



Math Achievement Action Plan

2023-2024

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Math Achievement Action Plan Overview

The 2023-2024 marks the beginning of a new school year and Greater Essex County next chapter with a focus on math achievement.

The Ministry's Math Achievement Action Plan (June 2023) informs the Greater Essex County Math Achievement Action Plan (MAAP). This document provides an overview of the GEC-MAAP followed by a plan for actions across the district including; collective commitments, professional development for Grade K-9 Educators and Administrators, and the role and support plan for Math Intervention Coaches (Facilitators). Key performance indicators will be established and reported on to mark progress in the implementation of the plan.

We look forward to the exciting math achievement journey ahead. The engagement and commitment of system and school administration, educators and school support staff will support the implementation and impact of the GEC-MAAP.

Overview

The MAAP focuses on three priority actions that are aligned with the Ministry priorities:

Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement.

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.

The Greater Essex County Priority Schools will participate in reporting on improvement efforts with the implementation of the Math Achievement Action Plan through the following questions that will be informed by multiple data sources.

- ❖ What are the targeted areas of need for priority schools?
- ❖ What are targeted board-level strategies to address these areas of need?
- ❖ What is the status of implementation of these strategies?
- ❖ How effective have these strategies been to date?
- ❖ What are targeted school-level strategies to address these areas of need?
- ❖ What is the status of implementation of these strategies?
- ❖ How effective have these strategies been to date?
- ❖ What are targeted classroom-level strategies to address these areas of need?
- ❖ What is the status of implementation of these strategies?
- ❖ How effective have these strategies been to date?
- ❖ Which meaningful key performance indicators will your school board use to measure your progress in these priority schools?

Math Achievement Action Plan Overview

The Greater Essex County Priority Schools will participate in monitoring of Key Performance Indicators (KPIs) common to all priority schools across the province. School reports will include baseline data, progress to date and final data.

Indicator: % of students who progressed in their level of achievement on math report cards. Target is an increase in the % of students in each level of achievement in math progressing towards meeting the provincial standard (i.e., from level R to 1, 1 to 2, 2 to 3)

Indicator: % of students whose individual attendance rate is equal to or greater than 90 percent. Target is an increase in the percentage of students whose attendance rate is at or above 90%.

Indicator: % of Grades 3, 6 and 9 math students who report positive results regarding math attitudes and confidence. Target is an increase in reported positive results (e.g., higher confidence in math learning) by end of year.

Key Performance Indicators (KPIs)

Detailed examples of evidence of progress and impact are outlined in the Greater Essex Math Goal, Strategies, and Evidence of Impact section of this document.

Evidence of progress, and ultimately evidence of impact will be reported on through the gathering of school and system level data as well as progress on the following key performance indicators.

- ❖ % of students achieving level 3 / 4 in math
- ❖ % of students achieving provincial standard on 2023 - 24 EQAO
- ❖ Improvement in student attendance
- ❖ % of Grade 3, 6, 9 who report positives results regarding math attitudes and confidence

**% of students who achieved
provincial standard on
2022-2023 EQAO:**

Grade 3	Grade 6	Grade 9
60%	49%	53%

**% of students who reported positive
results regarding math attitudes and
confidence on 2022-2023 EQAO**

Grade 3	Grade 6	Grade 9
62%	47%	43%

2023-24 Evidence of Impact

Evidence of Implementation/Progress/Impact

System:

- ❖ Student surveys to measure greater confidence in math learning
- ❖ Board PD plan for Grade K – 9 mathematics
- ❖ Board plan for professional development for EQAO
- ❖ Math Intervention Coaches (Facilitators) support plan
- ❖ Monitoring of Attendance

School:

- ❖ School Achievement Action Plan reflect: data analysis, math goal and high-impact instructional practices
- ❖ PD Day, PLCs, Staff Meeting agendas reflect math learning
- ❖ Instructional coaching support implementation in Grade 3, 6 and 9 priority classrooms
- ❖ Supporting the implementation of core and board resources
- ❖ Monitoring of Attendance

Educators:

- ❖ Utilization of Math Long Range Plans
- ❖ Utilization of Board Digital Tools (Zorbits, Knowledgehook MathUp, Brainiaccamp, Mathstoria, Mathology)
- ❖ Utilization of Board core resources (Grade 4–8, Grade 3 in priority schools)
- ❖ Engagement in instructional coaching support (Grade 3, 6 and 9 priority classrooms)
- ❖ Increase teacher confidence in use of high-impact instructional practices
- ❖ Tracking/monitoring of student progress. % of students in each level of achievement in math progressing towards meeting the provincial standard (i.e., from level R to 1, 1 to 2, 2 to 3)
- ❖ PD session participation and survey to measure the impact
- ❖ Participation in school level release in priority schools
- ❖ Student surveys to measure greater confidence in math learning in priority schools

Collective Commitments

Leaders will...

- ❖ engage in Math focus learning
- ❖ ensure that all schools have a math focus on the Student Achievement Plan
- ❖ focus on Grade 3, 6 and 9 Math
- ❖ participate in central math professional development*
- ❖ work/plan closely with the Math Intervention Coaches (Facilitators)
- ❖ create timetables for Math Intervention Coaches (Facilitators)
- ❖ schedule grade 3, 6 and 9 school-based coaching time and Professional Learning Communities or Learning Intervention Cycles
- ❖ support and promote Math Additional Qualifications course
- ❖ Special Education and ESL Math intervention pilot
- ❖ coordinate the select of a new K – 3 Math core resource
- ❖ share the after school virtual sessions for teachers facilitated by the Central Office Math team members and Mathology

School leaders will set conditions for staff to...

- ❖ engage in grade-specific curriculum
- ❖ use High Impact Instructional practices
- ❖ use the Math Long Range Plans consistently
- ❖ schedule 60 minute (or more) Math Blocks
- ❖ plan using the 3 Part Lesson Plan process
- ❖ use math manipulatives/tools regularly
- ❖ have access to the Math Series for professional development
- ❖ participate in Staff Meeting Math Learning
- ❖ participate in Math focused PD day
- ❖ implement the core resource (Mathology) for grades 4 – 8 all schools and in grade 3 in priority schools.

* To include Math Intervention Coaches (Facilitators), Math Department Heads, Central Office Math Team

The Role of the Instructional Coach

What is a Math Intervention Coach (Facilitator)?

- A colleague who demonstrates a commitment to continuous learning of current research-based instructional practices and resources to support teacher practice and student achievement
- A colleague who understands the daily challenges of teaching and strives to foster genuine trust and professional relationships

What is the Goal of the Math Intervention Coach (Facilitator)?

To increase student learning and engagement by focusing professional learning using evidence-based high impact instructional practices.

How can a Math Intervention Coach (Facilitator) support?

Classroom Environment

- ❖ Design a physical environment that allows for effective instruction and learning
- ❖ Build a collaborative learning community
- ❖ Establish and maintain growth mindset in the classroom

Pedagogical and Content Knowledge

- ❖ Understand the Ontario curriculum front matter and expectations
- ❖ Plan using High Impact Instructional Practices in Mathematics

Resources and Tools

- ❖ Identifying and using a variety of research-based resources
- ❖ Incorporate math tools into the investigation of math concepts

Teaching Approaches

- ❖ Develop lessons that reflect the Ontario Curriculum and current student learning needs
- ❖ Co-plan/co-teach/co-reflect
- ❖ Plan for and implement responsive instructional practices

Assessment and Evaluation

- ❖ Design assessments for, as, and of learning using the Ontario curriculum
- ❖ Participate in moderated marking and analyzing student work
- ❖ Co-create learning goals and success criteria
- ❖ Give descriptive feedback to improve student work
- ❖ Understand the Growing Success document
- ❖ Focus on assessment driven instruction

Math PD Plan – Grade K – 9

The Greater Essex County Math Achievement Action Plan includes professional learning for Grade K – 9 educators and administrators. Professional learning will focus on the Ontario Mathematics Curriculum Grade K - 8 and Grade 9, Math Long Range Plans, high impact instructional practices and assessment. Staff meetings and a professional development day will include a math component.

Grade K to 9 Professional Learning Plan

Professional Learning is designed to increase knowledge of mathematics curriculum implementation, mathematics content, high impact instructional practices, and assessment.

- ❖ Regular support from the Math Intervention Coaches (Facilitators) – Grade 3, 6, 9 priority schools
- ❖ Release time in priority schools

Professional Develop

- ❖ Mathematics will be a focus on a designated PD Day
- ❖ Staff Meetings
- ❖ Mathology Grade 4 – 8, additional implementation for Grade 3 classes in priority schools







