

AGENDA: 6:00 pm

1. Call to Order/Roll Call
2. HWDSB Land Acknowledgement
3. Approval of the Agenda
4. Review of the Program Committee Workplan
5. [Board Improvement Plan 2023-2024 Report](#)
6. [Math Achievement Action Plan 2024-2025](#)
7. [Program Strategy Review - Scope](#)
8. Adjournment

Program Committee Workplan, 2024-2025

Meeting Date	Agenda Items
October 21, 2024	<ul style="list-style-type: none">• MYSP Final Report, 2023-2024• Draft Math Action Plan, 2024-2025• Scope of Program Strategy and French Immersion Review
November 14, 2024	<ul style="list-style-type: none">• EQAO Strategy (NOM)
January 30, 2025	<ul style="list-style-type: none">• Program Strategy and French Immersion Review Update• Suspension and expulsion data, 2023-2024
March 20, 2025	<ul style="list-style-type: none">• MYSP Monitoring Report, Goal 1, 2, 3• Human Rights and Equity Action Plan Monitoring Report
April 22, 2025	<ul style="list-style-type: none">• Indigenous Education Monitoring Report• Nutrition Monitoring Report
May 22, 2025	<ul style="list-style-type: none">• MYSP Monitoring Report Goal 4, 5• Program Strategy and French Immersion Review Update



PROGRAM COMMITTEE REPORT

October 21, 2024

HWDSB Board Improvement Plan 2023-2024 Report

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services,
Paul Denomme, Superintendent of Student Achievement and Equity, K-12
Jolene John, Indigenous Education Lead,
Estella Jones, Superintendent, Quality Instruction in Mathematics and Equity,
Sally Landon, Manager, Research and Analytics,
Michelle Lemaire, Superintendent of Program, Equity and Innovation,
Gerry Smith, Superintendent of Safe, Compassionate and Equitable Schools

Recommendation:

That the report on the implementation of the 2023-2024 Board Improvement Plan be received.

Background:

In October 2023, Hamilton-Wentworth District School Board (HWDSB) Board of Trustees approved a new [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched in January, 2024. The Strategic Directions of the MYSP helped to inform a new [Board Improvement Plan \(BIP\)](#) with five measurable goals. Since this launch, staff worked collaboratively as interdisciplinary teams to meet the five overarching pillars of the Multi-Year Strategic Plan and address the goals in the Board Improvement Plan. Grounded in our commitment to a culture of improvement, the Board Improvement Plan will be reviewed this fall, updated with new progress indicators, and published as the Board Improvement Plan 2024-2025.

This report will focus on the progress that we have made on all five goals of the 2023-2024 Board Improvement Plan:

- Improved literacy achievement for every student,
- Improved math achievement for every student,
- Improved preparedness for the future of every student,
- Improved engagement for every student, and,
- Improved well-being for every student.

Status:

Staff have identified notable improvements in:

- Education Quality and Accountability Office (EQAO) assessments (e.g., Grade 3 Reading, Grade 3 Writing, Grade 3, 6 and 9 Mathematics),
- HWDSB five-year graduation rate,
- Percentage of students who are on track to graduate with 16 credits by the end of Grade 10,
- Percentage of students participating in job skills programs (Specialist High Skills Major Programs, Dual Credits and Ontario Youth Apprenticeship Programs), and
- Percentage of students attending school 90% of the time.

[Appendix A](#) summarizes our 2023-2024 Board Improvement Plan progress indicators and compares them between the 2022-2023 school year and the 2023-2024 school year.

Financial Implications:

Staff utilized all available funding in the Grants for Student Needs (renamed Core Education Funding for 2024/2025 school year) and Priority and Partnership Funding (renamed Responsive Education Programs for the 2024/2025 school year) as approved by the Board of Trustees in June 2023 to support the implementation of the strategies connected to each of these five goals in the Board Improvement Plan.

Summative Report: Actions, Outcomes

Goal: Improve Literacy Achievement for Every Student

Staff worked across all schools to implement the three strategies identified in the Board Improvement Plan to improve literacy achievement for every student. The performance indicators for this goal and the improvements made between the 2022-2023 school year are noted in [Appendix B: Progress Indicator—Improved Literacy Achievement for Every Student](#).

What have we done?

Staff selected Ministry-approved *Acadience* as our universal early reading screener. Teacher training on the use of *Acadience* began in March 2024, where teachers of Kindergarten to Grade 2 students received over 650 minutes of training on how to implement the screening effectively. A decision-making tool was also developed to guide the decision-making process on how to best respond to students' reading needs. Reading intervention supports were provided consistently through Lexia ([Tier 2](#)), Empower ([Tier 3](#)), after-school tutoring lessons, and at summer reading camps.

To support improved literacy for secondary students, two secondary schools piloted a program where staff were trained to provide Tier 3 support using an evidence-based reading program entitled [Wilson Reading](#) to close student reading gaps. With this approach, Grade 9 secondary students identified as requiring intensive literacy support were invited to participate in a highly supportive program where students build their reading and writing skills while earning high school credits so that they stay on track to earn their secondary school diploma.

What have we learned?

As a result of the targeted supports for early literacy, student report card and EQAO data indicates significant gains in the number of Grade 3 students meeting the provincial standards for reading (5% increase to 67%) and writing (7% increase to 60%), while the proportion of grade 6 students meeting provincial standards for reading maintained at 75% and decreased slightly by 1% to 72% in writing.

Similarly, the number of secondary students who were successful on the Ontario Secondary School Literacy Test (OSSLT) maintained at 77%. See [Appendix B](#).

We have learned that specific and targeted supports for students are effective. Staff response to student needs in a timely, supportive and evidence-informed manner make a difference in building student confidence in their reading. It is also especially impactful when school principals set the conditions for success. This is done through explicit training with principals on how to make data-informed decisions while learning about the various tools available to support specific student literacy needs.

What are our next steps?

A Reading Specialist has been assigned to every elementary school to support classroom teachers with the implementation of the universal screener in Kindergarten to Grade 2. We will focus additional professional development to support achievement on Grade 6 EQAO Writing. In addition, every secondary school received resources to implement Tier 3 reading supports to close the reading gaps for students who require more intensive support.

Goal: Improve Numeracy Achievement for Every Student

Staff worked across all schools to implement the three strategies identified within the Board Improvement Plan to improve numeracy achievement for every student. This goal and the specific strategies align with the Ministry's focus on improving mathematics achievement provincially and our own Math Achievement Action Plan, 2022-2023. The performance indicators for this goal and the improvements made between the 2022-2023 and 2023-2024 school years are noted in [Appendix C: Progress Indicator—Improved Numeracy Achievement for Every Student](#).

What have we done?

Staff implemented the 2023-2024 Math Achievement Action Plan. As part of this plan, 43 elementary schools and 3 secondary schools were identified as Math Priority Schools and assigned support from Math Facilitators. The three priority areas were: math instruction and assessment, teacher content knowledge, and knowing the students. Teachers in identified Grade 3, 6 and 9 classes were provided individual and grade team support throughout the year, building their skills in [high impact instructional practices](#) such as using tools and representations, math conversations, and direct instruction.

As a result of the collective work of Math Facilitators and classroom teachers, improvement in student achievement was demonstrated through report cards and EQAO results. Report card data indicates that 46% of Grade 3 priority schools and 32% of Grade 6 priority schools met or exceeded the target of a 4% increase in students achieving provincial standard or above. The gap between the EQAO results for the province and HWDSB was reduced by 8% in Grade 3, and 2% in Grade 6. Gains were also made in Grade 9, where the gap was closed by 3%. Regarding student confidence in math, student responses indicate confidence levels similar to other students across the province. In HWDSB, 63% of Grade 3 students compared to 64% of students across the province agreed to the statement, *'I am good at Math'*. In grade 9, 52% of our students compared to 51% of students, province-wide, agreed with the statement, *'I strongly agree or somewhat agree that I am good at Math'*.

What have we learned?

Based on our observations and reporting of school practices that resulted in increased student achievement, the following practices were noted as particularly effective:

- Use of student achievement data and student work to establish focus areas for mathematics professional learning
- Teacher engagement in regular collaborative meetings to deepen knowledge of mathematics, curriculum, instructional practices, and interventions
- Focus on developing an environment where students are excited to learn mathematics and building student confidence

What are our next steps?

We will implement the 2024-2025 Math Achievement Action Plan. This plan will allow for greater monitoring of Grade 3 and 6 student progress in Math Priority Schools. For non-math priority schools, all Grade 3 and 6 teachers will participate in a professional learning series to enhance their understanding of key concepts and develop their use of high impact instructional practices. In addition, professional learning will extend to include Grade 10 teachers to complement the support that Math Facilitators provided Grade 9 teachers and students.

Goal: Increase Preparedness for the Future for Every Student

Preparing our students for their future is a critical part of our Board Improvement Plan. Staff have identified four specific strategies to achieve this goal. The performance indicators for this goal and the improvements made between during 2023-2024 are noted in [Appendix D: Progress Indicator—Improved Preparedness for the Future of Every Student](#).

What have we done?

Staff have remained focused in this area to ensure opportunities for our secondary students through:

- Dedicated student success staffing added to all secondary schools to address credit accumulation including additional measures to provide students with summer opportunities to rescue credits or reach ahead to earn additional secondary credits.
- Collaboration with community and industry partners to offer engaging experiential learning, such as co-operative placements at Dofasco and Specialist High Skills Major (SHSM) experiences at Hamilton Healthcare. Job skills programs, including Dual Credits, OYAP, and SHSM, were promoted and received strong interest from students and families who attended information evenings throughout the year.
- Lessons provided to staff on the 13 Moons Teaching Cycle to deepen understanding of Indigenous knowledge, ways of knowing, and land-based learning. This sustainable and systemic approach was co-developed with Indigenous partners and is based on lunar and ceremonial calendars. The first year of this four-year project launched with the goal of implementing 104 lessons designed to connect students and staff with Indigenous perspectives.

As a result of these concerted efforts, we see gains across several areas ([Appendix D](#)). Overall, 85% of students are projected to graduate from HWDSB within 5 years, representing a 1% increase. Additionally, 76% of students are on track to graduate with 16 credits by the end of Grade 10, a notable improvement

from 67% the previous year. The number of students participating in job skills programs increased to 39%, a substantial gain of 15% from 2022-2023.

For the first time, we have data on students feeling prepared for the next step in their learning (68%). There was, however, a decrease of 4% in the proportion of students enrolled in Grade 12 Math or Grade 11/12 Science courses.

What have we learned?

Our experience consistently demonstrates that clear, explicit, and targeted support, alongside offering multiple programs and opportunities, leads to improved preparedness for every student's future. Principal leadership plays a crucial role in supporting staff to make decisions that enhance student experiences and engagement. This is evidenced by improved credit attainment and increased participation in opportunities such as SHSM, OYAP, Co-op, Dual Credit, Experiential Learning, and Robotics.

What are our next steps?

Staff will continue to prioritize credit accumulation strategies, ranging from proactive initiatives like Robotics learning and awarding secondary school credits through the Prior Learning Assessment and Recognition (PLAR) process, to responsive approaches like credit rescue. We see the need to continue to promote and encourage students to enroll in Grade 12 Math and Grad 11/12 Science courses. Additionally, we are committed to ongoing student re-engagement strategies such as PLAR, and a relentless focus on meeting students where they are and providing targeted support to maximize their skills and talents and reach their full potential.

Goal: Improved Well-Being for Every Student

Staff worked across all schools to implement the four strategies identified in the Board Improvement Plan to improve well-being for every student. The performance indicators for this goal and the improvements made during 2023-2024 are noted in [Appendix E: Progress Indicator—Improved Well-Being for Every Student](#).

What have we done?

Staff developed and released the [HWDSB Mental Health and Addiction Strategy](#) in June 2024, in accordance with PPM 169. Some key highlights of this work include:

- Staff updated Reimagining Wellness 3.0 based on student and staff feedback. Staff introduced lessons on Belonging, Connecting & Mattering.
- Staff developed and implemented additional content to continue identity-affirming mental health and addiction learning.
- Staff engaged in professional learning and capacity building on the Restorative Indigenous Educational Wellness Framework, Indigenous pedagogical teaching and learning approaches, along with our sister document, Restorative Journey: Indigenous Educational Wellness (OCT), to advance [Indigenous Education Circle Strategic Action Plan \(IECSAP\) 2021-2025](#) calls to action.
- Staff launched a multi-year project on the new Grade 11 [NBE3U](#) English course: Understanding First Nations, Metis and Inuit Voices with eight (8) High School English departments.
- Staff also provided the following programming for students:

- o The Indigenous student leadership and learning community, Cultivating Community: Reclaiming Our Spaces in Education (CC:ROSE), maintains consistent meetings and rose Shakowennakara:tats as a student leader on the Board of Trustees.
- o SKENNEN Program, in partnership with St. Josephs, presents a two-eyed seeing approach to care by grounding traditional teachings and western clinical psychology and Social Work. This program enables Indigenous students to access support with anxiety, low mood, mental health, stress and/or cultural-identity related issues. Participants met weekly for 10 weeks.

What have we learned?

Staff have learned the importance of aligning and integrating our [Indigenous Education Circle Strategic Action Plan](#), [Human Rights and Equity Action Plan](#), [Mental Health and Addiction Strategy 2024-2027](#) and [Safe Schools Action Plan](#) to support the work in creating classroom conditions for learning, identity-affirming curriculum and teaching practices and that are able to respond to student's needs as they arise.

We have learned through our School Climate Survey that that 80% of grades 4-6 students, 74% of grades 7-8 students and 68% of secondary students believe they know where to go for help. Our EQAO questionnaire data on that same question showed 58% overall. The School Climate Survey found that 71% of students feel like they belong in their school, while that proportion was 57% on the EQAO questionnaire.

What are our next steps?

Our work this school year is pivotal to improve upon our students' experiences and improve their sense of well-being at school. We will do this by:

- Continuing support to educators to create and teach identity-affirming curriculum. Implementing the [Mental Health and Addictions Strategy Action Plan](#) and continuing to create pathways to care in schools so that staff and students know where and how to access support.
- Learning ways to practice respect and reciprocity as we continue to redress systemic oppression and colonial structures which perpetuate harm, while striving to cultivate restorative educational wellness.
- Ensuring that training is job-embedded, role-specific and aligns with effective identity-affirming care.

Goal: Improved Engagement for Every Student

Staff worked across all schools to implement the four strategies identified in the Board Improvement Plan to improve engagement for every student. The performance indicators for this goal and the improvements made during the 2023-2024 school year are noted in [Appendix F: Progress Indicator—Increased Engagement for Every Student](#).

What have we done?

Student engagement is pivotal to the success of our Board Improvement Plan. This past year, staff updated the [Human Rights and Equity Action Plan](#) and completed the following commitment areas including :

- Rebranded and relaunched *Responding to Bias, Prejudice and Hate* tool and *All Roads Lead to No*. These resources proactively address how staff and students respond to hate speech, slurs, etc., in school environments.

- Equipped HWDSB family of schools with Child and Youth Certified Practitioners (CYCP) and Equity & Well-Being Consultants to model and provide hands-on support at the classroom level.
- Provided system leaders professional learning to continue to promote a culture of respect for human rights and address human rights and hate-based incidents through professional learning.
- Developed a Human Rights and Hate Based Incidents Reporting Tool to note human rights barriers and hate-based incidents occurring in schools and how schools are addressing incidents and mitigating barriers. The tool is currently being tested and will be launched in January 2025.

What have we learned?

School climate data gathered this past spring enabled staff to understand how the conditions in our schools are impacting students. The overall proportion of Grades 4-12 students who feel safe all the time or most of the time in their schools is 69%. Further, we have experienced an increase in the number of students attending 90% of the time (up 6% from the 2022-2023 school year.) See [Appendix F](#).

What are our next steps?

Staff will continue to prioritize various student engagement strategies as outlined within our various action plans. We will implement student affinity groups in schools supported in collaboration with Mental Health, Equity and Safe Schools. We will further develop and implement new learning materials for students, linked to curriculum, in support of reducing distractions and to enhance learning environments in schools (social media, vaping, cell phone usage). We will further implement the Human Rights and Hate Based Incidents Reporting Tool.

APPENDIX A: Board Improvement Plan, 2023-2024

Culture of Improvement

Goal	Performance Indicators	Achievement 2022-2023	Achievement 2023-2024
Improve literacy achievement for every student	L3/4 EQAO grade 3 Reading L3/4 EQAO grade 3 Writing L3/4 EQAO grade 6 Reading L3/4 EQAO grade 6 Writing First Time Eligible (FTE) passing OSSLT	62% 53% 75% 73% 77%	67% 60% 75% 72% 77%
Improve numeracy achievement for every student	L3/4 EQAO grade 3 Math L3/4 EQAO grade 6 Math L3/4 EQAO grade 9 Math	42% 35% 45%	51% 37% 48%
Improve preparedness for the future for every student	Percentage of students graduating within 5 years Percentage of students on track to graduate with 16 credits by end of Gr. 10 Percentage of students participating in job skills programs (SHSM, Dual Credits, OYAP) Percentage of students enrolled in one of: Gr. 12 Math or Gr. 11 or 12 Science Percentage Students who feel prepared for the next step in their learning	84% 67% 24% 60% No baseline	85% 76% 39% 56% 68%
Improve well-being for every student	Percentage of students who are aware of available mental health supports/services. Percentage of students who feel like they belong in their school.	No baseline 57%	58% 57%
Increase engagement for every student	Students attending school 90% of the time Students suspended at least once	47% 7%	53% 7%



Board Improvement Plan 2023-2024
October, 2024

Goal:

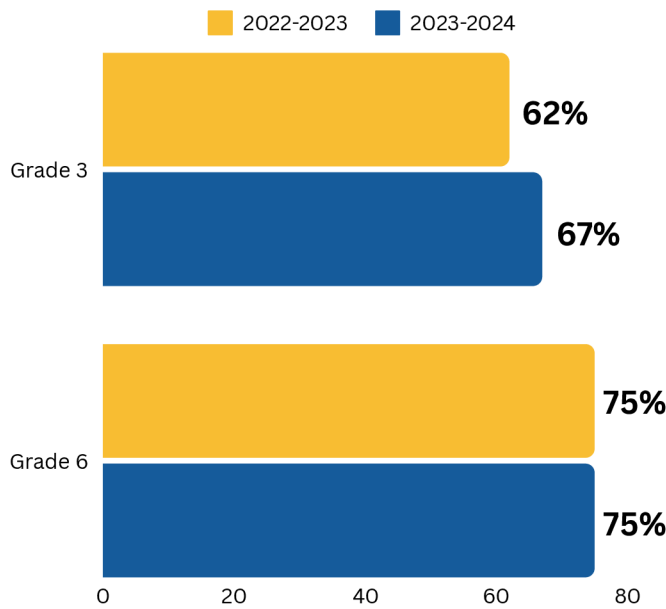
We Will Improve Literacy Achievement for Every Student

Indicators:

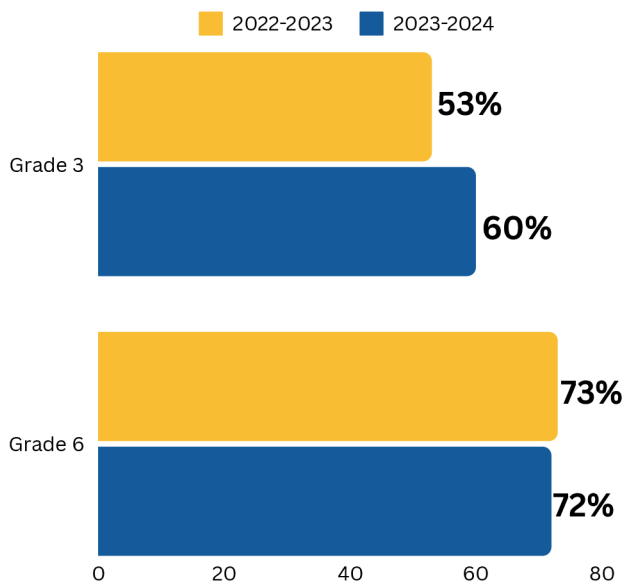
% at level 3-4 in EQAO Reading and Writing in grades 3 and 6

% of First Time Eligible (FTE) students passing OSSLT

Students at Provincial Standard on EQAO Reading



Students at Provincial Standard on EQAO Writing





Board Improvement Plan 2023-2024 October, 2024

Goal:

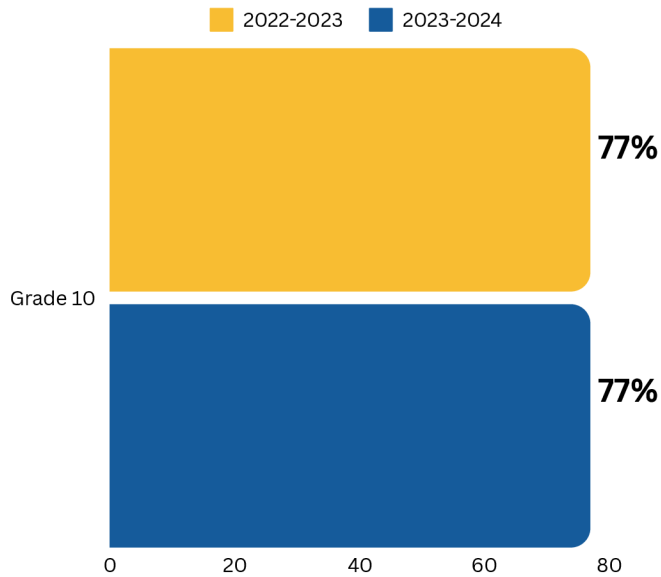
We Will Improve Literacy Achievement for Every Student

Indicators:

% at level 3-4 in EQAO Reading and Writing in grades 3 and 6

% of First Time Eligible (FTE) students passing OSSLT

Students Passing the Ontario Secondary School Literacy Test (OSSLT)



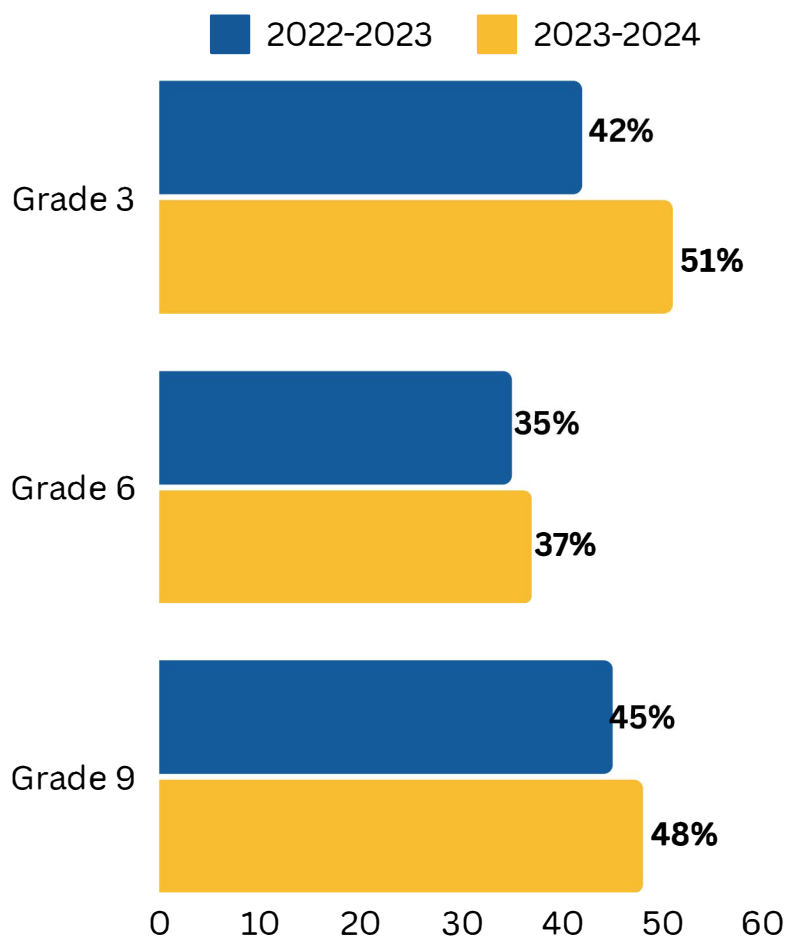
Goal:

We Will Improve Numeracy Achievement for Every Student

Indicators:

% of students at level 3-4 in EQAO Math in grades 3, 6 and 9

Students at Provincial Standard on EQAO Math





Board Improvement Plan 2023-2024
October, 2024

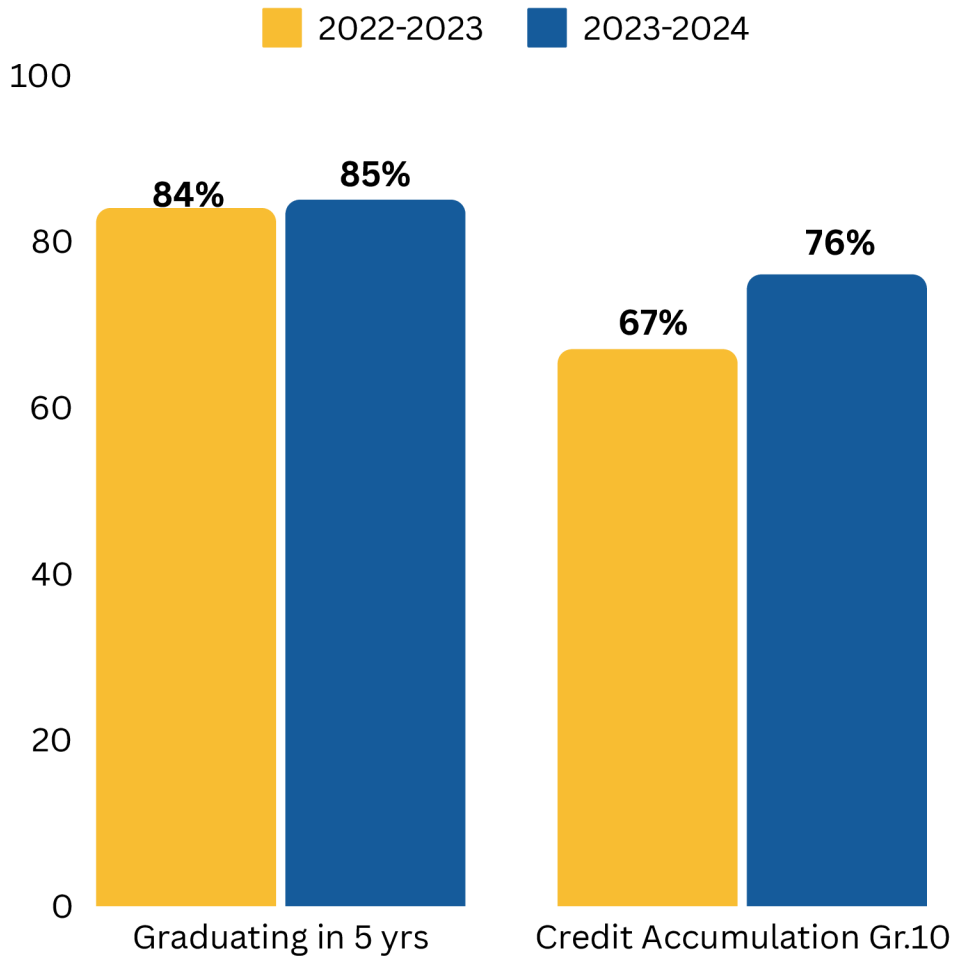
Goal:

We Will Improve Preparedness for the Future of Every Student

Indicators:

- % of students graduating within 5 years
- % of students on track to graduate with 16 credits by the end of grade 10
- % of students participating in job skills programs (SHSM, Dual Credits, OYAP)
- % of students enrolled in one of: grade 12 Math or grade 11|12 Science
- % of students who feel prepared for the next step in their learning

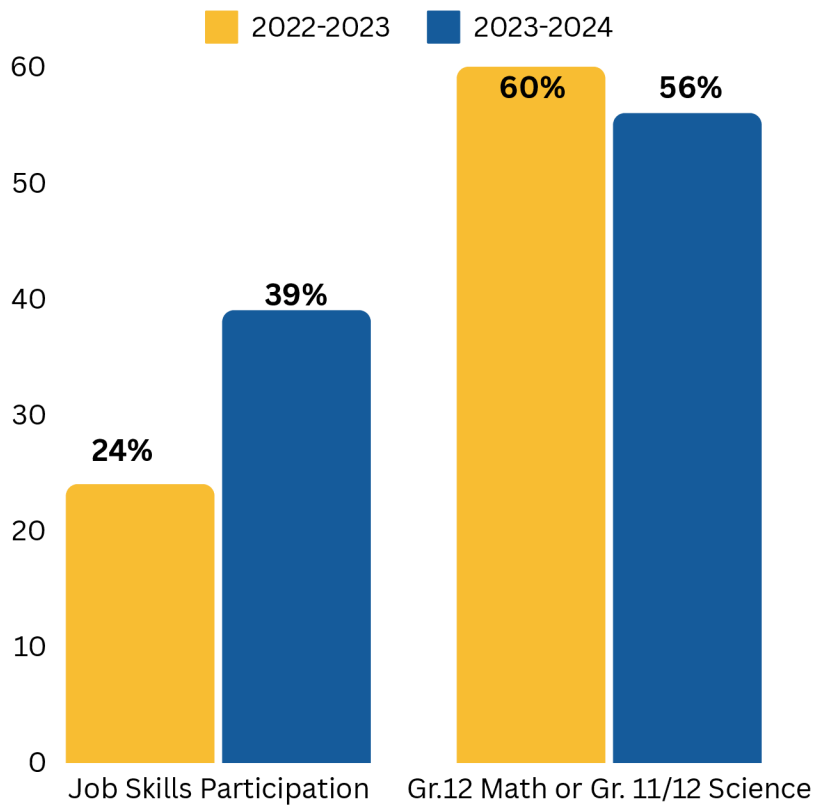
Students Graduating and Accumulating Credits



Goal:

We Will Improve Preparedness for the Future of Every Student

Students Participating in Job Skills Programs and Grade 12 Math or Grade 11 or 12 Science:



Students Feeling Prepared for the Next Step in Their Learning (source: EQAO)



Board Improvement Plan 2023-2024
October, 2024

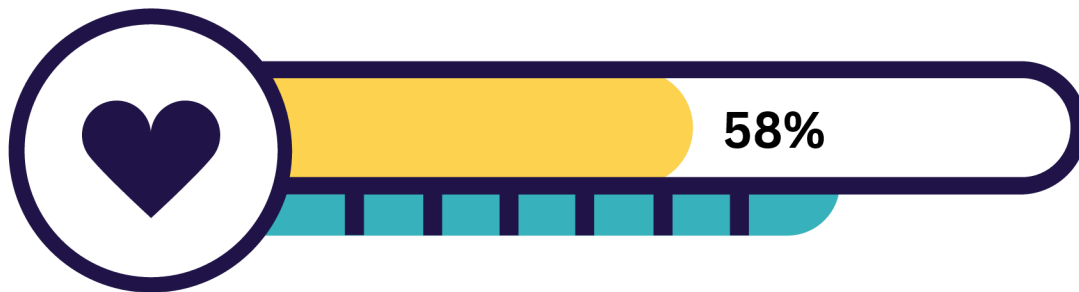
Goal:

We Will Improve Well-Being for Every Student

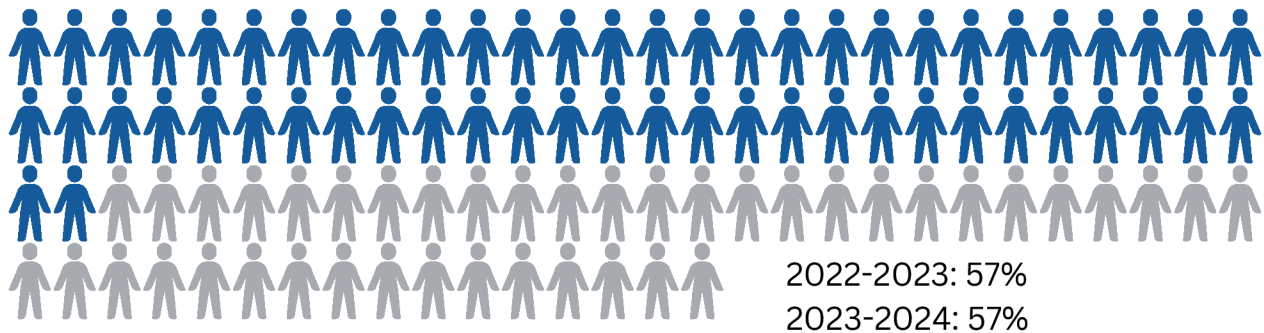
Indicators:

- % of students aware of available mental health supports and services
- % of students who feel like they belong in their school

Students Aware of Mental Health Supports and Services (source: EQAO)



Students Feel like They Belong in Their School (source: EQAO)





Board Improvement Plan 2023-2024 October, 2024

Goal:

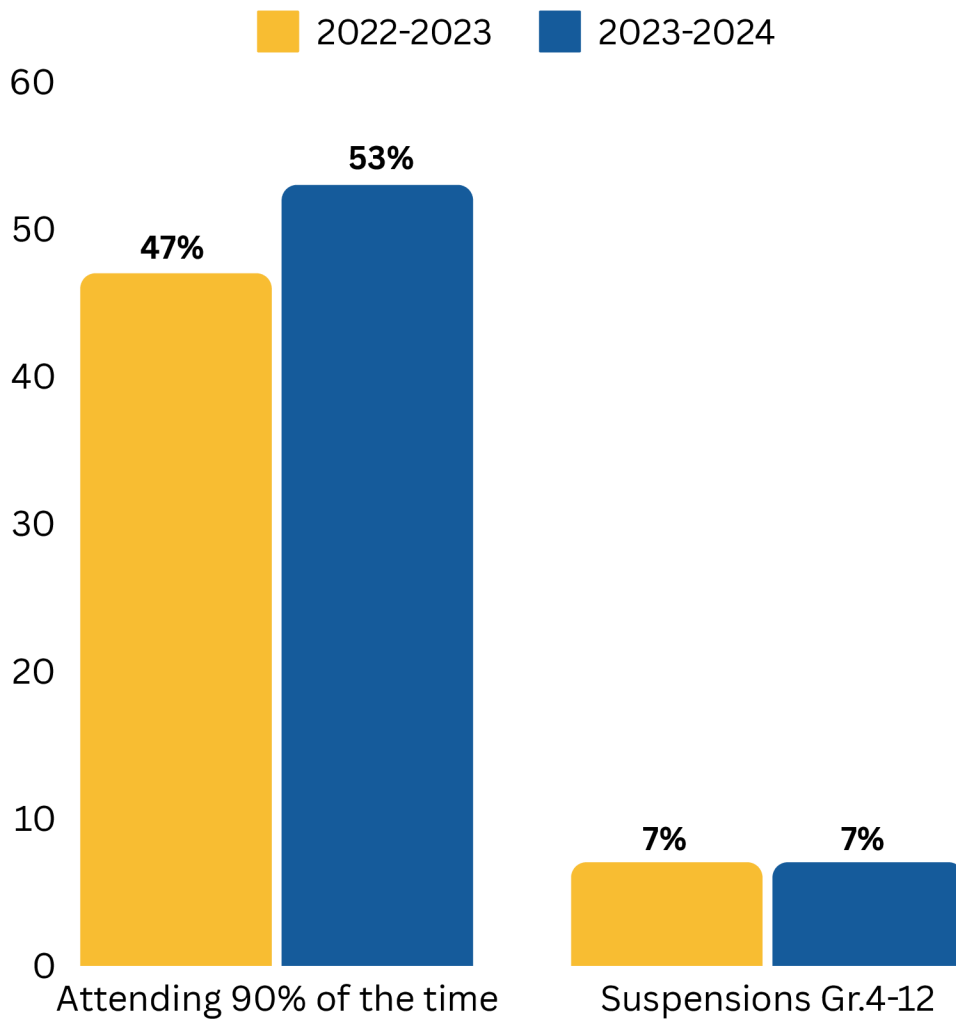
We Will Increase Engagement for Every Student

Indicators:

% of students attending school 90% of the time

% of students suspended at least once

Students Attending School and Students Suspended





PROGRAM COMMITTEE REPORT

October 21, 2024

Math Achievement Action Plan, 2024-2025

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services
Estella Jones, Superintendent, Quality Instruction in Mathematics and Equity, K-12

Recommendation:

That the HWDSB Math Achievement Action Plan 2024-2025 report be received.

Background:

Hamilton-Wentworth District School Board's [2023-2028 Multi-Year Strategic Plan](#) (MYSP) is centred on students having a deep and meaningful sense of belonging while experiencing impactful learning outcomes for all. The MYSP informed our [Board Improvement Plan](#) (BIP) with five measurable goals including improved numeracy achievement for every student. Informed by the [Ministry of Education's Ministry Achievement Action](#) (2024), staff ensured our HWDSB Math Achievement Action Plan, 2024-2025 further supports student achievement and improved academic achievement in mathematics in Grades 3, 6, and 9 across HWDSB. This Math Action Achievement Plan is a crucial to realizing our commitments for improved numeracy achievement as outlined in our BIP.

Status

The HWDSB Math Achievement Action Plan (MAAP), 2024-2025, builds on the efforts from the 2023-2024 school year, and continues to focus on the use of proven evidence informed strategies and approaches to address the needs identified in schools. Staff have identified the following three priority actions:

- **Curriculum Fidelity:** Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

- **Math Content Knowledge for Teaching:** Engaging in ongoing learning to strengthen mathematics content knowledge for teaching
- **Knowing Your Student:** Knowing each mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive

Math Priority Schools

The Ministry of Education identified forty-three (43) HWDSB schools (40 elementary and 3 secondary schools) as priority schools for mathematics. To support students with their learning and to increase teacher capacity in math instruction, twenty-one (21) elementary and 3 full-time secondary Math Facilitators have been assigned to these Math Priority Schools to work directly with students as well as to collaborate and support classroom teachers. Math Facilitators have been instrumental in the implementation of our Math Achievement Action Plan, which was clearly demonstrated in the previous school year.

Key Changes

Based on the achievement of our students in the previous school year, staff have made specific changes to our HWDSB Math Achievement Action Plan 2024-2025 to support and enhance student competence and confidence in Mathematics by:

- Applying a more consistent approach to assessing, monitoring and responding to student learning of key concepts,
- Placing a greater emphasis on collaboration with students, and families,
- Providing professional learning for all grade 3, 6, 9 and 10 teachers across all schools (in addition to the math priority schools), as well as
- Monitoring the levels of achievement of students supported through curriculum modifications on math report cards.

In addition, the HWDSB Math Achievement Action Plan 2024-2025 continues to focus on knowing students, including understanding and meeting individual student needs to improve their achievement in mathematics.

Financial Implications:

For the 2024-2025 school year, the HWDSB received approximately \$1.37 M of funding to support the board's Math Achievement Action Plan. All activities articulated in this report are within the approved 2024-2025 HWDSB budget.

Strategic Directions:

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

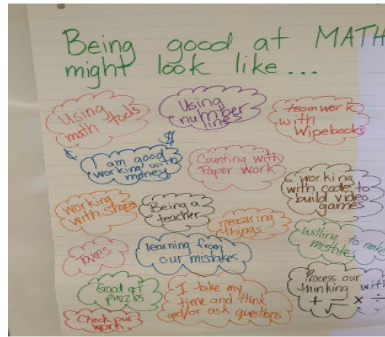
We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Reinforcing Indigenous Educational Wellness & Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

Hamilton-Wentworth District School Board

MATH ACHIEVEMENT ACTION PLAN 2024-2025



BE YOU. BE EXCELLENT.

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Hamilton-Wentworth District School Board Math Achievement Action Plan

Math Priority Action Areas

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The Math Team

Math Priority Schools

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Long Range Plans

Professional Learning Structure for Math Priority Schools

Professional Learning Structure for All Other Schools

Additional Learning Opportunities

Hamilton-Wentworth District School Board Math Achievement Action Plan 2024-2025

As outlined in its Mission, the Hamilton-Wentworth District School Board (HWDSB) is committed to creating the conditions for students to experience a sense of belonging and be engaged in dynamic learning to reach their potential and build their own future. The HWDSB Math Achievement Action Plan (MAAP) focuses on understanding and meeting individual needs to improve student achievement by placing students at the centre of the plan.

The HWDSB Math Achievement Action Plan is informed by the Ministry's Math Achievement Action Plan (2023) and is designed to support student achievement and results in mathematics across the province in Grades 3, 6, and 9. The HWDSB Math Achievement Action Plan includes the use of proven evidence-informed strategies and approaches to address the needs identified in schools. The MAAP focuses on three priority action areas.

Math Priority Action Areas

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

Math Content Knowledge for Teaching: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching

Knowing Your Students: Knowing the mathematics learning, and ensuring mathematical tasks, interventions and supports are relevant and responsive

Specific Actions to Support Growth in Curriculum Fidelity	Specific Actions to Support Growth in Math Content Knowledge for Teaching	Specific Actions to Support Growth in Knowing Your Student
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)	Utilize student achievement data and student work to establish focus areas of mathematics professional learning	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
Connect instruction and assessment to curriculum expectations and long term essential mathematical understandings using developmental continuums	Engage in collaborative meetings to deepen knowledge of mathematics, curriculum, instructional starting points and interventions	Monitor and respond to students' perception of and confidence in math
Leverage digital math resources to support curriculum-linked practice	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	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

To support the Math Priority Action Areas, Math Facilitators will be leading math instruction and directly supporting students in 43 math priority schools. Professional learning will focus on building understanding and skills that align with the action areas and the use of digital math

tools, through various opportunities such as system learning, after-school sessions, and Additional Qualifications in math. The foundation of this learning will be based on human rights and equity, including, understanding biases, prejudices and the impact of systemic racism on outcomes in mathematics. In addition, we will further our learning alongside the Indigenous Education team to improve Indigenous educational wellness and advance efforts towards Truth and Reconciliation.

Key Performance Indicators & Monitoring

As outlined by the Ministry of Education, the following key performance indicators (KPIs) will be used to assess the impact in schools:

- Number of students who progressed in their level of achievement in math on their report cards for the Gr 3, 6, and 9 cohort
- Percentage of students who progressed in their level of achievement in EQAO Math
- Number of students whose individual attendance rate in math class is equal to or greater than 90 %
- Number of Grades 3, 6, and 9 math students who report positive results regarding math attitudes and confidence
- **NEW in 2024-25*** Monitoring the levels of achievement of students supported through curriculum modifications on math report cards (I, R, L1, L2, L3, L4)

Monitoring of progress in implementation and impact will include:

- Educator reporting of learning and use of High Impact Instructional Practices
- Number of educators engaging in professional learning about curriculum implementation
- The number of students with the IEP box checked in math at each level of achievement
- The number of students accessing the digital math resource, Knowledgehook in Grades 3, 6, and 9
- The number of teachers using MathUP as part of their math programming
- Student achievement by level across curriculum expectations or key concepts in Grades 3, 6, and 9
- The number of educators participating in collaborative meetings and professional learning
- Educators reporting use of a variety of regular assessment practices such as conferencing, exit cards, written practice, portfolios, observations, EQAO questions, and surveys, to inform programming
- Students reporting positive results regarding math attitudes and confidence as indicated by their response to the statement '*I am good at math*' in Grades 3, 6, and 9
- Educators self-reporting on planning, teaching and assessing in culturally responsive, relevant ways
- Data collected regarding student understanding of key concepts through small group instruction

Improving Numeracy Achievement for Every Student

Improving numeracy achievement for every student is one of the goals within the HWDSB Multi-Year Strategic Plan. To provide equitable, quality education opportunities:

- We will provide professional learning and coaching to build educator capacity in Mathematics content knowledge and pedagogy using effective numeracy strategies including:
 - High Impact Instructional Practices (HIIP),
 - Culturally Relevant, Responsive Pedagogy (CRRP),
 - Differentiated Instruction (DI),
 - Universal Design for Learning (UDL),
 - Indigenous Pedagogies.
- We will support student competence and confidence in Mathematics by:
 - Collaborating with students and families,
 - Providing rich problem-solving and experiential tasks for students,
 - Making student thinking explicit through Math conversations in the classroom,
 - Small group instruction,
 - Providing Mathematical thinking tools such as manipulatives and,
- We will collaborate regularly to implement effective, evidence-based assessment practices to identify strengths and areas for growth in students.

Expected Outcomes

Outcomes	Math Priority Schools	All Schools
Increase the percent of students achieving provincial standard or above on report cards for current cohort of Grades 3, 6, and 9 students	Gr 3 6% increase Gr 6 4% increase Gr 9 3% increase	Gr 3 4% increase Gr 6 3% increase Gr 9 2% increase
Increase the percent of students achieving provincial standard or above on the 2024-25 mathematics portion of EQAO assessment by reducing the gap between board and provincial results	Gr 3 close gap by 4% Gr 6 close gap by 3% Gr 9 close gap by 5%	Gr 3 close gap by 2% Gr 6 close gap by 2% Gr 9 close gap by 2%
Increase the percent of students in Grades 3, 6 and 9 who report positive results regarding math attitudes and confidence	Gr 3 7% increase Gr 6 5% increase Gr 9 4% increase	Gr 3 5% increase Gr 6 3% increase Gr 9 2% increase

Reporting

School boards are required to complete and submit to the Ministry their Math Achievement Action Plan three times a year. In alignment with this expectation, three updates will be provided to the Board of Trustees.

November 15, 2024:	Initial strategies and key performance indicators
March 28, 2025:	Progress report including data from Semester 1
July 18, 2025:	Final report including data from Semester 2

Supports and Professional Development Plan for The Math Achievement Action Plan

The Math Team

School Math Lead

Elementary schools are encouraged to have a School Math Lead. The School Math Lead should be someone who is willing to participate in system learning and to share the learning with other educators in collaboration with the Principal. The School Math Lead would have participated in the MathUP learning session in the 2023-24 school year and supported the initial use of MathUP within schools. The role of the School Math Lead is voluntary and is determined by the Principal each year. While the School Math Lead can have any role within the school, it is important to note that the focus of the Board Math Action Plan is on Grades 3 and 6. In Secondary schools, the Department Head of Math would have the role of Instructional Leader and Math Lead.

Math Facilitators

Math Facilitators play a crucial role within math high priority schools in identified Grades 3, 6, and 9 classes. They are responsible for helping teachers and students improve their understanding and achievement in mathematics. For the 2024-25 school year, there are 21 elementary and 3 full-time equivalent secondary math facilitators who support a total of 43 schools. Their responsibilities include:

- Providing professional development and training to teachers on effective math instruction
- Collaborating with teachers to plan and implement math lessons
- Observing and providing feedback to teachers on their math instruction
- Assisting teachers in analyzing student data to guide instruction and improve student learning
- Modeling effective math instruction for teachers
- Providing resources and materials to support math instruction
- Working directly with students, either individually or in small groups, to provide additional math instruction and support
- Keeping up to date with current research and best practices in math
- Participating in school and district meetings related to math instruction

Math Consultants

The Math Consultants plan and facilitate professional learning across the system for various educators and staff including classroom teachers, Math Facilitators, and Principals and Vice-

Principals. While the consultants work as a team, each consultant will take the lead on the areas listed in their respective portfolio.

Math Consultant, K-12	Math Consultant, K-12	Math Consultant, K-12
Focus Grade 3 K-Grade 3 FOS 1, 3, 4 LRT Math Intervention UDL Family Engagement NTIP After-school/summer learning	Focus Grade 6 Grades 4-7 FOS 2, 5 LRT Math Intervention UDL Digital math tools Data STEM, coding	Focus Grade 9 Grades 8-10 Math Priority Schools Partnerships Grade 8 to 9 progression Continuing Education, AQ

Superintendent and Principal

Estella Jones, Superintendent of Quality Math Instruction and Equity, K-12 and Sarah Goodman, System Principal, are leading and supporting the implementation of the HWDSB Math Achievement Action Plan, 2024-2025.

Math Priority Schools

Math Priority Schools were identified by the Ministry based on an analysis of 2021-22 EQAO mathematics achievement data. At HWDSB, this includes 40 elementary and 3 secondary schools with direct support for teachers and students in Grades 3 and/or 6, or Grade 9.

ELEMENTARY SCHOOLS	Family of Schools	Grade 3	Grade 6
AM Cunningham (FI)	4	x	
Bennetto (FI)	4	x	
Buchanan Park	5	x	
Cathy Wever	5	x	x
CB Stirling	2	x	x
Central	4	x	
Chedoke	5		x
Collegiate	1	x	
Cootes Paradise (FI)	4	x	
Dr. Davey	1	x	x
Eastdale (FI)	1		x
Franklin Road	3		x
Gatestone	1	x	
GL Armstrong	3	x	x
Gordon Price	2	x	x
Guy Brown (FI)	4	x	
Helen Detweiler	2	x	x
Hess Street	4	x	x
Highview	3	x	x
Hillcrest	2	x	x
Holbrook	3		x
Huntington	3	x	x
James Macdonald	2	x	
Janet Lee	1		x
Lake Avenue	3	x	x
Lawfield (FI)	3	x	x
Lisgar	3	x	x
Memorial	5	x	
Parkdale (FI)	2	x	
Prince of Wales	5	x	x
Queen Mary	2	x	x
Queen Victoria	1	x	
Queensdale	3	x	x
RA Riddell	2	x	

ELEMENTARY SCHOOLS	Family of Schools	Grade 3	Grade 6
Ridgemount	2	x	x
Sir Wilfrid Laurier	3	x	x
Viola Desmond	3	x	x
Viscount Montgomery	2		x
Westwood	2	x	
WH Ballard		x	x
SECONDARY SCHOOLS	FOS	Grade 9	
Glendale	3	x	
Sir Winston Churchill	2	x	
Bernie Custis	4	x	

Overview of Professional Learning Plans

Long-Range Plans

The following long-range plans are intended to support educators within HWDSB to plan and participate in professional learning throughout the year. Schools are encouraged to refer to this plan when designing learning opportunities at the school level. Learning will continue to focus on the high impact instructional practices (HIIP) with direct curriculum connections. Assessment For Learning will be a common thread throughout the year, as will Culturally Relevant and Responsive Pedagogy (CRRP), Differentiated Instruction (DI), Indigenous Education, and Universal Design for Learning (UDL) within the context of teaching and learning mathematics.

Division	Focus	September- October-November	December-January- February	March-April-May- June
Primary	High-Impact Instructional Practices (HIIP)	Math Conversations Tools and Representations	Direct Instruction Deliberate Practice	Problem Solving Tasks & Experiences Teaching About Problem Solving
	Curriculum	Addition Subtraction	Multiplication Division	Proportional Reasoning
Junior/ Intermediate	High-Impact Instructional Practices (HIIP)	Math Conversations Tools and Representations	Direct Instruction Deliberate Practice	Problem Solving Tasks & Experiences Teaching About Problem Solving
	Curriculum	Multiplication Division	Fractions Decimals	Spatial Sense Data
		Assessment For Learning Culturally Responsive and Relevant Pedagogy (CRRP), Differentiated Instruction (DI), Indigenous Education, Universal Design for Learning (UDL)		

Division	Focus	First Semester	Second Semester
Secondary	High-Impact Instructional Practices (HIIP)	Math Conversations Tools and Representations Direct Instruction	Small Group Instruction Deliberate Practice Teaching About Problem Solving
	Curriculum	Integers, Fractions, Decimals Algebra	Algebra Measurement & Geometry
		Assessment For Learning Culturally Responsive and Relevant Pedagogy (CRRP), Differentiated Instruction (DI), Indigenous Education, Universal Design for Learning (UDL)	

Professional Learning Structure for High Priority Math Schools

High Priority Math Schools will have a Math Facilitator supporting specific staff and working with students on assigned days throughout the entire year. Math Facilitators are expected to attend full day learning sessions every 2 weeks (Day 5) and will also be expected to participate in online Ministry learning sessions. It is highly recommended that Principals meet regularly with the Math Facilitator to check-in on needs, monitor student progress, and support with next steps. Principals are also asked to lead this work through the School Improvement Plan, co-plan and participate in learning sessions, develop a plan to support students with EQAO, and share progress with the school's Superintendent. Professional learning for staff will be supported by the Math Facilitator within the school. This learning can happen in a variety of formats depending on needs (e.g. individual support and/or small group sessions). Math facilitators will also be able to support all Math teachers' learning. In Secondary schools, in addition to supporting Grade 9 teachers and students, some professional learning opportunities will be extended to include teachers of Grade 10 classes. Schools are also encouraged to participate in Ministry learning sessions. These webinars take place during the instructional day and must be supported by the Principal. Release time is a school-based responsibility. These webinars focus on grade specific Mathematics content knowledge for teaching and the use of high-impact instructional and assessment practices to improve student achievement in mathematics.

Available Ministry Online Learning Series

September 18 at 1:30 PM: Math Content Learning Series – Grade 9

October 9 at 1:30 PM: Math Content Learning Series – Grades 3 and 6

November 13 at 1:30 PM: Math Content Learning Series – Grade 9

December 11 at 1:30 PM: Math Content Learning Series – Grades 3 and 6
January 15 at 1:30 PM: Strategic Planning Session with Board Math Leads

February 12 at 1:30 PM: Math Content Learning Series – Grade 9

March 19 at 1:30 PM: Math Content Learning Series – Grades 3 and 6

April 9 at 1:30 PM: Math Content Learning Series – Grade 9
May 15 at 1:30 PM: Math Content Learning Series – Grades 3 and 6 (

Professional Learning Structure for All Other Schools

For Grades 3, 6, 9 and 10 teachers in the Non-High Priority Math Schools, a series of professional learning sessions will be provided at the system level provided by Math Consultants. Learning sessions will align with the long-range plans above and will involve small groups of teachers from multiple schools. School Math Leads will also be invited to participate in specific learning sessions that will focus on how they can support instructional learning and effective math pedagogy within the school.

Additional Learning Opportunities

Educators across the system will have the opportunity to access a variety of learning opportunities. After-school learning sessions will be offered throughout the year, focusing on developing specific instructional practices and gap closing measures. HWDSB will offer Additional Qualifications (AQ) courses in Math including Part 1 and Part 2 with tentative plans for the Specialist AQ.



PROGRAM COMMITTEE REPORT

October 21, 2024

Scope of the Program Strategy Review

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services
Michelle Lemaire, Superintendent of Student Achievement, Program

Recommendat on:

That the scope of the forthcoming review of the Elementary Program Strategy, including Elementary French Immersion and Secondary Program Strategy be approved.

Background:

On June 10, 2024, the Board of Trustees passed the following Motion:

The Elementary Program Strategy, including Elementary French Immersion, and Secondary Program Strategy be reviewed over the next year to ensure alignment with the Multi-Year Strategic Plan (MYSP), ensure both strategies meet the needs of HWDSB students and ensure balance, fair and equitable distribution of resources delivered in a fiscally responsible manner.

This comprehensive review will be completed through an anti-racism, anti-oppression and anti-colonial framework and include community consultations at various stages of the process. Staff will provide updates on the review process to the Board of Trustees throughout the process. The review is expected to take at least one year.

Status:

Staff initiated a procurement process in August 2024 to secure a consultant to conduct the program strategy review. The procurement process will be completed by the end of October 2024 and a consultant will be named at that time. As a first step in the process, the consultant will develop a detailed consultation plan with HWDSB community and ensure all aspects of the review are pre-determined in collaboration with HWDSB staff leads. Staff have summarized the scope of the review and what specifically the consultant will review in Program Strategy Review Scope ([Appendix A](#)).

BE YOU. BE EXCELLENT.

Staff will provide a further update on the process of the review in January, and May 2025 at the Program Committee in addition to timely updates from the Director and via our board website.

Financial Implications:

In the 2024-2025 budget development process, Trustees approved \$150,000 in one time funding to support the Program Strategy review.

Strategic Directions:

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Reinforcing Indigenous Educational Wellness & Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

Appendix A: Scope of the HWDSB Program Strategy Review

Board Approved Motion: June 10, 2024

That the current Elementary Program Strategy including Elementary French Immersion and Secondary Program Strategy be reviewed over the next year to ensure alignment with the Multi-Year Strategic Plan (MYSP), ensure both strategies meet the needs of HWDSB students and ensure balance, fair and equitable distribution of resources delivered in a fiscally responsible manner.

Scope of the Program Strategy Review:

- [HWDSB Secondary Program Strategy](#)
- [HWDSB Elementary Program Strategy](#)
- [Elementary French Immersion](#)
 - French Immersion Application Process

Secondary Program Strategy (June 2013)

- **Background Study:** Creating Secondary Education of the Future
- **Vision:**
 - All secondary schools will be great schools
 - Students will have choice
 - Equity of access, opportunity and outcome across our system (Tier 3 programs)
- **Variety of Program Offerings:**
 - Students work towards their goal, at their local schools. These choices include the five pathways.
 - Student voice is captured before option sheet distribution.
- **Tiered program offerings to address student needs**
 - Tier 1 Schools – All Students
 - Tier 2 Schools – Some Students
 - Tier 2 programs and interventions are offered in some schools if there is enough student interest within a school. Student interest will be captured through the option sheet process. These are programs that do not require specialized facilities or equipment and are offered to students living within the catchment of their home school.
 - Tier 3 Schools – Few Students
 - Programs and interventions requiring specialized facilities, equipment or funding enhancement. Strategically located in a few school sites. Transportation provided according to Board policy.
 - Programs: Arts & Culture: Digital Media, ArtSmart, Aviation/Aerospace, Construction, Cosmetology, ESL/ELD (4 schools), French Immersion (2 schools), Horticulture, Hospitality/Tourism (Food Services), Information/Communication Tech, International Baccalaureate (IB) (3 schools; now 2), Manufacturing, Ontario Public Service Program, Performing Arts (auditioned program) (1 school), Transportation
 - Westmount Secondary School (no transportation provided).
- **Targeted Interventions:** All schools will offer targeted interventions to meet the needs of students who require them. The interventions will include programs and/or supports to students who are struggling academically, socially and emotionally. (for example, Literacy intervention programs Empower High School, Wilson Reading Program, Numeracy intervention programs Jump Math (with other strategies), In-school alternative education, credit recovery, self-directed/self-paced, specific Co-op and/or experiential learning Workplace placements, job shadowing)

Elementary Program Strategy (November 10, 2016) (Follow-Up Motion June 13, 2022)

- **Strategy comprises of three specific areas:**
 - **Specialized Programming**
 - We will provide focus programs for all elementary students.
 - The Viability Criteria for Maintaining Optional Programs:
 - Program maintains the original intent /mandate of the program
 - Sufficient student enrolment to assign a teacher
 - Ontario Curriculum is embedded in the delivery model
 - Feasibility of maintaining on-going operating costs, including fees to external organizations
 - Continuation of exemplary program delivery and sustainability
 - The following focus programs will be maintained and reviewed every two years to determine the continued interest and viability of the programs, according to the criteria listed above:

▪ Hockey Program	Tapleytown
▪ Mandarin (Language Transition Program)	Cootes Paradise
▪ Sage	Strathcona
▪ Sagequest	Kanétskare
▪ Sports Academy; Basketball	R.A. Riddell
 - **Instrumental Music**
 - Ensure instrumental music programming is offered at the grade 7 and 8 level in all elementary schools, as outlined in the HWDSB Arts Strategy. This will include the provision of band instruments, appropriate facilities and qualified staff to deliver the program and will allow the equity of access for all intermediate students so that they can make an informed choice for music programming at the secondary level.
 - **Interventions in special education**
 - Every school will have shared spaces designated to support student needs, such as:
 - Assessment and Intervention space (System Staff and Community Partners)
 - Student Success space (For alternative programming, calming spaces, quiet setting)
 - Sensory space
 - Fitness space (Gross Motor Development)
 - Calming space (Specialized locations only as determined by the Superintendent of Specialized Services)

Elementary French Immersion:

- **Vision:** All students communicating and interacting with growing confidence in French.
- Program begins in Grade 1. HWDSB also offers Core French beginning in Grade 4.
- **Core Priorities:** HWDSB's FSL programming is guided by the three core priorities set out in [*A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 1-12:*](#)
 - Increase student confidence, proficiency and achievement in FSL
 - Increase the percentage of students studying FSL until graduation
 - Increase student, educator, parent, and community engagement in FSL
- French Immersion requires that French must be the language of instruction for a minimum of 50 per cent of the total instructional time and provide a minimum of 3,800 hours of French instruction by the end of grade 8. At HWDSB, we strive to offer more than the minimum requirement each year from grades 1 to 6. In grades 7 and 8, 50 to 60 per cent of the program is taught in French.
- Currently 18 elementary schools offer French Immersion programming, Grade 1 – 8. 8 elementary schools are associate schools for Sherwood Secondary School and 10 elementary schools are associate schools for Westdale Secondary School.
- Transportation to a French Immersion program is offered according to [HWDSB's Transportation Policy](#).
- The French Immersion Application Process is in accordance with a Board approved report (November 10, 2016) which specifically outlines:
 - **Timelines for the Application Process**
 - The system application process for grade 1 students entering French Immersion would be promoted each year with specific dates attached to the applications. Where there are accommodation pressures, all FI boundaries and school locations will be displayed on the application form. The schools that do not have accommodation pressures will have a notation on the application form that grade 1 students living within the FI catchment for these schools will be automatically accepted into the program at the FI catchment school. Parents will still need to complete the application form. For all other Grade 1 FI applications for schools with accommodation pressures, program locations will be offered by Mid-December.
 - **Late Applications:**
 - If the application deadline is missed, then placement at the FI catchment school will only be offered, if space is available. Transportation will be provided according to the transportation policy. If there is no space in the FI catchment school, the placement will be offered in another school with FI programming, and no transportation will be provided.
 - **Admissions beyond Grade 1 Entry:**
 - Students presently in HWDSB or moving to HWDSB from another board may be offered a French Immersion program location for grades other than the grade 1 entry after a review of student records or confirmation of an equivalent background in French, as determined by Program staff from French as a Second Language. The staff application review committee will also review late these admissions to determine student placement. Students who are deemed ready will be offered a placement in their FI catchment school if space permits. Transportation will be provided according to the transportation policy. If there is no space in the FI catchment school, the placement will

be offered in another school with FI programming, and no transportation will be provided.

- **Criteria for Grade 1 French Immersion Program Placement Offerings:**
 - Availability of the program closest to the student's home address, based on the French Immersion boundary:
 - Grade 1 siblings entering French Immersion may attend the same school as their older sibling currently in FI,
 - space permitting and providing they remain in FI.
 - Balance of English and FI enrolment in dual track schools (50-60% in English or French)
 - Year over year impact as pupils progress through grades 1-8