

Inquiry Question:	How will involving students in assessment and increasing the amount of personalized descriptive feedback they receive, using tools like the <i>5 Point Writing Scale</i> and other scoring rubrics, impact the quality of their writing?
Success Criteria:	Students will demonstrate an improvement in their writing skills over the course of the school year.
Assessment Plan:	Assessment of students' writing throughout the year and <i>School-Wide Write</i> at the end of the year, using the <i>5 Point Writing Scale</i> and other scoring rubrics.
Focus for Teacher Learning:	We will focus on a variety of resources related to assessment for learning (e.g. <i>Making Classroom Assessment Work</i> , <i>Visible Learning</i> , <i>Embedded Formative Assessment</i>) and writing (e.g. <i>Writing Power</i> , <i>The Workshop Book</i>).
Analysis:	
Reflection:	
Next Steps:	

Area of Inquiry (make bold):	Literacy or Numeracy or Curriculum
Inquiry Team Participants:	Susan Soules, Diane Matlock, Andrea Keller, Tammie Ozanne, Steve Almond, Don Kinasewich
Evidence Based Rationale:	The Primary teachers at Mile 108 Elementary have noted through observation and assessment that many of our students are having difficulty developing and retaining fundamental math skills such as knowledge of basic facts, understanding of place value, skip counting and basic mathematical operations.
Goal:	Build fundamental math skills through fun, engaging lessons structured around guided math principles.
Inquiry Question:	How will the use of hands-on math activities (games, manipulatives) and classroom structures, such as <i>Guided Math</i> and <i>Daily 3</i> , increase engagement and enjoyment during Math class, and contribute to the development of fundamental mathematical skills? How might the use of these activities and structures reduce the need to purchase Math programs for the teaching of Math?
Success Criteria:	Assessment of targeted math skills (e.g. recall of basic addition facts) at the beginning and end of the year will provide data about the effectiveness of alternative approaches to Math instruction. Interviews or surveys will provide data about student feelings about new approaches, specifically whether they enjoy alternative types of instruction, and if they help them learn. Teachers will explore alternative approaches to traditional Math instruction (textbook, workbooks).
Assessment Plan:	Assessments of basic math skills (e.g. tests of basic facts recall). Student opinion surveys. Teacher observations and anecdotal comments.
Focus for Teacher Learning:	Teachers will attend workshops presented by Sari Small, District Math Leader. They will then implement the games and activities observed and discuss their effectiveness at PLC meetings. Teachers will visit classroom teachers who have implemented Guided Math and discuss their observations at PLC meetings. The Inquiry Team will read and discuss parts of <i>Daily 3 for Math</i> . The Inquiry Team will use activities from resources such as <i>Boxcars and One-Eyed Jacks</i> and <i>The Power of Ten</i> and discuss their effectiveness at PLC meetings.
Analysis:	
Reflection:	
Next Steps:	

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PRINCIPAL SIGNATURE: