

<p style="text-align: center;"><b>Area of Improvement</b></p> <p style="text-align: center;"><b>Step 1</b></p> <p style="text-align: center;">Identified Action Area</p>	<p style="text-align: center;">-----</p> <p style="text-align: center;"><b>Step 2</b></p> <p style="text-align: center;">Broad Outcome</p>	<p style="text-align: center;">-----</p> <p style="text-align: center;"><b>Step 3</b></p> <p style="text-align: center;">Desired student products and performances (SMART goal)</p>	<p style="text-align: center;">-----&gt;</p> <p style="text-align: center;"><b>Step 4</b></p> <p style="text-align: center;">Required student knowledge, skills and dispositions</p>
<p style="text-align: center;">Numeracy: Number Sense and Mathematical Thinking</p>	<p>Students will improve their number sense skills and will demonstrate growth in their mathematical thinking based on the continuum of mathematical thinking and reasoning.</p>	<p><b>By June 2022, 100% of our students will be able to show growth in their mathematical thinking.</b></p>	<p>Students need quick recall of basic facts in each grade level based on curriculum outcomes for the purpose of efficiency and automaticity.</p> <p>Students will develop strategies which help them develop the ability to think and reason at increasingly sophisticated and appropriate developmental levels</p> <p>Students will understand the connection between concrete, visual and symbolic representations when operating with numbers.</p> <p>Students need the opportunity for practice within context (games, real-life connections,).</p> <p>Students need the opportunity to practice and apply mathematical concepts through meaningful problem-solving tasks and scenarios</p> <p>Students will understand how understanding is built from</p>

practice, perseverance, and problem-solving.

Students need to have a positive-growth mindset in learning effective math strategies.

<p style="text-align: center;"><b>Growth Agents</b> <b>Step 5</b></p> <p style="text-align: center;">Desired teacher products and performances (SMART goal)</p>	<p style="text-align: center;">----- <b>Step 6</b></p> <p style="text-align: center;">Required teacher knowledge, skills and dispositions</p>	<p style="text-align: center;">----- <b>Step 7</b></p> <p style="text-align: center;">Desired team products and performances</p>	<p style="text-align: center;">-----→ <b>Step 8</b></p> <p style="text-align: center;">Required team knowledge, skills and dispositions</p>
<p>By June 2022, all teachers will:</p> <ul style="list-style-type: none"> <li>• Engage students in explaining their mathematical thinking and reasoning (through number talks and meaningful problem-solving tasks).</li> <li>• Provide opportunities for practice within context (games, problem solving with real-life connections).</li> <li>• Support students in learning and applying developmentally appropriate strategies.</li> <li>• Consolidate lessons by having students explore and see similarities and differences in each other's mathematical representations in order</li> </ul>	<p>Teachers will continue to become increasingly skilled in asking questions that scaffold and advance student thinking.</p> <p>Teachers will understand how to ask follow-up and extension questions which lead to continued practice and learning.</p> <p>Teachers will develop an understanding of the continuum of mathematical thinking and reasoning.</p> <p>Teachers will become familiar with the ideas behind CGI</p> <p>Teachers will understand how to scaffold the development of thinking and reasoning</p>	<p>Common planning time (PLC) will be provided and protected to share strategies and explore effective resources as identified by our divisional supports.</p> <p>All teachers will have necessary resources available in a One Note file.</p> <p>Teachers will collaborate with student work samples to explore student thinking and discuss next steps</p> <p>Common assessment practices will be established based on increased application of the provincial profiles along with the use of rubrics.</p> <p>Teachers must use common assessments and explore the data obtained – both vertically and horizontally.</p> <p>Coach support for grade level teachers will occur in order to provide teachers with an opportunity to refine instruction.</p>	<p>All students are capable of learning math at high levels.</p> <p>Our team believes that a growth mind-set is necessary for students to develop resilience to persevere when they are struggling.</p> <p>A willingness to take risks and/or reflect on our own current understanding of instructional practices and seek support from others to grow professionally.</p>

to build mathematical connections.

- Assess student progress using provincial achievement profile documents (Manitoba Ed documents and supports) in collaboration with grade level colleagues
- Engage in professional development reading and sessions to strengthen instruction.
- Teachers will plan for and implement tasks that help build resiliency and support student struggle.
- Teachers will continue to review the Manitoba Achievement Profile documents and collaborate on common expectations.
- Explore effective resources to ensure students are engaged in rich conversations that promote mathematical thinking.

Teachers will be knowledgeable of essential common language. (Grade-level learning maps and the vocabulary provided in each support document).

Teachers will understand the difference between “Knowledge and Understanding”

Teachers will engage in a study of the book “Children’s Mathematics; Cognitively Guided Instruction”

- Teachers will plan for and implement tasks that help build resiliency and support student struggle.