DDSB System Mathematics Plan 2026–2027

Strong Foundations · Confident Learners · Meaningful Mathematics

SYSTEM MATHEMATICS GOAL

Every student will experience engaging, responsive mathematics that builds strong foundations, joy, confidence, meaningful problem solving and the capacity to think and act mathematically in the real world.

PRIORITY 1

Strong Curriculum-Aligned Mathematics Instruction

Consistent, high-quality mathematics instruction and resources aligned with the Ontario curriculum across schools.

- Align to curriculum and DDSB Long Range Plans (1-9)
- Implement the components of an effective mathematics program
- Use Edwin (1-12), Knowledgehook (K-10), and MathUP (K-8) to support planning, instruction, and progress monitoring
- Protect a daily mathematics instructional block of at least 60 minutes (1-8) and 75 minutes (9-12)
- Explicitly teach concepts and skills while building number sense, fluency, problem solving and reasoning

PRIORITY 2

Mathematics Content Knowledge

Strengthen educator and leader knowledge of mathematics content, instructional practices, and student thinking.

- Deepen mathematics content knowledge and understanding of learning progressions through provided resources
- Strengthen understanding of student thinking, strategies, representations, and misconceptions to determine next instructional moves
- Use high-impact instructional practices aligned with learning goals and student needs
- Engage in coaching, co-planning, and job-embedded professional learning
- Collaborate with colleagues to deepen mathematics knowledge and strengthen instructional practice

PRIORITY 3

Know, Monitor, and Respond to Every Mathematics Learner

Use evidence to identify students' strengths and next steps, monitor progress, and adjust instruction responsively.

- Use diagnostic and classroom evidence to identify strengths, prior knowledge, and next steps for learning
- Monitor progress toward curriculum expectations and Milestone for Success through ongoing checks for understanding and identify who is progressing and who requires additional support or extension
- Adjust instruction based on evidence of student learning using responsive approaches such as small group instruction, scaffolds, deliberate practice, intervention, extension, Universal Design for Learning, and differentiated instruction
- Foster confidence, belonging, and a positive mathematical identity

SYSTEM SUPPORTS

Coach and Facilitator Support • Collaborative Inquiry and Professional Learning • DDSB Long Range Plans • Edwin Knowledgehook • Effective Mathematics Program Resources • Elementary Math Curriculum • Grade 9 Math Curriculum Ontario • Growing Success • High-Impact Instructional Practices • Math Up • Mathematics Grade 1-12: A Companion Guide to the Ontario Curriculum • Milestones for Success • Anti-Oppression Strategy • Nelson Pre-Assessment • Vault (where applicable)