St. Clair Catholic District School Board

REPORT TO BOARD OF TRUSTEES

Lisa Demers, Director of Education

Enclosure 8

Date: **November 11, 2025**

Prepared by: **Jamie Majeski, Assistant Superintendent – Board Math Lead**

Subject: **Math Achievement Action Plan Initial Report**

Background

The Math Achievement Action Plan (MAAP) is in its third year of implementation. This report is the initial report that will be submitted to the Ministry of Education. The report is similar to the first two years with some minor changes which will be discussed below.

Changes for 2025-26

The priority school report and the priority schools and grade bands remain unchanged for 2025-26. They are listed below with their math facilitator:

Janice Prangley

Holy Family – Grade 6
St. Anne – Blenheim – Grade 6
St. Elizabeth – Grade 3
St. Teresa of Calcutta – Grades 3 & 6

Rob Harding

Gregory Hogan – Grades 3 & 6
Holy Trinity – Grade 3 & 6
St. Matthew – Grades 3 & 6

In school support in these schools is a mix of whole group lessons modelled and co-taught, as well as small group instruction. With some additional funding, we are able to include some occasional teachers on our team for 2 days a week during small group instruction rounds of in school support. These teachers are Paul Cogghe and Lori Barbato, both recent retirees from St. Clair Catholic.

The overall priority actions are also unchanged for this year, but the ministry math team asked us to focus the focus for this year. As part of this change, we are no longer asked to select at least one priority action at each of the board, school and classroom levels for each priority action, but a minimum of one in each priority action. As a math team, we decided to choose 2 from each priority action with associated key performance indicators.

Priority Actions and Appendices

Appendix A highlights the priority actions that we have chosen to focus on this year. As before, any priority action selected requires a key performance indicator. This year, the math team has decided to focus on student perceptions, confidence and achievement as the focus, where possible.

Appendix B includes the ministry key performance indicators (report card achievement, attendance and student confidence) as well as the priority school report and the all schools report. It should be noted that the baseline data for report card achievement and attendance is from the term 2 last year as required by the ministry. These students are currently in grades 4 and 7. Student confidence data is for students in grades 3 and 6 this year.

The priority actions for St. Clair Catholic and associated key performance indicator initial baseline data was collected by the math team using student survey and internal assessments in order to measure growth. Analytics from the math scope and sequence and number of professional development sessions (includes classroom visits and PLCs) were also included.

The All Schools report 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

In addition to the items in the ministry report, there are many actions that the math team is also planning for this year:

- Continue with Math School Visits which are focused on data, classroom visits and priority actions chosen by schools;
- Math EQAO achievement data from grades 3, 6, & 9 to inform areas of focus;
- Continuing to support the use of our digital math tool, KnowledgeHook;
- Continuing in-class support from math facilitators in priority schools;
- The introduction of beginning, middle and end of year math assessments in priority schools to measure student learning (shared with all schools);
- Math PLCs with teachers from UCC and St. Patrick's;
- Scaling up of math PLCs in all priority schools;
- Continue to support new teachers in utilizing board math resources;
- Changes to the grade 10 math and Kindergarten curriculum.

Recommendation

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

Appendix A 2025-26: Math Achievement Action Plan - Priority Actions

Priority Action: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement	**Priority Action:** Engaging in ongoing learning to strengthen mathematics content knowledge for teaching	**Priority Action:** Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive
• How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum? • How do grade, course, and daily lesson plans reflect the current curriculum,including the mathematical processes and connections between curriculum strands?	• What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development? • How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning?	• How is student assessment data and prior mathematics knowledge used to guide interventions and planning? • How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions? • How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs?
Board • Prioritize understanding of the curriculum and the continuum of learning across grades • Align resources, including staffing, with mathematics priorities • Provide guidelines, resources and supports for mathematics curriculum- aligned long-range plans, unit plans, and lesson plans • Leverage digital math resources to support curriculum-linked practice at home	**Board** • Utilize student achievement data and student work to establish focus areas for mathematics professional learning • Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement • Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing	**Board** • Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus • Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks • Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students • Develop a system-wide attendance strategy for students with more than 10 days of absences as part of board's existing prolonged absence strategy

School • Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment) • Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands • Make intentional staffing decisions to ensure teachers of key grades have deep understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills	**School** • Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning • Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions • Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights)	**School** • Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement • Integrate common open and parallel learning tasks across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning • Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements) • Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum
Classroom • Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices) • Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums • Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs)	**Classroom** • Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching • Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using "think-alouds", making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students)	**Classroom** • Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys) • Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants • Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics • Monitor and re-engage students at the earliest sign that attendance is impacting learning (e.g., at 3 days and 6 days of absence) and implement board's 10-day and prolonged absence strategy

Appendix B: St. Clair Catholic Math Achievement Action Plan Ministry Report

Section A: Priority Schools Provincial KPI Report 2025-26

Indicator #1: Number of students who progressed in their level of achievement on math report cards.

- Initial - Number of students in each level of achievement in math in Grade 3 & 6 from June 2025. These students are in grades 4 and 7 currently.
- Progress - Term 1 Report Card 2025-26
- Final - Term 2 Report Card 2025-26

Indicator #2: Monitoring the levels of achievement of students supported through curriculum modifications on math report cards.

- Initial - Number of students with the "IEP" box checked in Math at each level of achievement from June 2025. These students are in grades 4 and 7 currently.
- Progress - Term 1 Report Card 2025-26
- Final - Term 2 Report Card 2025-26

Indicator #3: Number of students whose individual attendance rate in math is equal to or greater than 90%.

- Initial - Term 2 Report Card from 2024-25 . These students are in grades 4 and 7 currently.
- Progress - Term 1 Report Card 2025-26
- Final - Term 2 Report Card 2025-26

Indicator #4: Number of students who report positive results regarding math attitudes and confidence. Percentage of students who agree with the statement "I am good at math."

- Initial - October Student Survey
- Progress - February Student Survey
- Final - June Student Survey

School	Grade	Report	Level of Achievement (2024-25 Term 2)					Students with greater than 90% Attendance	Math Attitude & Confidence
			R	L1	L2	L3	L4		
Gregory Hogan	3	Baseline	0	2	0	51	14	57 (85%)	48 (75%)
		IEP	0	0	0	0	0		
		Progress							
		IEP							
		Final							
		IEP							
Gregory Hogan	6	Baseline	0	0	3	37	11	42 (81%)	45 (87%)
		IEP	0	0	0	0	0		
		Progress							
		IEP							
		Final							
		IEP							
Holy Family	6	Baseline	0	0	4	14	9	17 (63%)	18 (75%)
		IEP	0	0	1	5	0		
		Progress							
		IEP							
		Final							
		IEP							
Holy Trinity	3	Baseline	3	4	2	12	5	22 (76%)	23 (92%)
		IEP	0	0	0	0	0		
		Progress							
		IEP							
		Final							
		IEP							

Holy Trinity	6	Baseline	1	5	10	17	3	29 (78%)	25 (64%)
		IEP	0	1	2	0	0		
		Progress							
		IEP							
		Final							
		IEP							
St. Anne Blenheim	6	Baseline	0	1	2	20	19	26 (62%)	32 (82%)
		IEP	0	0	0	0	0		
		Progress							
		IEP							
		Final							
		IEP							
St. Elizabeth	3	Baseline	0	0	7	2	4	8 (57%)	10 (67%)
		IEP	0	0	0	0	0		
		Progress							
		IEP							
		Final							
		IEP							
St. Matthew	3	Baseline	0	5	14	24	4	34 (72%)	26 (93%)
		IEP	0	0	0	1	0		
		Progress							
		IEP							
		Final							
		IEP							

St. Matthew	6	Baseline	2	2	5	14	11	19 (58%)	20 (63%)
		IEP	0	0	0	1	0		
		Progress							
		IEP							
		Final							
		IEP							
St. Teresa of Calcutta	3	Baseline	1	4	5	25	17	40 (78%)	32 (87%)
		IEP	0	0	0	1	0		
		Progress							
		IEP							
		Final							
		IEP							
St. Teresa of Calcutta	6	Baseline	0	2	25	28	16	59 (80%)	35 (61%)
		IEP	0	2	2	1	0		
		Progress							
		IEP							
		Final							
		IEP							

Section B: Priority Schools Report:

Names of Priority Schools:

Grade 3	Grade 6
• Gregory Hogan • Holy Trinity • St. Elizabeth • St. Matthew • St. Teresa of Calcutta	• Gregory Hogan • Holy Trinity • Holy Family • St. Anne - Blenheim • St. Matthew • St. Teresa of Calcutta

Strategy		Key Performance Indicator	November Report	March Report	July Report
Priority Action 1: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement					
Areas of Need:		• Continue to increase the usage of the board developed scope and sequence in all schools by continually adding and updating the resource • Continue to increase use of teaching using high impact instructional practices and a variety of assessment strategies by modelling in priority school classrooms • Continue the use of pre-mid-post assessments across priority schools to build consistency of practice and assessment			
Shift In Practice	Provide guidelines, resources and supports for mathematics curriculum- aligned long-range plans, unit plans, and lesson plans	Increase in the number of teachers accessing the board developed math scope and sequence.	371		
			Considerable Progress		
			Effective		
	Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands	Increase in the number of whole group classroom visits by math facilitators, school/classroom visits by board math lead and math PLCs in priority schools.	83		
			Considerable Progress		
			Effective		

Strategy		Key Performance Indicator	November Report	March Report	July Report
Priority Action 2: Engaging in ongoing learning on mathematics content knowledge for teaching.					
Areas of Need:		• Continue to increase educator math content knowledge for teaching by infusing it into modeled and co-taught lessons by math facilitators and through PLC sessions in priority schools • Continue to promote and increase the use of teacher supports in KnowledgeHook			
Student Progress in identified areas	Utilize student achievement data and student work to establish focus areas for mathematics professional learning	Increase in the percentage of questions answered correctly on internal assessments in **identified key areas**.	44%		
			Considerable Progress		
			Effective		
Shift in Practice	Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using "think-alouds", making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students)	Increase in the percentage of students who agree that they are excited to learn math this year in priority school classrooms.	63%		
			Considerable Progress		
			Effective		

Strategy		Key Performance Indicator	November Report	March Report	July Report
Priority Action 3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.					
Areas of Need:		• Continue to promote and increase understanding of Social-Emotional Learning strand in mathematics by modeling in priority school classrooms • Model the use of pre and post assessments to help know individual learners and ensure interventions and supports are relevant • Continue to model the use of differentiation of instruction and parallel tasks in priority school classrooms			
Student Progress in Identified Key Areas	Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement	Increase in the percentage of questions answered correctly by students in grades 3 & 6 on an internal assessment in the **number strand**.	51%		
			Considerable Progress		
			Effective		
	Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)	Increase in the percentage of students in priority schools who respond "It is okay! Mistakes are normal in math and I know I can learn from them" when asked on a survey about when they get answers wrong in math.	81%		
			Considerable Progress		
			Effective		

Section C: All Schools

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?**

SCCDSB Math Scope and Sequence

- Available to all educators to ensure curriculum expectations are taught in a consistent and timely manner.
- Provides sample assessments to support educators in developing strong assessment design skills.
- Includes ready-to-use slideshows featuring Math Up content that integrates high-impact instructional practices such as:
    - Direct instruction and clear learning goals
    - Deliberate practice and problem-solving tasks
    - Opportunities for small-group instruction and rich math conversations
    - Use of tools, representations, and flexible groupings to support diverse learners

Math Facilitators in Priority Schools

- Math Facilitators lead whole-class lessons to model effective instruction, build educator capacity, and collect data to identify student learning needs.
- Facilitators collaborate with educators to identify students who will benefit from Tier 2 small-group instruction.
- Students in Grades 3 and 6 are monitored throughout the year using three parallel assessments focused on Number and Algebra to track growth and achievement.

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?**

All educators teaching mathematics have access to MathUP resources, which provide comprehensive background knowledge for each topic, clearly defined learning goals and success criteria for students, and a developmental progression of mathematical concepts across the grades.

Specific content areas in Number, Algebra, and Spatial Sense are prioritized based on analysis of past EQAO assessment results. Current assessment data will continue to inform and guide the focus of small-group instruction to address identified student learning needs.

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?**

Assessment data is used to guide the selection of topics and strands for both whole-group and small-group instruction. Small-group instruction is continually refined and adjusted based on weekly observations and student responses.

Evidence: Student achievement data (numbers and percentages) will be added following the completion of the Fall assessment for Grade 3 and Grade 6 students in our priority schools.

4. **How have student digital tools been used to understand current student levels and provide responsive instructional support for students?**

Knowledgehook is used to gather immediate feedback on specific mathematical concepts. This digital tool supports both assessment for learning and assessment of learning, providing educators with timely insights into student understanding. Educators utilize program resources such as Misconception Charts, Background Content Knowledge, and Intervention Questions to support targeted small-group instruction. The platform also enables educators to measure student growth over time and use this data to inform instruction and assessment decisions throughout each unit.

5. **How has the analysis of disproportionality indices in your board's Student Achievement Plan informed your Math Achievement Action Plan?**

Through analyzing representation across achievement levels, we identified specific groups needing support and developed targeted actions to close gaps in performance and participation.

This analysis directly informed our Math Achievement Action Plan by guiding the selection of priority schools, informing Tier 2 small-group interventions, and shaping professional learning for educators around equitable assessment and instruction. Data trends have also influenced the allocation of math facilitators and the focus on specific strands, such as Number and Algebra, to ensure that instructional strategies address both systemic barriers and student learning needs.

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?**

Program resource teachers are working with principals and classroom teachers to provide tier 3 support for students. In priority schools, and other schools where possible, we include program

resource teachers and principals in school based PLCs with grades 3 & 6 teachers. Continue to provide professional development on differentiated instruction, parallel assessments and universal accommodations available to all learners across the grades. Students with special education needs are supported by their classroom teachers, program resource teachers and educational assistants where possible, as evidenced by observations in school visits.