

OCDSB Mathematics Achievement Action Plan, 2023-2024

	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
Areas of need	Making intentional connections between curriculum expectations and assessment practices in grades 3, 6, 8, and 9.	Strategic implementation of the High Impact Instructional Practices in grades 3, 6, 8, and 9.	Increase the personalization of learning using approved, evidence-based resources and interventions.
Board strategies	Supporting the implementation of instructional practices that engage Ministry and Board approved resources.	Support professional learning that directly connects content knowledge with high-impact instructional practices to improve student achievement.	Align the MAAP with the priorities outlined in the BIPBSAW to ensure underserved students are prioritized.
School strategies	Provide targeted professional learning in content knowledge to diversify instructional practices.	Facilitate collaboration between math educators with instructional coach support prioritizing school-based areas of need.	Intentionally monitor and provide ongoing support (e.g., high-impact instructional practices) to students demonstrating achievement approaching the provincial standard.
Classroom strategies	Provide professional learning and instructional coach support to implement high-impact instructional practices.	Build confidence in students by embedding practices that encourage a positive and curious approach to learning about math and expressing that learning.	Provide ongoing professional learning to continue building capacity in actively embedding culturally relevant and responsive learning practices in classrooms.
Measurable Results	<ul style="list-style-type: none">Increased district-wide use of various approved web-based resourcesIncreased student achievement demonstrated on EQAO assessments, report cards, and observations from principals, teachers, and instructional coaches.Increased student achievement results from web-based resources.Increased student efficacy captured through various surveys and in-class discussions	<ul style="list-style-type: none">Monitoring the number of educators who have or are taking an additional qualification in mathIncreased educator collaborationIncreased networking that includes discussing examples of anonymized student workIncreased student achievement and in their confidence to share their math content knowledgeIncrease in students asking more complex questions related to math learningIncrease in students articulating math thinkingIncreased achievement through Report card and EQAO results	<ul style="list-style-type: none">Analysis of EQAO student achievement and perceptual data in grades 3, 6, and 9Student perceptions of personalization and belonging using online tools and surveysPrincipal, teacher, and coach observations of learning that reflect the diversity of the learners in the classroomIncreased student achievement and confidence in taking additional math classes