

Program Committee

October 21, 2024



Program Committee Workplan

Program Committee Meeting Date	Program Committee Reports
October 21, 2024	<ul style="list-style-type: none">• MYSP Final Report, 2023-2024• Math Achievement 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

Board Improvement Plan, 2023-2024 Report

October 21, 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.



Values

Compassion:

Leading with peace, friendship and love creates space for compassionate accountability, where we are responsible to one another in creating a culture of care.

Dignity:

Reciprocity, anti-racism and anti-oppression lead to a just and equitable learning community, where every person is included, respected and valued.

Trust:

Humility and transparency build the trusted relationships, connections and education system necessary for growth, change and evolution.

Joy:

Curiosity, play and fun are catalysts for meaningful student learning outcomes and support joyful and enriching experiences.



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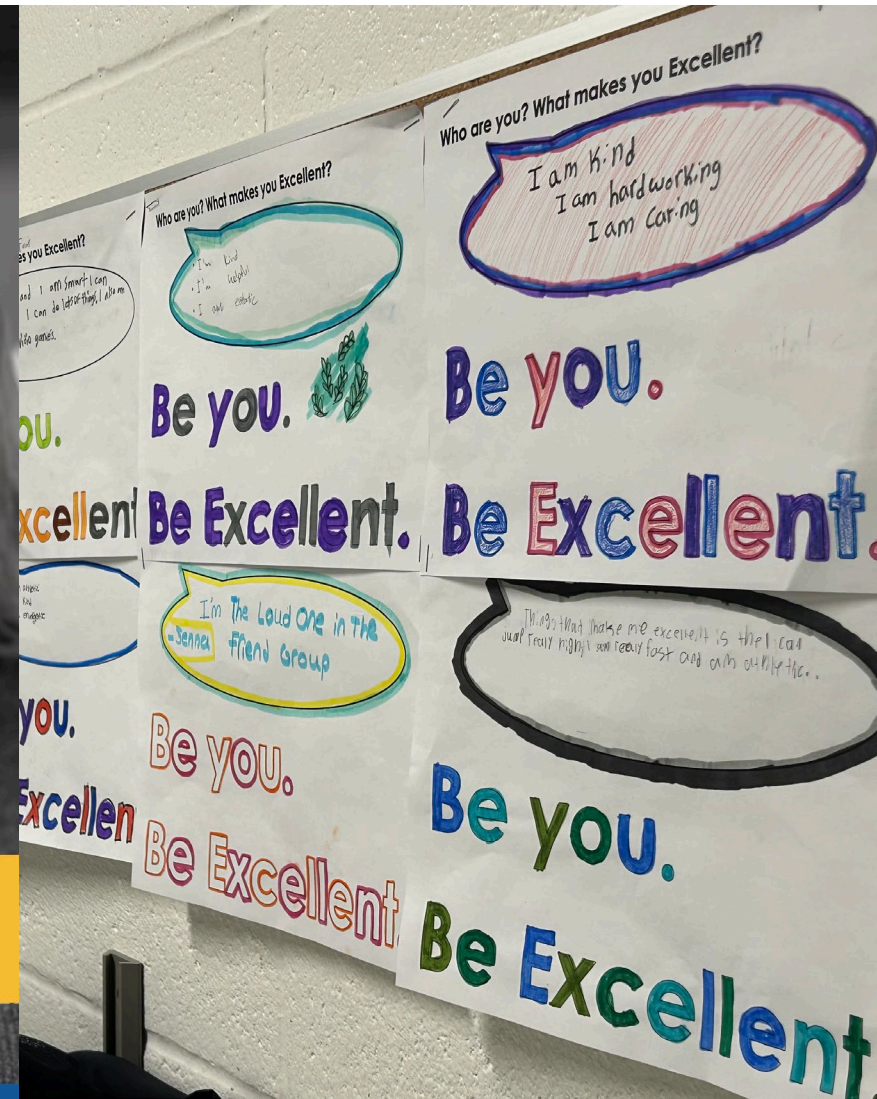
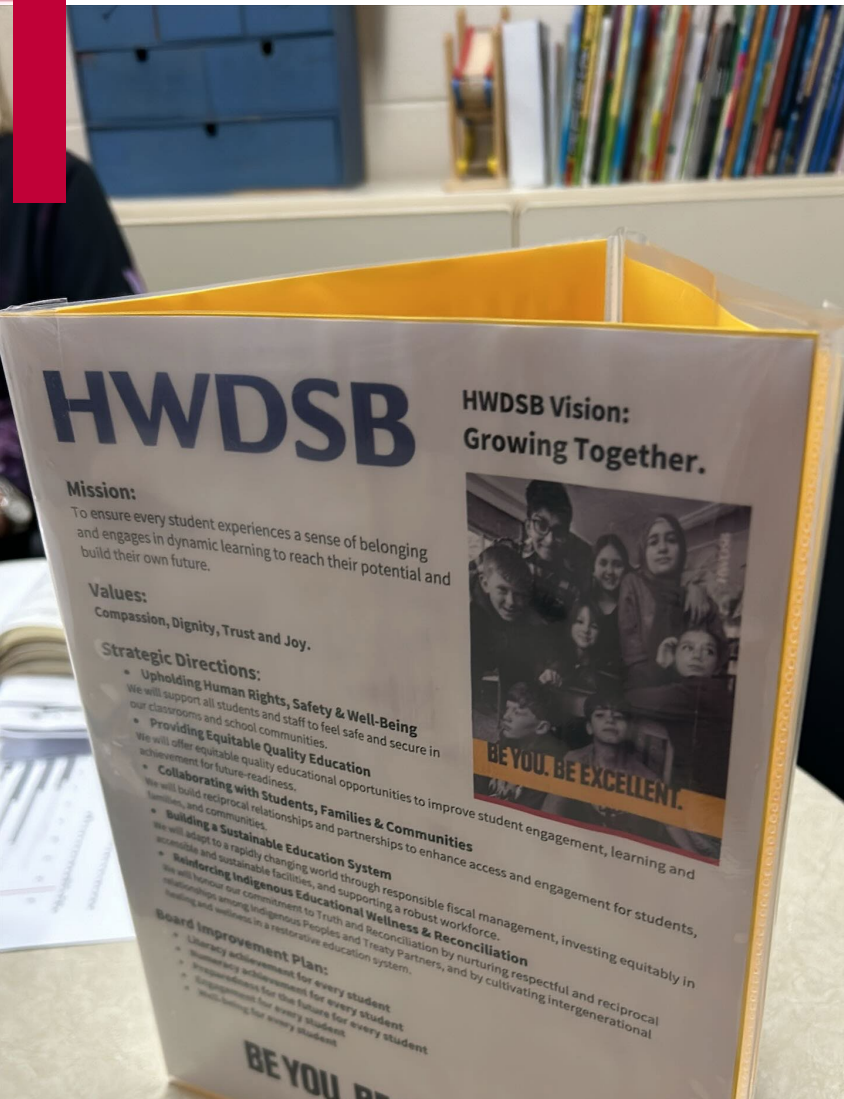
BE YOU. BE EXCELLENT.

A day in the life at Dindar Central



BE YOU. BE EXCELLENT.

Be You. Be Excellent.



REPORTING OUR PROGRESS

March	Monitoring Report	Literacy, Numeracy, Future Preparedness
May	Monitoring Report	Engagement and Well-being
End of October	Summary Report	Indicators for the previous school year

Board Improvement Plan



1. Improve literacy achievement for every student

% L34 EQAO Reading and Writing in grades 3 and 6

% FTE passing OSSLT

2. Improve numeracy achievement for every student

% L34 EQAO Math in grades 3, 6 and 9

3. Improve preparedness for the future for every student

% students graduating within 5 years

% students on track to graduate with 16 credits by end of Gr. 10

% students participating in job skills programs (SHSM, Dual Credits, OYAP)

% students enrolled in Gr. 12 Math or Gr. 11 or 12 Science

% students who feel prepared for the next step in their learning

4. Increase engagement for every student

% students attending school 90% of the time

% students suspended at least once

5. Improve well-being for every student

% students aware of available mental health supports and services

% students feel like they belong in their school

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.

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

Strategic Directions

Upholding Human Rights, Safety & Well-being

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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

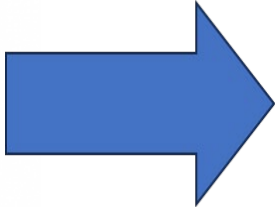
We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Building a Sustainable Education System

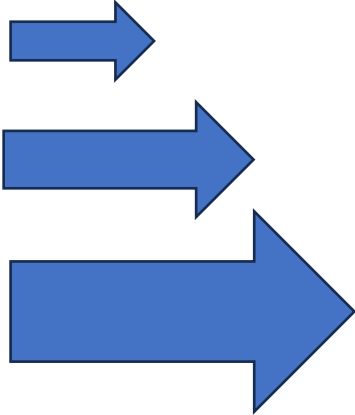
We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

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.



The graphic features a blue background with a red horizontal band. The text '2023-24 BOARD IMPROVEMENT PLAN' is written in large, bold, yellow letters. Below the text are three hexagonal images showing students and staff. At the bottom right, the HWDSB logo 'HWDSB BE YOU. BE EXCELLENT.' is displayed.



School Improvement Plan



HWDSB Momentum...



HWDSB 5-Year Graduation Rate



K-12 Reading Strategy



Secondary Credit Accumulation & Job Skills Program

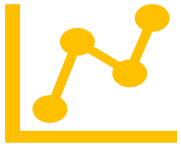


Student Attendance

Improve Literacy Achievement for Every Student



5% increase in Gr. 3 Reading and 7% increase in Gr 3 Writing overall



41 % increase in Gr 3 Reading at Strathcona who achieved provincial standard and above on report card (compared to last year)



28 % increase in Gr 6 Writing at Hess who achieved provincial standard and above on report card (compared to last year)



4% increase in number of students successful in the OSSLT at Sir Winston Churchill and Dundas Valley

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Improve Numeracy Achievement for Every Student



30.9 % increase in Gr 6 Students at **Janet Lee** who achieved provincial standard and above on report card (compared to last year)



33.4% increase in Gr 3 Students at **Cathy Wever** who achieved provincial standard and above on report card (compared to last year)



16% increase in the number of Grade 9 students at **Bernie Custis SS** who achieved L3 or above on Grade 9 Math EQAO



7.1% (MP) and 6.4% (All School) increase in Grade 3 students achieving provincial standard in Grade 3 math.

Improve Preparedness for the Future of Every Student



85 % of our students are graduating in 5 years



15% increase in students participating in job skills programs (SHSM, Dual Credits, OYAP) (39%)



9% increase in Grade 10 students 16/16 credits (76%)



5% increase in Grade 9 students achieved all 8 credits (85%)

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Improve Well-Being for Every Student



69% of students said their mental health was 'Good' or 'Very Good to Excellent'.



56% grade 12 students feel good about being in their school and classrooms



75 % of students who completed the recent School Climate Survey identified they knew where to go for help with how you are feeling.

Increase Engagement for Every Student



7% increase in students attending school 90% of the time



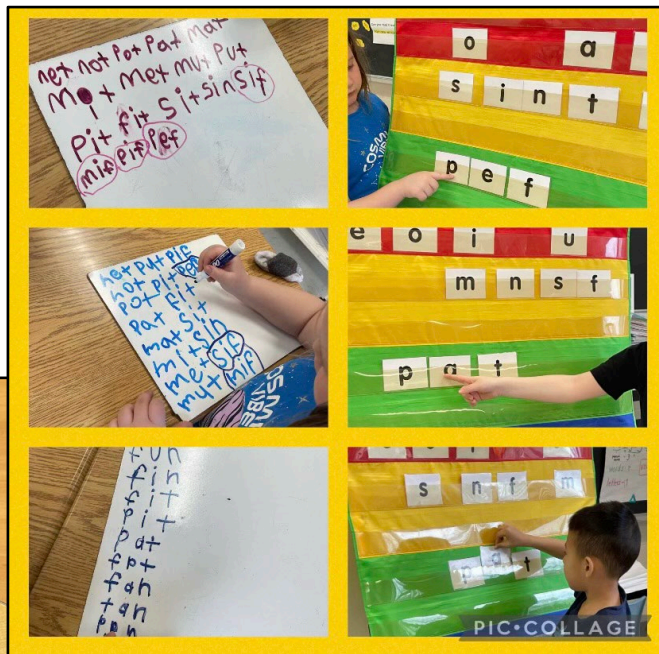
67% of Grade 12 students reported on their Exit Survey that they felt welcome in school



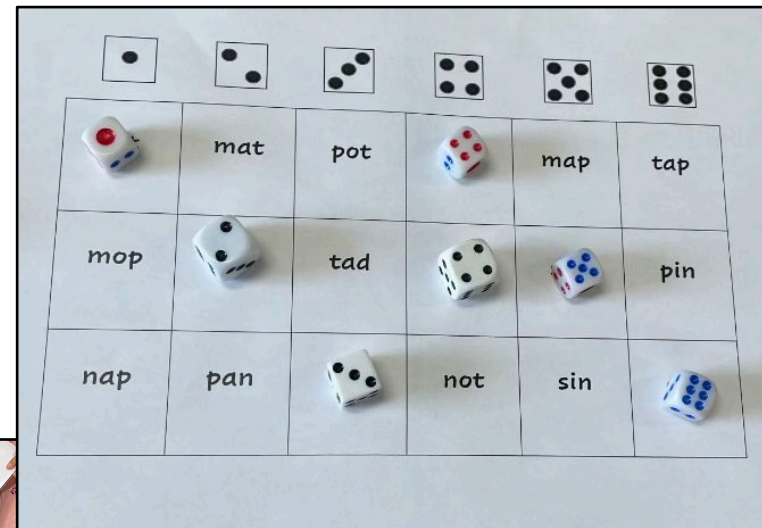
63% of Grade 12 students reported that students from all backgrounds see themselves represented in course materials.

Improved Literacy Achievement for Every Student

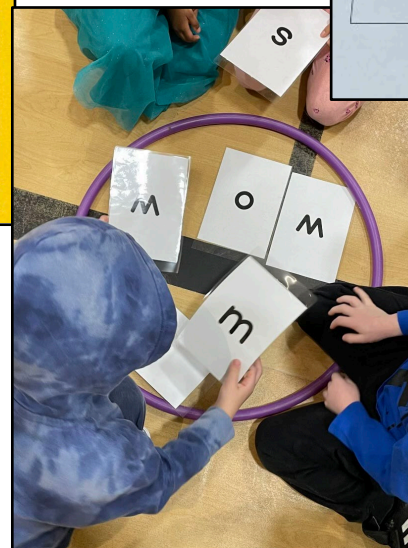
Discovering the relationship between sounds of letters and written words



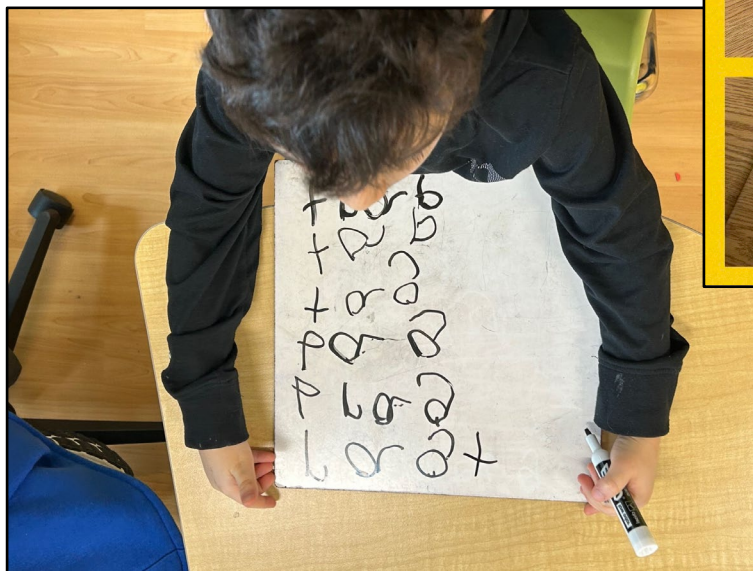
Using phonics and orthographic knowledge to spell words



Explicit Instruction on CVC words (consonant, vowel, consonant)

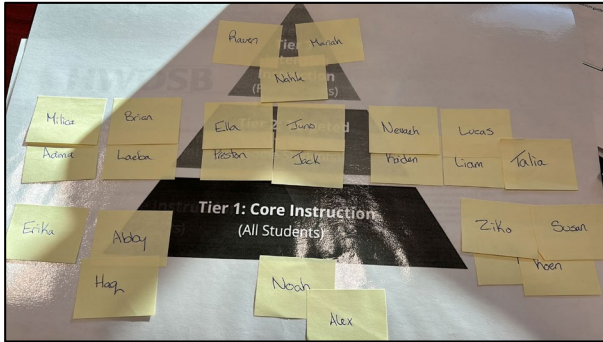


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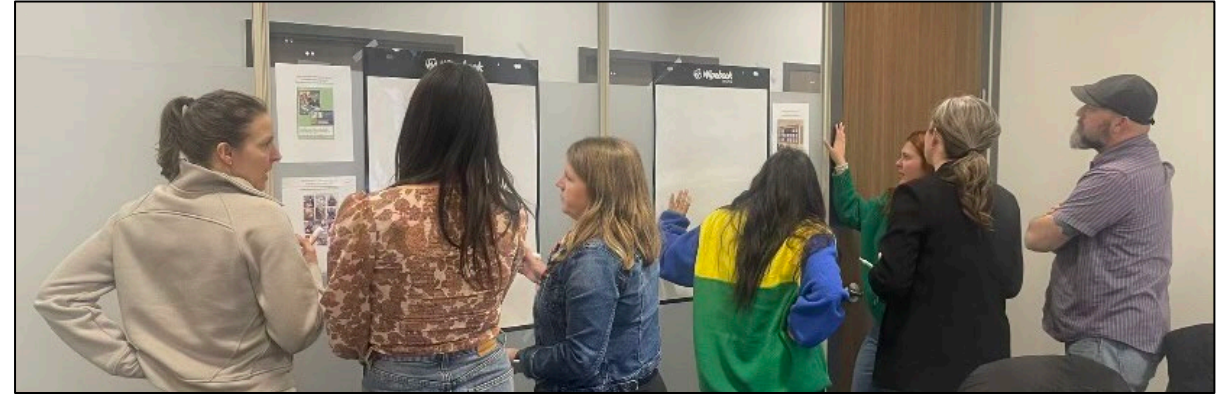
Improved Literacy Achievement for Every Student

Professional Learning

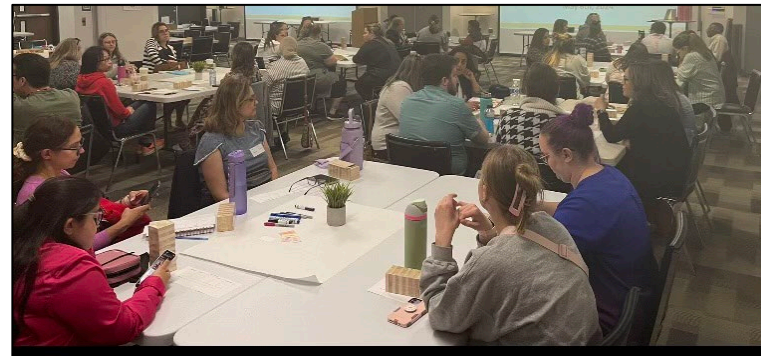


A school's example of progress monitoring: identifying tiered support for reading for each student in their school.

NTIP teachers learning about the 5 pillars of reading.



Learning with EQAO: P, VP and educators build Literacy and Numeracy supports for students.



Partners in before and after school programs learning about literacy supports



After school Reading Fundamentals session (8 part series)

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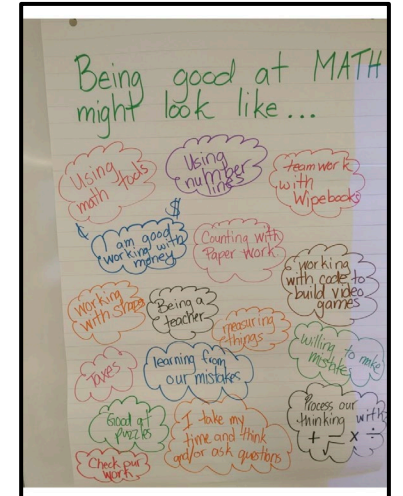
Improved Numeracy Achievement for Every Student



Learning about fractions using fraction strips at Cathy Wever



Students at Hess St supporting other students using concept circles



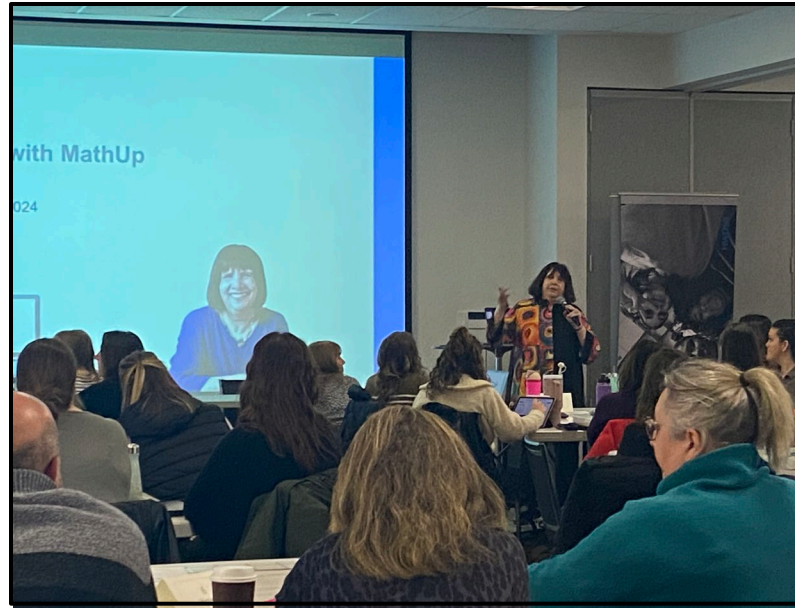
Learning centre focused on identifying fractions at CB Stirling

Improved Numeracy Achievement for Every Student

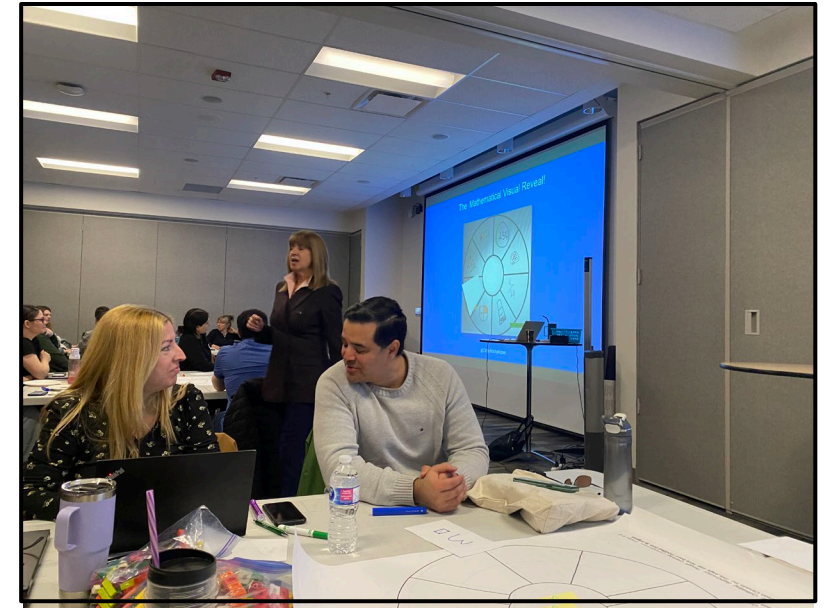
Professional Learning



Math Facilitators

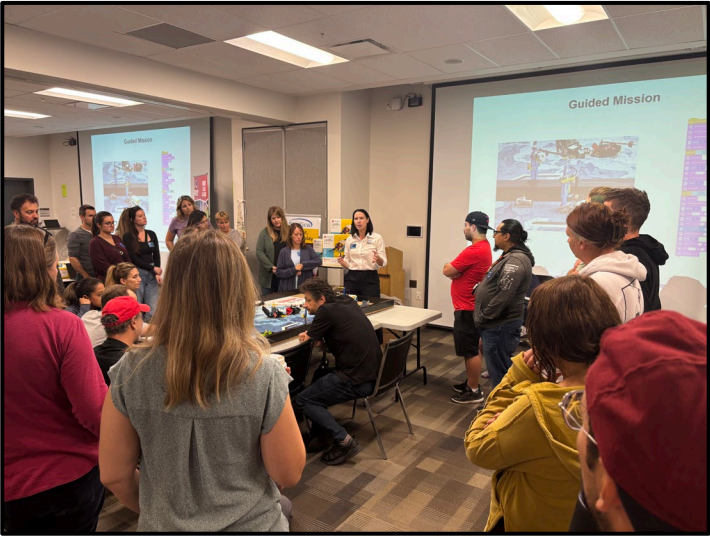


School teams - MathUP



Math learning across departments

Improved Future Preparedness for Every Student



Teacher training with FIRST Robotics Canada.



HWDSB Exploration Trailer visits elementary schools to provide hands-on learning opportunities for middle-school students.



OYAP students working on various projects.



Admin & educators engage with iTHINK to launch the AI Inquiry Challenge Kits in 40 schools.

Improved Future Preparedness for Every Student



Co-operative education opportunities with ArcelorMittal Dofasco



Experiential learning opportunity fairs @HWDSB held throughout the school year for students and families.

OYAP Level 1 Orientation night at Mohawk College



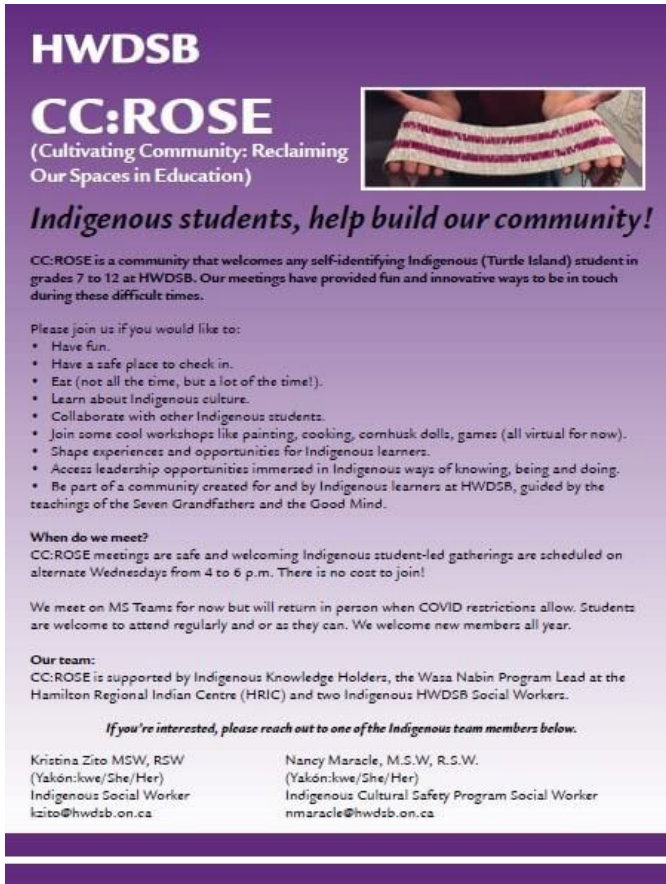
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Improved Well-Being for Every Student




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Indigenous Education



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CC:ROSE
(Cultivating Community: Reclaiming Our Spaces in Education)



Indigenous students, help build our community!

CC:ROSE is a community that welcomes any self-identifying Indigenous (Turtle Island) student in grades 7 to 12 at HWDSB. Our meetings have provided fun and innovative ways to be in touch during these difficult times.

Please join us if you would like to:

- Have fun.
- Have a safe place to check in.
- Eat (not all the time, but a lot of the time!).
- Learn about Indigenous culture.
- Collaborate with other Indigenous students.
- Join some cool workshops like painting, cooking, cornhusk dolls, games (all virtual for now).
- Shape experiences and opportunities for Indigenous learners.
- Access leadership opportunities immersed in Indigenous ways of knowing, being and doing.
- Be part of a community created for and by Indigenous learners at HWDSB, guided by the teachings of the Seven Grandfathers and the Good Mind.

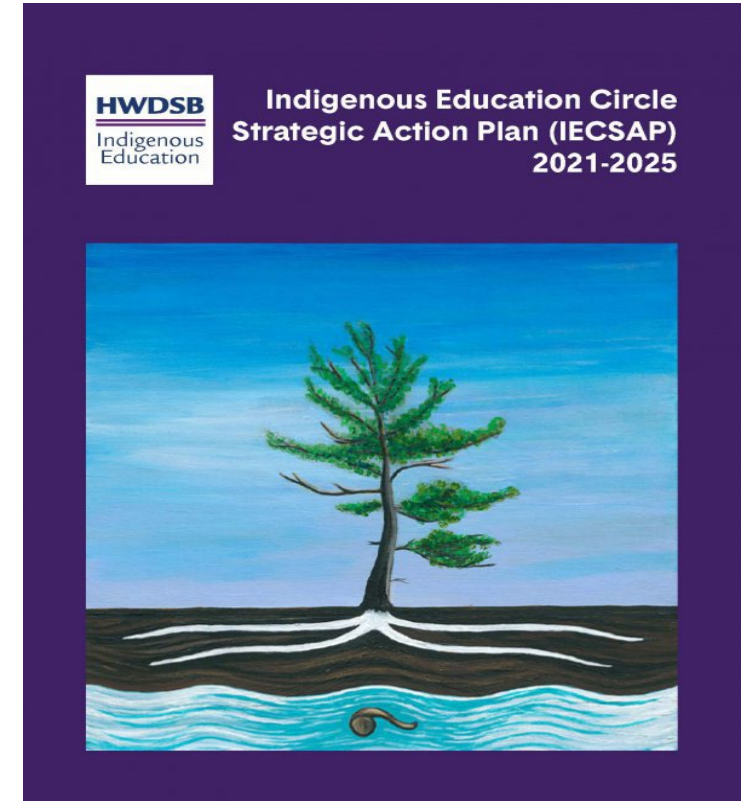
When do we meet?
CC:ROSE meetings are safe and welcoming Indigenous student-led gatherings are scheduled on alternate Wednesdays from 4 to 6 p.m. There is no cost to join!

We meet on MS Teams for now but will return in person when COVID restrictions allow. Students are welcome to attend regularly and or as they can. We welcome new members all year.

Our team:
CC:ROSE is supported by Indigenous Knowledge Holders, the Wasa Nabin Program Lead at the Hamilton Regional Indian Centre (HRIC) and two Indigenous HWDSB Social Workers.


If you're interested, please reach out to one of the Indigenous team members below.

Kristina Zito MSW, RSW (Yakón:kwé/She/Her) Indigenous Social Worker kzito@hwdsb.on.ca	Nancy Maracle, M.S.W., R.S.W. (Yakón:kwé/She/Her) Indigenous Cultural Safety Program Social Worker nmaracle@hwdsb.on.ca
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Indigenous Education

Indigenous Education Circle Strategic Action Plan (IECSAP) 2021-2025



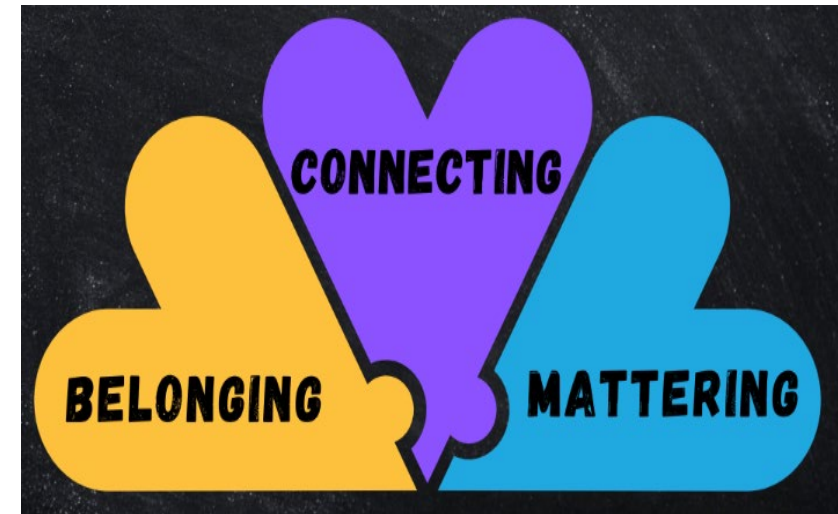
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Improved Well-Being for Every Student

**WE HELP:
MENTAL HEALTH AND
ADDICTION STRATEGY
2024-2027**



We Help. **HWDSB**
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Improved Well-Being for Every Student

Responding to Bias, Prejudice and Hate



1: INTERRUPT

- Stop the harmful act with a firm and fair tone of voice to show all present that the behaviour is being addressed.



2: IDENTIFY

- Explicitly label the form of harassment and focus on the unacceptable language being used. E.g. "That comment is racist/transphobic/etc."
- Focus is on the language, not the individual.



3: EXPLAIN and SUPPORT

- Ensure the immediate safety of the individual(s) impacted. Ask how you can support their well-being.
- Use emotion coaching to validate their experience and communicate their importance to the school community.



4: ASK FOR CHANGE and REPORT

- Explain that the incident will be reported, and that the student should not use that unacceptable language again.
- Document and report the incident, and follow-up with all impacted.



5: ENSURE ACCOUNTABILITY

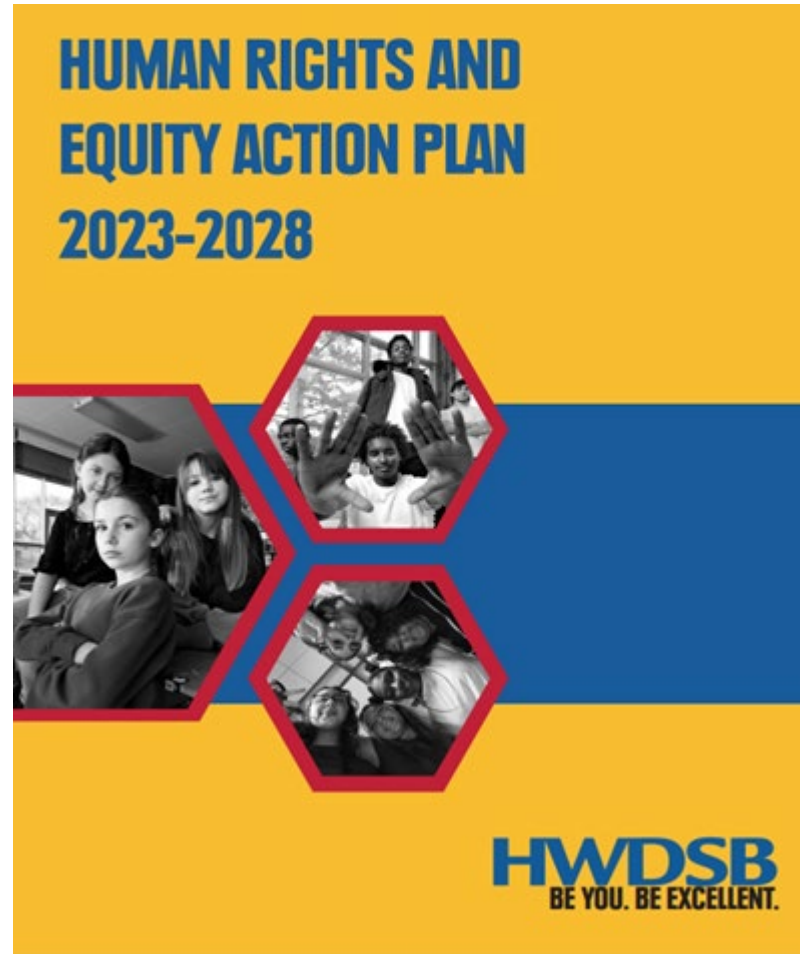
- All HWDSB staff have an obligation to stop actions of discrimination and harassment, and to take proactive measures to create inclusive learning environments for all students.
- Ensure the above steps are followed, students are supported, and the incident is properly reported.

Improved Well-Being for Every Student

Creating a Culture of Addressing Human Rights Barriers and Discrimination

The HWDSB Hate-Based Incident Response Tracking Form will:

- Track human rights barriers
- Track hate-based incidents



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Culture of Improvement



Celebrate:

- Credit accumulation
- Internal grad metric
- Pathways support from Guidance
- Academic stream participation
- Percentage of students participating in job skills programs
- EQAO Assessments (Grade 3 Reading, Writing, Math)



Monitor:

- Implementation of *Acadience* Reading Universal Screener
- Continued implementation of strategies and action plans including Human Rights and Equity Action Plan, Mental Health and Well-Being Strategy, Indigenous Education Circle Strategic Action Plan
- Implementation of Prior Learning, Assessment Recognition PLAR (Grade 12)

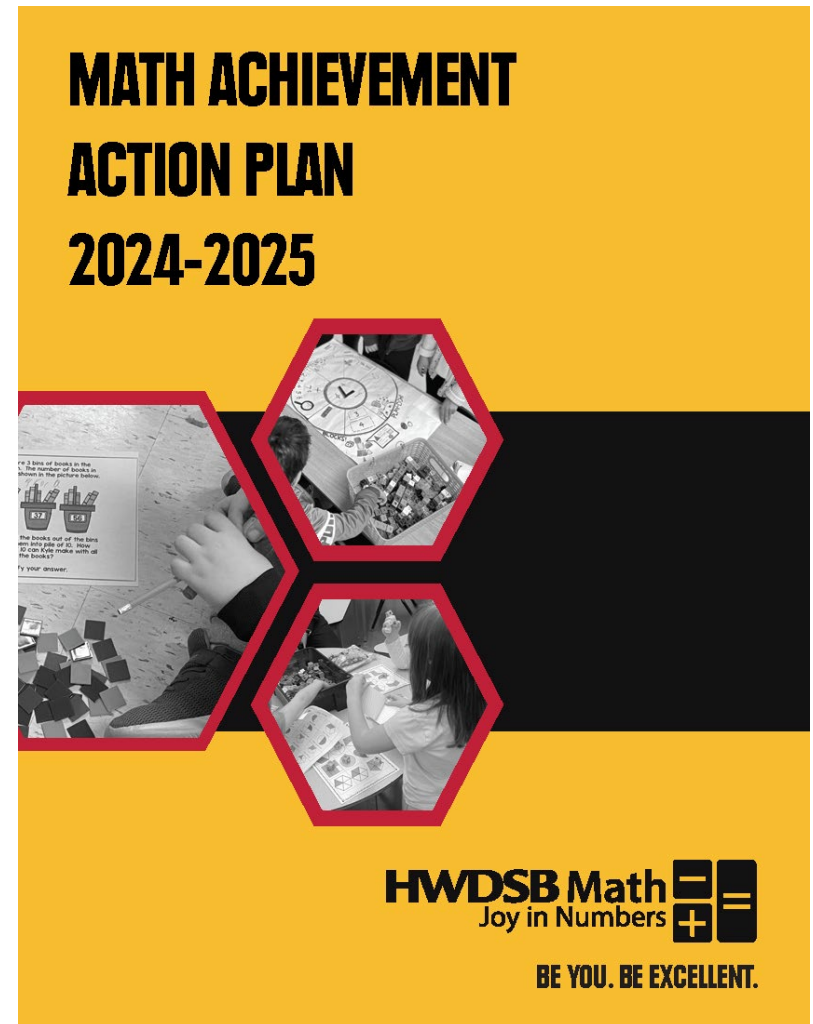


Act on:

- Student perceptions of safety, wellbeing
- Continue to address disproportionalities in achievement data and well-being data,
- Implement Hate Based Incidents Reporting Tool
- Grade 6 Writing EQAO
- Student participation in gr. 11/12 math and science.

Math Action Achievement Plan, 2024-2025







Program Committee
October 21, 2024



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Review from 2023-24: Expected Outcomes

Outcomes	All Schools Targets	Priority Schools Targets
Increase the percentage of students achieving provincial standard or above on report cards for current cohort of Grades 3, 6, and 9 students	Increase by 2% 	Increase by 4% 
Increase the percentage of students achieving provincial standard or above on the 2023-24 mathematics portion of EQAO assessment by reducing the gap between board and provincial results in Grades 3, 6, and 9	Decrease gap by 3% 	Decrease gap by 5% 
Increase the percentage of students in Grades 3, 6, and 9 who report positive results regarding math attitudes and confidence	Increase by 4% 	Increase by 7% 

Review from 2023-24: Expected Outcomes

Outcomes	All Schools Targets				Priority Schools Targets			
Increase the percentage of students achieving provincial standard or above on report cards for current cohort of Grades 3, 6, and 9 students	Increase by 2%				Increase by 4%			
	Grade	3	6	9	Grade	3	6	9
	% Schools	45%	53%	0%	% Schools	46%	32%	0%
Increase the percentage of students achieving provincial standard or above on the 2023-24 mathematics portion of EQAO assessment by reducing the gap between board and provincial results in Grades 3, 6, and 9	Decrease gap by 3%				Decrease gap by 5%			
	Grade	3	6	9	Grade	3	6	9
	Change	+8%	+1%	+2%	Change	+11%	+3%	+8%
Increase the percentage of students in Grades 3, 6, and 9 who report positive results regarding math attitudes and confidence	Increase by 4%				Increase by 7%			
	Grade	3	6	9	Grade	3	6	9
	Change	+1%	+1%	+4%	Change	-3%*	+3%	+6%

Priority Action Areas for the Math Achievement Action Plan, 2024-2025

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

Expected Outcomes 2024-2025

Considerations

- Targets by grade
- Focus report card data
- Continue to improve success with EQAO
- Building community within and beyond the school

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

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Highlights in the 2024-25 MAAP

- 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, as well as,
- Monitoring the levels of achievement of students supported through curriculum modifications on math report cards.

Program Review

Program Committee
October 21, 2024



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Scope of the Program Review

Three-parts:

1. Elementary Program Strategy
2. French Immersion Location Strategy and Application Procedure
3. Secondary Program Strategy

Scope of the Program Review

1. Elementary Program Strategy

- Last review was 2016
- Overview of programs and strategies that inform our daily work
- Instrumental Music
- Includes Focus Programs:
 - Hockey Program at Tapleytown
 - Mandarin Transitional Language Program at Cootes Paradise
 - Scholastic Arts and Global Education (SAGE) at Strathcona
 - Scholastic Arts and Global Education Quest (SAGE Quest) at Kaneteskare
 - Sports Academy – Basketball Program at Riddell
 - Sports Academy – High Potential Program at Riddell
- Interventions/Special Education
- Facilities to support the Elementary Program Strategy

Scope of the Program Review

2. Elementary French Immersion Location Strategy and Application Procedure

- Last review was 2016
- *Location Strategy*: Viability of FI program, balance between FI and English in dual track schools, Boundaries and Locations
- Application process

Scope of the Program Review

3. Secondary Program Strategy

- Last review was 2013
- Review of Tier 1 (all students), Tier 2 (some students) and Tier 3 (few students) Programs
 - Examples of Tier 2 Program/Courses: Co-op, Spanish, Robotics, SHSM, Wilson Reading Program
 - Examples of Tier 3 Program/Courses: ArtSmart, Construction – Building Careers from the Ground Up, ESL/ELD, French Immersion, International Baccalaureate, Strings, ALPHA, Westmount

Current Status

- Request For Proposals (RFP) closed October 11, 2024
- Review of all submissions this week
- Consultant to be selected by end of this week