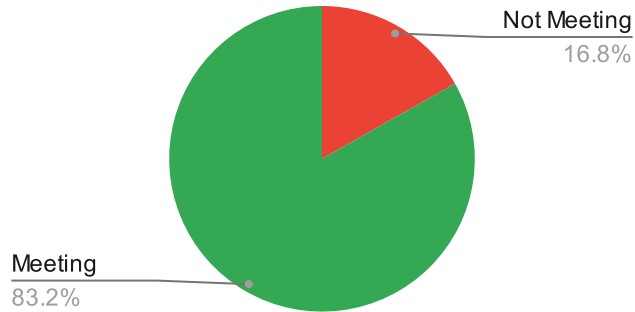
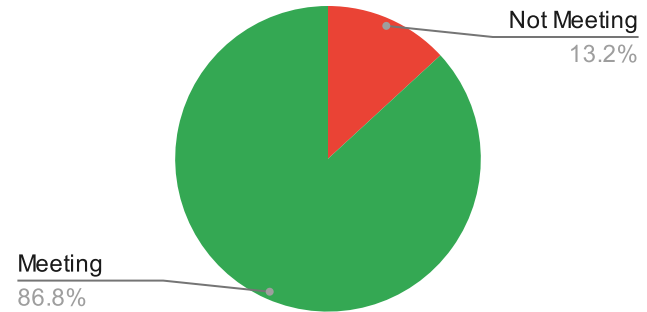


Bridges Operations 2020-2021



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Back during the pandemic we discovered that one of our weakest areas in mathematics, both at the district level and in the primary grades, was in the operations domain. In an effort to address this area of weakness in our instruction and as a way to move closer to achieving our Continuous Improvement Plan goal (all students will have basic math fluency by the end of grade 3) we examined our instructional practices and where we were placing emphasis in mathematics instruction, especially in the primary grades. We discovered that domain weakness in 10A6 2OA6 was having a direct impact on grades 3+.

One of our first steps to tackling this issue was to connect our essential standards to prerequisite standards as a way to highlight the relationship between standards and targets across grade levels. As we unpacked our essential standards and saw the prerequisites required in each grade level, we noted the connection between operations and algebraic thinking domain. This then led to discussion that these standards are foundational expectations or building blocks within the progression of additive and then multiplicative reasoning required to succeed in the intermediate grades. Collaborative teams spent time looking at prerequisites necessary to build the foundational understanding of grade level essential standards. We tried to hone into this domain in our tier I instruction--- discussing as educators how our students are going to deeply learn a standard (beyond memorization). Talked about which strategies to post in our classrooms, eliminated strategies that may have led to misconceptions or ones that were confusing for students while promoting those that are proven to be effective.

The data above shows how focusing on instructional practices , common mathematics								