

Data Snapshot Summary: Grade 5 Provincial Assessments (2022-23 and 2024-25)

Goal: *Improve mental math addition and subtraction strategies for grades 3-5*

Positive Learning and Working Environment Component: Safety Relationships Teaching and Learning Institutional Environment Improvement Process

Indicators of Success: *class formative/summative assessments (exit slips /pre and post class assessment...etc)*

STRATEGIES/ACTIONS			MONITORING PLAN			MONITORING UPDATES	
Strategy/Action	Responsibility	Timeframe	Evidence	Accountability	Frequency	Impact	Next Steps
<i>(List the strategies and actions for realizing this goal, each in a new row.)</i>	<i>(Who is implementing this strategy/action?)</i>	<i>(In what timeframe/date range will implementation occur?)</i>	<i>(What evidence will be examined?)</i>	<i>(Who is examining the evidence?)</i>	<i>(At what frequency will the evidence be examined?)</i>	<i>(What has been the impact of this strategy/action toward achievement of the goal?)</i> Start each impact statement with a monitoring date.	
Use of manipulatives in the classroom (base ten blocks, dice, number line, unifix, tokens, card games, cross curricular learning opportunities (i.e. color by number), Alison Craig games, scratch game, white boards, 100 charts, number talks, sending home simple visuals and/or games that students can practice with family)	Depends on the class and/or grade: <i>Teachers</i> (implementing listed strategies daily) <i>AST</i> (supporting the strategies as needed during sprints) <i>Families</i> (engage and ensure students complete the work as appropriate)	January – March 2026 Teachers will create pre-test by January 27. March 17 post test will be given to students.	Pre and post tests will be examined at three grade level meetings January – March.	Teachers	Grade level team meetings (Jan. 20, Feb. 24, and March 31) Informal observations during class time. Any assessments completed within any given unit.	<i>To be completed during grade level meetings</i>	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented