

2015–2019

NUMERACY GUIDING DOCUMENT AND ACTION PLAN

DECEMBER 2015





VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

VALUES

Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.



Our Strategic Goals

The District has identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

Priority 1

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal One An Excellent Start to Learning

Outcome: More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.

Goal Two Success for Every Student

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

Goal Three Success Beyond Schooling

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

Priority 2

Provide welcoming, high quality learning and working environments.

Goal One A Focus on Well-being and Student Citizenship

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

Goal Two Quality Infrastructure for All

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in District infrastructure.

Goal Three Building Capacity through a Culture of Collaboration and Distributed Leadership

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

Goal Four A Culture of Excellence and Accountability

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

Priority 3

Enhance public education through communication, engagement and partnerships.

Goal One Parents as Partners

Outcome: Parents are provided opportunities to be involved in their child's education.

Goal Two Supports for the Whole Child

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

Goal Three Engaged and Effective Governance

Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.

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Introduction

Background

In spring 2015, a Mathematics and Numeracy Principal and Central Working Group was established with a vision of developing a numeracy guiding document and action plan that would:

- Support the development of a District-wide shared understanding of numeracy and mathematics
- Guide the development of additional supports for schools as they work toward improving student achievement in mathematics and toward improving the supports for numeracy across the curriculum
- Support the implementation of the elements of the *Ministerial Order on Student Learning (#001/2013)*

As a result, three documents were created:

- *Numeracy Guiding Document and Action Plan 2015–2019*
- *Support for Numeracy Guiding Document and Action Plan Year One*
- *Central Activity Planner 2015–2016: Numeracy Guiding Document and Action Plan*

Purpose

The *Numeracy Guiding Document and Action Plan 2015–2019* has been created fundamentally to support and strengthen the development and implementation of numeracy and mathematics in schools across the District. This document is designed as a plan that will guide mainly central departments but also schools, catchments and leadership groups toward common, District-wide outcomes in support of our District Priorities and Strategic Goals.

The *Ministerial Order on Student Learning (#001/2013)* identifies numeracy as foundational to students from Kindergarten to Grade 12. This document also illuminates the work in which multiple stakeholders may engage to improve student achievement in the areas of numeracy and mathematics.

In addition to the *Numeracy Guiding Document and Action Plan 2015–2019*, schools may wish to refer to the following resources:

- Numeracy: <https://sites.google.com/a/epsb.ca/curriculum-and-resource-support-numeracy/>
- Mathematics: <https://sites.google.com/a/epsb.ca/curriculum-and-resource-support-math/>

Definitions of Numeracy and Mathematics

- **Numeracy:** “Numeracy is the confidence and habits of mind to engage with, critically assess, reflect upon and apply quantitative and spatial information when making judgments and decisions or taking action in all aspects of daily living.” ([Alberta Provincial Student Learning Assessment, Grade 3: Literacy and Numeracy, Information Bulletin 2014–2015](#), pg. 12)
- **Mathematics:** “Mathematics is one way of trying to understand, interpret and describe our world. There are a number of components that define the nature of mathematics.... These components include change, constancy, number sense, patterns, relationships, spatial sense and uncertainty.” ([Mathematics K–9 Program of Studies](#), updated 2014, pg. 7)

Key References

- [The Ministerial Order on Student Learning \(#001/2013\)](#)
- [2013 Learning and Technology Policy Framework](#)
- [Redesigning High School](#)
- [High School Completion Strategic Framework](#)

Planned Outcomes, Strategies and Activities

TARGETED GENERAL OUTCOME

Each student, from early learning through high school completion and beyond, will demonstrate his or her full potential in numeracy.

TARGETED SPECIFIC OUTCOMES

1. DEVELOP SHARED UNDERSTANDING

A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.

2. CONDUCT RESEARCH AND EVALUATE DATA

Current foundational research and data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.

3. IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY

District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.

4. DEVELOP CAPACITY

Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders, teachers, educational support staff, and parents and guardians.

5. REVIEW DISTRICT PLAN

District-wide implementation plans, processes and activities will be continuously developed, assessed, evaluated and communicated through a collaborative approach between District schools and central units.

SPECIFIC OUTCOME 1: DEVELOP SHARED UNDERSTANDING

A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.

Strategy	Activities
1a) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to all District staff.	• Develop a District-wide communications plan • Create a video tool with conversation guide to develop a common understanding of numeracy and mathematics • Facilitate ongoing cross-District sessions with school leaders • Facilitate ongoing cross-District sessions with lead teachers to: - o Share updated information regarding numeracy plan - o Acquire current research and data • Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics • Develop and use: - o District numeracy websites - o Share sites - o Online forums • Produce a final numeracy and mathematics guiding document
1b) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.	• Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: - o Flyers, newsletters, bulletins - o SchoolZone, webcasts, podcasts - o Posters - o Cards

SPECIFIC OUTCOME 1: DEVELOP SHARED UNDERSTANDING

A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.

Strategy	Activities
1c) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to external stakeholders.	• Develop a shared understanding of numeracy and mathematics by collaborating with external experts • Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics
1d) All schools will develop and communicate a numeracy action plan.	• Use the <i>Numeracy Guiding Document and Action Plan 2015–2019</i> to develop an action plan specific to school and catchment needs

SPECIFIC OUTCOME 2: CONDUCT RESEARCH AND EVALUATE DATA Current foundational research and data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.	
Strategy	Activities
2a) Current foundational research will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.	• Acquire and review current research on numeracy and mathematics and provide an editorial summary • Develop and implement the <i>District Numeracy Guiding Document and Action Plan 2015–2019</i> based on relevant research and staff feedback • Communicate key research findings through the numeracy guiding document • Develop and maintain a research share site that contains current articles and summaries • Develop professional learning opportunities for District staff based on relevant research, using data to drive decisions • Share current research information with school leaders and lead teachers
2b) Current data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.	• Acquire, review and analyze current data on numeracy and mathematics • Develop processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI) • Develop processes to support schools in developing, communicating and implementing an action plan based on key data findings • Develop professional learning opportunities for District staff based on key data findings
2c) Current evidence and action research will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.	• Acquire, review and analyze current evidence and action research on numeracy and mathematics • Create and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics • Provide opportunities for educators to share practices that meet established criteria • Provide opportunities for educators from other school districts to share practices that meet established criteria • Engage staff in professional learning opportunities regarding how to gather meaningful, valid and reliable evidence of student learning • Support schools in implementing evidence-based practices • Support schools in assessing effectiveness of practices

SPECIFIC OUTCOME 3: IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY

District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.

Strategy	Activities
3a) District leaders will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	• Invite District leaders, including principals and central staff, to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics • Develop, share and maintain an updated list of District leaders who can provide numeracy and mathematics support • Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools • Maintain communication with Alberta Education and attend meetings to keep informed about curricular changes and developments • Attend Edmonton Regional Learning Consortium meetings to keep informed about curricular changes and developments • Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website • Pilot provincial changes and developments related to K-12 numeracy and mathematics

SPECIFIC OUTCOME 3: IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY

District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.

Strategy	Activities
3b) District teacher capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	• Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team) • Acquire and review lists of staff who have gained professional expertise in numeracy or mathematics through professional improvement supports • Create a directory of lead teachers with numeracy or mathematics expertise • Create a directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills • Communicate the directory of lead teachers with expertise and experience in numeracy or mathematics on websites, share sites, etc. • Develop criteria for potential presenters, facilitators, mentors and coaches • Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities • Communicate the directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc.
3c) District resources will be identified and used to support numeracy and mathematics across all curricula and to support successful District-wide implementation of core numeracy principles.	• Identify, review and evaluate existing District-developed resources • Identify high-impact curricular resources and develop plans to incorporate supports for numeracy • Establish District criteria for identifying and reviewing recommended resources to determine suitability for distribution • Establish a recommended list of existing quality District numeracy support materials • Implement the District-wide Math Intervention Programming Instrument (MIPI) • Explore existing financial resources (e.g., Equity Fund) to support numeracy

SPECIFIC OUTCOME 3: IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	
Strategy	Activities
3d) Current external leadership capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles	• Establish criteria for identifying current external stakeholder support or partnerships • Identify current external leaders who possess significant expertise and experience in numeracy or mathematics • Create and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics • Identify and engage key stakeholders who possess strengths, significant expertise and experience in numeracy or mathematics to provide support
3e) Current external resources, including digital resources, will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.	• Establish criteria for identifying and evaluating current external resources for supporting numeracy across the curricula • Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources • Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula • Establish and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials • Explore opportunities to acquire District licensing for high-impact resources • Explore existing financial resources (e.g., Equity Fund) to support numeracy

SPECIFIC OUTCOME 4: DEVELOP CAPACITY

Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders, teachers, educational support staff, and parents and guardians.

Strategy	Activities
4a) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders.	• Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers • Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity • Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics
4b) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in teachers.	• Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers • Develop professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies • Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities • Identify and communicate funding opportunities to support teachers in professional improvement • Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise
4c) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in educational support staff.	• Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants • Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions)

SPECIFIC OUTCOME 4: DEVELOP CAPACITY

Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders, teachers, educational support staff, and parents and guardians.

Strategy	Activities
4d) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in parents and guardians.	• Provide opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics • Develop and provide sessions and online information for parents and guardians to help them: - o Increase their understanding of numeracy and mathematics - o Support their child(ren) in numeracy and mathematics learning
4e) Locally developed courses (LDCs) and locally developed resources (LDRs) supporting K-12 numeracy and mathematics will be reviewed, developed and modified as needed.	• Review existing LDCs that support K-12 numeracy and mathematics and revise as needed • Identify needs, if any, for new LDCs to support numeracy and mathematics; develop new LDCs if needed • Review existing LDRs that support K-12 numeracy and mathematics and revise as needed • Identify needs, if any, for new LDRs to support numeracy and mathematics; develop new LDRs if needed

SPECIFIC OUTCOME 5: REVIEW DISTRICT PLAN District-wide implementation plans, processes and activities will be continuously developed, assessed, evaluated and communicated through a collaborative approach between District schools and central units.	
Strategy	Activities
5a) District-wide implementation plans, processes and activities will be continuously assessed, evaluated and revised if needed based on: • District needs • Current research on numeracy and mathematics • Provincial changes or developments related to K-12 numeracy and mathematics	• Develop and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities • Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement • Review implementation plans, processes and activities annually • Monitor implementation plans, processes and activities
5b) District-wide implementation plans, processes and activities will be continuously communicated.	• Develop a four-year communications plan that includes: - o Updates to assistant superintendents - o Communications to central leadership, school administrators, educational staff, and parents and guardians - o Communications to external stakeholders, through websites, share sites, SchoolZone, etc.

Four-Year Scope and Sequence 2015–2019

SPECIFIC OUTCOME 1: DEVELOP SHARED UNDERSTANDING

A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.

1a) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to all District staff.

2015–2016	2016–2017	2017–2018	2018–2019
Develop a District-wide communications plan			
Create, distribute and use video tools with conversation guides to develop a common understanding of numeracy and mathematics	Update or create and implement video tools, as required; use video tools and conversation guides	Update or create and implement video tools, as required; use video tools and conversation guides	Update or create and implement video tools, as required; use video tools and conversation guides
Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics	Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics	Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics	Locate, develop (if needed) and distribute short digital or print multimedia resources to help principals/schools communicate information and strategies about numeracy and mathematics
Facilitate sessions with school administrators	Facilitate ongoing District sessions with school administrators	Facilitate ongoing District sessions with school leaders	Facilitate ongoing District sessions with school leaders

2015–2016	2016–2017	2017–2018	2018–2019
- Design and facilitate a District lead teacher session to: - Share updated information regarding the numeracy action plan - Share current research and data	Design and facilitate a District lead teacher session	Design and facilitate a District lead teacher session	Design and facilitate a District lead teacher session
- Develop and make available various communications and information access points: - District numeracy websites - Share sites - Online forums	- Review, revise and make available various communications and information access points: - District numeracy websites - Share sites - Online forums	- Review, revise and make available various communications and information access points: - District numeracy websites - Share sites - Online forums	- Review, revise and make available various communications and information access points: - District numeracy websites - Share sites - Online forums
Produce, publish and distribute the <i>Numeracy Guiding Document and Action Plan 2015–2019</i>	Review the <i>Numeracy Guiding Document and Action Plan 2015–2019</i>; revise and distribute, if needed	Review the <i>Numeracy Guiding Document and Action Plan 2015–2019</i>; revise and distribute, if needed	Review the <i>Numeracy Guiding Document and Action Plan 2015–2019</i>; revise and distribute, if needed
1b) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to stakeholders.			
- Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: - Flyers, newsletters, bulletins - SchoolZone, webcasts, podcasts	- Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: - Flyers, newsletters, bulletins - SchoolZone, webcasts, podcasts	- Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: - Flyers, newsletters, bulletins - SchoolZone, webcasts, podcasts	- Provide various forms of communication regarding numeracy and mathematics to schools for distribution to stakeholders, such as: - Flyers, newsletters, bulletins - SchoolZone, webcasts, podcasts

2015–2016	2016–2017	2017–2018	2018–2019
- o Posters - o Cards	- o Posters - o Cards	- o Posters - o Cards	- o Posters - o Cards
1c) A District-wide shared understanding of numeracy and mathematics will be developed and communicated to external stakeholders.			
• Develop a shared understanding of numeracy and mathematics by collaborating with external experts	• Develop a shared understanding of numeracy and mathematics by collaborating with external experts	• Develop a shared understanding of numeracy and mathematics by collaborating with external experts	• Develop a shared understanding of numeracy and mathematics by collaborating with external experts
• Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics	• Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics	• Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics	• Identify, connect with and liaise with external agencies to support the development of proficiency in numeracy and mathematics
1d) All schools will develop and communicate a numeracy action plan.			
• Use the <i>Numeracy Guiding Document and Action Plan 2015–2019</i> to develop an action plan for 2016–2017 specific to school and catchment needs	• Implement the action plan • Review and refine the action plan	• Implement the action plan • Review and refine the action plan	• Implement the action plan • Review and refine the action plan

SPECIFIC OUTCOME 2: CONDUCT RESEARCH AND EVALUATE DATA

Current foundational research and data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.

2a) Current foundational research will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.

2015–2016	2016–2017	2017–2018	2018–2019
Acquire and review current research on numeracy and mathematics and provide an editorial summary	Revisit current research on numeracy and mathematics and update editorial summary if needed	Revisit current research on numeracy and mathematics and update editorial summary if needed	Revisit current research on numeracy and mathematics and update editorial summary if needed
Communicate key research findings through the numeracy guiding document	Communicate key research findings through the numeracy guiding document	Communicate key research findings through the numeracy guiding document	Communicate key research findings through the numeracy guiding document
Develop and maintain a research share site that contains current articles and summaries	Review and maintain a research share site that contains current articles and summaries	Review and maintain a research share site that contains current articles and summaries	Review and maintain a research share site that contains current articles and summaries
Develop and implement professional learning opportunities for District staff based on relevant research, using data to drive decisions	Review, develop and implement professional learning opportunities for District staff based on relevant research, using data to drive decisions	Review, develop and implement professional learning opportunities for District staff based on relevant research, using data to drive decisions	Review, develop and implement professional learning opportunities for District staff based on relevant research, using data to drive decisions
Communicate current research information to District staff	Communicate current research information to District staff	Communicate current research information to District staff	Communicate current research information to District staff

2015–2016	2016–2017	2017–2018	2018–2019
2b) Current data will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.			
Acquire, review and analyze current data on numeracy and mathematics	Revisit current data on numeracy and mathematics	Revisit current data on numeracy and mathematics	Revisit current data on numeracy and mathematics
Develop processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI)	Review and revise processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI)	Review and revise processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI)	Review and revise processes to support schools in analyzing data (diploma examinations, PATs, SLAs, MIPI)
Develop processes to support schools in developing, communicating and implementing an action plan based on key data findings	Review and revise processes to support schools in developing, communicating and implementing an action plan based on key data findings	Review and revise processes to support schools in developing, communicating and implementing an action plan based on key data findings	Review and revise processes to support schools in developing, communicating and implementing an action plan based on key data findings
Develop professional learning opportunities for District staff based on key data findings	Review, develop and implement professional learning opportunities for District staff based on key data findings	Review, develop and implement professional learning opportunities for District staff based on key data findings	Review, develop and implement professional learning opportunities for District staff based on key data findings
2c) Current evidence and action research will be gathered, analyzed, communicated and leveraged to support successful District-wide implementation of core numeracy principles.			
Acquire, review and analyze current evidence and action research on numeracy and mathematics	Acquire, review and analyze current evidence and action research on numeracy and mathematics	Acquire, review and analyze current evidence and action research on numeracy and mathematics	Acquire, review and analyze current evidence and action research on numeracy and mathematics

2015–2016	2016–2017	2017–2018	2018–2019
Create and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics	Review and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics	Review and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics	Review and maintain processes and criteria to support schools in analyzing evidence and action research on numeracy and mathematics
Provide opportunities for educators to share practices that meet established criteria	Provide opportunities for educators to share practices that meet established criteria	Provide opportunities for educators to share practices that meet established criteria	Provide opportunities for educators to share practices that meet established criteria
Provide opportunities for educators from other school districts to share practices that meet established criteria	Provide opportunities for educators from other school districts to share practices that meet established criteria	Provide opportunities for educators from other school districts to share practices that meet established criteria	Provide opportunities for educators from other school districts to share practices that meet established criteria
Engage staff in professional learning opportunities regarding how to gather meaningful evidence of student achievement	Engage staff in professional learning opportunities regarding how to gather meaningful evidence of student achievement	Engage staff in professional learning opportunities regarding how to gather meaningful evidence of student achievement	Engage staff in professional learning opportunities regarding how to gather meaningful evidence of student achievement
Support schools in implementing evidence-based practices and assessing effectiveness of practices	Support schools in implementing evidence-based practices and assessing effectiveness of practices	Support schools in implementing evidence-based practices and assessing effectiveness of practices	Support schools in implementing evidence-based practices and assessing effectiveness of practices

SPECIFIC OUTCOME 3: IDENTIFY INTERNAL AND EXTERNAL EXPERTISE AND CAPACITY

District staff and external capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.

3a) District leaders will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.

2015–2016	2016–2017	2017–2018	2018–2019
• Invite District leaders to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics	• Invite District leaders to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics	• Invite District leaders to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics	• Invite District leaders to identify themselves as possessing significant expertise, training and experience in numeracy and mathematics
• Develop, share and maintain an updated list of District leaders who can provide numeracy and mathematics support	• Review, share and maintain an updated list of District leaders who can provide numeracy and mathematics support	• Review, share and maintain an updated list of District leaders who can provide numeracy and mathematics support	• Review, share and maintain an updated list of District leaders who can provide numeracy and mathematics support
• Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools	• Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools	• Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools	• Use these District leaders to identify and potentially develop leadership support processes and tools (e.g., toolkit, observation tools, best practices for numeracy, numeracy assessment, intervention supports); facilitate implementation of processes and tools

2015–2016	2016–2017	2017–2018	2018–2019
Maintain communication and attend meetings with Alberta Education and Edmonton Regional Learning Consortium to keep informed about curricular changes and developments	Maintain communication and attend meetings with Alberta Education and Edmonton Regional Learning Consortium to keep informed about curricular changes and developments	Maintain communication and attend meetings with Alberta Education and Edmonton Regional Learning Consortium to keep informed about curricular changes and developments	Maintain communication and attend meetings with Alberta Education and Edmonton Regional Learning Consortium to keep informed about curricular changes and developments
Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website	Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website	Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website	Monitor provincial changes and developments related to K-12 numeracy and mathematics on the Alberta Education website
Pilot provincial changes and developments related to K-12 numeracy and mathematics	Pilot provincial changes and developments related to K-12 numeracy and mathematics	Pilot provincial changes and developments related to K-12 numeracy and mathematics	Pilot provincial changes and developments related to K-12 numeracy and mathematics
3b) District teacher capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.			
Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team)	Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team)	Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team)	Invite principals to identify teachers who possess strengths, significant expertise and experience in numeracy or mathematics to support colleagues (e.g., school-based lead teachers, MIPI development team)

2015–2016	2016–2017	2017–2018	2018–2019
Acquire and review lists of staff who have gained professional expertise in numeracy or mathematics through professional improvement supports and create a directory	Review and maintain the directory of lead teachers with numeracy or mathematics expertise	Review and maintain the directory of lead teachers with numeracy or mathematics expertise	Review and maintain the directory of lead teachers with numeracy or mathematics expertise
Create a directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills	Maintain the directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills	Maintain the directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills	Maintain the directory of lead teachers from a range of subject disciplines with cross-curricular expertise in the development of numeracy skills
Communicate the directory of lead teachers with expertise and experience in numeracy or mathematics on websites, share sites, etc.	Communicate the directory of lead teachers with expertise and experience numeracy or mathematics on websites, share sites, etc.	Communicate the directory of lead teachers with expertise and experience numeracy or mathematics on websites, share sites, etc.	Communicate the directory of lead teachers with expertise and experience in numeracy or mathematics on websites, share sites, etc.
Develop criteria for potential presenters, facilitators, mentors and coaches	Review and revise criteria for potential presenters, facilitators, mentors and coaches	Review and revise criteria for potential presenters, facilitators, mentors and coaches	Review and revise criteria for potential presenters, facilitators, mentors and coaches
Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities	Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities	Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities	Create a network of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics and facilitate networking opportunities

2015–2016	2016–2017	2017–2018	2018–2019
Communicate a directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc.	Communicate a directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc.	Communicate a directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc.	Communicate a directory of presenters, facilitators, mentors and coaches with expertise and experience in numeracy or mathematics on websites, share sites, etc.
3c) District resources will be identified and used to support numeracy and mathematics across all curricula and to support successful District-wide implementation of core numeracy principles.			
Identify existing District-developed resources	Review and revise existing District-developed resources	Review and revise existing District-developed resources	Review and revise existing District-developed resources
Identify high-impact curricular resources and develop plans to incorporate supports for numeracy	Revisit and monitor high-impact curricular resources and revisit plans to incorporate supports for numeracy	Revisit and monitor high-impact curricular resources and revisit plans to incorporate supports for numeracy	Revisit and monitor high-impact curricular resources and revisit plans to incorporate supports for numeracy
Establish District criteria for identifying and reviewing recommended resources to determine suitability for distribution	Establish and monitor a recommended list of existing quality District numeracy support materials	Establish and monitor a recommended list of existing quality District numeracy support materials	Establish and monitor a recommended list of existing quality District numeracy support materials
Implement the District-wide MIPI	Implement the District-wide MIPI	Implement the District-wide MIPI	Implement the District-wide MIPI
Explore existing financial resources (e.g., Equity Fund) to support numeracy	Explore existing financial resources (e.g., Equity Fund) to support numeracy	Explore existing financial resources (e.g., Equity Fund) to support numeracy	Explore existing financial resources (e.g., Equity Fund) to support numeracy

2015–2016	2016–2017	2017–2018	2018–2019
3d) Current external leadership capacity will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.			
Establish criteria for identifying current external stakeholder support or partnerships	Review and re-evaluate criteria for identifying current external stakeholder support or partnerships	Review and re-evaluate criteria for identifying current external stakeholder support or partnerships	Review and re-evaluate criteria for identifying current external stakeholder support or partnerships
Identify current external leaders who possess significant expertise and experience in numeracy or mathematics	Identify current external leaders who possess significant expertise and experience in numeracy or mathematics	Identify current external leaders who possess significant expertise and experience in numeracy or mathematics	Identify current external leaders who possess significant expertise and experience in numeracy or mathematics
Create and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics	Review and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics	Review and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics	Review and maintain a directory of current key external leaders with expertise and experience in numeracy or mathematics
Identify and engage key stakeholders who possess strengths, significant expertise and experience in numeracy or mathematics to provide support	Review and maintain a directory of current key stakeholders with expertise and experience in numeracy or mathematics	Review and maintain a directory of current key stakeholders with expertise and experience in numeracy or mathematics	Review and maintain a directory of current key stakeholders with expertise and experience in numeracy or mathematics

2015–2016	2016–2017	2017–2018	2018–2019
3e) Current external resources, including digital resources, will be identified and used to support numeracy and mathematics across the curricula and to support successful District-wide implementation of core numeracy principles.			
Establish criteria for identifying and evaluating current external resources for supporting numeracy across the curricula	Review and re-evaluate criteria for identifying and evaluating current external resources for supporting numeracy across the curricula	Review and re-evaluate criteria for identifying and evaluating current external resources for supporting numeracy across the curricula	Review and re-evaluate criteria for identifying and evaluating current external resources for supporting numeracy across the curricula
Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources	Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources	Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources	Facilitate collaborative opportunities for educators to identify, review, evaluate and recommend suitable externally developed resources, including digital resources
Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula	Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula	Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula	Invite key stakeholders (including Alberta Education) to identify and share with EPSB existing resources that support numeracy across the curricula
Establish and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials	Review and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials	Review and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials	Review and maintain a process for teachers to contribute to the development and maintenance of a list of high-quality externally developed numeracy support materials

2015–2016	2016–2017	2017–2018	2018–2019
Explore and evaluate opportunities to acquire District licensing for high-impact resources	Explore and evaluate opportunities to acquire District licensing for high-impact resources	Explore and evaluate opportunities to acquire District licensing for high-impact resources	Explore and evaluate opportunities to acquire District licensing for high-impact resources

SPECIFIC OUTCOME 4: DEVELOP CAPACITY

Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders, teachers, educational support staff, and parents and guardians.

4a) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in District leaders.

2015–2016	2016–2017	2017–2018	2018–2019
• Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers	• Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers	• Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers	• Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, for principals, school numeracy teams and lead teachers
• Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity	• Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity	• Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity	• Gather research, develop expertise and explore and test models for providing intervention supports for students; build lead teacher capacity
• Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics	• Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics	• Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics	• Identify strategies for school leaders to explore opportunities for parents and guardians to be engaged as partners in their child's learning in numeracy and mathematics

2015–2016	2016–2017	2017–2018	2018–2019
4b) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in teachers.			
Collaboratively develop and implement numeracy and mathematics resources as professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers	Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers	Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers	Collaboratively review, develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for teachers
Develop professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies	Review and implement professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies	Review and implement professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies	Review and implement professional learning sessions on strategies that can be used in teaching numeracy and mathematics, including ideas on how to gather and analyze evidence (looking at student work, portfolios, feedback, conversations, observations and products), diagnose learning needs and implement intervention strategies

2015–2016	2016–2017	2017–2018	2018–2019
Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities	Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities	Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities	Provide teacher networking opportunities for collaboration, professional learning, professional reflection (across divisions) and sharing of quality teaching and learning activities
Identify and communicate funding opportunities to support teachers in professional improvement	Review and communicate funding opportunities to support teachers in professional improvement	Review and communicate funding opportunities to support teachers in professional improvement	Review and communicate funding opportunities to support teachers in professional improvement
Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise	Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise	Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise	Work with post-secondary institutions to identify or develop courses for staff to build their numeracy and mathematics knowledge and expertise
4c) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in educational support staff.			
Collaboratively develop and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants	Collaboratively review and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants	Collaboratively review and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants	Collaboratively review and implement numeracy and mathematics resources as ongoing professional learning that supports inclusion, including online modules, tutorials and vodcasts on essential numeracy and mathematics concepts, for educational assistants

2015–2016	2016–2017	2017–2018	2018–2019
Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions)	Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions)	Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions)	Provide teacher and support staff networking opportunities for collaboration, professional learning and reflection (across divisions)
4d) Expertise and capacity in numeracy and mathematics, including interventions support, will be developed in parents and guardians.			
Provide opportunities for parents and guardians to be engaged as partners in their child’s learning in numeracy and mathematics	Provide opportunities for parents and guardians to be engaged as partners in their child’s learning in numeracy and mathematics	Provide opportunities for parents and guardians to be engaged as partners in their child’s learning in numeracy and mathematics	Provide opportunities for parents and guardians to be engaged as partners in their child’s learning in numeracy and mathematics
- Develop and provide sessions and online information for parents and guardians to help them: - Increase their understanding of numeracy and mathematics - Support their child(ren) in numeracy and mathematics learning	- Develop and provide sessions and online information for parents and guardians to help them: - Increase their understanding of numeracy and mathematics - Support their child(ren) in numeracy and mathematics learning	- Develop and provide sessions and online information for parents and guardians to help them: - Increase their understanding of numeracy and mathematics - Support their child(ren) in numeracy and mathematics learning	- Develop and provide sessions and online information for parents and guardians to help them: - Increase their understanding of numeracy and mathematics - Support their child(ren) in numeracy and mathematics learning

2015–2016	2016–2017	2017–2018	2018–2019
4e) Locally developed courses (LDCs) and locally developed resources (LDRs) supporting K-12 numeracy and mathematics will be reviewed, developed and modified as needed.			
Review existing LDCs that support K-12 numeracy and mathematics and revise as needed	Review and revise LDCs as needed	Review and revise LDCs as needed	Review and revise LDCs as needed
Identify needs, if any, for new LDCs to support numeracy and mathematics; develop new LDCs if needed	Develop new LDCs if needed	Develop new LDCs if needed	Develop new LDCs if needed
Review existing LDRs that support K-12 numeracy and mathematics and revise as needed	Review and revise LDRs as needed	Review and revise LDRs as needed	Review and revise LDRs as needed
Identify needs, if any, for new LDRs to support numeracy and mathematics; develop new LDRs if needed	Develop new LDRs if needed	Develop new LDRs if needed	Develop new LDRs if needed

SPECIFIC OUTCOME 5: REVIEW DISTRICT PLAN

District-wide implementation plans, processes and activities will be continuously developed, assessed, evaluated and communicated through a collaborative approach between District schools and central units.

5a) District-wide implementation plans, processes and activities will be continuously assessed, evaluated and revised if needed based on:

- District needs
- Current research on numeracy and mathematics
- Provincial changes or developments related to K-12 numeracy and mathematics

2015–2016	2016–2017	2017–2018	2018–2019
• Develop and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities	• Review and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities	• Review and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities	• Review and implement processes for acquiring and analyzing District data to inform changes to the implementation plans, processes and activities
• Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement	• Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement	• Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement	• Gather and analyze District data on a regular basis to evaluate the effectiveness of the implementation plans, processes and activities and identify areas for improvement
• Review and monitor implementation plans, processes and activities annually	• Review and monitor implementation plans, processes and activities annually	• Review and monitor implementation plans, processes and activities annually	• Review and monitor implementation plans, processes and activities annually

2015–2016	2016–2017	2017–2018	2018–2019
5b) District-wide implementation plans, processes and activities will be continuously communicated.			
• Develop a four-year communications plan that includes: - o Updates to assistant superintendents - o Communications to central leadership, school administrators, educational staff, and parents and guardians - o Communications to external stakeholders, through websites, share sites, SchoolZone, etc.	• Review the four-year communications plan, which includes: - o Updates to assistant superintendents - o Communications to central leadership, school administrators, educational staff, and parents and guardians - o Communications to external stakeholders, through websites, share sites, SchoolZone, etc.	• Review the four-year communications plan, which includes: - o Updates to assistant superintendents - o Communications to central leadership, school administrators, educational staff, and parents and guardians - o Communications to external stakeholders, through websites, share sites, SchoolZone, etc.	• Review the four-year communications plan, which includes: - o Updates to assistant superintendents - o Communications to central leadership, school administrators, educational staff, and parents and guardians - o Communications to external stakeholders, through websites, share sites, SchoolZone, etc.

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Edmonton Public Schools is helping to shape
the future in every one of our classrooms.
We're focused on ensuring each student learns
to their full potential and develops the ability,
passion and imagination to pursue their dreams
and contribute to their community.

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