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## Numeracy

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### Current Level of Performance

Provincial grade 3 assessment data indicate RRSD students score 5 to 8% higher than the provincial average in numeracy competencies. The data also shows that Self-declared Indigenous students are performing below their peers in numeracy competencies on the provincial measures. The current level of performance shows 76.1% of grade 1-8 students are achieving a 3 or 4 in knowledge and understanding while 73.9% of those same students achieve a 3 or 4 in mental math and 72.3% in problem solving on the report card. Historical data indicates that RRSD high school students are scoring 10% above the provincial average in Applied Mathematics, 11% above the provincial average in Essential mathematics and 2% below the provincial average in Pre-Calculus Mathematics. With Grade 10 and 12 Provincial Tests in Numeracy returning in 2023-2024, more data collection will direct interventions.

Manitoba Rural Learning Consortium (mRLC) June 2016 baseline data assessed proficiency of students in grade 6 mathematics outcomes in Number Sense, Patterns and Relations, Shape and Space, Statistics and Probability. This data is only one piece of information and indicates students would benefit from additional support in the Patterns and Relations strand and Statistics and Probability strand in mathematics.

Manitoba Rural Learning Consortium (mRLC) June 2016 baseline data assessed proficiency of students in regard to grade 9 mathematics outcomes in. This data is only one piece of information and indicates students would benefit from additional support in the Patterns and Relations strand and Shape and Space strand in mathematics.

RRSD continues to participate in mRLC Numeracy programs and have seen significant improvement of student outcomes in math. Math teachers in grade 4 to 9 currently use strategies and resources from the Numeracy Achievement Project (NAP) to support the students in their classrooms.

### Goals

By June 2028, 90% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

### Performance Targets

By June 2024, 75% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

By June 2025, 78% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

By June 2026, 80% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

By June 2027, 85% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

## Strategies

School Division Strategies	School Based Strategies
<ul style="list-style-type: none"> <li>• Provide all stakeholders with technical assistance to manage student information in Gradebook.</li> <li>• Input outcomes into Gradebook to ensure instruction and assessment are aligned with provincial curriculum.</li> <li>• Provide access to a divisional IT Coach, a stable resource for job-embedded professional development to support educators to manage student information and use data to inform student achievement of curricular outcomes to improve learning.</li> <li>• Provide access to a divisional Numeracy Coach, a stable resource for job-embedded professional development to generate improvement in numeracy and student learning to achieve Manitoba provincial curricular outcomes.</li> <li>• Routine review and monitoring of data provided by the classroom teacher in Gradebook to concentrate everyone's attention on supporting student achievement and foster professional collaboration and planning for those students requiring targeted supports.</li> <li>• Learning for principals in mathematics, mathematics pedagogy and instructional leadership in mathematics in their schools.</li> <li>• Development of a collaborative professional development model that allows educators the opportunity to work together to:               <ul style="list-style-type: none"> <li>➢ Learn from each other.</li> <li>➢ Observe one another's practice.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Routine review and monitoring of data provided by the classroom teacher in Gradebook to concentrate everyone's attention on supporting student achievement and foster professional collaboration and planning for those students requiring targeted supports.</li> <li>• Build Academic Vocabulary in mathematics. (refer to appendix).</li> <li>• Sharing among intermediate and secondary school mathematics leaders about successful practices in Grades 7, 8, 9 Mathematics and Grades 10, 11, 12 Applied Mathematics courses and Pre-Calculus courses.</li> <li>• Investigate perspectives, experiences and promising practices in mathematics learning and teaching identified in the mRLC math project.</li> <li>• Continue to build teachers' capacity for assessment for, of and as mathematics learning, including communicating with students and parents and planning and delivering instruction to increase the learning of each student.</li> <li>• Emphasis on formative assessment in mathematics to support student learning.</li> <li>• Analyze student work to identify the needs of the learner and implement strategies and interventions necessary to support approximation of curriculum outcomes.</li> <li>• Self-Directed Learning programs are in place for students who require flexible scheduling.</li> </ul>

School Division Strategies	School Based Strategies
<ul style="list-style-type: none"> <li>➤ Review the research and share knowledge on what works and what does not.</li> <li>➤ Deepen understanding of the skills and knowledge students need to demonstrate whether they meet specific curriculum outcomes.</li> <li>➤ Determine the appropriate assessment practices to uncover where students are needing additional help.</li> <li>➤ Build understanding of effective mathematics instruction.</li> <li>➤ Design a responsive mathematics learning environment using the RTI framework to support students.</li> <li>➤ Facilitate access to mathematics learning resources and professional learning opportunities.</li> </ul>	

### Student Achievement Measures

- Provincial Report Card Data
- Provincial Standards Assessments
- Tell Them From Me Survey Data
- mRLC Numeracy Data



### Indicators to Enhance Student Learning

- School curriculum and assessments are linked to provincial curriculum outcomes.
- Clear and measurable goals are established and focused on improving overall student achievement at school level.
- Data is routinely analyzed, interpreted and used to monitor progress toward school division and school achievement goals.
- School and classroom level programs and practices are in place to help students meet achievement goals when data indicates interventions are needed.
- Increase in mRLC Math assessment data.
- Manitoba Report Card Data and Provincial Numeracy Assessments and MRLC math assessments indicate progress in student achievement.