



Date: February 24, 2026
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Subject: Math Achievement Action Plan Progress Report

Background

The Math Achievement Action Plan (MAAP) is now mid-way through its third year. This report, the progress report for the MAAP, will be submitted to the Ministry of Education on or before March 27, 2026.

Priority School Report

Building on student achievement gains from 2023-24, student achievement in math priority schools improved last year, evidenced by the 2024-25 EQAO results, with priority schools increasing student achievement in both grades 3 and 6 by 9 percentage points.

School	2023-24	2024-25	Year over year Change	Board Priority School Change
Grade 3				
Gregory Hogan	60	71	+11	+9
Holy Trinity	56	65	+9	
St. Elizabeth	39	31	-8	
St. Matthew	48	47	-1	
St. Teresa of Calcutta	56	71	+15	
Grade 6				
Gregory Hogan	44	44	+0	+9
Holy Family	21	30	+9	
Holy Trinity	61	53	-8	
St. Anne Blenheim	31	55	+24	
St. Matthew	10	22	+12	
St. Teresa of Calcutta	33	45	+12	

As in the initial report, section A and B, which are the priority school reports, remain unchanged for this year. This data has been updated in [Appendix B](#) with Term 1 report card, survey and key performance indicator data. Both math facilitators, Janice Prangley and Rob Harding, continue to work in these schools on a rotating basis. In addition to this, we have been able to have retired occasional teachers, Paul Cogghe, Lori Barbato and Colleen Cogghe, teach small group sessions in two priority schools, as well as one additional former priority school.

The priority schools and their math facilitator are listed below:

Janice Prangley

Rob Harding

Holy Family – Grade 6

Gregory Hogan – Grades 3 & 6

St. Anne – Blenheim – Grade 6

Holy Trinity – Grade 3 & 6

St. Elizabeth – Grade 3

St. Matthew – Grades 3 & 6

St. Teresa of Calcutta – Grades 3 & 6

Priority Actions and Appendices

The priority actions selected as a board to focus on this year are highlighted in [Appendix A](#). Each of these priority actions requires a key performance indicator, as shown in section B of [Appendix B](#). As part of their student achievement plans, every school has chosen one priority action at the school and classroom level to focus on as a school.

It should be noted that achievement and attendance data in the initial and progress report represent different cohorts of students. The initial report is data from last year's grade 3 and 6 students, whereas the progress report is this year's grade 3 and 6 students. Student confidence data for both reports represents this year's students surveyed in the fall and in February.

Section C of [Appendix B](#) is the all schools report and includes responses to a series of questions listed below:

1. How has your board ensured consistent implementation of the curriculum and the use of high impact instructional and assessment practices, and what evidence demonstrates the impact on student outcomes in all schools?
2. What specific areas of mathematical content knowledge for teaching have been prioritized across your board, and how have you used student data to inform these efforts?
3. How has assessment data informed changes to make interventions and instructional planning more relevant and responsive? What student achievement evidence demonstrates the success of these changes?
4. How have student digital tools been used to understand current student levels and provide responsive instructional support for students?
5. How has the analysis of disproportionality indices in your board's Student Achievement Plan informed your Math Achievement Action Plan?
6. What strategies are in use in all schools in your board for improving the math achievement of students with special education needs including those with curriculum modifications and what evidence demonstrates the success of these strategies and their impact on student outcomes?



Other Actions for 2025-26

Additional actions we are taking this year to improve student achievement are:

- Math school visits focused on data, student learning and school math priority actions;
- The formation of a grade 6 math working group to identify and create resources that address areas of improvement for grade 6 math students;
- Continuing to support the use KnowledgeHook;
- Continuing to add resources, such as common assessments and additional practice, to the math scope and sequence;
- Math PLCs for all priority schools, as well as 3 additional schools that focus on a common student assessment and student work to guide next steps;
- Providing timely support for new teachers, first-time occasional teachers and teachers new to grade in using board math resources;
- Planning professional development sessions for FDK teams on the new Kindergarten curriculum for September 2026.

Recommendation

That the St. Clair Catholic District School Board receive the report: *Math Achievement Action Plan Progress Report*, for information.