

Athlone Numeracy Goal 2025-2026

Identify Action Area:

Using evidence, the school identifies an action area related to the Strategic Plan focus areas.

Area of Focus (Desired Student Products and Performance):

The school determines its goal(s) and outlines the "why" behind the goal. Goals are developed with student learning as the focus.

Success for Each Learner:
Relevant and meaningful numeracy instruction across the curriculum.

Evidence from common core assessments, report card data, grade 3 provincial assessment data, teacher observations, and conversations between educators in PLCs tells us that learners are struggling in numeracy in the area of communicating their mathematical thinking.



All students in Grades 3, 4 & 5 will be able to represent their mathematical thinking concretely, orally, pictorially, and/or symbolically.

Desired Teacher/Team Products and Performance:

- The school:
1. determines what fresh approaches, strategies, practices teachers/teams will try/apply that will impact student learning. Chosen approaches should be informed by research.
 2. develops plans of action in an inquiry process.

Required Teacher/Team Knowledge and Disposition (Teacher's individual learning)

The school determines the learning required for the teacher/team to implement the plan of action. What are the adult learning needs and how will we ensure the implementation and effectiveness of "A+B are resulting in Z"

Action 1 All students will be able to represent their mathematical thinking concretely, orally, pictorially, and/or symbolically.	Action 1 Common assessments will be utilized to gather data to support and guide programming and instruction, including a school-wide problem solving task.
Action 2 Teachers will ensure students understand the mathematical language being used in every day numeracy lessons.	Action 2 Teachers will try and apply oral and written strategies from the numeracy tab on the portal to increase student's skills in the area of communicating their mathematical thinking. Teachers will use number talk strategies, modeling, activities from the common core assessments, and explicit mathematical vocabulary instruction.
Action 3 Teachers will use the CGI framework for instruction and assessment.	Action 3 Teachers will collaborate within PLCs to track and monitor student progress supported by use of learning progressions and observation checklists to continue ensuring consistency with implementing math routines.
Action 4 Staff will provide authentic learning opportunities with students on communicating mathematical thinking.	Action 4 Staff will investigate how we address specific student's needs to help them to achieve their goal(s).
Action 5 Problem-solving tasks, daily thinking routines, and counting collections will be used on a regular basis to help students develop the ability to represent their thinking as well as develop a strong number sense, operational skills, and mental math abilities.	Action 5 As a result of data analysis, staff will measure and make a positive impact on increasing student ability to communicate mathematical thinking.