

Framework for Enhancing Student Learning (FESL) Summary Year 2

What are the highlights of Hollyburn's learning journey this year?

Visibility, engagement, collaboration and reflection, all encapsulate Hollyburn Elementary School's learning journey this year.

Hollyburn is making a concerted effort to raise awareness of our school goal and make math learning visible to all members of our school community. Hallway and classroom bulletin boards focus on math. Ongoing communication with families via the e-bulletin, teachers' weekly updates, the principal's report at PAC meetings, and the principal's blog on the school website are some of strategies being used to highlight the work we are doing to foster a love of math learning and develop students' numeracy skills.

Our FESL team members include teachers, a parent and students. This collaborative group shares perspectives and ideas and develops plans to support math teaching and learning. The team has driven many of the successful initiatives this year, including a school-wide focus on math during Family Fridays and NSBIT (Non School-Based Instructional Time) to increase engagement and build community. The FESL team's leadership is making a notable impact on our school community.

On Family Fridays, which occur once a term, families are invited into classrooms for the first forty minutes of the day to share in the learning. Our FESL team researched and communicated ideas for math games that could be played during this time. Parents enjoy the variety of age-appropriate math games with their children and they can experience firsthand how math skills can be developed through fun, engaging ways.

Once a month, the start of the day is delayed by an hour to allow time for teacher collaboration. During NSBIT, students work on assignments at home provided by their teachers. This has been a wonderful opportunity for all students to work on math-related activities. One teacher noted that students are enthusiastic about taking math beyond the traditional classroom setting, demonstrating creativity while completing their NSBIT learning task. Parents send photos of their children working on measuring, counting, estimating and other math skills during this time.

A Math Festival has been planned for March 11, 2024. All students will participate in Math games provided by the "Julia Robinson Mathematics Festival". Parents are invited to watch their children explore math through a variety of puzzles and stimulating games. This partnership with parents is key, as the fun, engaging ways to support math learning can be reinforced at home. Increased parent engagement has also been a highlight thus far on our learning journey.

Teachers collaborating and learning from one another is ongoing throughout the year. Staff meetings and NSBIT both provide a space for teacher collaboration and reflection. Teachers share resources and strategies and reflect on how they are creating engagement in their classrooms and making math instruction meaningful. As one intermediate teacher noted, "Having others on the same discovery path has made it possible to bounce ideas off of each other and find out about new resources and learn new strategies." This cohesiveness amongst staff, with their eagerness to share, reflect and learn, has resulted in increased engagement and commitment to our goal.

What progress have you made? How do you know this?

Teachers report that students are reflecting more often on how they feel about themselves as mathematicians. Teachers are noting more engagement and excitement from parents about how math is being taught. Family Fridays and NSBIT assignments have been opportunities to receive this feedback from parents.

Student surveys and teacher assessments have provided a mid-year snapshot of the growth in our students' number sense abilities as well as their attitudes towards math.

School Results (Number Sense)

	September, 2023 # of students (% of total)	January, 2024 # of students (% of total)	% Change
Emerging/Developing (Low)	88 (35%)	47 (19%)	-16%
Proficient (Medium)	101 (40%)	112 (44%)	+4%
Extending (High)	64 (25%)	94 (37%)	+12%
Total	253	253	

The data is telling us:

- We are making progress. 81% of students are proficient or extending in their understanding of number sense mid-year compared to 65% in September.
- The number of students with developing (low) number sense skills has *decreased* 16%.
- There is little difference between the number of primary and intermediate students with developing number sense skills (21% of primary students and 17% of intermediate students) as of January, 2024. (See table below)

	September, 2023 # students/% 'developing'	January, 2024 # students/% 'developing'	% Change
Primary (112 students)	42 (38%)	23 (21%)	-17%
Intermediate(141 students)	46 (33%)	24 (17%)	-16%

School Results (Students' Attitudes Towards Math)

Survey Statement	Yes	Sometimes	No
I like Math	49.6%	35.8%	14.6%
I am getting better at Math	69.3%	25.2%	5.5%

The data is telling us:

- Less than 6% of all students do not feel they are getting better at Math
- Nearly 95% of students feel they are getting better at math 'all of the time' or 'sometimes', whereas only 6% feel they are not getting better at math

- About 85% of students **like** math most of the time or some of the time

What aspects of your plan do you need to refine or adjust?

Informal, anecdotal feedback from parents has helped us determine somewhat if we are making progress with our goal. However, as parents play such a key role in their child's learning, we need to provide a more formal means for **all** parents to provide feedback, not just those who attend Family Fridays and PAC meetings. Our Hollyburn team will create a parent survey to ensure every parent has an opportunity to share their thinking related to our school goal.

Parents will be welcomed to share how numeracy is used in their jobs. In this way, students will understand the relevance of math learning and see the long-term benefit and value of being proficient in math.

Our FESL team will be analyzing our mid-year data and discussing whether we are providing an accurate documentation of our journey and what refinements need to be made. A consistent understanding of 'number sense' is critical. We will be exploring what assessment looks like at each grade level.

We also need to look carefully at each of the 47 students whose numeracy skills were assessed as 'Low' (Emerging/Developing) in January. Having collaborative discussions with our classroom teachers, our Indigenous Success Teacher and our Learning Support Teachers to determine what additional supports may be necessary to address the needs of each of those students. As a team, we will set targets for the latter part of the year. For example, "decrease the number of students rated as "Emerging/Developing" (Low) in the area of number sense by 8-10%.

Based on the students' written responses (to the 2 questions below) on our mid-year survey, a cohort comprised of students across the grades will be selected to be interviewed.

- 1) Explain why you feel that way (why you indicated you like/don't like Math)
- 2) Have your feelings about Math changed since the beginning of the year?

We will adjust the number of students in the cohort, as our plan initially indicated 6 students per grade. A smaller group of both primary and intermediate students (no more than 8-10) will be a more realistic number to interview and track.

Teachers have expressed an interest in having time with district experts (e.g., Morikke Espenhain) to support their professional growth in numeracy. Teacher leader Erin Rochfort will continue to play a lead role in our FESL team and liaise with district experts and explore further possibilities for this purpose.