through games and exploration as we work to build our basic skills and number sense. "I can have fun in math." Date: June 2023

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 seem to lack joy, fun, motivation, perseverance in attitudes towards math
- students don't seem to know the basic facts in order to do harder math
- students seem to have the "I can't..." mentality
- many students see themselves as "not good at math" and lack motivation to try SEL – work on the aspect of "I can do hard things...") Consider continuing the work of "My Best Self" through the library. Think about our own strengths (gifts)

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?

- 61% of our students are proficient or exceeding in math in March 2023 report card data
- all groups could benefit from a focus on fun/engagement and having games accessible to them for practice at home and school
- Year 1 – focus on fun and enjoyment through games
- Year 2 – Build on year 1 and focus on basic facts

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?

- look for math assessment for grades 3 – 7 to test for basic skills
 - provide for opportunities for practice through games
 - learning opportunities from peers
 - teachers to monitor/observe/reflect
- SEL** – use the zones of regulation for math to identify feelings (focus on the areas of: self-awareness and self management)
- Consider specific strategies and goals for Indigenous students and overall diversity in the school. (high ELL component)

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?

- Survey students in May of 2023 to assess current attitudes in Math and again in the fall; assess attitudes at the end of the school year in May 2024
- on-going teacher conversations at staff meetings and pro-d days as to next steps for students
- use report card data to monitor overall progress
- how do we involve LSS to support when we need the reading support first?
- use the NIS model of outdoor learning with a math focus
- continue to build a culture of cohesiveness and buy-in amongst staff; there is accountability in group support; promote sharing of materials, games ideas, so it is less onerous.

NEXT STEPS:

What requires further attention? Where to next?

- Math – continue to focus on developing fun, joy, confidence and a positive attitude towards math through games. Encourage students to engage in mathematical conversations throughout the year and to know when they are doing math.
- continue to have regular check-ins with students around math attitudes as they learn through play; monitor those students that are reluctant to participate in an on-going way
- arrange a regular games time each week for on-going practice and building of success
- staff continue to have conversations at staff meetings and on pro-d days
- build on parent BBQ/math games in September to include 1/term math opportunities for families at school.

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?

- continue to have teacher conversations at staff meetings and on pro-d days
- use Math Buddies to play games and build community
- bring in Mike Wong (Staff Dev. Team) for ongoing learning opportunities for staff
- continue to share math games to build repertoire as staff
- Math committee to continue to meet each term to discuss where to go next.
- Miriam Small's Math Up for all?

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?

- Begin with our first week back in September with a focus on "Building A Community of Mathematicians"
- all three tiers supported through regular classroom teaching; peer work, group work
- look for ways to involve parents at home (activity pack or online through TEAMS, school website)
- Pro-D committee members, Math committee members, principal to create time at staff meetings and on pro-d days

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

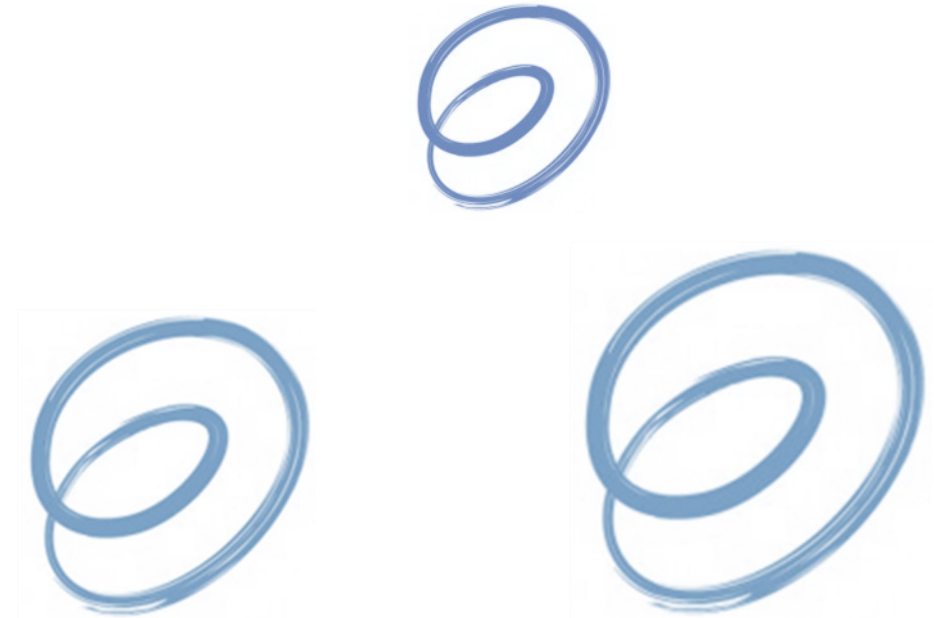
SCHOOL: _____ DATE: _____

PROMISING PRACTICES

RECOMMENDATIONS

NAMES OF VISITING TEAM MEMBERS:

A SPIRAL OF INQUIRY APPROACH TO SCHOOL PLANNING



About École Westridge Elementary:

École Westridge Elementary School enrolls 336 students from Kindergarten to Grade Seven in both English and French Immersion. It is located in North Burnaby. The school community is diverse, multicultural and is both welcoming and inclusive. 28 percent of the students are identified as English Language Learners (ELL) with approximately 12 Indigenous learners. There are many languages represented in our student population.

There are a number of extra-curricular opportunities within this school in the areas of athletics, fine arts and student leadership. Extra-curricular music, band and sports programs continue to be well supported by staff and parents and attract a large number of student participants.

The École Westridge Parent Advisory Council raises funds in a variety of ways to help support the school. Annual events include our Hip Hop, Pancake Breakfast, and a weekly Munch-a-lunch program. We continue to host events that bring families into the school such as student-led conferences, family movie nights, Music concerts and Trivia night.

Our school mission is **“To prepare ourselves to be, the best that we can be.”**

We are proud of:

- Great community feel and support from families
- Great students; happy to be at school and involved
- Staff are consistent, caring, connected to students
- Very inclusive
- Good supportive staff that share with each other
- Staff commitment to programs and carrying things out; team approach and team effort
- Extra-curricular activities to support student needs outside of the classroom
- Strong parent support through a large, dedicated PAC