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| Logo  Description automatically generated  At Brant Haldimand Norfolk Catholic District School Board, we are committed to providing students with safe and welcoming learning spaces to support belonging, wellness, and teaching/learning.  This year we have embraced the Ministry’s call to develop a BHNCDSB Math Action Plan for student achievement, offering every student the chance to excel in mathematics and help them build foundational skills and strategies to become successful math learners.  Our goal is to ensure all students see themselves as mathematicians, learning the skills necessary to achieve success in the classroom and beyond. | | |
| **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 |
| **Board**  Prioritize understanding of the curriculum and the continuum of learning across grades (focused on priority schools)  Provide relevant and meaningful resources and supports to increase the implementation of  curriculum-aligned course plans, lessons, and digital resources (e.g., Knowledgehook, MathUp) and monthly numeracy learning at AAC)  Offer centrally developed instructional resources such as MathUp and Knowledgehook. These include links to engaging, open-ended problem-solving tasks, diverse assessment opportunities, and encourage the use of high-impact instructional practices (e.g., direct instruction, math conversations, small-group instruction, flexible groupings, including the use of developmentally appropriate tools and representations | **Board**  Utilize student achievement data and student work to establish focus areas for mathematics professional learning (destreaming coaches and transition teacher work in Grades 7-9)  Build capacity through ongoing professional learning opportunities by encouraging the acquisition of Additional Qualification courses in mathematics. Prioritize mathematics content knowledge for teaching in professional learning opportunities  Identify priority schools for additional support using math facilitators and consultant and sharing materials to support student learning and provide targeted interventions  Evaluate the effectiveness of intervention and share effective strategies across all schools in the system  Develop communication plan for SEAC, RCPIC and board website for sharing the Math Action Plan | **Board**  Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO are report cards and locally developed assessment tools and tasks  Elementary mathematics facilitators will work in priority schools, collaborating with educators and administrators to provide targeted interventions, instructional, and assessment support to Grade 3 and Grade 6 students and teachers  Promote the use of accessible mathematics resources to empower students, parents/guardians/caregivers, and teachers in supporting all students. These resources include MathUp, Knowledgehook, and real-world math activities for at home use |
| **School**  Engage in ongoing professional learning (e.g., in  grade/division/department meetings, learning  teams, classroom visits) of the curriculum, including making connections across strands (PD before intensive support begins for capacity building in video form) | **School**  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,  interventions, and assessment and evaluation practices  Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning | **School**  Integrate BHNCDSB Math Action Plan items into School Student Achievement Plans  Determine key content areas, informed by EQAO data, BHNCDSB developed math screening tool, and other data, to determine where students may be struggling most  Integrate high-impact instructional practices (e.g., direct instruction, mathematics conversations, small-group instruction, flexible groupings) across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning |
| **Classroom**  Draw explicit connections between mathematical processes and lesson plans using high impact  instructional practices (e.g., mathematics conversations, small-group instruction, flexible groupings, and tools and representations; Thinking Classrooms in Grade 9)  Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., board created screener Knowledgehook, quizzes, peer/self-assessment, exit slips, or other sources of student voice) | **Classroom**  Access resources (e.g., destreaming coaches, secondary and elementary math consultants, elementary school mathematics facilitators in priority classrooms, student success teachers, transition teachers), and professional learning to continuously develop content knowledge for teaching  Develop educator capacity in foundational mathematics concepts to deliver updated curricular concepts via regional, small group PD opportunities | **Classroom**  Adapt instructional practices in response to data collected from multiple, frequent assessment opportunities |