

SCHOOL DISTRICT 46
SUNSHINE COAST

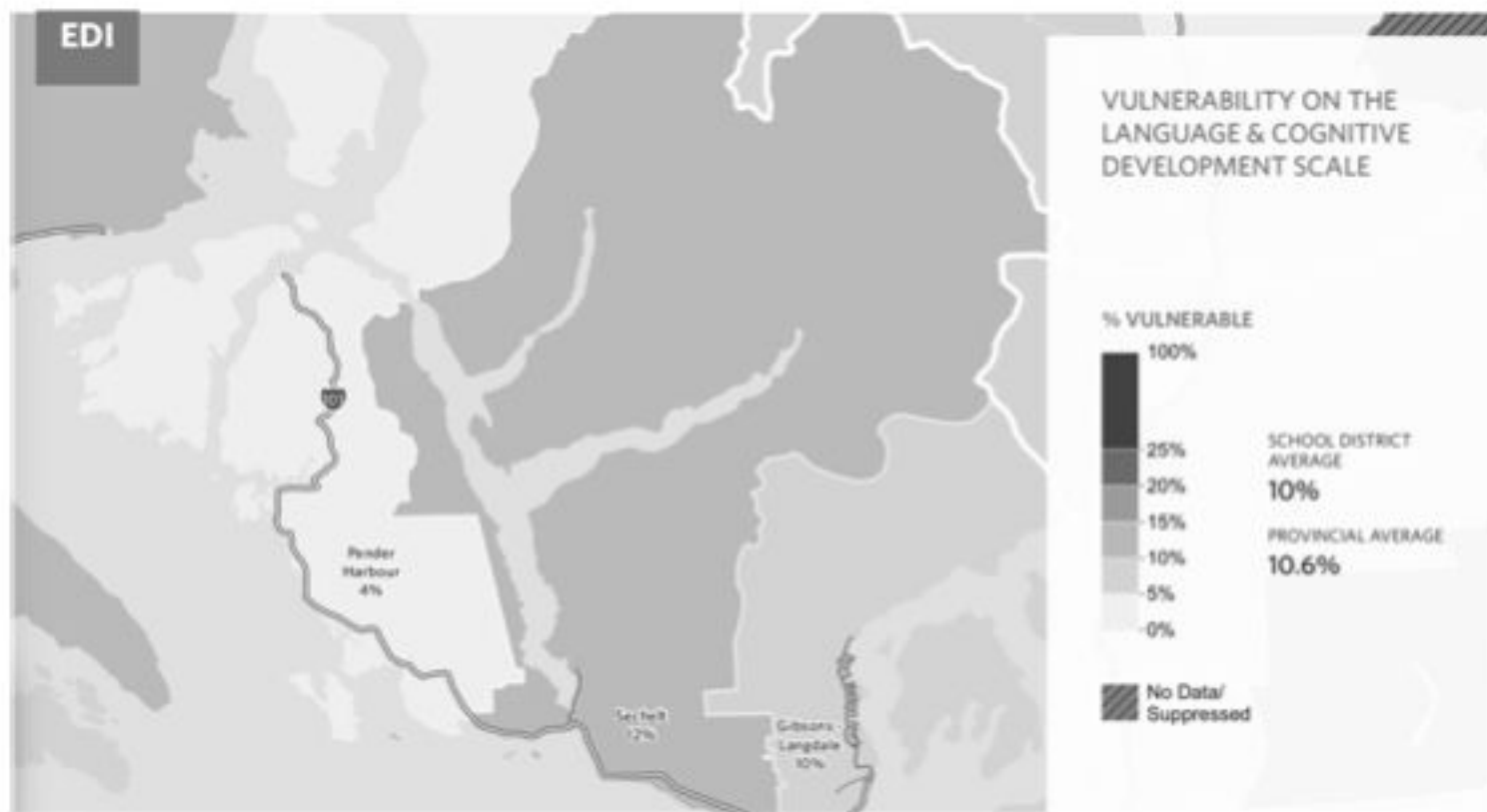
NUMERACY IN SCHOOL DISTRICT NO. 46

February 23, 2021



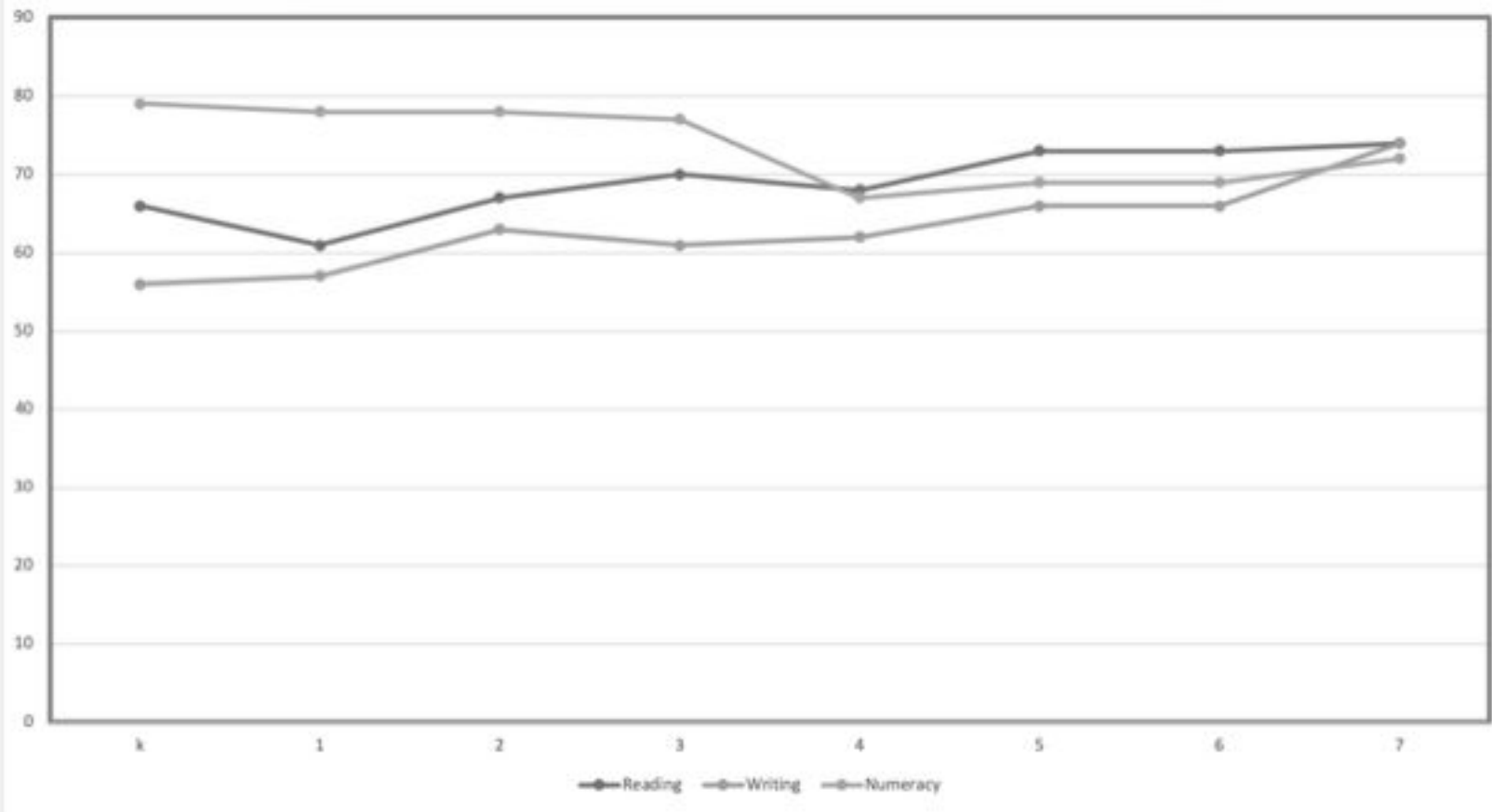


Wave 7 EDI (2016-2019)

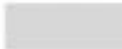






June 2020 Performance Standards: % of Students Meeting/ Exceeding by Grade

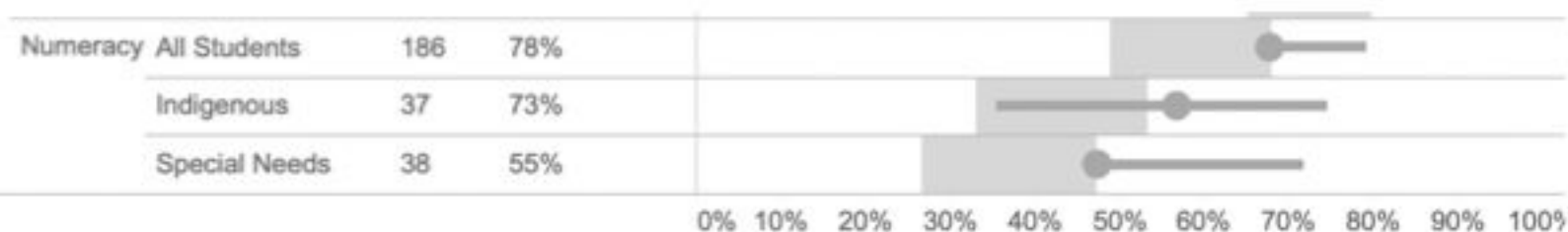


Foundation Skills Assessment

-  Typical range across B.C. (middle 50% of school districts)
-  Selected school district's most recent results (2019/20)
-  Range of school district's results over time (2017/18 - 2019/20)



7



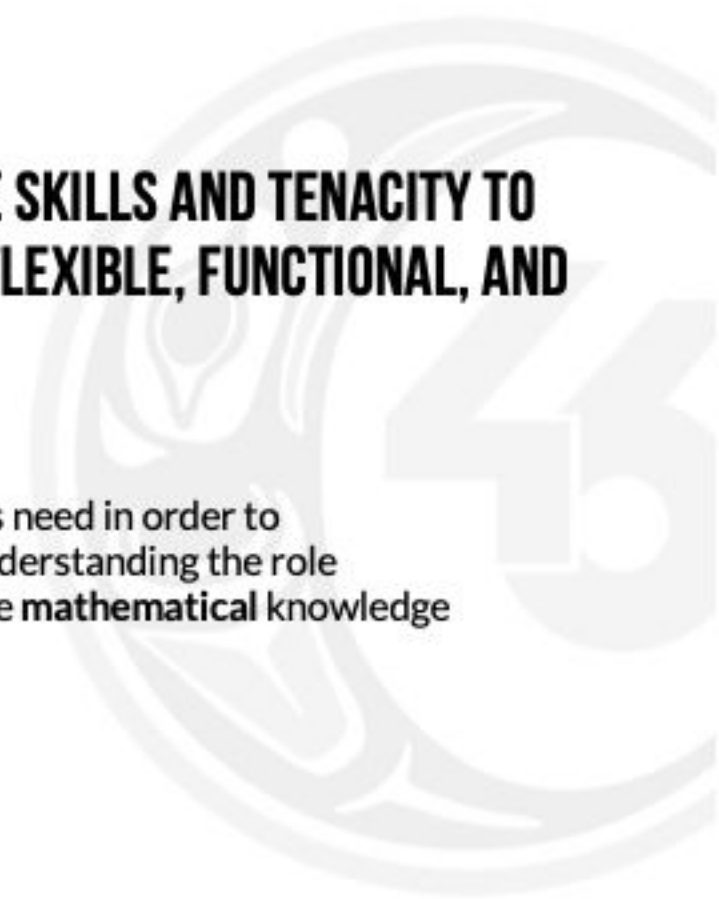
STRATEGIC PLAN GOAL 2019-2023

1 B) OUR STUDENTS WILL BE NUMERATE. THEY WILL HAVE THE SKILLS AND TENACITY TO INTERPRET AND APPLY MATHEMATICAL UNDERSTANDINGS IN FLEXIBLE, FUNCTIONAL, AND CREATIVE WAYS.

Numeracy/Mathematics

Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use **mathematics** in a wide range of situations. It involves recognising and understanding the role of **mathematics** in the world and having the dispositions and capacities to use **mathematical** knowledge and skills purposefully.

Numeracy in the News





SCHOOL DISTRICT 46

SUNSHINE COAST

Investing in Teachers. Investing in Students

- Interplay between Teaching & Learning
- Math CAMPS: Established structures and strategies
- Expert facilitation
- Responsive to the current context





MATH CAMP-P (PRIMARY)

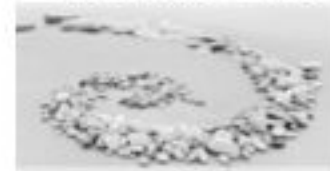
- A math CAMP for Primary Teachers
- Facilitator: Sandra Ball
- 4 / year
- 30+ teachers
- From every Elementary school
- Responsive to the current context

CAMP-P!

COLLABORATING ABOUT
MATH PROGRAMS IN PRIMARY!

DIGGING DEEPER INTO MATH OUTSIDE!

Monday, Oct. 5, 2020 on
Zoom 3:45 – 5:15



ZOOM LINK:

<https://us02zoom.us/j/46931581380?pwd=QWp0eU50aU5lRmZuZWp5bDZlZjZkdz09>
Meeting ID: 469 3158 1380
Passcode: 029754



NO NEED TO PRE-REGISTER

QUESTIONS? CONTACT KRISTEN DEASY
DISTRICT PRINCIPAL - LEARNING & INNOVATION
KDEASEY@SD46.BC.CA / 604-741-5787



CAMP-P!

COLLABORATING ABOUT
MATH PROGRAMS IN PRIMARY!

Prioritizing the Learning in Primary Math

Using Fun, Games & Picture Books
to Teach to Diversity

Monday, Nov. 2, 2020 on Zoom
3:45 – 5:15



Zoom Link:

<https://ca01web.zoom.us/j/49492021414?pwd=V2p1Yy9lRWw3Q0xkIWNhS5ZGZjVjUkZkd01>

Meeting ID: 696 9202 1614 Passcode: 5D46



NO NEED TO PRE-REGISTER

Questions? Contact Kirsten Deasey
District Principal - Learning & Innovation
kdeasey@sd46.bc.ca / 604-741-5787



CAMP-P!

COLLABORATING ABOUT MATH
PROGRAMS IN PRIMARY!

Teaching & Assessing the Prioritized Learning in Primary Math

Explore quick assessment tasks that will help you
determine what your students know, and how to
move their learning forward.

Monday, Jan. 11, 2021 on zoom
3:45 - 5:15 pm



Zoom Link:

<https://ca01web.zoom.us/j/61422736828?pwd=bGN4V0RlbnRzZjZuUjR1YkZkd01>

Meeting ID: 614 2273 6828 Passcode: 5D46



NO NEED TO PRE-REGISTER

Questions? Contact Kirsten Deasey
District Principal - Learning & Innovation
kdeasey@sd46.bc.ca / 604-741-5787



MATH CAMP-I (INTERMEDIATE)

- A math CAMP for Intermediate Teachers
- Facilitator: Carole Fullerton
- 3 / year
- Responsive to the current context

CAMP-I! Collaborating about Math Programs in Intermediate!



Math Matters:
Building Competence &
Addressing the Gaps with
Carole Fullerton

Wednesday, Nov. 4, 2020
3:15- 5:45 pm

Our math classrooms are diverse — more so now than ever.

What tasks can we ask to promote mathematical thinking in all learners? How can we engage and support those who have gaps — owing to interruptions in instruction or absences — while building mathematical competence for all?



CAMP-I!

Collaborating about Math Programs in Intermediate!



Planning, Teaching & Assessing the Big Math Ideas:

Addressing Diversity in our Intermediate Classrooms
with Carole Fullerton

Thursday, Jan. 28, 2021
3:45- 5:45 pm



MATH CAMP-S (SECONDARY)

- A math CAMP for Secondary Teachers
- Facilitator: Marc Garneau
- 3 / year
- Responsive to the current context



**AN INVITATION FOR
SECONDARY & UPPER
INTERMEDIATE
TEACHERS: JOIN
'CAMP-S' (MATH CAMP
FOR SECONDARY)**

**'CAMP - S'
2020-2021**

Meeting Dates :

—
Thursday, Nov. 12

—
Thursday, Feb. 25

—
Thursday, April 22



CAMP-S!

Collaborating about Math
Programs in Secondary!

ASSESSMENT with Marc Garneau



Teachers are investigating
assessment approaches for
content AND curricular
competencies.



MathUP

- A Product of the Pandemic
- Weekly Support
- MathUP – Free trial
- Outcry

Illustrativemathematics.blog/2020/04/08/in-talking-math-6-8-resources-for-weekly-re-engagement/

Sign in Transforming Cur... 3036 - Staff and... Imported From Sa... Curriculum Supp... Digital Resources... Dashboard Turney School

Routine:

1. **Warm-up:** Talk about the warm-up question together. People of all ages can share their ideas!
2. **Everyone try the first problem:** Give everyone 2-4 minutes of quiet think time and then start talking about your ideas.

Question starters for grown-ups and kids:

 - Tell me more about ...
 - Are there more ways we can try?
 - Can you help me understand ... ?
 - How do you see it? Can you show me with a drawing?
3. **Keep going** with any other problems that feel familiar and doable.
4. **Are you ready for more?**
 - Reflect on what you did and how it went.
 - Connect with a classmate and ask them about their ideas.

For Teachers and Students:

You might choose to share these prompts with students to work on with the people around them. You might also incorporate them into virtual meetings. And doing both is great—if students work with others, then students can share everyone's ideas with others in the class during online meetings.

Tags: Growth Mind Set, Illustrative Math, Illustrative Math, Illustrative Mathematics K-5 Math, IM 1-4 Math, IM 1-4 Math Operations, IM 5-7 Math, IM Certified, IM Curriculum, IM High School, IM K-5 Math, Inclusion, Inquiry, Instructional Leadership, Instructional routines, K-2, K-5 Math, Language, Learning goals, Learning large, Lesson planning, Lesson writing, One equation, Math, Math coaching, Mathematical modeling, Mathematics Professional Development, Mathematics Professional Learning, Math Fundamentals, Math Identity, Math Lab, Resources, Middle School Mathematics, Modeling, Modeling cycle, Multiplication, NCTM, Negative number, Not, Notes and wonder, Number line.



- An online resource
- Written with the intention of providing embedded & ongoing professional development for teachers.
- Learning is supported through the website, videos & written articles.
- Letters to parents

MATH UP



A Walkthrough of MathUP

- MathUP helps teachers develop their mathematics pedagogy, deepen student mathematical conceptual understanding and increasing their own mathematical understanding.
- The HOW and the WHY!

Dashboard

Welcome to MathUP!

MathUP provides the support you need to

- teach with intention
- ask rich questions
- teach three-part lessons
- consolidate students' learning
- gain mathematical content knowledge



Marian Small

Moving away from rote practice – to Meaningful, deep, creative thinking and doing.

Aligned with the BC Curriculum – competencies before content!

DOING the math is critical for students to build their own deep understanding!

MATH UP

Learning Standards Elaborations

Curricular Competencies

Students are expected to be able to do the following:

Reasoning and analyzing

- ▶ Use reasoning to explore and make connections
- ▶ Estimate reasonably
- ▶ Develop mental math strategies and abilities to make sense of quantities
- ▶ Use technology to explore mathematics
- ▶ Model mathematics in contextualized experiences

Understanding and solving

- ▶ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- ▶ Visualize to explore mathematical concepts
- ▶ Develop and use multiple strategies to engage in problem solving

Content

Students are expected to know the following:

- ◆ number concepts to 10 000
- ◆ decimals to hundredths
- ◆ ordering and comparing fractions
- ◆ addition and subtraction to 10 000
- ◆ multiplication and division of two- or three-digit numbers by one-digit numbers
- ◆ addition and subtraction of decimals to hundredths
- ◆ addition and subtraction facts to 20 (developing computational fluency)
- ◆ multiplication and division facts to 100 (introductory computational strategies)
- ◆ increasing and decreasing patterns, using tables or charts

INVITATION TO JOIN 'MATHUP' INQUIRY

- Intermediate Teachers
- Selina Millar & Marc Garneau
- Commitment – monthly meetings
- A Deep Dive



2020-21
MATHUP CAMP-I
A PILOT FOR
INTERMEDIATE
TEACHERS

Meeting Dates:
Monday, Sept. 21

—
Monday, Oct. 19

—
Monday, Nov. 16

—
Monday, Dec. 14

—
Monday, Jan. 18

—
Monday, Feb. 22



We've been meeting monthly since September.

What happened???



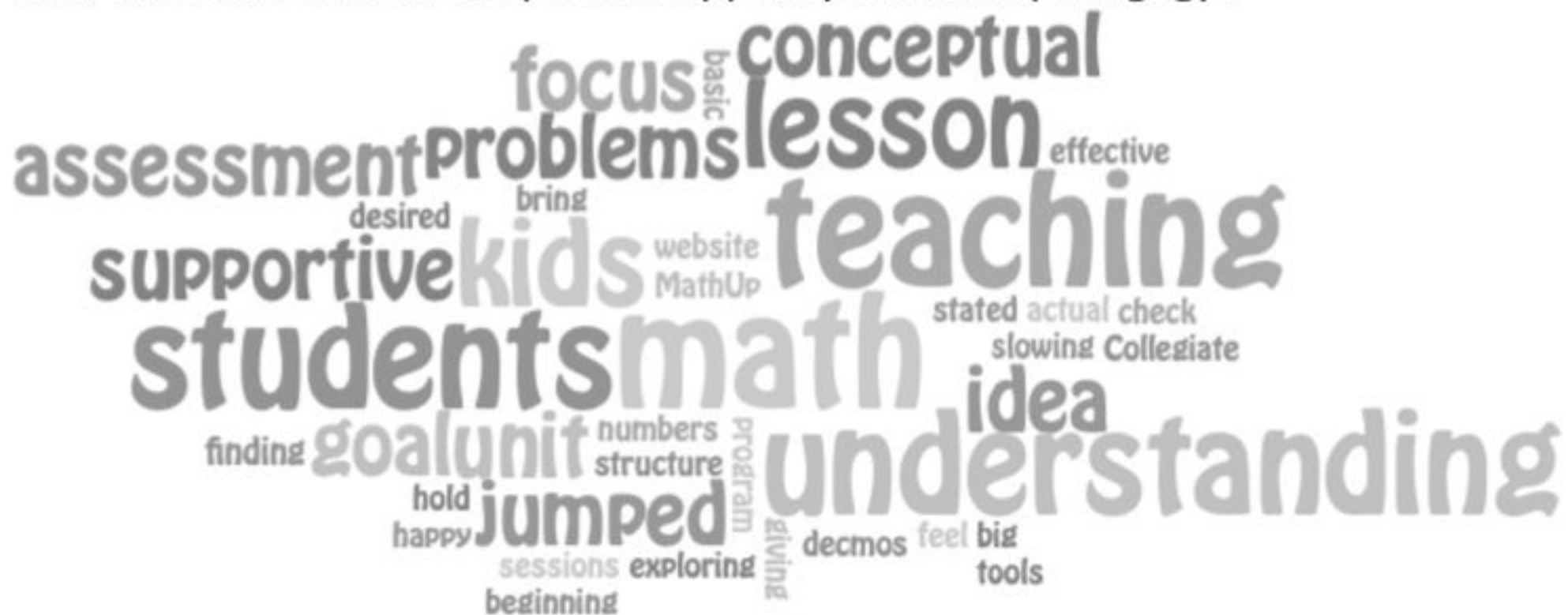
We asked the teachers:

'What kind of changes are you noticing for yourself? Your students?'





How have the sessions helped to support your math pedagogy?



What kind of changes are you noticing?

Here's what teachers said:



Change in myself is slowing down in math class and focus more on the process and the big ideas rather than always trying to cover as many topics as possible in a given time frame.

It is giving me a clearer picture of what my goals for a unit are.

Really trying to focus on my learning outcome and being crystal clear in what that is. And just trying to be really reflective when kids answer things incorrectly figuring out their misconceptions.



What kind of changes are you noticing?
Here's what teachers said (cont.):

Focusing more on conceptual learning versus just using formulas to come up with answers. Kids are getting a deeper understanding of how numbers work and understanding there are many ways to come up with an answer or to solve a problem.

The big change is concepts. There is a big emphasis in this math program on assessing conceptual understanding. The activities & math conversations that come from them help set students up for success as the summative assessments ask students to write about their understanding. At the end of the unit they can explain their ideas much better.



How have the sessions helped to support your math pedagogy?

Here's what they said:

I am getting a clearer idea of what my Math goals are. I previously knew I wasn't happy with my students' progress but didn't know why my teaching wasn't as effective as I wanted it to be. Now, I have an awareness at least of where I need to focus on in my own teaching to help support them.

Understanding more the concepts behind teaching math and having the students understanding their thinking

What about the students?
Here's what teachers said:


My students are feeling more confident and I'm really enjoying listening to the kids explain their mental math orally

Students have more opportunities for discussions and collaborative problem solving

At the end of the unit, students can explain their thinking much better.

Kids are getting a deeper understanding of how numbers work and understanding there are many ways to come up with an answer or to solve a problem.

My students are becoming more aware of their own learning. They are definitely getting better at using words to express their thinking, and to justify answers.



I am slowing down and making sure kids are getting the conceptual understanding. I'm giving time in class to have rich discussions around numbers and problems and the different strategies kids are using to solve math problems.



Math Collaboration Time

- Built into the process for all CAMPs and MathUP Teacher Learning Communities:
- Key in supporting the interplay between TEACHING & LEARNING!

(Put in a photo of teachers collaborating)



ASSESSMENT FOR LEARNING

Dylan William (Institute of Education, University of London) states:

‘Raising achievement is important.

Investing in teachers is the answer.

Assessment for learning should be the focus of that investment.’

‘Assessment for learning is the content of teacher change and teacher learning communities are the process.’



ASSESSMENT

- A Deep Dive into Assessment
- Primary teachers are writing our own Learning Standards Based Proficiency Scales for Prioritized Learning in Math.
- Intermediate teachers are following closely behind.



RECENTLY...

At a recent Professional Development Session that a number of us attended it was stated that:

- 'No other district is doing the kind of professional learning as the Sunshine Coast – as comprehensive, inquiry based or sustained.'
- And 'The Sunshine Coast is leading in work that can support teachers across the province in assessment tools and practices.'

SCHOOL DISTRICT 46
SUNSHINE COAST

FAMILY ENGAGEMENT

Tuesday, February 23rd, 2021

Superintendent of Schools Patrick Bocking

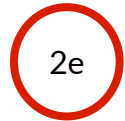
Family Engagement Committee Chair

Stephanie Murawsky





FAMILY ENGAGEMENT 2020-2021



Our staff will engage in **positive partnerships** with students and their families.

■ Parent/Caregiver Survey in June



SCHOOL DISTRICT 46 - SUNSHINE COAST
Excellence in all we do!

FAMILY SURVEY SUMMARY

- As a parent/caregiver did you get enough, too much, too little, just enough ideas for setting up your child(ren)'s week of home learning? 58% (89/153 respondents) = just enough; 25% = too little; 16% = too much.
 - Of those that received just enough at home learning supports, 65% did not send their children to school in June.
 - Of those that received too much at home learning supports, 50% did not send their children to school in June.
 - Of those that received too little at home learning supports, 42% did not send their children to school in June.
- Has your child(ren) been able to connect with their teacher(s) via ZOOM or other online platforms? 93% (142/153 respondents) said YES
 - Of the 10 that said NO, reasons were:
 - Not available at time arranged (1) and Other (9)
- My child(ren) attended the optional in-class learning in June: 57% (87/153) did not attend at June.
- My child(ren) attended the Essential Service Workers (ESW) program: 8% (12/153 of respondents).
 - 54 of the respondents who were not ESW workers attended in June.
- As a parent/caregiver, would you be MORE LIKELY to engage in district/school/(D)PAC family engagement activities if they were offered online? (PAC meetings, parenting courses, online game nights for families): 59% would most likely engage with family engagement activities if offered online. 39/153 = YES; 52/153 = MAYBE
- What has the experience of learning at home been like for your child(ren)? (including mental health and physical health)**
 - Mental Health was the biggest concern. Stressful and challenging for families. Anxiety, meltdowns, difficulty copying, loss of socialization, lonely and isolated.
 - Difficulty staying on task and self-motivation for learning. Very low attention span for learning tasks in the at home setting.
 - Too much screen time and online options for learning. Many would like to see more hands-on assignments and options. Suggestion: short intro video lessons followed by a hands-on assignment like LIVEit.
 - Some prospered in the at home learning environment: those who are shy, need less distraction and prefer to set their own schedule.
 - Lots of 'homework' for parents to get set up with emails and assignments being sent to them to prepare for their children's learning time. Overwhelming for many families while also having to work.
 - Physical health suffered in many cases due to large amounts of screen time and busy parents. Others increased their outdoor activities and did well with physical health by going on hikes and beach walks.
 - Suggestion: parent lessons on teaching new math approaches etc.
 - Many had to rely on grandparents to help while both parents worked.



FAMILY ENGAGEMENT 2020-2021

2e

Our staff will engage in **positive partnerships** with students and their families.

- Superintendent's Fall PAC visits





FAMILY ENGAGEMENT 2020-2021

2e

Our staff will engage in **positive partnerships** with students and their families.

- Parent/teacher interviews and one-on-one meetings with families via ZOOM or Telephone





FAMILY ENGAGEMENT 2020-2021

2e

Our staff will engage in **positive partnerships** with students and their families.

- The FEC supports DPAC in their activities and mandate.



SCHOOL DISTRICT 46 - SUNSHINE COAST

DPAC & PAC

Meet your District Parent Advisory Committee Executive:

Jo Thomson, *DPAC Chair*

Amy Robinson, *DPAC Secretary*

Aspen Wing, *DPAC Treasurer*

WHAT IS DPAC?

DPACs are the legislated parent voice at the School District level, representing the collective views of School Parents' Advisory Councils in a School District. DPACs advocate for family engagement in the education system and give input into the development of education policy and curricula.

WHAT DOES DPAC DO?

DPACs supports PACs and parents to engage with the school system by providing regular forums for the exchange of ideas to ensure that public education serves the best interest of all students.

GET INVOLVED IN YOUR CHILD'S PAC OR DPAC

Fundraising & Projects

Most PACs hold fundraisers. Examples...

Supporting schools

Members of DPAC also bring forward input from the various PACs to share with the Board of Education. DPAC does more than most people know...

SOGI

DPACs also encouraged the School Distr

Children benefit from family involvement

Story...

WANT TO LEARN MORE? CONTACT US. WWW.SD46.BC.CA OR SD46DPAC@GMAIL.COM

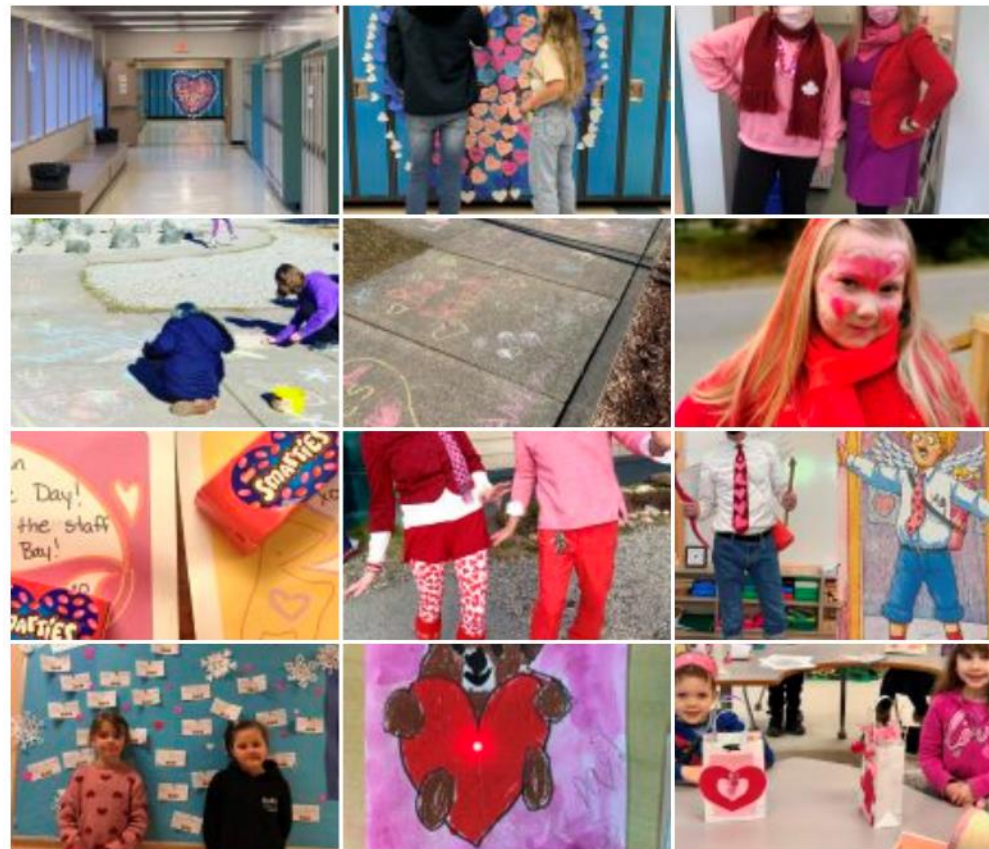


FAMILY ENGAGEMENT 2020-2021

2e

Our staff will engage in **positive partnerships** with students and their families.

- Website and social media posts as windows in to the classrooms and schools this year.





FAMILY ENGAGEMENT 2020-2021

2e

Our staff will engage in **positive partnerships** with students and their families.

- FreshGrade, Google Classroom, Website Digital Forms: increased application/usage as education and communication tools
- Pilot project: digital forms on school websites (GES & WSES)
- Pilot project : New Templates for Schedule 2 Reporting (WSES)



FORMS PAGE CONTENT QUICK LINKS

- District Personal Information Consent Form
- District Walking Field Trip Consent Form
- District FreshGrade Consent Form (Participating Classes ONLY. Check with office before completing.)
- District Google Consent Form (Grade 7 ONLY)



FAMILY ENGAGEMENT 2020-2021

2e

Our staff will engage in **positive partnerships** with students and their families.

- ZOOM webinar learning opportunities for parents/caregivers

SCHOOL DISTRICT 46 - SUNSHINE COAST
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Shift Education Presents

the askable adult

How to Talk to Your Kids About Bodies, Babies, and Boundaries

A workshop for the parents of primaries with Jessica Wollen, Teacher and Certified Sexual Health Educator

shift-education.com

For Parents & Guardians of Primary Aged Children~ Grades K-3

Wednesday, March 3rd
7:00pm - 9:00pm on Zoom [CLICK HERE TO REGISTER](#)

*A Zoom link will be sent to you following the completion of registration.

www.sd46.bc.ca

SCHOOL DISTRICT 46 SUNSHINE COAST

COVID-19: COPING WITH ANXIETY IN CHILDREN AND ADULTS
with special guest Dr. Kristin Buhr

Thursday, November 26th, 2020
5:00 pm - 6:00 pm
ZOOM Webinar
(Please click here to join the webinar: Passcode:SD46Web) & Facebook Live Stream (@SD46SC)

Parents and Caregivers, please join us for a presentation from Registered Psychologist, Director of the North Shore Stress and Anxiety Clinic, and Consultant for Anxiety Canada, Dr. Kristin Buhr, followed by a Q&A session with panelists: Dr. Buhr, Director of Instruction for Inclusive Education, Ms. Kate Kerr, and the SD46 Inclusion Support Services Counselling Team.



FAMILY ENGAGEMENT 2020-2021

2e

Our staff will engage in positive partnerships with students and their families.

Secondary School Transitions resources and activities

Grade 7 Transitions to Secondary School

Supporting Students' Academic and Social Transition

The purpose of Grade 7/8 transition is to provide Grade 7 students with a variety of experiences to connect them to their secondary school before they begin Grade 8.

This connection focuses on the development of plans to support the course selection process, and determine any additional supports that may be required for individual students. Additional supports may address both academic and social/emotional needs. More importantly, transition supports every elementary student to feel a sense of welcome, belonging, and excitement about entering secondary school.

Transition Activities and Timeline

The Transition process begins in the fall of Grade 7 and continues into the fall of Grade 8. Many processes and activities occur during this transition time frame. Activities may include visits to secondary schools, social events, tours, Grade 7 partnerships with older students, and Grade 7 sporting events hosted at the secondary school.

Events for students will vary from school to school, but will include a tour of the school (June), a course selection meeting with the high school staff (May), introduction of the principal, vice-principal and grade 8 counsellor (May), start of school welcoming events (September) and may include invitations to watch sports events, attend special transition events such as a school day at the secondary school (June), locker day (August), or community events at the high school.

For transition information for your grade 7 student, please also feel free to contact your current grade 7 teacher or principal at your child's elementary school.

**During the COVID-19 pandemic, some of the above may not be offered or may be offered virtually.*

Family of Schools

Generally, grade 7 students transition to the secondary school within their Family of Schools.

Chateleux Secondary: Hallmoon Bay Elementary, West Sechelt Elementary, Kinnikinnick Elementary, Davis Bay Elementary, Ecole Pacifique and Roberts Creek Elementary - (students must submit a cross-boundary request from RCE (also under Elphinstone Secondary).

Elphinstone Secondary: Langdale Elementary, Gibsons Elementary, Cedar Grove Elementary, Roberts Creek Elementary

Pender Harbour Secondary: Madeira Park Elementary, and Hallmoon Bay Elementary (also under Chateleux Secondary)

For more on our secondary alternative school, please visit **Sunshine Coast Alternative School (SCAS)**.

Grade 7 Parent/Caregiver Information Opportunities

SPARK! to Secondary Evening Sessions (February to June)

Secondary School PAC's Family of Schools Tour and Information Evening (April/May)

Parent Night hosted by the secondary school. An opportunity to meet the principal, vice-principal, PAC, counsellor(s), Inclusive Support Team, Indigenous Learning Team for an evening of Q&A. (June)

**During the COVID-19 pandemic, some of the above may not be offered or may be offered virtually.*



United Way of the Lower Mainland's School's Out Program is offering:

SPARK! TO SECONDARY

Four virtual sessions offered for all parents with children entering high school

Offered from 7:00 – 8:30 pm on the following Monday evenings:

- Feb. 22 – The Emotional World of Adolescence
- April 19 – Navigating the Secondary Social Scene / Supporting Healthy Independence
- May 17 – Supporting Success with Homework and Routines
- June 7 – Keeping the Lines of Communication Open

REGISTER ONLINE:
<https://sd46.bc.ca/families-and-students/communication-engagement/>
 Register to attend one or all sessions

SCHOOL DISTRICT 46 SUNSHINE COAST



FORMATS FOR ENGAGEMENT

2e

Our staff will engage in **positive partnerships** with students and their families.

- ZOOM
- District and School Websites (calendars)
- School Messenger
- Email: questions@sd46.bc.ca & Telephone
- Coast Reporter and the Local Weekly
- Coast 91.7 FM Radio
- Social Media: Facebook, Twitter, Instagram, and YouTube
- Secondary Apps

