



Illinois Comprehensive Numeracy Plan Executive Summary

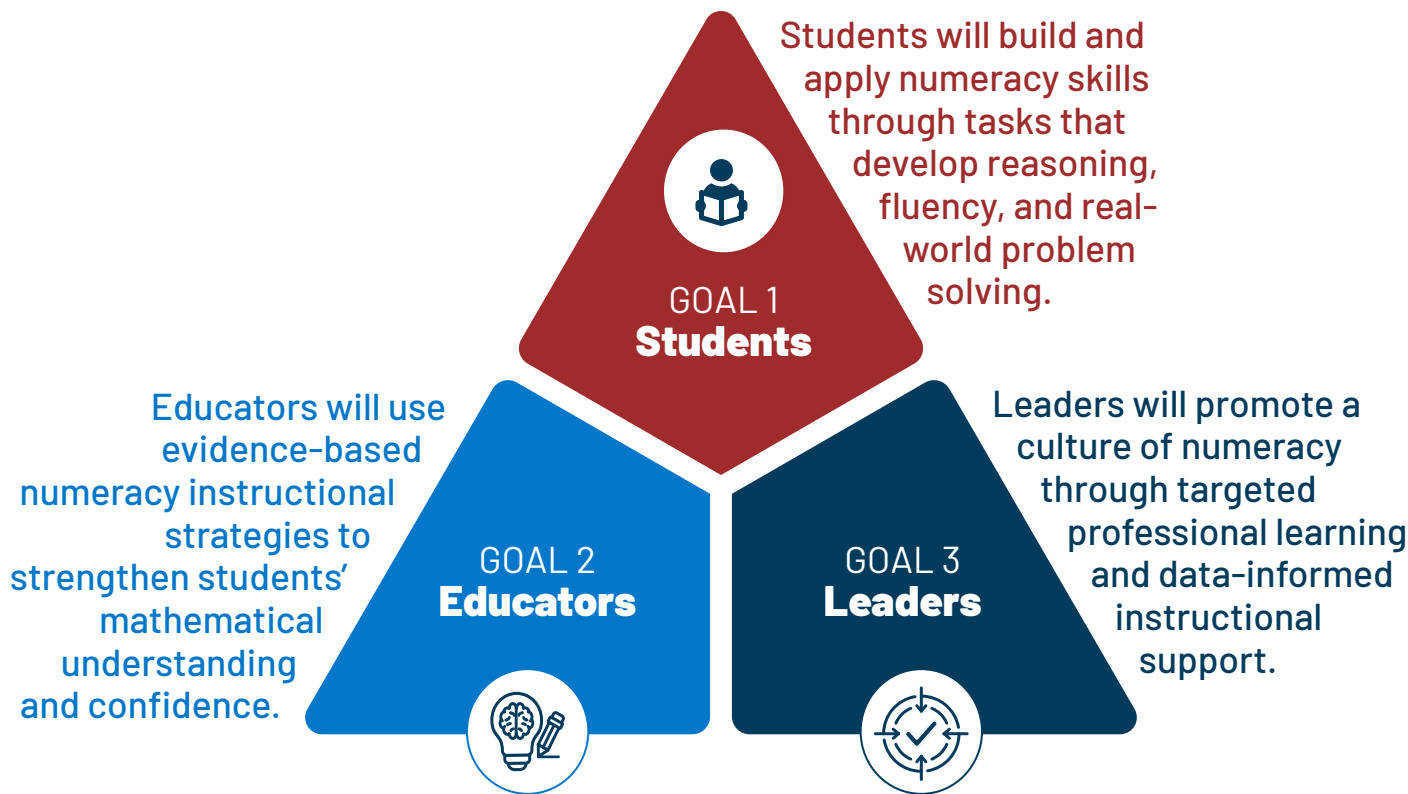
The Illinois Comprehensive Numeracy Plan (ICNP) is founded on the principle that every student, in every classroom, deserves instruction that empowers them to be confident and capable mathematical thinkers. The Illinois State Board of Education (ISBE) recognizes that numeracy extends far beyond academic success—it is a foundational life skill that shapes how individuals reason, solve problems, and make informed financial, health, and civic decisions. The ICNP outlines a strategy to enhance numeracy instruction statewide, ensuring all students have access to rigorous, evidence-based numeracy instruction.

Necessity of the Plan

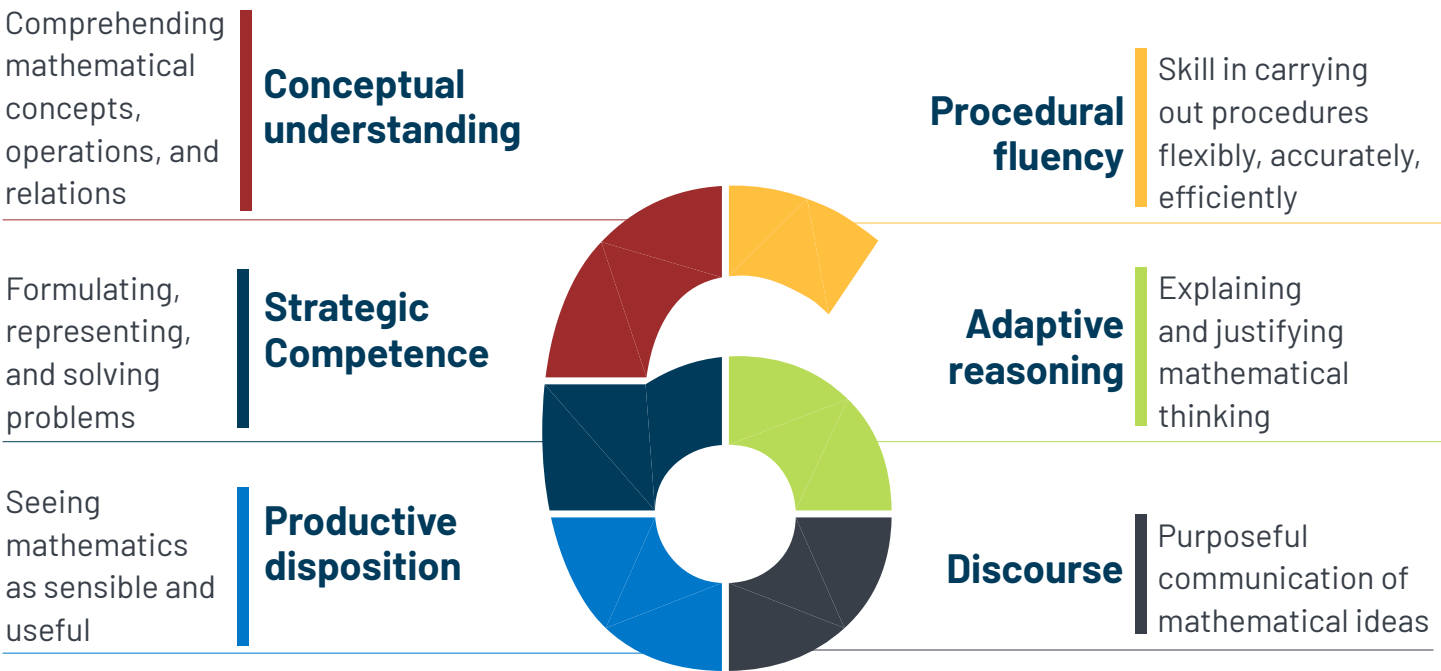
In 2025, 38.5% of students in Grades 3–8 and 39.3% of high school students met grade-level proficiency standards in mathematics. Growth in mathematics continues to lag behind literacy, and persistent disparities endure across race, income, English proficiency, and disability status. Results from NAEP, Illinois SAT, and local benchmark assessments confirm these deficits and reflect systemic inequities in access to high-quality instruction, rigorous coursework, and culturally relevant learning opportunities. Prioritizing equitable, high-quality math instruction is essential to ensure all students in Illinois can succeed in mathematics and in life. The ICNP, rooted in evidence-based practices and data-driven decision making, aims to strengthen and align core mathematics instruction across the state.

Goals of the Plan

The plan aims to enhance numeracy skills throughout Illinois by working to support three key goals:



The plan underscores the value of the Six Components of Numeracy:



The Numeracy Plan emphasizes local decision making and flexibility, encouraging districts to develop approaches tailored to their specific contexts and data. Rather than prescribing specific materials, the plan prioritizes evidence-based Tier 1 instruction, along with targeted supports to address student needs and close achievement gaps. ISBE implores districts to either adopt the Numeracy Plan or create a local plan customized to their unique needs.

The plan contains the following sections:

Vision and Purpose

The Vision and Purpose defines numeracy as 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. It sets three goals: ensure high-quality numeracy instruction, support educators with necessary resources and professional learning, and create equitable, data-driven numeracy environments. The plan emphasizes adaptability and data-driven decision making, encouraging districts to tailor their numeracy approaches to local needs.

Section 1: Framework for the Evidence-Based Development of Numeracy Skills

This section begins with defining evidence-based mathematics instruction, then discusses the importance of coherent and aligned curriculum to avoid fragmented instruction and create a cohesive continuum of learning. Next, the plan offers insight into the development of mathematical skills and carefully lays out the Six Components of Numeracy. This section elaborates on instructional considerations that benefit all learners and provides considerations for learners with specialized needs as well as assessment information.

Section 2: Educator Professional Learning and Development

This section focuses on the systems and structures necessary to develop and sustain high-quality mathematics instruction through professional learning. It begins by defining the essential characteristics of effective professional learning and emphasizes the importance of aligning learning opportunities to evidence-based instructional practices. The section then outlines five interrelated domains that guide educator growth, ensuring alignment with the Six Components of Numeracy and the instructional priorities described in Section 1. Central to this work is the professional learning continuum, which recognizes that educator development spans from preparation programs through ongoing in-service learning and leadership roles. Finally, this section highlights the role of administrators in creating coherent, responsive systems of support.

Section 3: Framework for Effective Leadership, Systems of Support, and Implementation Considerations

This section provides a five-phase implementation framework to support districts and school leaders in developing and implementing a local plan to improve numeracy teaching and learning. ISBE strongly 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.

Section 4: Tools and Resources

The final section provides a compilation of tools and resources to support districts, educators, and families in enhancing numeracy education. It emphasizes the plan's adaptability to local needs and the ongoing nature of this resource list, which will be updated on the [Illinois Comprehensive Numeracy Plan webpage](#).