



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 |
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| 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. |

