



Report No.: 54 **Date:** June 23, 2025

TO:	Chair and Members of the Superior-Greenstone District School Board
FROM:	Carole Leroux, Superintendent of Education Tara Balog, Assistant Superintendent of Education
SUBJECT:	Math Achievement Action Plan Endorsement

Background

Building on the foundation established through the 2023–2024 Math Achievement Action Plan (MAAP), the Superior-Greenstone District School Board continues to implement strategic, student-centered actions to improve mathematics achievement across the system. Last year's foundational work—focused on educator voice, curriculum alignment, and professional learning—helped define clear priorities and supports for educators. This laid the groundwork for more intentional coaching, increased instructional consistency, and system-wide alignment with the Ontario mathematics curriculum.

Current Situation

This year, the Student-Centered Math Coaching Team has sustained and deepened these efforts, working directly alongside educators in classrooms across the district. Educators are engaging in structured, embedded coaching, participating in targeted professional learning, and utilizing data to inform instruction and improve student outcomes.

This report outlines current board-, school-, and classroom-level actions that are advancing math achievement. Key highlights include increased educator confidence, broader use of instructional tools, strengthened student attitudes toward mathematics, and a system-wide commitment to using data to inform practice. Final student achievement data, including increases from Term 1 to Term 2 report cards, will be reflected in our Fall submission as schools finalize reporting and provincial EQAO results become available.

Highlights From the 2024/2025 School Year

The MAAP continues to focus on three overarching priorities, each with supporting KPIs to guide implementation and measure progress. The strategies introduced this year reflect a commitment to practical, responsive, and evidence-based support for educators and learners alike.

1. Fidelity of Curriculum Implementation

This priority emphasizes the consistent and intentional use of high-impact instructional strategies grounded in Ontario's mathematics curriculum.

Key Strategies Implemented:

- Use of educator survey and coach-collected anecdotal data to inform planning
- Support for school leadership in using math platforms to analyze and act on instructional data
- Continued refinement of tools and resources aligned with curriculum expectations

2. Building Educator Confidence and Capacity

This priority supports educators in developing both pedagogical and content expertise, with a focus on effective use of concrete and digital math tools.

Key Strategies Implemented:

- Formal professional learning informed by best practices and structured adult learning
- Regular collaborative team meetings anchored in student work
- Co-planning and co-teaching opportunities with coaches
- Math content knowledge as a central theme across PD and school-based learning

3. Knowing the Learner

This priority drives instructional precision, and collects data focused on student confidence levels as math learners.

Key Strategies Implemented:

- Math attitude and confidence surveys at key points in the year
- Instruction informed by student work samples and observations
- Classroom-level adjustments based on ongoing data collection and analysis

Board-Level Actions

Throughout the year, over 50 documented coaching sessions were held between educators and instructional coaches. These were structured, embedded sessions focused on planning, teaching, and reflecting together, distinct from informal check-ins or one-off consultations. The frequency and intentionality of these engagements reflect a strong commitment to job-embedded learning.

In addition, 11 formalized professional development sessions were delivered to K–9 educators. These sessions included presentations at district-wide PD days and targeted learning during school staff meetings at the request of school leaders. Topics were shaped by educator feedback, coach observations, student performance trends, and emerging EQAO data. Areas of focus included:

- Effective use of manipulatives and visual representations
- Bridging gaps in number operations
- EQAO preparation and math assessment practices
- The Science of Math
- Using digital platforms to enhance instruction and track student progress

The Student-Centered Math Coaching Team also continues to engage in professional learning through Ministry-led sessions and opportunities with Ontario math specialists. This investment ensures that our support model remains grounded in current research and strong instructional practice.

School- and Classroom-Level Impact

Educators have reported increased confidence in planning and delivering instruction using manipulatives and differentiated strategies. As one teacher shared:

"I have much more confidence in using a variety of math manipulatives to meet students where they're at and move their understanding forward."

Across the system, teachers are more frequently accessing instructional support materials and engaging in collaborative planning cycles. In Grade 9 classrooms, in particular, there has been a significant shift toward increased use of both concrete and digital math tools—creating more engaging, accessible learning environments for students at the secondary level.

Student Confidence and Attitude Data

Student confidence in mathematics remains steady in Grades 3 and 9, with 65–69% of students indicating that they feel confident in math and believe they are capable math learners.

The most notable gains occurred in Grade 6. Between the mid-year and final student survey, the percentage of students who believed they were "good at math" increased from 44% to 54%. Student-reported confidence in math rose from 45% to 75%. These outcomes point to the growing success of targeted instructional strategies and coaching support, particularly in the intermediate division.

Anecdotal Observations from the Field

Coach presence in classrooms across SGDSB has become a normalized part of instructional life. Coaches are present and engaged in schools for four and a half days each week, offering both scheduled and responsive support.

Educators describe the math PD they've received as meaningful and practical. Many report that their instructional practice has shifted as a result, with more consistent integration of manipulatives, clearer instructional goals, and a greater willingness to analyze student learning data. Teachers are increasingly seeking out coaching support proactively—further embedding a culture of collaboration and ongoing learning across the system.

Next Steps

Looking ahead, the following actions will guide continued implementation of the Math Action Achievement Plan at Superior-Greenstone District School Board;

- Data Integration: Final report card and exam data will be analyzed and included in the final Ministry report in July. EQAO results will also be incorporated once released to support targeted planning.
- Instructional Planning Support: Educators will receive long-range planning support designed to align instructional design with high-impact practices and curriculum expectations.
- Data Triangulation: EQAO data, report card results, anecdotal evidence, and teacher observations will be triangulated to identify system needs and shape math priorities for the upcoming year.
- Targeted School Support: Schools and regions with identified needs will be prioritized for deeper coaching engagement in the 2025–2026 school year.
- Educator Voice: Teacher input through the year-end math survey will directly inform next steps in professional learning and system support. Educators are encouraged to continue submitting their feedback to guide our collective progress.
- Development of School-Based Math Teams: A key area of focus will be supporting the creation and growth of math teams within schools to enhance collaboration, strengthen instructional leadership, and increase access to consistent, high-quality math support.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 54, endorse the Math Achievement Action plan as presented.

Respectfully submitted by:

Carole Leroux, Superintendent of Education

Tara Balog, Assistant Superintendent of Education