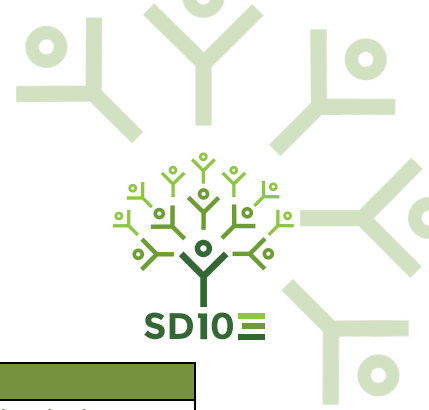


Lucerne Elementary Secondary School

High School Numeracy School Growth Plan 2026-2027



School Context	
Lucerne Elementary Secondary School is in New Denver, BC. We are a Grade K-12 school whose student population ranges from 90 to 100 per school year. We have a strong sense of community amongst staff and students because of the nature of our small school. Even though we are a small school, we can offer a full suite of courses and opportunities for all students. We feel there is always a need to build student engagement and interest in learning, school-related activities and initiatives. We want students to take ownership and pride in their completed work in all subjects, all while ensuring we as teachers are providing rigour and relevance always. The 2026-2027 focus, one will be on numeracy. The other focus will be looking at building connectedness through relationships of our students and their trusted adults as top priority. With only 36 high students our focus will be on all students with emphasis on indigenous and those with diverse abilities who were graded emerging and developing.	
Strategic Plan Priority:	
Competency and Collaboration - building our leadership capacity in building numerate learners; solving problems and making decisions; explicit questions during discussions and written form at each individual's level, during reporting periods - explicit reporting on interpretation, analysis and communication, managing the work, displaying drive and purpose, increasing capacity to learn, increasing self-awareness, communicating effectively. Numeracy will be stressed in newsletter, so parents and community are aware of our efforts.	
Numeracy Inquiry and Goal:	
By June 2027, 75% of students will demonstrate knowledge in the interpretation, analysis, and communication of numeracy ideas in at least 75% of learning opportunities. This will be shown through cross-curricular learning opportunities, with increasing evidence of creativity, inventiveness, and enjoyment when working with numbers. Math teachers will continue to check growth through Numeracy Learning Progressions. With only 36 high students our focus will be on all students with emphasis on indigenous and those with diverse abilities who were graded emerging and developing.	
Strategies and Actions:	
Teaching & Learning: intentional teaching of the meaning of interpretation, analysis, and communication; in what ways can educational environments cultivate authentic and inclusive numeracy skills and examples in our students? (Rigor and Relevance) Math teachers will report and monitor growth using Numeracy Learning Progressions.	
Level	Description
1 – Beginning	Requires significant support to interpret, analyze or communicate numeracy ideas.
2 – Developing	Demonstrates some numeracy thinking with prompting or support.
3 – Proficient	Independently interprets, analyzes, and communicates numeracy ideas in meaningful contexts.



4 – Extending Independently applies, connects, and creatively extends numeracy thinking in new contexts.

SD10

Theory of Action with FALL/WINTER/SPRING timeline suggestions

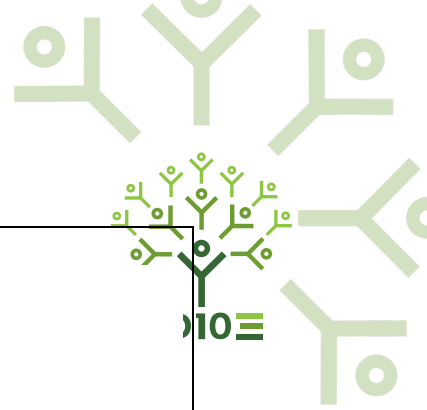
- **Baseline numeracy data** collected in September to determine students' current ability to interpret, analyze, and communicate numeracy ideas.
- **Student work samples** from math and other curricular areas that demonstrate numeracy thinking.
- **Cross-curricular numeracy performance tasks** in areas such as Science, Social Studies, ADST, PE, Arts, and English.
- **Teacher observation data** using common school-wide "Look-Fors" for interpretation, analysis, communication, problem-solving, and creative thinking.
- **Learning progression data/checklists** showing individual student growth over the year.
- **Formative assessment data**, including exit slips, math conversations, questioning, conferencing, journals, and demonstrations of learning.
- **Student self-assessment and reflection**, particularly around confidence, engagement, perseverance, creativity, and ability to explain mathematical thinking.
- **Student voice/survey data** about whether students see numeracy as relevant, enjoyable, connected to their lives, and applicable beyond mathematics.
- **Performance task rubrics** assessing students' ability to interpret information, analyze data, communicate reasoning, make decisions, and apply numeracy in authentic situations.
- **Student engagement data**, including participation, willingness to take risks, persistence with challenging problems, and involvement in numeracy-rich activities.
- **Evidence of numeracy in student portfolios**, documenting growth and examples of students applying numeracy in different contexts.
- **Teacher collaborative analysis of student work**, identifying common strengths, gaps, and instructional needs across grades and disciplines.
- **Report card evidence** related to competencies such as communication, thinking, problem-solving, self-awareness, and managing work.
- **School-wide numeracy activities and initiatives**, documenting participation and student products/reflections.

Data to Inform/ Support Goal:

Data to Inform/Support the Goal:

Grade 7 (2025-2026) report card data:

Final Term	Emerging	Developing	Proficient	Extending
2025-2026	1	1	8	0



Spring Assessment Data grade 8:

YEAR	EMG 1	DEV 2	PRF 3	EXT 4
2025	1	0	1	1
2026	1	2	3	1

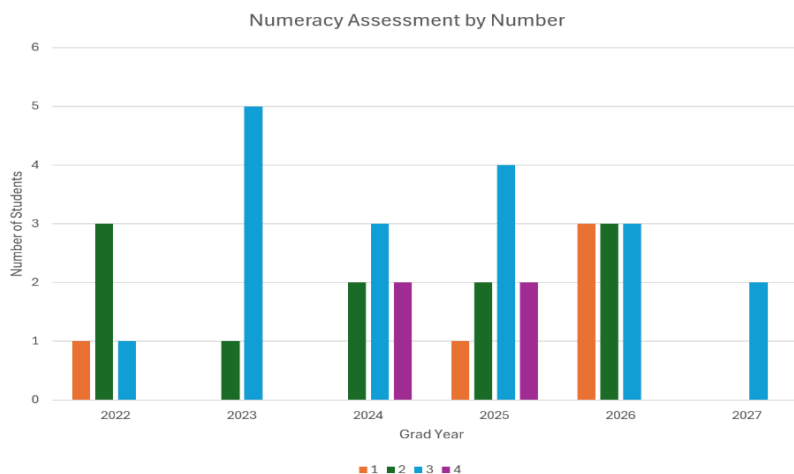
Grad (2026) Numeracy Assessment Data: 3 EMG, 3 DEV, 3 PRF, 0 EXT

Grad (2025) Numeracy Assessment Data: 1 EMG, 2 DEV, 4 PRF, 2 EXT

Grad (2024) Numeracy Assessment Data: 0 EMG, 2 DEV, 3 PRF, 2 EXT

Grad (2023) Numeracy Assessment Data: 0 EMG, 1 DEV, 5 PRF, 0 EXT

Grad (2022) Numeracy Assessment Data: 0 EMG, 1 DEV, 3 PRF, 1 EXT



Data Analysis Review and Reflection:

Each reporting period November/April/June

Data Analysis will include:

- Student self-assessment, teacher baseline observations using scale 1-4

Data Analysis will include:

- Student self-assessment, teacher baseline observations
- Monthly check-ins at staff meetings

Reflection questions will be:

- Which strategies are students using most independently?



- How has our own practice shifted as a result of this plan?
- What will we carry forward into next year's plan

