



OCDSB MATH ACHIEVEMENT ACTION PLAN 2024 - 2025

	Ensuring fidelity of curriculum implementation	Engaging in ongoing learning on mathematics content knowledge for teaching	Knowing the mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive
Strategic Goal	Ensure the math curriculum aligns with best practices and is consistently implemented in all math classrooms.	Support educators in strengthening their math content knowledge and implementation of High Impact Instructional strategies.	Enhance educator capacity to use student assessment data and understanding of students to inform instructional decisions, target interventions, and implement culturally relevant and responsive instruction.
Board Strategies	Prioritize understanding of the curriculum and the continuum of learning across grades.	Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement.	Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus.
Key Performance Indicators	Number of educators participating in professional development sessions on aligning curriculum and assessment with effective mathematics instruction, emphasizing tools and representations.	Number of professional learning opportunities focused on strengthening math content knowledge and effective math instruction.	Number of professional learning sessions conducted with READ, school, and system leaders to review EQAO and achievement data, set targeted goals, and develop next steps for student support.
School Strategies	Engage in ongoing professional learning (e.g., in grade/ division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands.	Engage in regular 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, and interventions.	Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing support so that students can access grade-level curriculum.





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Key Performance Indicators	Number of classrooms observed by principals and Math instructional coaches where tools and representations are being effectively used to support number sense in instruction and assessment.	Number of educators reporting an increased understanding of mathematical content knowledge and effective practices after participating in professional learning, as measured by mid-term and end-of-term surveys.	Number of students performing below Level 2 in mathematics in grade 3, 6 and 9 demonstrating measurable improvement after receiving targeted interventions.
Classroom Strategies	Connect instruction and assessment to curriculum expectations and long term essential mathematical understandings using developmental continuums.	Access resources (e.g. teacher supports on the <u>Curriculum and Resources</u> website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching.	Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics.
Key Performance Indicators	Number of grade 3, 6 and 9 students demonstrating increased achievement as evidenced by the OCDSB Numeracy Assessment Tool (ONAT) and report card data.	Number of educators using digital tools and district supported/developed resources to support learning of number sense as evidenced through online resource dashboards (e.g. Knowledgehook, MathUp, Mathia, ONAT, etc.)	Number of classrooms observed by principals and Math instructional coaches where instructional and assessment practices more aligned with Universal Design for Learning (UDL) and Culturally Relevant and Responsive Pedagogy (CRRP) are in practice.

