



School: Maple Ridge Secondary School

Principal: Grant Frend

Director/Assistant Superintendent Ken Cober

A. Goal (one goal per page)

New Goal: to decrease the percentage of students scoring a 1 on the Grade 10 Numeracy Assessment (2025 10%, 2024 11%, 2023 13%) and to reduce the percentage of students receiving a 2 (2025 40%, 2024 38%, 2023 48%) while increasing the number of students achieving a 3 or higher.

B. Rationale

Over the past two years, our school data indicate that Grade 10 students consistently perform lower on numeracy assessments than on literacy assessments. In response to this data we are actioning school-wide support in developing numeracy skills across all subject areas, not solely within mathematics courses. Improving numeracy outcomes will strengthen students' problem-solving abilities, reasoning, and confidence in applying quantitative skills across disciplines.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Cross-Curricular Numeracy Integration
Department heads will facilitate a collaborative process within their departments to develop lessons that explicitly support numeracy skill development for Grade 10 students across subject areas (e.g., data interpretation in Science, proportional reasoning in Applied Design, or budgeting in Career Education).

Mathematics Department Focus
Math 10 teachers will:

- Unpack the Numeracy 10 assessment structure and scoring rubrics with their students.
- Lead practice numeracy assessments (“practice writes”) to build familiarity and confidence.
- Share exemplar student work and engage in calibration exercises to ensure consistent expectations.

Professional Collaboration and Capacity Building:
Staff meetings and department sessions will include time for teachers to share strategies, resources, and best practices related to numeracy instruction.

D. Evidence / Data (how will you measure success?)

Primary Data: Provincial *Numeracy 10 Assessment* results (comparison of Levels 1, 2, 3, and 4 year over year).

Supporting Data:

- Student work samples and formative numeracy assessments.
- Department feedback on numeracy-focused lessons.
- Student self-reflections on numeracy confidence and skill development.

Principal:

Grant Frend

Superintendent:

Teresa Downs

Board Chairperson:

Elaine Yamamoto

Date:

November 6th, 2025