

Lucerne Elementary Secondary School
K- 7 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 -100 per school year. We have a strong sense of community among staff and students because of our school's nature. 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. We have multi-age classes throughout our K-7s consisting of 54 students, which include 10 Indigenous students, 12 students with diverse abilities, and a high number of vulnerable students. The 2026-2027 focus will be on numeracy. The other focus will be on building connectedness through relationships between our students and their trusted adults as a top priority.
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 number sense with operations, managing the work, displaying drive and purpose, increasing capacity to learn, increasing self-awareness, communicating effectively.
Numeracy Inquiry and Goal:
By June 2027, 90% of primary to intermediate students will demonstrate proficiency in number sense with a stronger understanding of operations using the numeracy learning progressions for each grade level. With only 54 elementary and intermediate students, we will focus on all students, with an emphasis on Indigenous students and students with diverse abilities who were assessed at emerging and developing levels.
Strategies and Actions:
Teaching and Learning: increase number sense; connecting/bridging mathematical concepts to other areas and personal interests/real life learning; math connected to land, relationships, story, observation, and everyday life. Students will learn 5 aspects from learning progressions: reasoning, analyzing, communicating and representing, understanding and solving, connecting and reflecting. Staff will participate in professional learning at a school-based professional development day on September 25, 2026. Ongoing assessment throughout the year. Whenever we have collaboration time, we will use it to plan dynamic, innovative learning experiences for students. We will have given students multiple opportunities to explore math and share their understandings, supporting their ideas and reasoning. We want to continue the growth mindset and foster a love of numeracy. We will use learning progression checklists, math Look-Fors, conversation and conferencing, performance





tasks, etc. Students will be numerate learners; they will appreciate and know what they are doing and have a deeper understanding.

Theory of Action with FALL/WINTER/SPRING timeline suggestions

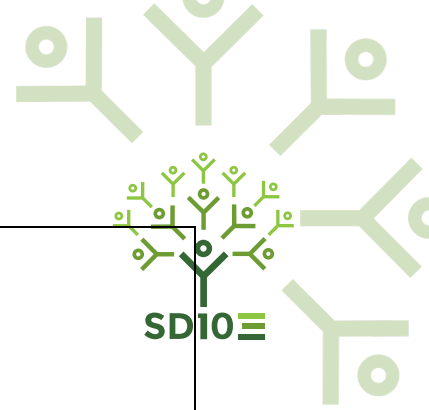
- **Baseline numeracy assessment data** collected in September 2026 to identify student proficiency in understanding operations, including addition, subtraction, multiplication and division, appropriate to each student's grade level and learning progression.
- **School/classroom numeracy data** from previous years to identify trends, strengths and areas of need in number sense and operations. (FSA)
- **Learning progression checklists** to establish each student's current level of proficiency in reasoning, analyzing, communicating and representing, understanding and solving, and connecting and reflecting.
- **Teacher-created common assessments and performance tasks** focused specifically on operational understanding, problem solving and mathematical reasoning.
- **Ongoing formative assessment data**, including math conversations, conferencing, observations, exit tickets, student work samples, math journals and demonstrations of learning.
- **Student work samples collected throughout the year** to show growth in mathematical thinking, representation, communication, reasoning and application.
- **Math "Look-Fors"** used consistently across classrooms to identify evidence of numeracy development and inform instructional planning.
- **Student self-assessment and reflection**, allowing students to identify what they understand, what strategies they use, and where they need further support.
- **Student voice and engagement data**, gathered through surveys, conversations or reflections about students' confidence, interest and attitudes toward mathematics.
- **Report card and assessment evidence** related to numeracy competencies, particularly problem solving, communication, reasoning and applying mathematical understanding.
- **Learning Continuum binders: Grade-to-grade transition information**, where appropriate, to identify students requiring additional support and ensure continuity of numeracy instruction.
- **Collaborative teacher analysis of assessment data** during school-based collaboration time to identify patterns, adjust instruction and develop targeted learning opportunities.
- **End-of-year common assessment data** to determine the percentage of primary to intermediate students demonstrating proficiency in understanding operations and measure progress toward the **90% target**.

Data to Inform/ Support Goal:

Data to Inform/Support Goal

FSA 2025-2026 grade 4

Year	PLU	EM	OT	EX
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2024-2025	2	5	2	0
2025-2026	1	3	5	0

FSA 2025-2026 grade 7

YEAR	PLU	EM	OT	EX
2024-2025	0	2	5	1
2025-2026	1	3	7	0

K-7 2025 – 2026 report card data

	EMG	DEV	PRF	EXT
TRM 1	7	24	21	4
TRM 2	6	17	30	3
TRM 3	6	11	33	4

Assessment Results: 2024-2025

Foundation Skills Assessment

Category	Score	EX		EM		ON		UN	
	Subtest Name	%	#	%	#	%	#	%	#
BC - FSA Grade 4	Literacy			66.67%	6	11.11%	1	22.22%	2
	Numeracy			55.56%	5	22.22%	2	22.22%	2
BC - FSA Grade 7	Literacy			11.11%	1	77.78%	7	11.11%	1
	Numeracy	11.11%	1	22.22%	2	55.56%	5	11.11%	1

Data Analysis Review and Reflection:

Baseline and ongoing numeracy assessment data; learning progression checklists; common assessments and performance tasks focused on operations; teacher observations, math conversations and conferencing; student work samples and math journals; formative assessment/exit tickets; student self-assessment and reflection; math Look-Fors; report card evidence; student voice and engagement data; and collaborative teacher analysis of data. Data will be collected at baseline, mid-year and year-end to monitor individual and cohort growth and determine progress toward the goal of 90% proficiency in understanding operations by June 2027.

