

SCHOOL NAME: Qayqayt

RATIONALE

École Qayqayt Elementary is a dual-track Kindergarten to Grade 5 school in a diverse and vibrant neighbourhood in New Westminster, B.C. Currently the school enrolment is approximately 730 students across 35 divisions.

Mathematics is foundational to student success both in school and in life, yet many students experience barriers to accessing and applying mathematical concepts. By using structured, evidence-based frameworks such as Math Minds and resources such as Jump Math alongside engaging math routines, the school can ensure that all learners build confidence and competence in numeracy. Students and staff will also begin learning about Indigenous perspectives in Math and then incorporate how Indigenous people use Math in real life. This approach fosters not only skill development but also problem-solving, creativity, and critical thinking.

GOAL

All students can meaningfully engage with mathematical concepts at their own ability level and apply them in both academic and real-life situations.

1. By integrating the Math Minds framework, Jump Math resources, math routines, and other numeracy tools, we aim to build strong foundational skills and make math accessible to all learners.
2. Incorporating Indigenous Ways of Knowing and First Peoples Principles of Learning enriches our goal by emphasizing community, respect for diverse perspectives, and the interconnectedness of knowledge.

By June 2026, staff will have opportunities to engage in:

- two Professional Development sessions
- two collaboration sessions with grade-groups colleagues
- two co-teaching or planning sessions with the District Numeracy Facilitator and/ or District Indigenous Curriculum Teacher
- District Teacher Librarian to showcase Indigenous Learning kits

By June 2026, students will have participated in lessons and activities where:

- Math lessons have entry points for all learners
- Indigenous ways of learning are embedded, helping students see that math is connected to real life, community, and different ways of thinking.
- real-life math applications are tied to local Indigenous knowledge

OBJECTIVES	STRATEGIES
<p>Strategic Focus Area: <i>Students’ experience</i></p> <p>Strategic Plan Objective: <i>Ensure that instruction, assessment, and reporting practices align with the curriculum and meet the diverse needs of students.</i></p> <p>Provide Targeted Professional Learning</p> <p>Embed Collaboration Structures</p> <p>Integrate Real-Life & Indigenous Contexts into Math Tasks</p> <p>Use Performance-Based Assessments</p>	<ul style="list-style-type: none"> • Offer workshops on Math Minds, Jump Math, and culturally responsive numeracy practices, with Indigenous presenters where possible. • Schedule dedicated Collaboration afternoons and staff meetings for grade-group collaboration, ensuring staff can share strategies, co-plan lessons, and reflect on implementation. Design classroom projects that connect math to local Indigenous knowledge, community life, or outdoor activities (e.g., measuring resources, analyzing patterns, mapping, seasonal cycles). Implement tasks (e.g., math journals, group problem-solving, grade-specific projects) that allow students to apply numeracy skills in a variety of ways, including enrichment opportunities.
WHAT DOES SUCCESS LOOK LIKE?	
<p>Teachers</p> <ul style="list-style-type: none"> • Staff will participate in at least two PD sessions, two grade-group collaborations, and two co-teaching/planning sessions with the District Numeracy Facilitator and Indigenous Curriculum Teacher. • During collaboration time, staff will share student learning results, highlighting how incorporating Indigenous ways of knowing and First Peoples Principles of Learning makes math more meaningful, connected to everyday life, and respectful of diverse ways of thinking. • Grade-group teams produce shared key learnings, planning documents or resources (e.g., common routines, problem-solving tasks, assessments). • Evidence of grade level consistency in math routines emerges from collaboration. • Teachers note increased student confidence and participation in applied math tasks. <p>Students</p> <ul style="list-style-type: none"> • Classroom assessments reflect key learnings from each grade • Student self-assessments or reflections indicate improved confidence and ability to see math as meaningful and relevant. • Students work towards using grade-appropriate math vocabulary (e.g., in oral discussions, journals, or problem explanations) and use language to think and communicate mathematically • Participate in grade activities like “Math-ternoons” 	

COMMUNICATION/REFLECTION

- Share highlights in school newsletters, website, or PAC meetings, focusing on what it means for student learning.
- Share real-life examples of student math projects, photos, or quotes
- Provide discussion opportunities during Staff Meetings to share successes, struggles and next steps