

DSB1 Mathematics Action Plan

Implement the Curriculum with Fidelity

Action 1: Support and implement the use of grade level/current curriculum and learning continuums in planning, teaching and assessment.

Year End:

- Students are engaging in grade appropriate learning in their math classes. Math class visits indicate that 97% of educators are using current curriculum expectations in their planning and teaching.
- Educators are becoming more familiar (8% increase) with the curriculum alignment chart; thus, gaining better understanding of how the curriculum expectations develop across grades. Work will continue in this area to build understanding of how to address learning gaps.

Action 2: Provide and implement resources that align with the curriculum and effective practices in math classes.

Year End:

- Instructional Coaches are frequently working in priority schools; supporting educators with the use of concrete manipulatives, visual models (e.g., tables, number lines), and with pedagogical strategies to increase student problem solving skills. Coaches are also supporting teachers in the use of digital math tools to support teaching and assessment. (83% of Grade 9 educators participate in learning opportunities.)
- Resources supporting the Grade 1–8 long-range plans are being used as intended. Currently, 50% of Grade 3 and 48% of Grade 6 classes are within 1–2 weeks of the year-end math target. Teachers have worked hard to align instruction, with Grade 3 showing a 9% and Grade 6 a 22% increase in classes meeting the target from mid-year to year-end. Coaches are helping teachers focus on key concepts to close remaining gaps.
- The documents for the long-range plans are being reviewed and adjusted to help improve the timelines. The grade 6 document is very tight with only 6 flex days. A new document to support educators teaching combined grades is also being created.

Action 3: Support learning and implementing formative assessment (Exit Tickets) to guide next steps in providing focussed support for students.

Year End:

- Schools math teams are routinely using diagnostic assessments to identify specific student needs and plan support; a small group intervention with the math facilitator or an in-class support.
- Formative assessment (Exit Tickets) are used frequently to guide the next steps for a lesson or supporting individual students. (94% of Grade 3 classes, 85% of Grade 6 classes, 100% of Grade 9 classes).
- Responding to the data from exit tickets by providing small group instruction will help to address specific needs. Further work in building educators' capacity of small group intervention work will continue. (Responding with small group instruction - Grade 3 - 38%, Grade 6 - 48%, Grade 9 - 20%)

Building Mathematics Content Knowledge for Teaching

Action 1: Use student achievement data and student work to guide the focus area of professional learning.

Year End:

- Data is used to shape the professional learning goals within the Math Achievement, Student Achievement, and School Improvement Plans.
- Throughout the year, schools focused on math learning goals from their School Improvement Plan (SIP), with an emphasis on priorities outlined in the Math Achievement and Student Achievement Plans. All SIPs are coming to a close; reflection is happening on actions and data to identify impact, as well as planning next steps as math SIP goals will transition from this year to the next.
- Focus area is building the skill of application: professional learning is anchored in supporting students with problem solving strategies when working with multi-step application problems. When completing multi-step application questions, there was a 26% increase for Grade 3 students and a 25% increase for Grade 6 students meeting the provincial standard. In contrast, the work with Grade 9 students did not show growth, largely due to administrative challenges.

Action 2: Plan, support, engage and monitor professional learning.

Year End:

- Professional learning and a resource of EQAO practice questions have been provided to all Grade 3, 6, and 9 educators. 94% of Grade 3 & 6 educators and 100% of Grade 9 educators indicate that they have built a good understanding of how to teach application questions found on the EQAO assessment.
- Educators in Grades 3, 6, and 9 are using EQAO practice question resources and targeted teaching strategies—introduced during professional learning sessions and reinforced through collaboration with instructional coaches—to strengthen students' problem-solving skills. As a result, 36% of Grade 3 students, 68% of Grade 6 students, and 69% of Grade 9 students answered application questions correctly.
- Principals are demonstrating increased understanding of the actions outlined in the DSB1 Math Achievement Action Plan (MAAP) and how these align with their School Improvement Plans (SIPs) and classroom visits. Survey responses from principals reflect this growth, showing more focused and informed insights. The Board Math Lead, Superintendents, and Director will continue to support principals by guiding the development of math-related SIP goals, deepening their understanding of effective math classroom visits, and helping connect all components to the broader goals of the MAAP and Student Achievement Plan (SAP).
- We have used 50% of our funding to support educators in earning a Math Additional Qualification course. We will reach at 80% by the end of June.

Know the Mathematics Learner and Be Responsive

Action 1: Use formative assessment to identify student learning needs and implement next steps through intervention work.

Year End:

- The DSB1 tiered intervention model continues to be actively implemented, with Tier 3 Math Facilitators working closely with students performing at level 2 to help them achieve a level 3 or higher understanding of the concepts taught. Over the course of the year, 74% of students receiving intervention support have successfully progressed from level 2 to level 3+.
- 93% of our Gr. 3, Gr. 6 and Gr. 9 educators are using “Exit Tickets” to gather information about student understanding in math and are responding to students’ needs by revisiting a concept for the whole class or working with an individual student.
- The number of Grade 3, 6, and 9 educators responding to the “Exit Ticket” data by meeting with small groups to address the identified student area of need is increasing slowly (increase of 7%). Educators are responding by addressing the need with the whole class or with individual students. Further focus will be on providing small group intervention work in the math class.
- There is some growth in the percentage of students achieving provincial standard when comparing the Board-wide diagnostic assessment data to the Board-wide end-of year /end of semester assessment data. (Gr. 3: growth of 5%, Gr. 6: growth of 3%, Gr. 9: Semester 1 - growth of 24%, Semester 2 - growth of 14%).

Action 2: Using digital math tool(s) to help identify student learning needs.

Year End:

- There has been a large increase in the number of educators (Gr.3 - 94%, Gr.6 - 89%, Gr.9 -100%) using a digital math tool for “Exit Tickets” to understand students learning of key math concepts. Increasing the frequency of using the digital math tool for "Exit Tickets" is a goal.
- Continued learning will assist educators in leveraging the digital tool to plan and lead effective small group interventions within their classrooms.
- A digital math tool, Reflex has been implemented in Grade 3 to 8 classes to reinforce flexibility with math facts. This tool was introduced in math lessons in the winter and then transitioned to home use in the spring. Data highlights Reflex’s effectiveness, with students gaining an average of 52 math facts in a short period. Reflex will be relaunched in September to reinforce its role in homework routines.

Impact: Voices of Educators and Students

Priority #1

"[Digital Math Tool] Knowledgehook helped me quickly assess how my students are doing after each lesson enabling me to give them timely interventions before moving on to another lesson." ~ Grade 3 Math Teacher

"I've noticed a real shift in the way many of my Grade 9 students approach math. More of them are coming in with a stronger understanding of key concepts, especially when it comes to visual models and reasoning strategies. I believe this is directly tied to the consistent programming and the emphasis on visuals that they've experienced in earlier grades. It's clear they're not just memorizing procedures. They're starting to understand the 'why' behind the math, which is making a big difference in their confidence and engagement." ~ Grade 9 Math Teacher

Priority#2

"[The professional learning] helped me to understand new ways to support my students' learning by introducing me to different strategies that I can implement in my daily math lesson. I will be implementing the visualization strategies and also the math conversation strategies right away!" ~ Grade 3 teacher

"Student A found that representing her thinking with a bar model and with visual representations helped her work through the multi-step problems more efficiently, catch some wrong thinking, and better understand what the question was asking. She noticed how that drawing using the bar model approach helped her visualize what the question was asking and then knowing what to do next was easier for her. A's mom was very encouraged by the way A used visual representation as a tool to help with problem solving and as a means to help her daughter's struggle with working memory and processing speed." ~ Grade 6 teacher describing a student's learning

"One of my students recently said, 'I like using the diagrams because they help me see what's really happening in the problem. It's easier to understand it that way.' That kind of feedback tells me that the visual strategies they've learned earlier on are sticking and working." ~ Teacher sharing the words of a Grade 9 student

"By the end of our time together [in small group interventions], every student left our sessions with more confidence in themselves as mathematicians and as capable learners. Several parents reached out to tell me they'd noticed a difference at home, and that their children really enjoyed being part of the math group. Some students even wrote me thank you notes and said they wished I could move with them to help with Grade 7 math." ~ Math Facilitator



Priority #3

"You helped me understand better. In September I was bad, but I improved. I would sit for 30 minutes and try to answer but I would get it all wrong. Now when I answer I'm confident and I'm mostly correct." ~ Grade 6 student



"I actually get to answer because in class everyone shots out but in math group I actually get to share. It's quieter and easier to focus. Before I didn't know how to do a lot of stuff, then for EQAO I knew what to do. I knew when to divide or multiply and not guess." ~ Grade 6 student

Scan the QR codes to hear student's describe their learning