



Numeracy Goals and Strategies

September 2023

To improve all students' achievement and self-efficacy in math and numeracy (with an initial focus on intermediate)



2024 Numeracy FESL Goals & Strategies

Objective 1:	To improve all students' achievement and self-efficacy in math and numeracy (with an initial focus on intermediate).
--------------	--

Target 1:	Close differential outcomes on Grade 7 FSA's between Indigenous and Non-Indigenous students by 4%.
-----------	--

STRATEGIES	
BUILDING COHESION DISTRICT WIDE IN MATH INSTRUCTION AND ASSESSMENT	
Grade 6 Common Math and Numeracy Assessment	Collaboratively refine and implement formative and summative learning tasks on critical number sense and numeracy concepts. Teachers can use the results to create a class numeracy profile. Exploring research-based learning progressions will help the team create a shared understanding of proficiency. Teachers will use this understanding of proficiency to create rubrics for the tasks. Student work will be collected to illustrate the assessment's proficiency scale.
Scope and Sequence	Create and share a resource (starting with grade six) that connects a "spiraled BC curriculum" with indicators of proficiency, and resources for the 3-part math lesson model.
BUILDING DISTRICT UNDERSTANDING OF TIER 1 INCLUSIVE STRATEGIES AND RESOURCES	
Differentiated/UDL Strategies and Resources	<p>Carole Fullerton In-service (grades five to eight): How to effectively use open-ended problems to differentiate instruction.</p> <p>MathUP In-service: MathUP is a comprehensive, research-based, K–8, digital resource that uses the inquiry based 3-part lesson plan model to support the differentiation of learning for all students. The resource also has embedded professional development videos to increase teachers' confidence in teaching math.</p> <p>Instructional Routines Videos (k-9): Release short videos monthly, on the portal, to explain a different fluency routine that builds</p>

	<p>competencies and spirals practice. The intention is to build a library of short professional development videos for teachers that they can access at their convenience.</p> <p>Instructional Routines In-service (kindergarten to grade nine): Learn about routines that build competencies and can be used in the first 10 minutes of class to interleave practice and build procedural fluency.</p> <p>Manipulatives: In-service on how to use manipulatives to support students making sense of critical concepts in grades three to six.</p> <p>Educational Assistant In-service: Strategies, supports, and messaging for students struggling with word problems.</p>
--	---

CREATING COLLABORATIVE COMMUNITIES OF PRACTICE

<p>Professional Learning Communities</p>	<p>Meaningful Small Groups in Math (grades four to six): Work with teams of same grade teachers from schools to learn how to use flexible and frequent teacher facilitated small groups to help students keep up with grade level competencies and content in math.</p> <p>Virtual Book Club (grades two to eight): Productive Math Struggle: A six-point action plan to foster perseverance.</p>
---	---

BUILDING A SHARED UNDERSTANDING WITH STAKEHOLDERS OF HOW TO CREATE CONFIDENT AND NUMERATE STUDENTS

<p>Community Connections</p>	<p>East Kootenay Teacher Education Program (UVic): Collaborating with Maureen Farish around supporting Teacher Candidates with numeracy.</p> <p>School Math Nights: Collaborating with schools to promote numeracy and resiliency through positive messaging for families (online or in person)</p> <p>Parent University: Facilitating workshops with parents around addition, subtraction, multiplication, and division strategies. Helping parents understand how we teach so they can help their students.</p>
-------------------------------------	--

INCREASING OUR UNDERSTANDING OF BARRIERS FOR OUR VULNERABLE IDIGENOUS STUDENTS AND STUDENTS WITH A DESIGNATION

Empathy Interviews

Collaborate with District Management, Administrators, Indigenous Support Workers, and Student Services Teachers to identify vulnerable learners. Then facilitate empathy interviews with students and/or families (Street Data). After listening for understanding, share the data with the team to begin dismantling barriers.

