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.