

Program Committee

November 14, 2024



Program Committee Workplan

Program Committee Meeting Date	Program Committee Reports
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

EQAO Report

November 14, 2024



MYSP 2023-2026 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.



2023-28

BOARD IMPROVEMENT PLAN

GOAL: IMPROVE LITERACY ACHIEVEMENT FOR EVERY STUDENT

GOAL: IMPROVE NUMERACY ACHIEVEMENT FOR EVERY STUDENT

GOAL: IMPROVE PREPAREDNESS FOR THE FUTURE OF EVERY STUDENT

GOAL: IMPROVE WELL-BEING FOR EVERY STUDENT

GOAL: INCREASE ENGAGEMENT FOR EVERY STUDENT



School Improvement

MULTI-YEAR STRATEGIC PLAN

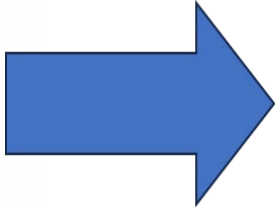
Vision: Growing Together

Mission: Every student experiences a sense of belonging and engages in dynamic learning to reach their potential and build their own future.

Values: Our values of Compassion, Dignity, Trust, and Joy guide our daily work and ensure that we honour the unique identities and needs of all.

<p>Compassion:</p> <p>Leading with peace, friendship and love creates space for compassionate accountability, where we are responsible to one another in creating a culture of care.</p>	<p>Dignity:</p> <p>Reciprocity, anti-racism and anti-oppression lead to a just and equitable learning community, where every person is included, respected and valued.</p>
<p>Trust:</p> <p>Humility and transparency build the trusted relationships, connections and education system necessary for growth, change and evolution.</p>	<p>Joy:</p> <p>Curiosity, play and fun are catalysts for meaningful student learning outcomes and support joyful and enriching experiences.</p>

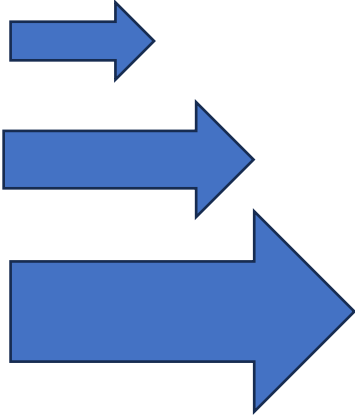
- Strategic Directions**
- Upholding Human Rights, Safety & Well-being**
We will support all students and staff to feel safe and secure in our classrooms and school communities.
 - Providing Equitable Quality Education**
We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.
 - Collaborating with Students, Families and 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 and 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.



2023-24 BOARD IMPROVEMENT PLAN










HWDSB

BE YOU. BE EXCELLENT.



School Improvement Plan



	Fill-in-the-blank: Complete the statement. I was surprised by the results at _____ school. I hoped for an increase of about _____%, but was pleased when it was _____%!
	Open Response: What conversations did you have about EQAO during your school visits?
	Drop Down Menu: The chatter that I have heard so far about EQAO in our Board has been: very positive ▼ positive negative very negative
	True/False: Select the statement that is false: a. A small number of the schools I support performed well on EQAO. b. I have had some encouraging conversations around EQAO already this school year. c. Most schools that do well have a similar approach to EQAO.
	Drag and Drop: Below are some <i>Promising Practices</i> schools might focus on regarding the administration of the EQAO assessment. Drag and drop them into their order of importance, in your opinion. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Focusing on pedagogy and High-Impact Instructional Practices</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Focusing on curriculum</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Focusing on the EQAO test itself, how to administer it (teachers) and how to take the test (students)</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Most important </div> <div style="text-align: center;">Really important </div> <div style="text-align: center;">Important </div> </div>
	Open Response: What went right last year? Was there a school that had a focused plan?



HWDSB
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'Significant gains' in EQAO scores at Hamilton's public school board

But the Hamilton-Wentworth District School Board continues to lag behind Ontario averages on standardized tests.

Updated Oct. 3, 2024 at 4:14 p.m. | Oct. 3, 2024 | 2 min read



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Some Highlights of HWDSB's Performance

- Gr. 3 Reading, Writing increased by 5% and 7% while the provincial level decreased
- Gr. 3 Math increased by 9% while province only increased by 1%
- Gr. 6 Math increased by 2% while province did not improve
- Gr. 9 Math increased by 2% while the province only increased by 0.6%
- OSSLT achievement by students in applied programming increased by 6%

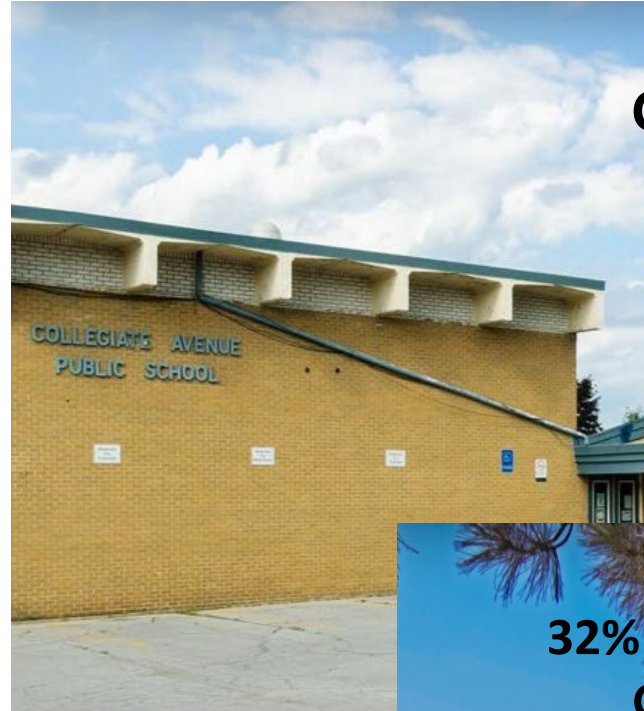
How do HWDSB students feel?

- 89% of Gr. 3 students think that a person can always get better at math
- 74% of Gr 6 students think that they are a good reader
- 73% of Gr. 9 students indicated that they keep trying if they make a mistake or if something is difficult
- 81% of Gr. 10 first-time eligible students think they can read easily

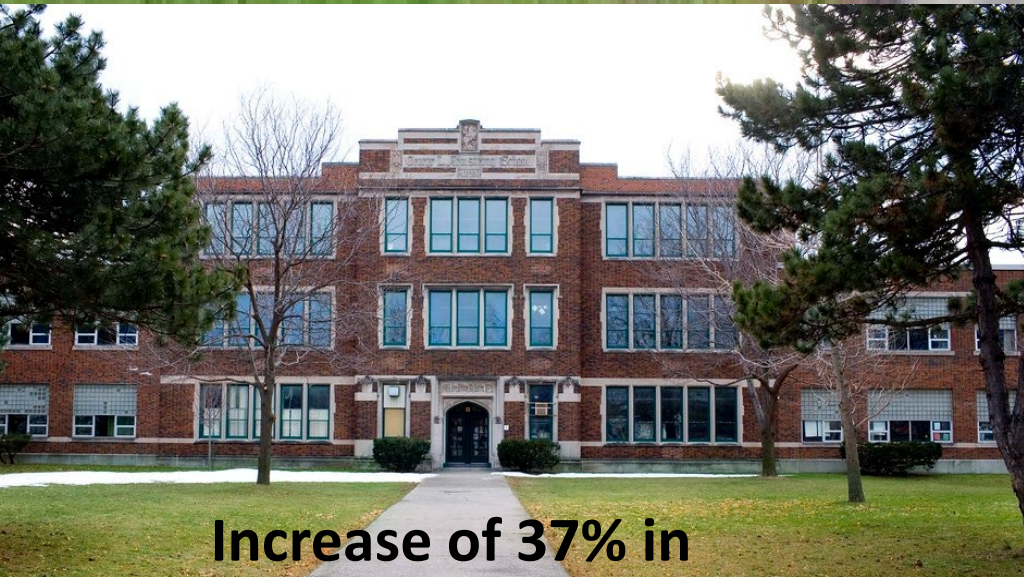
Celebrations – Gr 3 and 6 Reading Achievement



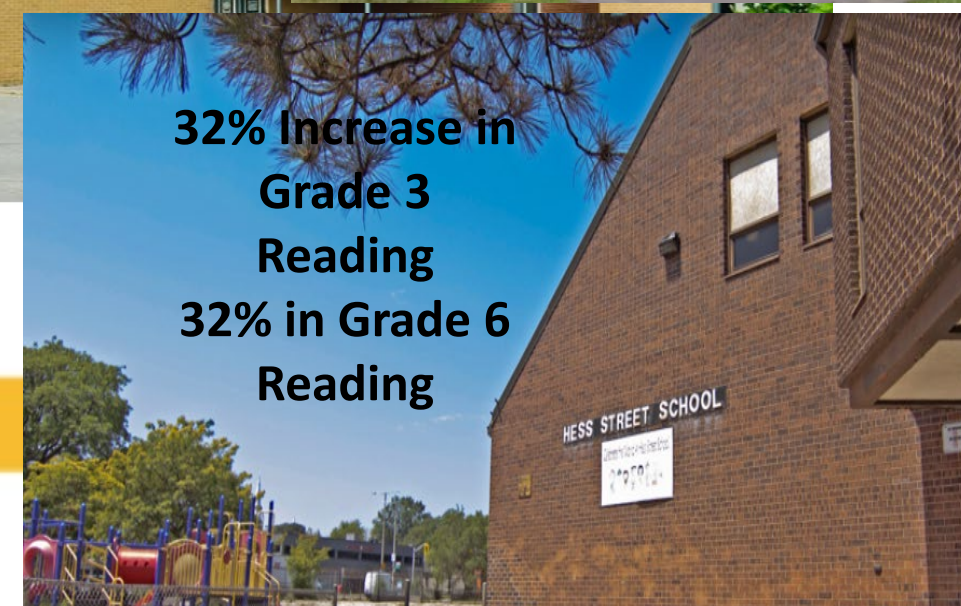
Increase of 37% in Grade Reading



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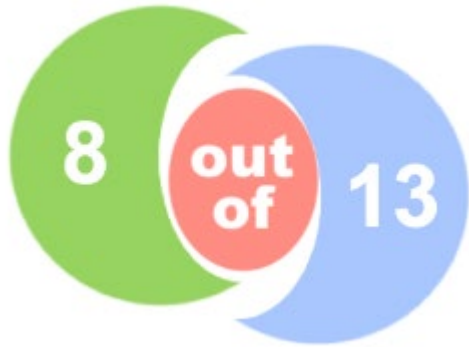


Increase of 37% in

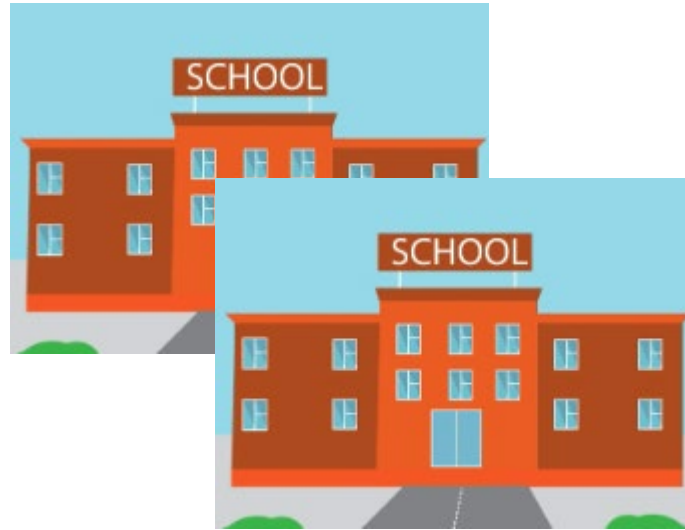


32% Increase in Grade 3 Reading
32% in Grade 6 Reading

Celebrations: Grade 10 OSSLT



Saw an increase in their OSSLT results this year!



Two Schools Saw an Increase of Over 5%



Of Eligible Students Participated in the Assessment

Celebrations – Gr. 3 and 6 Math

12%

Grade 3 Math Priority

2022-2023	2023-2024
33%	45%

9%

Grade 3 All Schools

2022-2023	2023-2024
42%	51%

3%

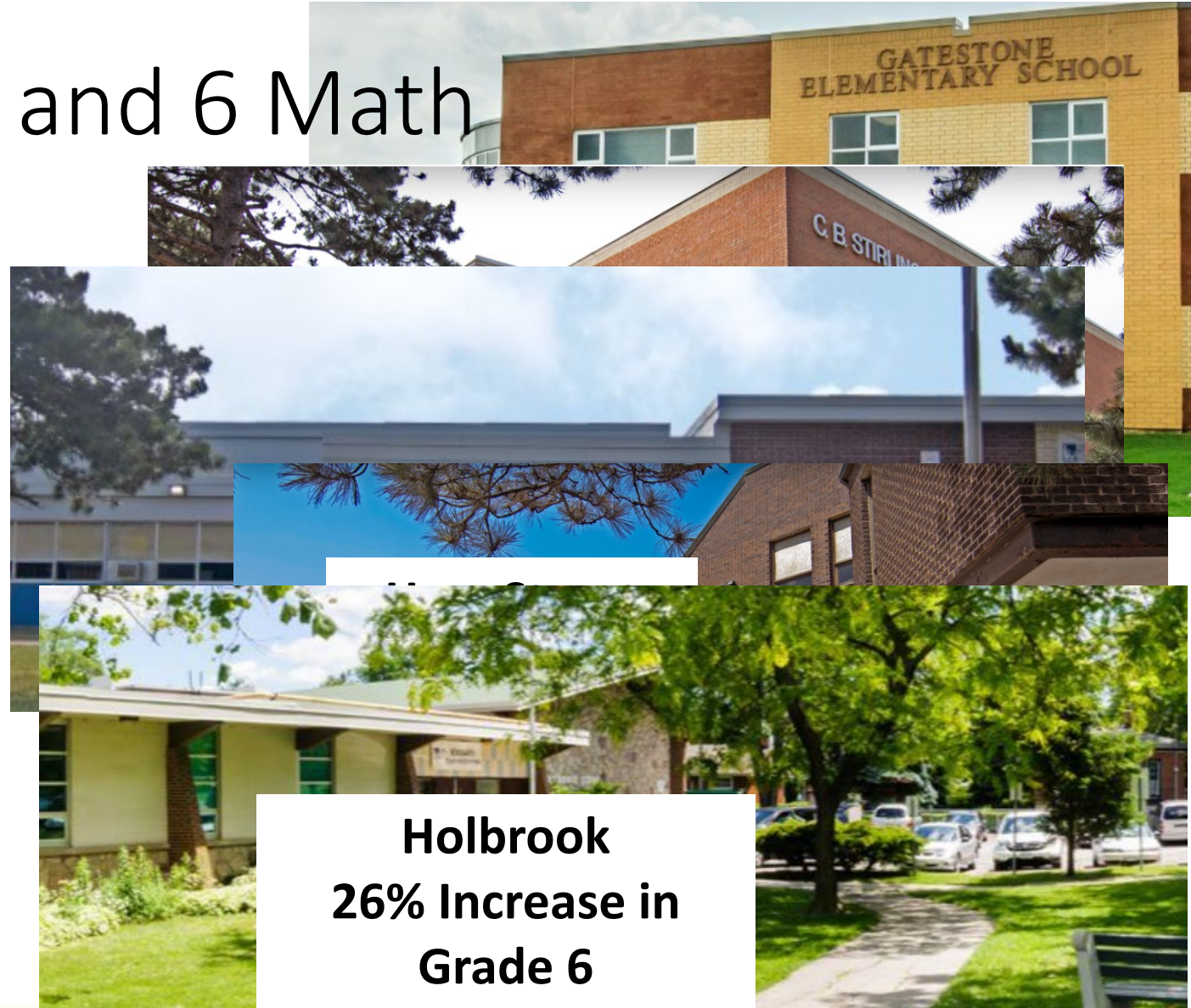
Grade 6 Math Priority

2022-2023	2023-2024
25%	28%

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Grade 6 All Schools

2022-2023	2023-2024
35%	36%



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Math Priority Schools – Gr. 9 Math EQAO



Bernie Custis: increase of 9%



Glendale: increase of 5%



Sir Winston Churchill: increase of 9%

Year in Review: Grade 9 EQAO Math Assessment

**Full
Board**

