BOARD OF EDUCATION BURNABY SCHOOL DISTRICT 41

SCHOOL PLAN

Cameron Elementary

Our *Story*

Who we are?

At Cameron Elementary, we are a dedicated and diverse community of learners, educators, and families committed to fostering a safe, inclusive, and supportive environment for every student. We believe in the potential of each child and strive to cultivate a love for learning that empowers them to reach their fullest academic and personal potential. With a strong focus on building foundational skills in numeracy and supporting emotional well-being through Social-Emotional Learning (SEL), we work collaboratively to ensure all students are equipped with the tools they need to succeed, grow, and thrive. Our values of being respectful, safe, supportive and compassionate guide our actions as we work together to create a nurturing and positive school culture that supports both academic achievement and social-emotional development.

Our commitment to creating a positive, inclusive school culture has led to an environment where students feel safe, respected, and supported. Our teachers are dedicated to using innovative and engaging teaching methods, particularly in numeracy, where we have seen significant progress in student participation and confidence in math.

What we noticed?

Cameron Elementary School serves approximately 530 students. We have diverse population of learners with many students receiving with a high English language learning instruction. Performance standards and FSA data indicate that many Cameron students require targeted and explicit instruction in numeracy. Our results mirror the districts, but teachers in all grades have noticed the diversity in math fluency abilities seems to be growing between our learners.

Our Goal

Improving overall student numeracy performance and increasing the number of students meeting grade-level proficiency.

Our *Focus*

We have refined our goals into more grade specific targets.

Primary teachers would like to focus on strategies, games, real world challenges, and resources that further support the understanding of number sense as well as computational fluency. The focus in the early years on number and computational fluency is imperative to build a strong number sense foundation for later mathematical understanding.

Intermediates would like to focus on strategies, games, real world challenges, and resources that help address the gaps in understanding, as well as support and scaffold the diversity of abilities noticed in math groups.

Our Strategies

For one of our Professional Development sessions, we explored the use of games as practice for fact fluency, place value, patterns etc. but winners are not based on speed, so they allow peers to help each other and talk about concepts even if they are of different abilities.

Group challenges and real-life problems in small groups were also explored to address instruction that supports the diversity of our learners and allows for more peer talk.

Teachers in grade groups also collaborated on the age specific challenge areas that required more support and practice.

How Do We Know Our Students Perspective?

This year we surveyed students in grade 2-7 to see if the students' perspectives aligned with what we thought was happening in mathematics.

Things we think we noticed:

- Liking math, liking worksheets, and finding math easy all seem to have about 2/3s agreeing.
- As students get into higher grades, more start to identify math as being around them in their lives (80% by grade 7).
- Working with peers seems to be a significant preference for learning and we are aware of scaffolding benefiting the diversity of our learners in Mathematics. We have introduced many math games that are ways to practice concepts even between students of diverse math fluency and the increased peer conversations are beneficial to our ELL students understanding of vocabulary.
- We have refined our math goal focus in different age groupings and the choice of challenging areas by the students indicates that they also notice different challenges at different grades.
- More than (2/3) of our students say they enjoy math classes which may indicate that the group challenges and games we are utilizing have been beneficial.
- The number of grade 4 and 7 students on the Student Learning Survey that Strongly Agreed that they would continue to get better at math is significantly higher than the district average

Where Next?

- Staff benefited from the April presentation by our District Math Lead, Mike Wong, gaining practical strategies and engaging activities that support English Language Learners and other diverse learners.
- District is developing a mathematics screener, similar to the literacy screening process currently used to identify students requiring intervention. Professional learning will be needed to ensure staff are prepared to effectively administer and utilize this assessment tool.
- Intermediate teachers will continue to explore resources available through our SharePoint site and platforms such as the Coast Metro Math Project as they further transition away from the Math Makes Sense resource.
- With several new teachers joining our staff, we are intentionally building awareness of effective instructional practices and resources developed by educators such as Carol Fullerton and Marian Small. These resources are housed within our mathematics resource collection, which continues to expand this collection.

More Strategies and Interventions

PRIMARY (Grades 2–3)

Interventions:

1. Maintain hands-on learning

·Use counters, bead strings, fraction tiles, cuisenaire rods.

·Rotate math centres focusing on fraction modeling, equal sharing, visual strategies.

2. Strengthen early number sense

·Games focusing on skip-counting, number lines, “make 10,” and early multiplicative thinking.

3. Scaffold early problem-solving

·Use oral story problems with visuals.

·Teach sentence frames:
“I know… I notice… I wonder… My strategy is…”

INTERMEDIATE (Grades 4–5)

Interventions:

1. Reintroduce visual + concrete strategies

Even though students are older, research supports concrete–representational–abstract (CRA) progressions.

- Area tiles for fractions
- Pattern blocks for angles
- Grid paper for area/perimeter
- Tape diagrams for word problems

2. Build confidence through success

- Low-floor/high-ceiling problems
- Math talks to build reasoning
- Small-group guided math focusing on strategy building

3. Target geometry and measurement

- Use dynamic geometry tools (GeoGebra, Polypad)

- Provide real-world measurement tasks (school map, perimeter of playground, volume challenges)

Grades 6–7

Interventions:

1. Intensive fraction intervention

Older students struggle because early fraction understanding was procedural.

Use:

- Fraction number lines
- Ratio tables
- Visual models for multiplication and division of fractions
- Real-world contexts (recipes, scale models, probability)

2. Build conceptual understanding, not memorization

Key areas: algebraic thinking, problem solving, proportional reasoning.

- Use visual algebra: algebra tiles, bar models
- Teach multiple strategies and emphasize flexibility