NUMERACY IMPROVEMENT POLICY

The Board of Education recognizes that numeracy, the ability to understand, apply, and communicate mathematical thinking, is essential for academic success, college and career readiness, informed citizenship, and lifelong problem solving.

The District is committed to ensuring that all students have equitable access to rigorous, standards-aligned mathematics instruction that develops conceptual understanding, procedural fluency, reasoning, and problem-solving skills.

The Board establishes the goal of continuously improving student numeracy outcomes and reducing disparities in achievement among student groups.

The District shall:

1. Maintain a coherent, culturally responsive, standards-aligned mathematics program across all grade levels.
2. Ensure equitable access to high-quality mathematics instruction and grade-level learning opportunities for all students.
3. Utilize evidence-based instructional practices that promote mathematical reasoning, discourse, conceptual understanding, procedural fluency, and real-world problem solving.
4. Use multiple measures of student data to monitor achievement, growth, and instructional effectiveness.
5. Provide timely intervention and appropriate support for students who are not meeting expectations while maintaining access to grade-level content.
6. Provide ongoing professional learning and instructional support aligned to district mathematics priorities.
7. Promote collaboration among students, families, educators, and the community to support at home numeracy development.

<u>Early Learning</u>

- Screen incoming Kindergarten students for readiness, and establish summer readiness programs for incoming Kindergarten students who are identified as not yet meeting standard Kindergarten readiness measures.

<u>Instructional Practices and Student Support</u>

- Use numeracy instructional practices for all grades PreK-12 that align with the New York State Education Department's evidence-based numeracy instructional best practices, and remove/end curriculum or instructional practices that do not align with such practices.
- Prioritize the use of instructional time to focus on numeracy for all students, including uninterrupted blocks of time in the daily schedule. This may be implemented differently by grade level and student need, but numeracy instruction is a priority at all grade levels.

- Ensure numeracy materials are also culturally-responsive and relevant to students.
- Identify students eligible for Academic Intervention Services in mathematics, and provide such services, as required by state regulations.
- As part of Academic Intervention Services, provide high-impact numeracy tutoring during the school day for the students most struggling as identified by the district.
- For students struggling with numeracy skills who are recommended for promotion to the next grade, identify their skill gaps and provide additional support during the next school year to focus on improving numeracy. Such support may also be provided during the summer before the next school year begins.

Staff Support and Development

- Determine if additional resources are needed to address the needs of Multi-Lingual Learners/English Language Learners. Such resources might be for all instructional staff, specifically for Bilingual/English as New Language teachers, and for students themselves.
- Provide ongoing staff coaching, support and culturally-responsive professional learning where needed to improve the classroom climate, learning environment, and student engagement in the classroom.
- Provide professional learning that focuses on mathematical content knowledge, common student misconceptions, teaching for understanding, and student engagement.

Family-Community Activities

- Conduct outreach activities to educate the community on the district's numeracy programs.
- Promote at-home everyday activities families can do together to support student numeracy.
- Offer parent/family learning sessions at times that are convenient for families.

Student Attendance and Engagement

- Promote student engagement in school via extracurricular and co-curricular activities that are relevant to students.
- Determine barriers to consistent student attendance, and factors that lead to chronic absenteeism, and work with students and families to improve school attendance.

Cross-ref:
1900, Parent and Family Engagement
4325, Academic Intervention Services
4750, Promotion and Retention
5100, Student Attendance

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