

# MATHEMATICS ACHIEVEMENT PLAN

## -2024/2025-

Dufferin-Peel Catholic District School Board

Priority Actions to Support  
Mathematics Achievement

Digital Tools for Math Learning

Information for Parents & Families

**Mission:** Disciples of Christ, nurturing mind, body, and soul to the fullness of life.

**Vision:** Changing the world through Catholic education.

# Priority Actions to Support Math Achievement

In the fall of 2023, the Dufferin-Peel Catholic District School Board created a Math Achievement Plan based on three Provincial priority actions and supported by strategies and resources with the goal of supporting student learning and achievement in math.

In working towards achieving these priority actions, as an all-embracing community, we are called to accompany each other, with the hope that:

*“Our personal experience of being accompanied and assisted, and of openness to those who accompany us, will teach us to be patient and compassionate with others, and to find the right way to gain their trust, their openness and their readiness to grow.”*

**(Pope Francis, Evangelii Gaudium, 172)**

## Curriculum Fidelity

*Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.*

DPCDSB will focus on supporting educators to develop a comprehensive understanding and precise implementation of the mathematics curriculum with various supports including funds to take AQ courses, learning opportunities for curriculum implementation, instructional and assessment practices, digital tools, etc.

## Ongoing Learning for Educators

*Engaging in ongoing learning to strengthen mathematics content knowledge for teaching.*

DPCDSB will focus on supporting educators in developing their mathematics content knowledge with various systems, supports and resources to help determine personal professional development regarding mathematics knowledge, skills, and attitudes about math teaching and learning.

## Knowing The Learner

*Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.*

DPCDSB will focus on the use of student assessment data and prior mathematics knowledge to help inform on interventions and planning. Staff will also focus on student math learning confidence and on the strengths, needs and interests of all students to help inform instructional decisions.

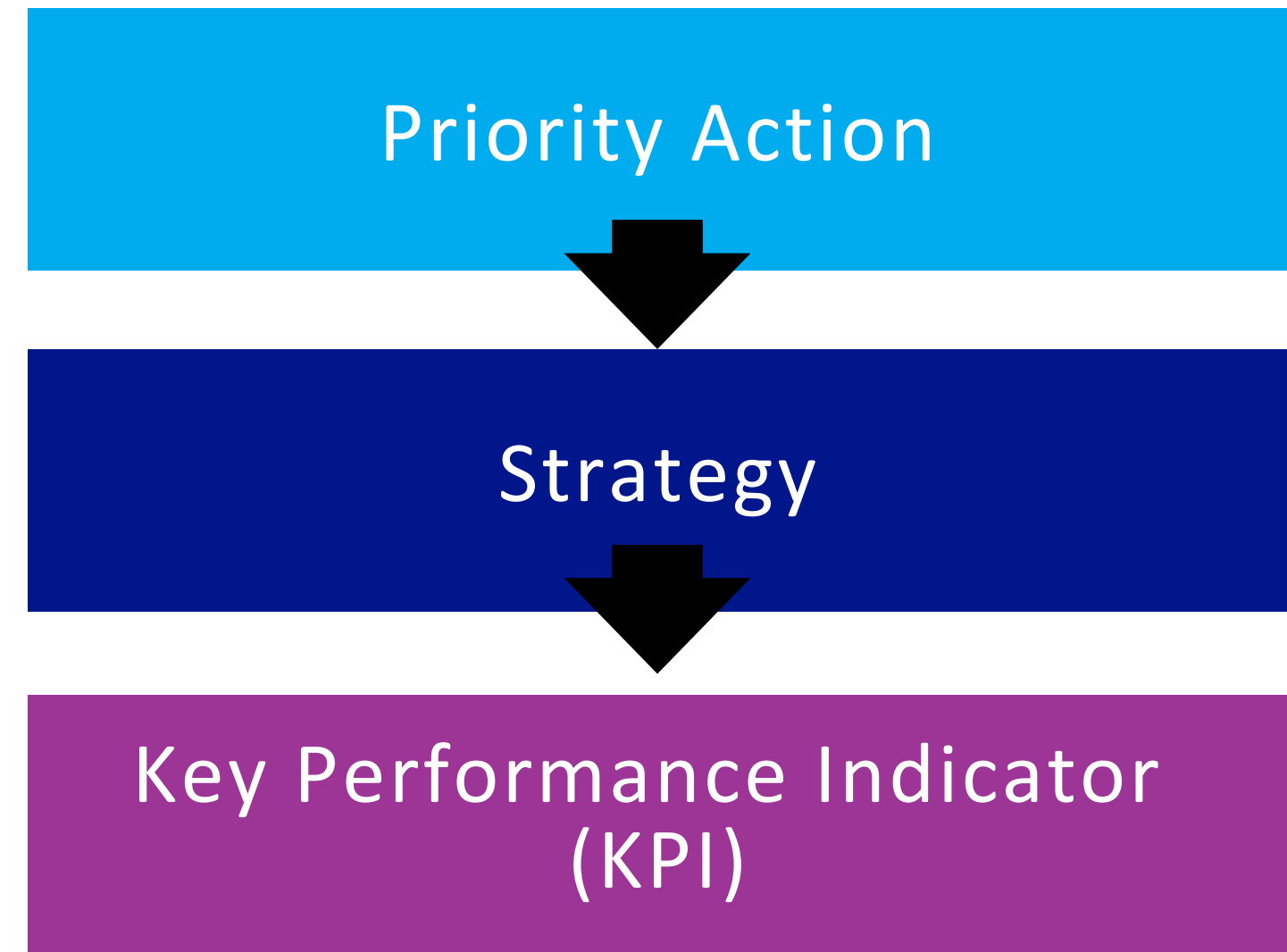
Click [HERE](#) to learn more about the Staff Support Plan and teacher resources.

# Measurable Results: Quantifying Improvements in Math Achievement

Within the Math Achievement Plan School Boards have been asked to analyze the strengths and weaknesses throughout the school board (board, schools, classes) and determine various strategies to support the [Priority Actions](#). To measure the effectiveness of the strategies school boards have developed Key Performance Indicators (KPI), which are data or information that can be measured to determine if growth or improvement has occurred.

## How do we measure the priority actions?

- For each priority action, and level of focus, we have chosen a strategy.
- For each strategy key performance indicators (KPIs) have been created to measure our progress.



# Digital Tools for Students to Support Math Learning

The digital tools listed below are designed to support mathematics learning at home and aligned to the Ontario Mathematics curriculum. They provide students with an opportunity to practice the skills learned in class. Click on the buttons below to access these digital tools.



## Knowledgehook

A digital math tool for students in grades 3-10 that uses immersive game-based activities to engage students with quick practice and assessment.



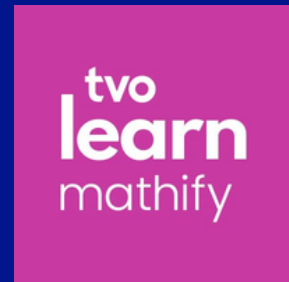
## Brainingcamp

Digital interactive math tools designed to engage students and help them visualize math concepts for meaningful understanding.



## Gizmos

Interactive online simulations and case studies for math & science that power inquiry and understanding through hands-on learning & experimentation.



## TVO Mathify

Free 1:1 online math tutoring by Ontario Certified Teachers for students in Grades 4-12 to help build understanding of math concepts.



## TVO mPower

An on-line game-based resource that builds problem-solving, critical thinking and math skills for students K-6.



## TVO Kids

Free online learning resources covering all Ontario Curriculum areas for Grades JK-5 to make it easier to support at-home learning.

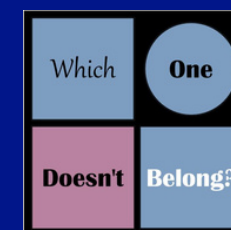
## Additional Mathematics Digital Tools



## CBC Kids Strategy Games



## Math Before Bed



## Which One Doesn't Belong?



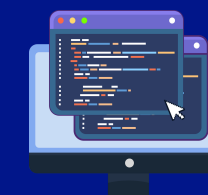
## Same But Different Math



## Same Or Different Math



## University of Waterloo Problem of the Week (CEMC)



## Code @ Home

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# Digital Tools Supporting Classroom Math Instruction

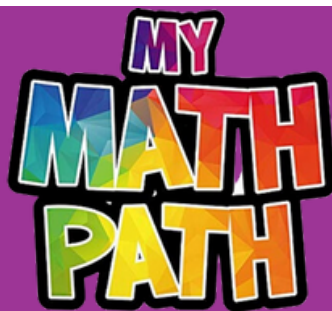
The digital tools listed below are designed to support mathematics learning in the classroom. For more information, contact your child’s school.



Ask your child’s teacher about at home supports



Ask your child’s teacher about



..... GRADE 9 .....

Ask your child’s teacher about





# Information for Parents & Families

Click on the links below to access resources to support math learners.



[Elementary Mathematics Curriculum](#)



[A Parent's Guide to Mathematics, Grades 1-8](#)



[Secondary Mathematics Curriculum](#)



[A Parent's Guide to Mathematics, Grade 9](#)



[High-Impact Instructional Practices in Mathematics](#)



[TVO Learn](#)  
([Learn at home resources K-12](#))



[DPCDSB Math@Home Newsletters](#)

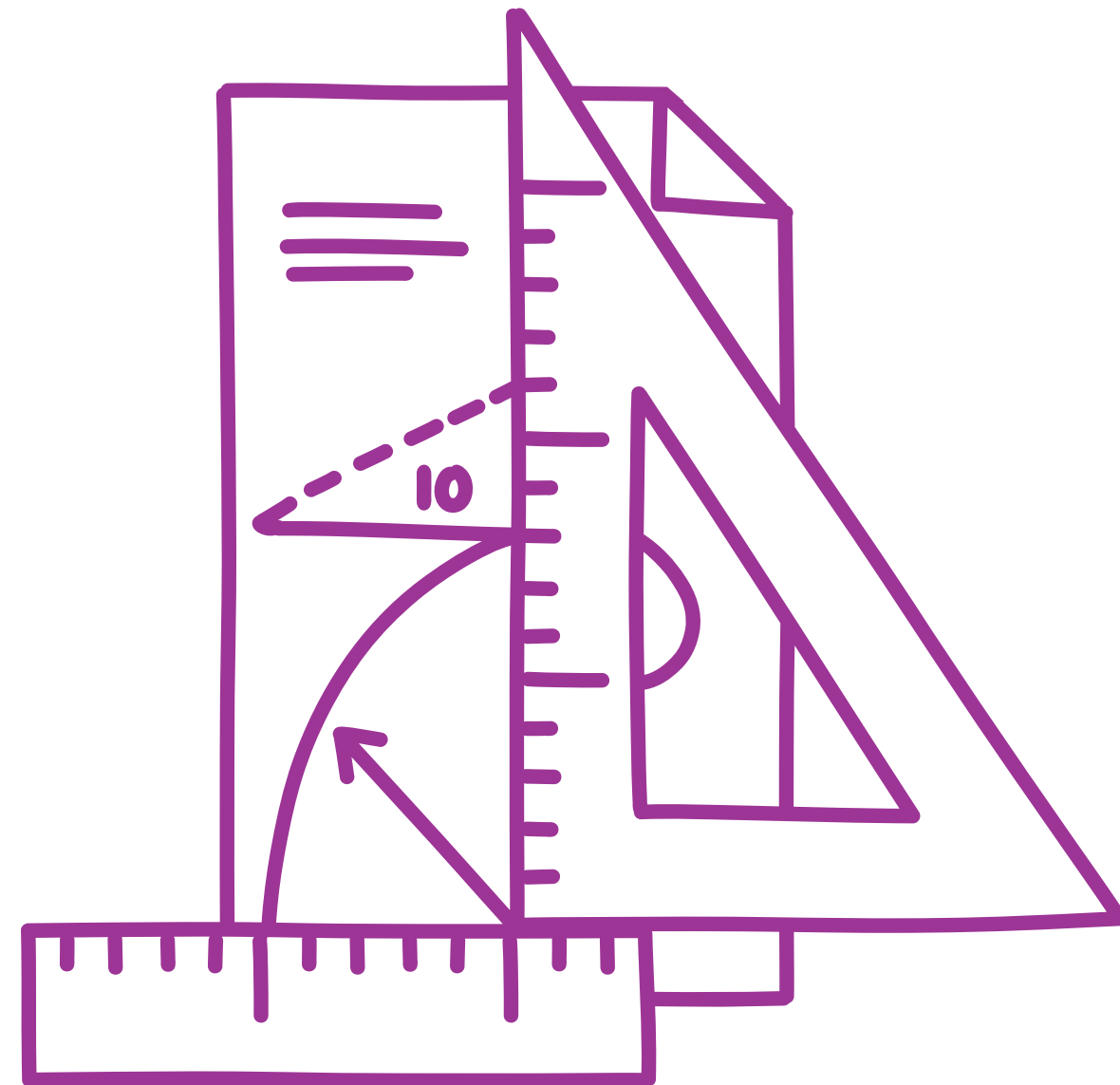


[Blessed Carlo Acutis](#)

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# Staff Support Plan



The Math Achievement Plan is supported by the following staff:

1 - Board Math Lead

1 - Academic Coordinator (supports K-12 Math)

1 - Math Consultant (support all Elementary Schools)

8 - Elementary Facilitators (supports elementary priority classes in the Board).

1 - Secondary Facilitator (supports secondary priority classes in the Board).

**Note:** *Priority Classes have been determined by the Ministry of Education. They have been identified based on previous EQAO scores, which indicate that support is needed to improve student achievement.*

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