

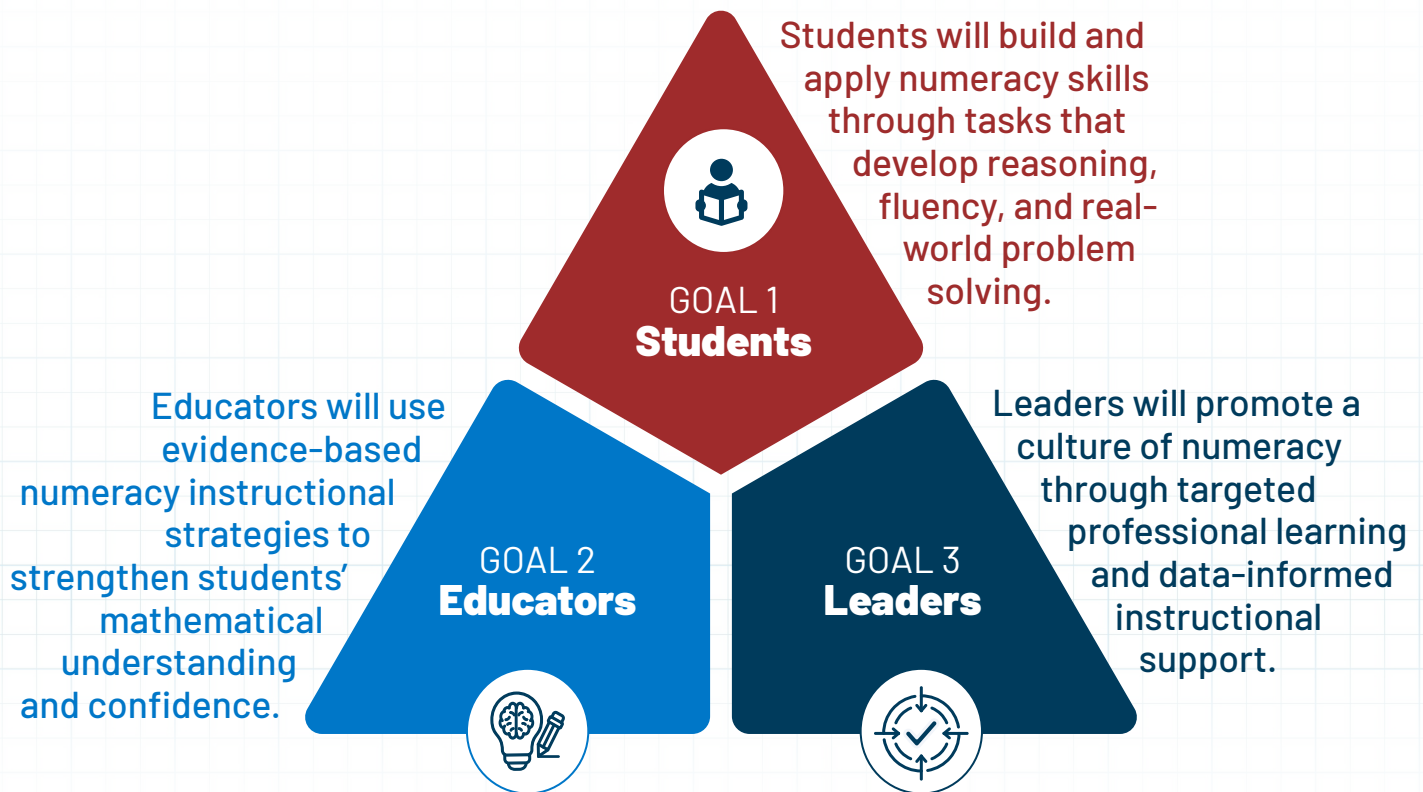


Illinois Comprehensive Numeracy Plan

Frequently Asked Questions

Q1: What is the Illinois Comprehensive Numeracy Plan?

The Illinois Comprehensive Numeracy Plan is a statewide framework designed to help schools and districts strengthen mathematics teaching and learning for all students. It provides evidence-based guidance on effective math instruction and how schools can support students in developing strong numeracy skills. The plan works to support the following three goals:



Q2: Does the Numeracy Plan create new requirements for schools?

The plan does not require districts to adopt specific curricula, programs, or instructional models; however, the Illinois State Board of Education (ISBE) encourages every district and school to develop a local numeracy plan aligned to this guidance. Districts may adopt this framework directly or adapt it within their local context. This plan cannot address all district-specific contexts and challenges, and, therefore, ISBE encourages each district to carefully consider district and school-level data as they make decisions related to numeracy instruction.

Q3: Why did ISBE create the Numeracy Plan?

Math skills are essential for success in school, careers, and everyday life. While many Illinois students are doing well, statewide data shows ongoing challenges in math achievement and persistent gaps among student groups. The Numeracy Plan is intended to support schools and educators with clear, evidence-based guidance to improve outcomes for all students.

Q4: What does “numeracy” mean?

Numeracy is the ability for all students to confidently understand, interpret, and apply mathematical concepts across all domains of mathematics in a variety of real-world and academic contexts.

Q5: What is the difference between numeracy and number sense?

Numeracy is the broad ability to understand, interpret, and apply mathematics across contexts, while number sense is the foundational understanding of numbers and their relationships that underpins that broader skill.

Q6: How can districts get started with the Illinois Comprehensive Numeracy Plan?

ISBE recommends the following steps:

- Access the plan
 - Download the plan and available resources from the [Illinois Comprehensive Numeracy Plan webpage](#)
 - Attend virtual office hours; office hours information as well as the meeting link can be found on the [Illinois Comprehensive Numeracy Plan webpage](#)
 - [Sign up for Numeracy Plan updates](#) to stay informed on the latest guidance and resources
- Assemble a numeracy team
 - Form a dedicated and diverse team of key educational partners focused on numeracy with a range of expertise including instruction, curriculum development, assessment, and intervention strategies
- Collect and analyze data
 - Gather and review state and local assessment data, classroom grades, and other relevant metrics
 - Conduct a resource audit to identify strengths and gaps

Q7: Do districts need to submit a local numeracy plan or workbook pages to ISBE?

There is no requirement for districts or schools to submit local numeracy plans or workbook pages to ISBE.

Q8: What support will ISBE provide to help schools use the plan?

ISBE will offer tools, resources, and professional learning opportunities to support schools and districts. These materials will be shared over time and updated as needed.

Q9: Why doesn't the plan use the term "science of math"?

The plan avoids labels such as "science of math" to maintain focus on evidence-based practices and current understandings of numeracy development. This approach ensures inclusivity while addressing numeracy instruction without political or ideological bias.

Q10: How does the plan address equity?

Equity is a central focus of the Numeracy Plan. The guidance emphasizes ensuring all students have access to high-quality math instruction, including multilingual learners, students with specialized learning needs, and students who have historically been underserved. The plan highlights inclusive practices and systems of support to meet diverse student needs.