Appendix A 2025-26: Math Achievement Action Plan - Priority Actions

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
• How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum? • How do grade, course, and daily lesson plans reflect the current curriculum,including the mathematical processes and connections between curriculum strands?	• What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development? • How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning?	• How is student assessment data and prior mathematics knowledge used to guide interventions and planning? • How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions? • How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs?
Board • Prioritize understanding of the curriculum and the continuum of learning across grades • Align resources, including staffing, with mathematics priorities • Provide guidelines, resources and supports for mathematics curriculum- aligned long-range plans, unit plans, and lesson plans • Leverage digital math resources to support curriculum-linked practice at home	**Board** • Utilize student achievement data and student work to establish focus areas for mathematics professional learning • Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement • Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing	**Board** • Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus • Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks • Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students • Develop a system-wide attendance strategy for students with more than 10 days of absences as part of board's existing prolonged absence strategy

School • Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment) • Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands • Make intentional staffing decisions to ensure teachers of key grades have deep understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills	**School** • Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning • 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, and interventions • Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights)	**School** • Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement • Integrate common open and parallel learning tasks across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning • Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements) • Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum
Classroom • Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices) • Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums • Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs)	**Classroom** • Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching • Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using "think-alouds", making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students)	**Classroom** • Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys) • Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants • 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 • Monitor and re-engage students at the earliest sign that attendance is impacting learning (e.g., at 3 days and 6 days of absence) and implement board's 10-day and prolonged absence strategy