



BEAVERDELL
ELEMENTARY
wildflowers



West Boundary and Beaverdell Elementary School Growth Plan 2026-2027

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Purpose and Vision:

At West Boundary and Beaverdell Elementary School, we believe that strong numeracy skills are foundational to students' success as learners, problem-solvers, and critical thinkers. Building on the progress achieved during the 2025-2026 school year, we remain committed to improving both mathematical achievement and students' confidence as learners of mathematics.

This focus on numeracy is:

- **Collaboratively developed** through ongoing dialogue among staff, drawing upon classroom observations, assessment data, and professional reflection.
- **Focused on student learning** by supporting both mathematical proficiency and positive mathematical dispositions.
- **Aligned with the District Strategic Plan** in the domain of Intellectual Development by fostering critical thinking, reasoning, creativity, and lifelong learning.
- **Evidence-informed** through provincial assessments, school-based data, teacher inquiry, and student voice.
- **Specific, measurable, achievable, relevant, and time-bound (SMART)**, with clearly defined opportunities to monitor student growth throughout the school year.

Our vision is to create a school culture where all students see themselves as capable mathematicians, develop strong foundational skills, and engage confidently in mathematical thinking, communication, and problem-solving.

Scanning: What is going on for our learners?

During the 2025-2026 school year, our students demonstrated measurable growth in numeracy achievement.

- Grade 4 Numeracy FSA results increased from **68.8%** of students meeting or exceeding expectations to **71.4%**.
- Grade 7 Numeracy FSA results increased from **53.8%** of students meeting or exceeding expectations to **61.5%**.

Staff attribute some of this growth to the implementation of **Facts on Fire**, a school-wide daily fluency program designed to strengthen foundational numeracy skills and prevent skill deficits.

While achievement data is encouraging, teacher observations and student conversations indicate that some learners continue to struggle with mathematical confidence and risk-taking. Staff members have also identified questions about their own mathematics instructional practices and recognize opportunities to strengthen both student understanding and student mindset.

To better understand student growth throughout the year, staff have committed to administering a **common school-wide numeracy assessment in late September or early October**. This assessment will establish a baseline for student learning and will be administered again later in the school year to measure growth and inform instructional decision-making.

Focusing: What is going to give us the biggest impact?

Our greatest opportunity for continued growth is to strengthen both foundational numeracy skills and classroom practices that support positive mathematical identities.

We will continue implementing **Facts on Fire** daily across the school to build fluency and automaticity with essential numeracy skills.

In addition, each teacher has identified a specific aspect of mathematics pedagogy that they are curious about and will explore through professional inquiry. Through these inquiries, staff will investigate questions related to student engagement, mathematical thinking, discourse, conceptual understanding, growth mindset, and instructional effectiveness.

By combining a structured approach to skill development with ongoing professional inquiry, we believe we can improve both student achievement and students' perceptions of themselves as mathematical learners.

Learning: What do we need to learn? How will we design new learning?

As educators, we will deepen our understanding of effective mathematics instruction and examine practices that improve both student achievement and mathematical confidence.

Our professional learning will focus on:

- **Research-based** instructional practices in mathematics.
- **Strategies** that support mathematical discourse, reasoning, and problem-solving.
- **Ways to cultivate** positive mathematical identities and growth mindsets.
- **Analyzing data** from school-wide assessments and Facts on Fire.
- **Reflecting on teacher** inquiry findings and their impact on student learning.

Professional learning will occur through collaborative planning, staff discussions, peer observations, professional readings, and inquiry cycles.

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

To support continued growth in numeracy achievement and mathematical confidence, we will:

- Continue implementing the **Facts on Fire** program school-wide each day.
- Administer a common **school-wide numeracy assessment in late September/early October** to establish baseline data and administer it again later in the year to measure growth.
- Engage all teachers in a year-long inquiry focused on a personally identified aspect of mathematics pedagogy.
- Provide opportunities during NID time for teachers to share findings, successes, challenges, and evidence from their inquiries.
- Use assessment data to inform instruction and intervention.
- Incorporate instructional strategies that promote mathematical discourse, collaboration, and reasoning.

- Explicitly teach and reinforce growth mindset principles in mathematics.
- Host a **school-wide Math Olympics event**, where students participate in engaging mathematical challenges, problem-solving activities, and collaborative competitions. The event will celebrate mathematical thinking, perseverance, teamwork, and the joy of learning mathematics while helping students see themselves as capable mathematicians.
- Showcase student mathematical thinking through classroom displays, school-wide celebrations of learning, and family engagement opportunities.

Checking: Have we made enough of a difference?

We will evaluate the impact of our work using multiple sources of evidence.

Quantitative Evidence

- Foundation Skills Assessment (FSA) Numeracy results.
- Facts on Fire mastery and progression data.
- School-wide baseline and end-of-year numeracy assessment results.
- Classroom formative and summative assessment data.

Qualitative Evidence

- Student reflections and surveys regarding confidence, engagement, and attitudes toward mathematics.
- Teacher inquiry documentation and reflections.
- Classroom observations of mathematical discourse, collaboration, and perseverance.
- Student participation and engagement during events such as the Math Olympics.

Success Indicators

By June 2027, we expect to see:

- Continued improvement in numeracy achievement across grade levels.

- Demonstrated growth between the fall baseline assessment and end-of-year assessment.
- Increased student confidence and positive attitudes toward mathematics.
- Greater evidence of mathematical reasoning, communication, and perseverance.
- Improved teacher understanding of effective mathematics pedagogy through professional inquiry.
- Increased student engagement and enthusiasm for mathematics through school-wide experiences such as the Math Olympics.
- A school culture in which students increasingly identify themselves as capable, resilient, and successful mathematical learners.

Revised School Growth Goal (2026-2027)

To improve student numeracy achievement and mathematical confidence through the continued implementation of Facts on Fire, teacher-led inquiry into effective mathematics pedagogy, the use of school-wide assessment data to monitor growth, and engaging school-wide mathematics experiences that foster positive mathematical identities and lifelong learning.

SMART Goal

By June 2027, students will demonstrate measurable growth in numeracy as evidenced by improvements between the school-wide baseline assessment administered in September/October and a subsequent end-of-year assessment, while student surveys and classroom evidence will show increased confidence, engagement, and positive mathematical mindsets.