

School
Hollyburn Elementary School
FESL Year
Year One
FESL Committee
<p>Breanna Lloyd (Principal)</p> <p>Judy Duncan (Principal)</p> <p>Emily Miller (Vice Principal)</p> <p>Tara Nesbitt (Teacher)</p> <p>Sylvia King (Teacher)</p> <p>Taylor McKittrick (Teacher)</p> <p>Rose Murray (Teacher)</p> <p>Jenn Wong (Teacher)</p> <p>Cathy Needham (Teacher)</p> <p>Erin Rochfort (Teacher)</p>
School Context
<ul style="list-style-type: none"> o Built in 1913, Hollyburn Elementary is the oldest school in West Vancouver. A heritage site in a seaside community, Hollyburn's charm has touched multiple generations and provides a warm, supportive, innovative and progressive learning environment for students and their families. o Hollyburn's students come from various parts of the North Shore and Lower Mainland and represent a diverse array of cultural backgrounds. We are pleased to welcome a number of new students each year, which influences our enrolment. We have roughly 265 students in Kindergarten through Grade Seven. o Over 107 of Hollyburn students are serviced as English Learners (ELL); 27 are Ministry Designated with social/emotional, physical/health and/or learning needs; 22 are District International Students; and 19 are of First Nations descent. o On-site community services that operate out of Hollyburn include Strong Start, Holly House (before and after school care), Seamless Day (before and after school care), SWIS (Settlement Workers in Schools), and special programs offered by private operators including the West Vancouver Community Centre.

Identified Goal:

Our goal is to improve number sense and increase student ownership of math learning from K-7.

Rationale for Goal

The construct of number sense refers to a child's fluidity and flexibility with numbers. It helps children understand what numbers mean, improving their performance of mental mathematics, and giving them the tools to look at numbers and math in the outside world and make comparisons. Having strong number sense is considered vital, to feel confident and successful in other areas of math.

We know that children develop number sense gradually over time and at different rates through exploring numbers, which can be impacted by their previous exposure, socioemotional and academic readiness, socioeconomic status, geographical origin, as well as their learning profile. At Hollyburn, we have noticed a large discrepancy amongst our learner's ability to demonstrate strong and consistent number sense throughout K to 7 which is impacting their aptitude and attitude towards different strands of numeracy as well as mathematics in general. Investing a greater focus on Number Sense, centered around teacher delivery and student acquisition, will help to benefit all students across all areas of numeracy.

Number sense is critical for your young math learners because it promotes confidence and encourages flexible thinking. It allows students to create a relationship with numbers and be able to talk about math as a language. Strong number sense helps build a foundation for mathematical understanding. Focusing on number sense in the younger grades helps build the foundation necessary to compute and solve more complex problems in older grades. Building a love for math in Hollyburn students and subsequently math confidence and ownership, begins with building an understanding of numbers.

Evidence/Data

Evidence and data that has led us to this goal includes previous year's results from the Grade 4 and Grade 7 FSA ([2022/2023 Data](#)), ongoing K-7 classroom assessment and observations, as well as an overarching "hunch" by our teachers, LSTs, EAs and administrative team working with students from diverse backgrounds, aptitudes and attitudes.

How are we going to measure baseline/progress?

- Kindergarten - Grade 2: The Early Learning Number Assessment (ENSA) from Nanaimo Ladysmith Public Schools
- Grade 3 - 7: Number Sense Assessments from Vancouver Island Net (please see attached)
- Staff created: Student Attitude Survey (please see attached)

- Interviewing and following the progress of a cohort of student from each grade (6 students per grade). Students will be chosen to be a part of the sample, based on a range in abilities and attitude towards number sense. Our sample will include indigenous and neurodiverse students, so the results reflect Hollyburn's demographic accurately.

* Assessments and interviews will happen each year, to track trends and differences

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?

How will you ensure ongoing collaboration with all your different stakeholders?

Communication/Engagement Strategies

- o Principal and Vice Principal will incorporate Number Sense language in discussions and presentation with parents, i.e.) Curriculum Night and new family orientations
- o Principal will meet with HPAC and consult on initiatives within the school
- o Principal will consult with Jada Harry and Skwxwu7mesh Nation Advocates to make clear our FESL goal and seek ways to support our Indigenous students
- o Weekly E-Bulletins will contain information about Number Sense learning
- o Weekly E-Bulletins will make aware FESL goal and meeting times for families to join
- o "Numeracy November" will continue to be our November Virtue with increased emphasis on the importance of number sense, as well as providing various opportunities for students to engage with numeracy within their classroom, at school and at home
- o "Math Minute" share out will be incorporated into every staff meeting; a staff member will volunteer to share something number sense related (e.g. video, game, article, project idea, book, etc.)
- o Staff Book Club (Building Thinking Classrooms in Mathematics by Peter Liljedahl)

Connection to the District FESL Goals

Hollyburn's goal of improving number sense and increasing student ownership of math learning has a direct link to our District FESL Goal to increase the number and percentage of Indigenous students in grade 4, 7, and 10 who are on-track or extending in specified numeracy assessments (FSA and GNA 10) within two years. Specific attention will be paid to tracking our Indigenous students as well as ensuring they are reflected in our sample cohort.

Action Plan

Year 1

- Focus on refining a goal that is clear and impactful for our school in consultation with our FESL Committee and Director of Instruction, Liz Hill.
- Engage in establishing a clear baseline of students' current level of number sense and attitude towards Math (through school wide classroom assessments)
- Establish core group of students to "follow" throughout the next 3 years (K-7) and interview them
- Begin to offer more Numeracy opportunities for staff and students (Morikke Espenhain session at PD, student Math Club on Tuesday's, etc.)

Year 2

Guiding Questions/Focus for Staff & School

1. What is number sense from K-7?

Defining number sense, working to develop a clear and cohesive scope and sequence while also developing common language will be a critical goal in year two.

2. How can teachers promote student ownership and engagement in math?

Possible Strategies to be Implemented:

- Staff Book Club (Building Thinking Classrooms in Mathematics by Peter Liljedahl)
- Centering school Pro D around number sense and student ownership in math
- Introduce Math Mood Meter
- Continue regular FESL meetings with committee and ongoing communication with staff and families via Staff Meetings and eBulletin communication

Year 3

Guiding Questions/Focus for Staff & School

1. How can we grow our instruction to meet students' needs in number sense?
2. How can the teaching and learning of math be explored through place and the land?

Possible Strategies to be Implemented:

- Staff Book Club (Building Thinking Classrooms in Mathematics by Peter Liljedahl)
- Centering school Pro D around number sense and student ownership in math
- Connecting with Jada Harry for support in teaching math through indigenous ways of knowing
- Connecting with Xwemélch'stn Etsimxwawtxw (Capilano Littlest Ones) School for possible teacher PD and site visits
- Continue regular FESL meetings with committee and ongoing communication with staff and families via Staff Meetings and eBulletin communication

Reflection/Summary of Learning/Next Steps (End of each year)

What are the highlights of your learning journey for this year?

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

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