



## SALTSPRING ISLAND MIDDLE SCHOOL

### **SUMMARY**

SIMS will focus on improving results in numeracy, deepening Indigenous understanding, and celebrating the history of “place” in this closure year.

### **SIGNATURES:**

**PRINCIPAL** \_\_\_\_\_

**PAC CHAIR** \_\_\_\_\_

**TEACHER** \_\_\_\_\_

**STUDENT** \_\_\_\_\_



# SALTSPRING ISLAND MIDDLE SCHOOL

## SCHOOL IDENTITY/CONTEXT

Middle school is a transitional time for children. It's a unique time of life - students grow up in this school. SIMS is also in transition toward closure. 2021/22 will be our final year of operation with a small group of approximately 85 grade 7 students. Our school is friendly, inclusive and fun. We benefit from having the District Principal of Indigenous Education teaching in our classrooms. Staff and students like to work and play together.

## OUR STORY

For the past year SIMS has focused on numeracy instruction and developing a growth mindset toward Math in our students and staff. Our EPIC grant of 2020/21 allowed us to offer Math Labs to approximately 75 students with the goal of improving their confidence in their abilities and mathematical thinking. Our school has been immersed in math competencies and we've seen considerable growth.

## GOAL STATEMENTS

70% of our students will be On Track or Extending in numeracy by December and 80% will be On Track or Extending in numeracy by June. (FESL 2021) Students will be increasingly able to explain their mathematical thinking.

Students and staff will broaden and expand their understanding and experience of Indigenous worldviews and language.

Students and staff will learn about SIMS and build a closing celebration.

## AREAS OF STRENGTH/GROWTH

Our students are strong readers and love to read. The level of caring is high – people look after each other.

We continue to grow in our understanding of issues related to indigenous history, racism, homophobia, and gender identity.

Math continues to require our attention.

## EPIC REFLECTIONS

Our numeracy goal is linked to our indigenous understandings goal.

Students will be able to incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts. (BC Math 7 Curriculum)

# FOCUSING DIRECTION

## PROCESS FOR REVIEW/REVISING/DETERMINING

Growth planning in the spring of 2021 focussed on student voice and included a survey of all grade 6 students with some small focus groups to determine student perception of their needs. As PAC was not active in the spring, we engaged active parents in discussion about both the growth plan and FESL. PAC will be introduced to the plan in September. Data was examined from report cards, year end assessments, EPIC Achievement Grant surveys, FSA results (although this cohort will not be with us in 2021/22), the Student Learning Survey, and teacher perception of students’ “on track” achievement.

## PURPOSE - DATA RATIONALE

While we have seen an improvement in numeracy, the data still indicates we have further work to do. Students express that they are most concerned about being prepared for Math at high school.

We are lucky to have our district Indigenous Education lead teaching at our school. We have an opportunity to have her work directly with all of our students.

SIMS has a long history to celebrate as we close our doors in the spring of 2022.

## EPIC REFLECTIONS

## ASSOCIATED ACTIONS

Our EPIC Achievement Grant 2020/21 taught us a great deal about the kinds of instructional routines that help students engage in productive struggle and make gains in their numeracy. We will continue to be involved with the Island Numeracy Network and BCAMT to share the resources that are recommended and developed by them. We will continue to use “placemat problem solving” with our students to develop their ability to INTERPRET, APPLY, SOLVE, ANALYZE, COMMUNICATE (BC Ministry of Education Numeracy Aspects 2020). We will continue to engage in Math Pro-D locally and provincially. Numeracy will be a focus in communication and staff meetings.

Students will have one block a week of indigenous teachings and land-based learning We will shine a light on Indigenous celebrations. We will create an Indigenous focus in our library. Youth on the Land will continue at X’waaqwum.

SIMS history will be a focus in weekly school meetings and leadership opportunities for “school historians” will be provided.

# COLLABORATIVE CULTURES

## ENGAGING STAKEHOLDERS

Collaboration time for numeracy development will be scheduled for teachers and EA's.

Student focus groups will be scheduled.

Parent discussion at PAC meetings will be highlighted – information about what we are doing, how we are doing it, and the results we are seeing.

Information will be posted and shared on our school website.

## STAFF/SHARED WORK

When quality instructional routines are shared regularly with all staff we see and hear a change in the way we all think about Math instruction.

When support is provided through Math Labs, rather than remediation, we see students develop a growth mindset and a positive sense of their own numeracy.

When professional reading is undertaken and discussed with current research at its core, we see teachers adjusting, developing and improving their practice.

When resources are provided and supported we see teachers developing their own numeracy and understanding of Math struggle.

When Indigenous teachings are scheduled for all students, we see understanding grow.

When history of “place” is elevated, we see pride and celebration unfold.

## STUDENT VOICE

This initial plan, while considering available data, leans heavily on what our students had to say on our in-house student survey about perception of learning needs and hopes for the coming school year. Student feedback from our EPIC Achievement Grant “Math Labs” guided us to know we are on the right track with problem solving and productive struggle at the core of Math learning.

Informal conversation with students led us to highlight numeracy instruction in our classrooms.

## EPIC REFLECTIONS

# DEEPER LEARNING

## WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM

### THIS WORK?

Through the EPIC Achievement Grant we learned that we need:

- Learning sprints with specific short term goals
- Frequent online resource references from the Principal
- Professional reading resources in current best practice
- Short, effective webinars and workshops
- A Principal who is present in Math classes and engages in the learning

We hope to be able to provide the support of an EPIC Math Lab teacher for part of the year through the achievement grant process.

## WHAT SKILLS WILL WE FOSTER WITH STUDENTS FOR THEM TO EXPERIENCE SUCCESS?

- Collaborative problem solving
- Productive struggle
- Explaining and justifying mathematical thinking
- Using mathematical language
- Estimation
- Connecting concepts
- Understanding indigenous worldviews connected to math
- Being boldly wrong in their solutions
- Curiosity
- Leadership

## APPROACH TO PROFESSIONAL LEARNING?

The pandemic gave rise to many quick online learning opportunities – often right at the end of the school day. Staff will be encouraged to participate in all that they can.

Pro D days will focus on growing numeracy and learning about best instructional routines for a growth mindset.

Professional reading will be provided and discussed.

The Principal will be present and involved in Math instruction in all classes.

## EPIC REFLECTIONS

Resources provided for summer reading:

Building Thinking Classrooms in Mathematics (P. Liljedahl)

Mindset Mathematics 7 (J. Boaler, J. Munson, C. Williams)

Sara Peerless is a resource for learning Math through Math Labs. (Staff inservice in September)

# ACCOUNTABILITY

## HOW WILL WE KNOW WE ARE SUCCESSFUL?

Student efficacy in Math will grow as shown through surveys and focus groups.  
 Student achievement will improve.  
 Staff will be excited about teaching Math and learning new routines.

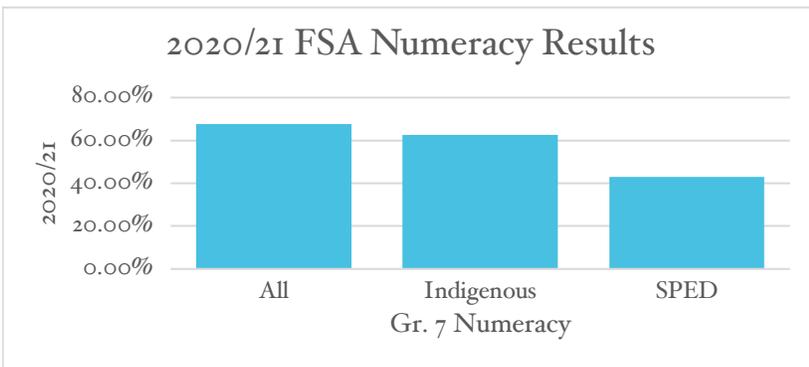
Students and staff will have a deeper understanding of Indigenous world views as shown through discussion and participation in teachings.

Students and staff will create a dynamic celebration of the history of SIMS for its closure.

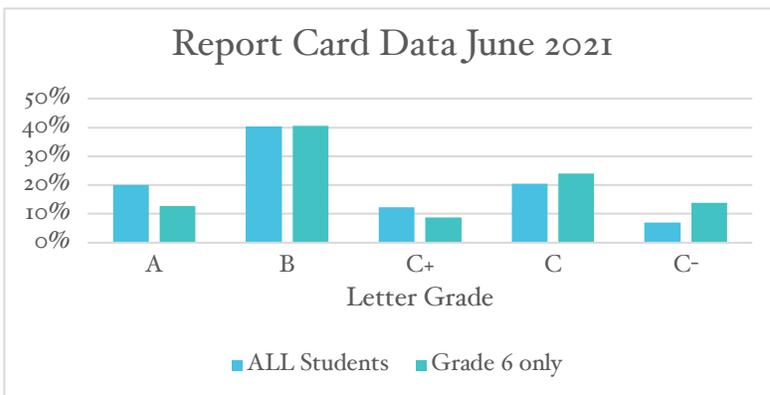
## EPIC REFLECTIONS

## STUDENT ACHIEVEMENT DATA

FSA Data (Numeracy)



Report Card Data (Math)



## STUDENT EXPERIENCE EVIDENCE

Self assessments and reflections throughout the year. Focus groups. Participation. Parent surveys.