West Boundary and Beaverdell Elementary School Plan 2025-2026

Nick Bond, Principal

Purpose and Vision:

Our school recognizes the importance of building strong numeracy skills as a foundation for lifelong learning, problem-solving, and critical thinking. Through collaborative dialogue, staff have identified, both from classroom observations and from assessment data such as the annual Foundation Skills Assessment, a clear need to strengthen students' ability to confidently engage with mathematical concepts across grade levels.

This focus on numeracy is:

- **Collaboratively developed** through the collective expertise of teachers, who bring both their daily classroom observations and student performance data into the planning process.
- **Focused on student learning goals**, ensuring that all learners have opportunities to develop essential numeracy skills in ways that are meaningful, engaging, and connected to real-world applications.
- **Aligned with the District Strategic Plan** in the domain of Intellectual Development – fostering critical thinking, reasoning, independent problem-solving, and creativity while equipping students with core mathematical skills that support curiosity and lifelong learning.
- **Evidence-informed using a cycle of improvement**, with regular review of both quantitative assessment data and qualitative observations to measure progress and refine instructional practices.
- **Specific, measurable, achievable, relevant, and time-bound (SMART)**, with clear goals for growth in numeracy achievement over the next three years, supported by targeted instructional strategies, professional development, and student-centered interventions.

By prioritizing numeracy, our vision is to empower students with the skills and confidence they need to analyze, reason, and apply mathematics meaningfully in their academic journey and in life beyond school.

Scanning: What is going on for our learners?

Through classroom observations, conversations with students, and data from the Foundation Skills Assessment and school-based assessments, we have identified numeracy as an area where many learners require additional support. While students

demonstrate curiosity and persistence in some contexts, they often lack confidence and a strong sense of mathematical identity. Some students express fixed mindsets about their abilities, which limits their willingness to take risks or engage deeply with problem-solving tasks. Teachers also notice that mathematical thinking is often treated as individual rather than collaborative work, reducing opportunities for students to learn from each other through discussion and reasoning.

Focusing: What is going to give us the biggest impact?
We believe that building a school-wide culture of numeracy—where students see themselves as capable mathematical thinkers—will have the greatest impact on learning. By emphasizing the four components of Thriving Mathematical Communities (Identity, Mindset, Communication, and Collaboration), we can strengthen not only students' technical skills but also their confidence, willingness to persevere, and ability to articulate mathematical reasoning. Our partnership with Kendra Jacobs of Mathematizing 247, both through Zoom sessions and in-person workshops, is providing us with research-based practices and coaching to help bring this focus to life in our classrooms.

Developing a Hunch: What is leading to this situation? What are we doing to contribute to this?
We suspect that traditional approaches to teaching mathematics—where correctness is often emphasized over process and exploration—have contributed to students' fixed mindsets and reduced confidence in math. In some cases, instructional practices may not have consistently highlighted the importance of communication, collaboration, and multiple strategies for solving problems. This limits students' opportunities to see math as a creative, shared, and dynamic subject. As educators, we need to shift how we frame numeracy: from a focus on "right answers" to fostering a sense of belonging, perseverance, and joy in mathematical exploration.

Learning: What do we need to learn? How will we design new learning?
We need to deepen our understanding of how to cultivate thriving mathematical communities that prioritize Identity, Mindset, Communication, and Collaboration. With the guidance of Kendra Jacobs, we are exploring ways to:

- Design classroom practices that affirm every student's mathematical identity.
- Use growth-oriented language and structures to nurture positive mindsets.
- Incorporate intentional routines that promote mathematical communication and reasoning.
- Provide collaborative problem-solving opportunities that value diverse approaches.

We will design new learning through professional development sessions (Zoom and in-person), peer observations, and collaborative planning meetings where teachers can share strategies, successes, and challenges.

Taking Action: What can we do differently to make enough of a difference?

- Implement shared classroom practices that align with the Components of Thriving Mathematical Communities, beginning with common routines for mathematical discussions and collaborative tasks.
- Use consistent school-wide language that reinforces growth mindsets and celebrates diverse approaches to problem-solving.
- Create opportunities for students to share their mathematical thinking in assemblies, hallways (through displays of math work and problem-solving strategies), and parent engagement events.
- Engage in cycles of inquiry where teachers implement strategies learned with Kendra Jacobs, gather evidence of impact, and refine practices accordingly.

Checking: Have we made enough of a difference?

We will measure progress by:

- Reviewing FSA and school-based numeracy assessments for evidence of growth.
- Gathering student voice through surveys and reflections on their mathematical identity, confidence, and willingness to take risks.
- Observing classroom discussions for evidence of richer mathematical communication and collaboration.
- Collecting teacher reflections on changes in student engagement, mindset, and problem-solving behaviors.

Our goal is to see clear evidence that students not only demonstrate improved numeracy skills but also view themselves as capable, confident, and collaborative mathematical thinkers.