PROGRAM COMMITTEE

November 12, 2015
Education Centre, Room 308

AGENDA

2:30 p.m.

1. Call to Order   K. Archer

2. Approval of the Agenda

3. Student Achievement Report

4. Secondary Program Strategy Tier 3 and SHSM Implementation Timelines

5. Update on Transitions

6. Next Program Committee Meeting: December 10, 2015

    a. Elementary Program Strategy

7. Adjournment

HWDSB Program Committee

Topic: Student Achievement Report

The Student Achievement Report is designed to provide a high-level overview of our progress towards achieving our vision of all students achieving their full potential and meeting our expectations of:
- Each student reading by the end of Grade 1;
- Each student improving in the area of greatest need determined by the school;
- Each student graduating.

This annual report provides an update on key areas identified in the 2014-2015 Student Achievement Action Plan. Specifically, the report provides an update on the strategies identified in the plan and the evidence is included in the appendices.
- Appendix A – All Students Reading by Grade 1 (Pre-K to 2 Oral Language and Early Literacy)
- Appendix B – All Students Graduating (Mathematics & Literacy Strategy)
- Appendix C – Personalized, collaborative, inquiry-based learning environments
- Appendix D – Part A: Secondary Data
- Appendix D – Part B: Other Achievement Data – Supervised Alternative Learning, Community and Continuing Education

We are proud of the work we have done to improve student achievement and well-being across HWDSB. As highlighted in the attached Student Achievement report, we note the following celebrations for 2014-2015:

Celebrations

Early Learning & Child Care
- For the 2015/16 school year one new program was opened at Tapleytown Elementary School.
- Funding through Schools-First Child Care Capital Retrofit Policy was extended until August 2017 allowing us the opportunity to continue to work with community partners who may be considering re-location of their early learning and child care programs in space we may have available.

All Students Reading by Grade 1
- When we review our Grade 1 report cards, it is evident a larger percentage of grade 1 students met expectation (i.e., reached level 3 or 4) by June 2015 compared to February 2015.
- 37% of students who were approaching standard in February 2015 rose to standard or above standard by June 2015.
- 41% of students who were below standard in February 2015 rose to approaching standard or higher by June 2015.

Math Strategy
- Four of the six schools involved in the Secondary Math Strategy experienced an average gain of 13.5 % in students achieving EQAO expectations at the applied level.
- Teacher feedback from those involved in the Math Strategy indicate that students are more engaged in their work, teachers are becoming more comfortable in Differentiating Instruction, networking is assisting teachers with instructional approaches in the classroom and teachers continue to look for assessment strategies that will inform their next steps.

EQAO: Grade 9 Math
- Over the past five years, the percentage of HWDSB students taking applied mathematics who performed at or above the provincial standard has increased by 6 percentage points, from 34% to 40%.
- In 2014–2015, there was no change from the previous year's percentage of students performing at or above the provincial standard in applied mathematics.
- Our female students have had an eleven percentage point increase over the last 5 years and our male students have had a one percentage point increase.
- Students with special education needs (excluding gifted) have shown a 5 percent increase since 2012-2013.
- ELL Students have shown a 15 percent increase since 2012-2013.

Literacy Strategy
- We saw an increased number of educators utilizing CLiC to document children's learning. CLiC (Capturing Learning in the Classroom) is a digital tool designed to support educators in the kindergarten classroom to document observations of a student's learning, and thinking. The tool is designed to connect educator observations to the curriculum to help track student progress.
- We offered High School Empower™ in nine of our high schools across the system in 2014-2015.
- Students were engaged in the program and actively participated in the Empower™ lessons.
- Positive improvement observed on all assessment measures (Test of Transfer, Challenge Word Test, and Sound Symbol Test) meaning that students were able to transfer the skills learned in the program to read and showed improvement in their decoding, letter sound identification and sound combination skills.

OSSLT: Literacy Celebrations:
- In March 2015, 76% percent of fully participating first-time eligible students were successful on the assessment.
- Results for students with special education needs (excluding gifted) have seen a one percentage point increase.

Program Strategy
- Our SHSM programming has grown from seven programs in three sectors involving seven schools in 2007-2008 to 25 programs representing 13 sectors in 14 schools in 2014-2015.
- Our HWDSB SHSM red seal graduation rate for 2014-15 of 57% continues to exceed the provincial rate of 47%.
- HWDSB introduced new SHSMs sectors in Business and Non Profit at Glendale and Saltfleet respectively.

Student Re-engagement
- Students and parents were very appreciative that HWDSB was concerned about their child's academic career and success at the secondary level.
- Students' confidence and motivation to return to a learning institution increased when calls to re-engage were made.
- At the system level in August, 2015, the number of students re-engaged to programs/new placements or back to their home school was approximately 65%.

Upon review of this report, the reader will also note a framework for work that will be continued or initiated in 2015-2016. It is worthy to note that this report does have some overlap with the following reports:
- Positive School Climate Report;
- Student Engagement Report;
- Transforming Learning Everywhere Report;

Finally, a targeted area of focus continues to be support for our First Nations, Métis and Inuit students, Trustees requested a separate report be prepared on Aboriginal student achievement and well-being. The first report was presented in March, 2015 and as a result updates related to that work are not included in this report but will be presented to the Program Committee in March, 2016.

Annual Work Plan Report

Name of Report: Student Achievement

To: Manny Figueiredo, Director of Education

From: Executive Council

Prepared by: Leadership & Learning

Date: November 6, 2015

Organizational Alignment

Strategic Direction: Achievement Matters:
- HWDSB will prepare all elementary students to be ready for success at the secondary school level.
- HWDSB will prepare all secondary students to be ready for success in their chosen pathway, apprenticeship, college, university or workplace.
- HWDSB will prepare all adult students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace.

Annual Operating Plan: Knowing Our Students: Assessment for, as, of learning
- Tiered approach - pre-K – 2 literacy focus
- Tiered approach to instruction and intervention, Grades 3 12+
- Continued enhancements of program pathways

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Overview/Context

This annual report provides an update on key areas identified in the 2014/15 Student Achievement Action Plan. Specifically, the Report provides an update on the Strategies identified in the plan and the Evidence is included in the appendices.

- Appendix A – Pre-K to 2 Oral Language and Early Literacy
- Appendix B – Mathematics
- Appendix C – Personalized, collaborative, inquiry-based learning environments

Further, this Report provides a framework for work that will be continued or initiated in 2015/16. It is worthy to note that this report does have some overlap with the following reports:

- Positive School Climate Report;
- Student Engagement Report;
- Transforming Learning Everywhere Report;

In addition, general student achievement information is included in Appendix D.

2014-2015 Action Plan

We continued to use a school self-assessment process to engage, empower and create school ownership to establish a student learning focus, to build staff capacity around this focus, and to monitor the progress at the school level. The 2014-2015 Action Plan to support increased student achievement involved the following components:

Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcome)
Pre-K to 2 Oral Language and Early Learning	Provide differentiated and varied opportunities to build educator capacity in the areas of: • Oral Language • Self-Regulation • CLiC • Early Literacy Facilitate and promote collaborative, co-learning and integrated learning opportunities with varied professionals to enhance our responsiveness to individual learning needs of targeted groups of students (i.e. FNMI, ELL, Special Education) Explore strategies and approaches for grade 1 students who are not demonstrating readiness for Leveled Literacy Intervention (LLI) and support.	Improved oral language, early literacy and self-regulatory skills acquisition of students entering grade 1 as measured by diagnostic assessments and staff observations Student reading levels continue to improve and be sustained as measured by diagnostic assessments and report card reading marks, especially our students within our targeted groups. A systemic, evidence based approach to addressing learning needs of grade 1 students for readiness for LLI support.
Mathematics Strategy	Personalize instruction using Assessment for Learning (key diagnostic assessments) to improve student performance, especially students in our targeted groups (i.e. FNMI, ELL, Special Education, Applied level) Monitoring of specific "Marker" students to determine student responsiveness to instructional strategies. Build educator content knowledge in mathematics through differentiated approaches and opportunities. Math Champion pilot where a few schools have math content experts teaching junior division mathematics starting Sept. 2015 Engage in inquiry to determine effective approaches to mathematics within a play-based environment.	Each marker student improving in the determined area of need in mathematics, especially students in our targeted groups. Increase in math scores as determined by EQAO provincial assessments in grade 3, 6 and 9. Increase in teacher confidence in mathematics instruction.
Transforming Learning Everywhere (TLE)	To support all students with improved relationships, environments and learning opportunities by learning through our Transforming Learning Everywhere Strategy. Utilize student voice to inform and expand program opportunities and proactive measures to support student engagement. Create a student Re-engagement framework with clear pathways	Improved problem-solving, creativity, innovation and use of technology evidence in report card data and provincial assessment results. Perceptual data collected through teacher and student surveys and observation tools will influence secondary option sheets A clear communicated student Re-engagement framework exists

Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcome)
	Create the conditions and opportunities that engage and meet the diverse learning needs of youth within these at-risk populations, with a focus on Applied level courses: • First Nations • Students with special needs • English Language Learners Continue to create the conditions for the adult learner to be successful Review gifted program and staff capacity at all three tiers with a focus on students' responsiveness to interventions and supports.	Applied level programs incorporating FNMI content are provided. Improved student performance of at-risk youth as indicated through credit accumulation; attendance; and report card marks. (SWSN & ELL) Increased number of students re-engaging and graduating. Increased number of credit accumulation by our adult learners. Revisions to gifted program and staff development is responsive to identified gaps and capitalizes strengths.

Pre-K to 2 Oral Language and Early Learning

What We Did in 2014-2015

- Supported Kindergarten educators with knowledge regarding early learning development
- Deepened our understanding of pedagogy in Kindergarten and the early primary grades
- Provided targeted literacy interventions in a tiered model
- Strengthened support for educators and students within an interdisciplinary model of service provision

Oral Language and Early Literacy: Collaboration, Co-Learning, Co-leading

Research has demonstrated a strong and lasting relationship between oral language development and literacy skills. Designated Early Childhood Educators (DECE), Speech Language Pathologists (SLP), Psychological Services Staff, Teachers, Instructional Coaches, English as a Second Language Teachers and Learning Resource Teachers interacted in a model of intra-disciplinary teaming to support the oral communication and early literacy skills for our youngest learners.

An interdisciplinary, co-learning and collaborative inquiry model was introduced to a few schools in the north cluster. We established a learning culture across the cluster, built on success and the determination to provide the very best for our students. We did this by all staff learning in teams, coaching, facilitation, co-ordinated, shared leadership and collaborative inquiry. The services delivered by the interdisciplinary teams build upon existing core instructional strategies.

Targeted literacy interventions were provided for students who required this level of intervention. The Making it KLLIC – Kindergarten Language and Literacy in the Classroom, Class Act, START Reading (Structured Activities for Reading Together) Leveled Literacy (LLI) and Empower were programs that we continued to utilized. As well, the DIBELS assessment tool and the TPRI Early Reading Assessment and Activities were introduced as new assessments to monitor the development of literacy in the primary grades.

CLiC

CLiC (Capturing Learning in the Classroom) is a digital tool designed to support educators in the kindergarten classroom to document observations of a student's learning and thinking. The tool is designed to connect educator observations to the curriculum to help track student progress. Based on the observations documented by the educators, CLiC can provide examples of student learning to parents, and other educators, in order to make a child's learning visible. The use of CLiC as a tool to create pedagogical documentation promotes collaborative, co-constructed examples of learning, and thinking between the educators, children and their families. CLiC is a Pearson product, and this year the publisher has re-branded, and upgraded the product as DOCit.

The 2014-2015 school year was the fifth year of the five year implementation of full-day kindergarten. For those educators new to kindergarten, support was provided on utilization of this digital tool. This occurred through various formats including after-school sessions, new to kindergarten training sessions, and in- classroom support.

For educators who were experienced with CLiC, opportunities were offered to extend their understanding of pedagogical document which goes beyond simply capturing observations, and connecting it to the curriculum. Pedagogical documentation involves reflecting on the observations in an effort to understand the learning, and the thinking, and to plan for next steps while considering the child's voice in the process. This was supported by the document provided by the Ministry of Education entitled "Documentation Analysis Protocols."

In order to provide children in the extended day program (before and after-school) a seamless learning experience we extended use of CLiC to our Early Learning and Child Care partners. Educators in both the core day, and the extended day were able to share their documentation to further develop their understanding of the child.

Self-Regulation
A brief explanation of self-regulation is a child's ability to react, and respond in different situations. Research shows that a child's ability to self-regulate has a direct impact on their ability to learn.

We continued to provide educators with differentiated opportunities to participate in learning to gain an increased understanding of self-regulation, and its direct impact on student achievement. Along with these opportunities, the Early Years department responded to requests from individual classrooms to review the environment to see if changes in environment, as well as practice, would have a positive impact on a student's ability to learn. Educators were also encouraged to take time to get to know the children in their classroom to better understand how to support their learning.

Impact of What We Did

Oral Language and Early Literacy – Collaboration, Co-Learning, Co-Leading
We saw an enhanced capacity of all professionals along with an appreciation for one another's work was a significant impact that occurred when we engage collaboratively. Educators had the opportunity to choose intervention activities to support the learning of students who were not demonstrating readiness for LLI. These interventions were personalized and precise based on the early literacy developmental continuum and the students' assessed needs.
When we review our Grade 1 report cards, it is evident a larger percentage of grade 1 students met expectation (i.e., reached level 3 or 4) by June 2015 compared to February 2015. 37% of students who were approaching standard in February 2015 rose to standard or above standard by June 2015. 41% of students who were below standard in February 2015 rose to approaching standard or higher by June 2015. Please refer to Appendix A.2 for a summary of '*Oral Language and Reading Acquisition – Grade 1 Report Card Mark*s'.

CLiC
We saw an increased number of educators utilizing CLiC to document children's learning. Educators were then able to have a clear point of reference to understand their students' strengths, and where additional supports for students were needed. As educators become more sophisticated in their use of the tool, their documentation provided them with a greater understand of the student, and how to support the student.

Self- Regulation
As educators deepen their understanding of self-regulation we observed more thoughtfully arranged classroom environments, and carefully considered professional practices that support the range of students' needs connected to self-regulation. Educators are more responsive to their students' needs, and student learning is supported.

What We Learned

Oral Language and Early Literacy – Collaboration, Co-Learning, Co-Leading
Along with the interdisciplinary approach, we learned the following effective high yield strategies need to be present in the classroom:
- Assessment tools that identifies precise learning needs
- Educator friendly tools
- A continuous cycle of assessment for student improvement
- Interventions that target identified learning needs of students
- Determining professional learning needs with greater precision
- A collaborative professional learning community that includes trust, knowledge, and focus.

Through ongoing access to system personnel, educators' capacity to be responsive to the individualized and diverse learning needs of their students increased. When tools are available to educators that provide quick and targeted assessments of skills, educators are able to provide targeted instruction based on precise learning needs.

CLiC

As educators became more comfortable with the tool the amount of documentation on student learning increased, and there was an improvement in the quality of documentation created. These two factors allowed educators to create an authentic picture of each student, and educators shared that this created a good database for the development of report cards. This deeper understanding of the documentation process has contributed to richer examples of inquiry within the classroom.

Self-Regulation

Educators who were encouraged to take time to get to know their students, and understand their needs were more successful at supporting children's needs to self-regulate. The children in those classrooms were are offered more opportunity to make decisions for themselves, and thereby positively impacting their learning

Literacy Strategy

What We Did

During the 2014/15 school year, nine HWDSB secondary schools introduced the High School Empower™ Reading Program for the first time in HWDSB. Teachers received training and support from the Hospital for Sick Children (HSC) on how to administer this highly scripted program. The High School Empower™ Reading Program consists of two modules, 'Decoding and Spelling' and 'Comprehension and Vocabulary'. These modules provide comprehensive and focused programming for high school students with specific difficulties in spelling, word identification and reading comprehension. In Semester 1, the first module was offered as an ENG20 course and included only students participating in Empower™. In Semester 2, the second module was offered in ENG1L which also included students not participating in the Empower™ program.

Impact of What We Did

E-BEST assisted with monitoring the implementation of the High School Empower™ Reading Program and evaluating student outcomes. Overall, teachers had a positive experience with program implementation and delivery. The majority of students were engaged in the program and actively participated in the Empower™ lessons. Teachers and students reported that the students became more flexible and confident readers. Students could read larger paragraphs, understand and respond to text messages from family and friends, and used the Empower™ strategies to read material in other classes. There was also a positive improvement on all assessment measures (Test of Transfer, Challenge Word Test, and Sound Symbol Test) meaning that students were able to transfer the skills learned in the program to read and showed improvement in their decoding, letter sound identification and sound combination skills.

What we Learned

Students became more confident readers and gained skills to help them to read. Teachers valued the training, support and mentorship received from HSC on program implementation and delivery. Feedback from teachers indicated that they would like a better identification process for potential students to enter the program. The creation of a dedicated line for Empower™, specifically for Semester 2, may be needed since Empower™ is a very scripted course and all components are critical to the students success. Having non-Empower™ students in the ENG1L class created a challenge for teachers and students in trying to complete the Empower™ lessons and meet the curriculum expectations for the course. Additional student outcome measures should be included in the evaluation to provide more information about student learning and success. Discussions with HSC about providing more age-appropriate materials, ensuring the comprehension materials are aligned with student reading levels and the creation of an on-line version of the program need to occur. Information about Empower™ also needs to be shared with stakeholders (such as the whole staff at each secondary school) to help them understand the rationale and potential benefits of the program.

Math Strategy

What We Did

All elementary schools and six secondary schools were supported centrally through our Math Strategy with a focus on instruction becoming more precise and personalized for particular groups of students. We continued our work with provincial experts in the area of Mathematics (Dr. Ruth Beatty and Dr. Daniel Ansari) to provide assistance to the planning and implementation of professional development in the area of mathematics.

All grade 2,3,5 and 6 teachers worked with instructional coaches and consultants to build knowledge and skills with a particular focus on assessment, instruction and the content area of proportional reasoning.

A group of 5 schools and their kindergarten/grade 1 classrooms engaged in a collaborative inquiry to determine effective assessments and interventions for students in the early years.

Grade 7, 8 and 9 teachers in a network of five secondary schools engaged in inquiry with a focus on the applied level learner to improve student thinking in the content area of algebraic reasoning. A focus group of 6 teachers engaged in an inquiry project in the area of junior fractions to provide input and advice for the 2015/2016 school year.

We continued working with our Math Champions to build capacity in the use of manipulatives, accountable talk and questioning in the mathematics environment and after school professional development. Sessions were held to provide teachers with opportunities to build on their knowledge on "*The Big Ideas in Mathematics*" through book clubs.

Impact of What We Did
E-BEST supported the Math Strategy by collecting data on various projects throughout the 2014-2015 school year. Board wide grade nine EQAO scores have not changed since 2013-2014, however the number of students reaching provincial standards in mathematics increased at the applied level in 4 of the 6 secondary schools who were supported centrally through our Math Strategy (this increase ranged from 3% to 20% of students in each of the 4 schools; see table below). Teachers observed students being more engaged in mathematics lessons and developing new understandings as a result of these lessons. Feedback from teachers indicates that they are comfortable differentiating instruction in mathematics in order to support students with the learning of math skills, however teachers need more support when they are providing assistance to families who are helping their children to be successful in mathematics.

Grade 9 EQAO Scores:

% of Students at Level 3 or Above						
	Applied Math			**Academic Math**		
	2013-2014	2014-2015	Change	2013-2014	2014-2015	Change
BOARD	40	40	-	81	82	⇧
Ancaster	29	32	⇧	90	86	⇩
Glendale	33	42	⇧	73	79	⇧
Saltfleet	44	66	⇧	85	85	-
Sherwood	48	42	⇩	81	81	-
Sir Winston Churchill	28	19	⇩	51	61	⇧
Westdale	40	60	⇧	88	80	⇩

What We Learned
We learned that continuing to gather feedback from stakeholders is important to both inform the Math Strategy as well as the direction of system support. Teachers appreciate variety in their professional learning (e.g., group size, focus, location), and they value designated time to work with colleagues and complete hands-on math tasks. Teachers want access to assessments that are both easy to use and useful in informing next steps for student learning. Data analysis suggests that allowing for adequate time, planning for effective implementation, and developing a plan for the sustainability of initiatives has a positive impact on student and teacher learning.

In spring 2015 labour action by Ontario teacher federations affected the administration of the primary- and junior-division EQAO assessments in HWDSB. No HWBDS Grade 3 or Grade 6 student wrote the assessments. Since not all schools across Ontario participated in these assessments, EQAO will did not publish a provincial-level result this year. As such, no 2014-2015 Grade 3 or Grade 6 EQAO board or provincial data is shared in this Report.

Personalized, Collaborative Inquiry-based Model

What We Did

Transforming Learning Everywhere
To monitor student achievement, and with parent/guardian/caregiver permission, we have begun to collect baseline data from students in our Phase 1 TLE schools. This includes report card data, EQAO scores, examples of engaging rich learning tasks, and 21st century learning skills.
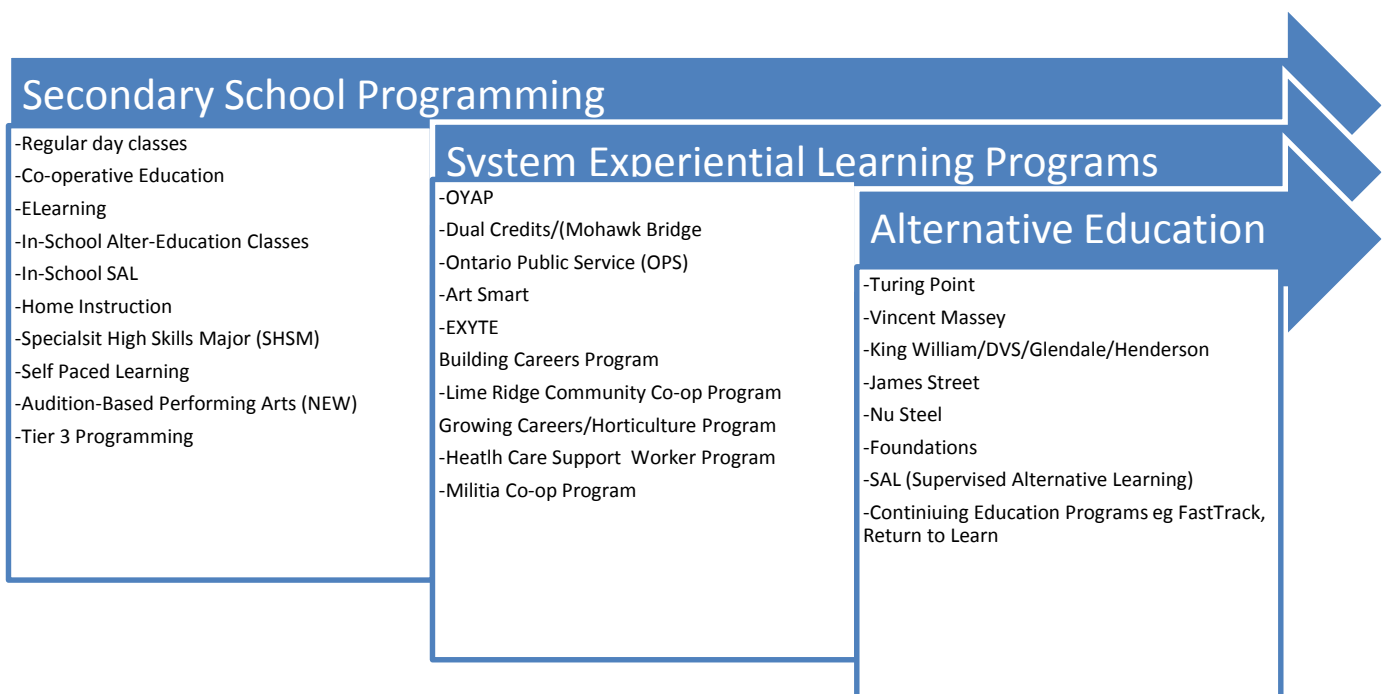
CCE Hybrid Course Implementation for the Adult Learner
Community and Continuing Education (CCE) has taken part in the Adult Hybrid Course Education Project since its inception. The Hybrid Project, now in Phase 3, has allowed CCE to build a variety of courses now developed in the Adult Hybrid format and build staff capacity.

Hybrid courses are now used widely in the Adult Day School programs at the Red Hill and King William sites. Part of the Hybrid delivery also includes ways to give adults access to tutoring. In the second half of the 2014-2015 school year, tutoring sessions were created. Adult students when they wish go to the Red Hill site on Tuesday and Thursday nights and can meet with a teacher to assist with any course content questions they may have. In addition, the students can also be taught the proper manner to access and use the technology in the Desire2Learn (D2L) course platform.

Early Leavers: Re-engagement
Early Lever Reports were generated centrally for all schools in June 2015. Similar to last year, two models of support were used to re-welcome students back into a learning environment at either a secondary school (with their home school as ideal), a system experiential learning program or alternative education programming. The various programs are outlined in the chart below. A full description of each of these programs is listed in Appendix B.4.

Secondary School Programming
- Regular day classes
- Co-operative Education
- ELearning
- In-School Alter-Education Classes
- In-School SAL
- Home Instruction
- Specialsit High Skills Major (SHSM)
- Self Paced Learning
- Audition-Based Performing Arts (NEW)
- Tier 3 Programming

System Experiential Learning Programs
- OYAP
- Dual Credits/(Mohawk Bridge
- Ontario Public Service (OPS)
- Art Smart
- EXYTE
- Building Careers Program
- Lime Ridge Community Co-op Program
- Growing Careers/Horticulture Program
- Heatlh Care Support Worker Program
- Militia Co-op Program

Alternative Education
- Turing Point
- Vincent Massey
- King William/DVS/Glendale/Henderson
- James Street
- Nu Steel
- Foundations
- SAL (Supervised Alternative Learning)
- Continiuing Education Programs eg FastTrack, Return to Learn

Levels of Support to Re-Engage Students:

<u>System Level</u>: At the system level, staff contacted early leavers in August for five secondary schools: Dundas Valley, Glendale, Nora Henderson, Sir Allan MacNab and Sir John A Macdonald. Summary reports for each school were shared and reviewed with each school student success team. Discussions of next steps at the school level were outlined.

<u>School Level:</u> All Student Success Teachers in the remaining schools used the early leaver generated lists to initiate contact with students to re-engage students currently not in school back into purposeful programming at either the home school, system program or alternative education program during the month of September. A variety of strategies were used. These strategies are outlined in Appendix C3. For the five schools listed above who accessed system support, Student Success Teachers continued monitoring and follow up with students as appropriate. All schools are expected to continue the re-engagement process throughout the year as well as follow-up and monitoring of re-engaged students. Tracking of some of this data is recorded in the Ministry Taking Stock Report.

Impact of What We Did

Transforming Learning Everywhere
The data we collected will serve as baseline for comparison to data we will be collecting in 2015-2016 and beyond. This data will help to monitor progress of students in foundational skills (i.e., mathematics and literacy) as well as higher-order thinking, critical literacy, and problem solving. Based on our expectations related to instructional goals for the implementation of TLE (as outlined in the Transforming Learning Everywhere Board Report, May 2015), we do not expect to see significant changes in student achievement until TLE is fully implemented (2017-2018, see Appendix B of Transforming Learning Everywhere Board Report). We have started to see shifts in both educator and student engagement, especially when the focus of classrooms have been on pedagogy accelerated by digital tools. We believe that this change is a key precursor to seeing changes in student achievement.

CCE Hybrid Course Implementation for the Adult Learner
Adult students embraced the flexibility of the D2L Hybrid Night School. Adults who have work and family commitments have the control when they "stop in" and "stop out" with their courses. The deadlines to complete their courses are in control of the student. The program started in the winter of 2015 and numbers slowly built over the rest of the school year. By August 2015, 27 credits were granted through the D2L Adult Hybrid Night School.

Early Leavers: Re-engagement
Across the board in August, 2014 of the students who were contacted, 47% were re-engaged to a learning environment either back at their home school or in a new program placement. At the system level in August, 2015, the number of students re-engaged to programs/new placements or back to their home school was approximately 65%.

What We Learned from 2014-2015

Transforming Learning Everywhere
With the goal of improving student achievement in mind, we need to continue transforming the relationships between educators, students and our community to support increases in both educator and student engagement. This includes educators seeing their role as an activator of learning, not just as facilitator, who takes into consideration students' needs and interests to determine what strategies to use to help students succeed. By providing students opportunities to collaborate with classmates and others beyond the walls of their school, as well as integrating student voice into the creation of learning tasks, we will continue to support engagement and ultimately student achievement.

CCE Hybrid Course Implementation for the Adult Learner
The Hybrid Project fits very well with the Ministry of Education Adult Education Strategy review which was initiated by the Ministry in February 2015. Hybrid courses offer great flexibility of delivery for adult students and includes support when the adult student wishes to access this support.

The popularity of the program has led to more courses being offered. We anticipate adding more tutoring support for the Hybrid program for the 2015-2016 school year.

As part of the Hybrid Project, CCE examined the data from the Ontario College Application System (OCAS). The majority of students who graduate from CCE and apply to college will seek placement in the health sector. CCE sees a need to create a "pre-health" program which will be geared to prepare students who are interested in a health sector pathway.

Early Leavers: Re-engagement

Students and parents are very appreciative that someone from HWDSB is concerned about their child's academic career and success at the secondary level. PowerSchool can be a valuable tool in giving us insight into our early leavers and where they have ended up, but only if staff are aware of how to use it (i.e. putting in information about OSR requested into the exit comments, using appropriate reason for withdrawal).

Repeated attempts at contact in diverse ways (i.e., phone calls, home visits, and friends) are necessary to re-engage students. After students leave the school, contact information becomes increasingly unreliable and inaccurate in PowerSchool, so prompt and continuous contact is important to maintain contact with early leavers. For some students confidence and motivation to return to a learning institution increases when calls to re-engage are made. For example, some students are unaware that they could return to school after being taken off the roll. The process for system staff to make calls to early leavers has a dual edge: it may be both laborious for system staff who do not know the learner and invitingly simple for disengaged students as it provides the students with a fresh start and a new caring adult to support learning.

Reaching out to early leavers throughout key points in the year also provide opportunities for students to work towards their diploma. Last March, the system initiated an invitation to early leavers to participate in the OSSLT at the Education Centre. Ten students were invited, seven students participated, and one student earned an OSSD as a result of his successful completion of the literacy requirement.

Students who are interested in returning to their home school or an alternative setting, need to be supported and monitored to complete the registration process. On-going monitoring of these students (even if in other school/program settings) is necessary in order to ensure that they continue to be supported and engaged in their learning environment.

There are many different options to re-engage students. Student Success Teachers may not be aware of all of System Alternative Education and/or Continuing Education programs, and should continue their deeper learning in this area with system support. Students also need to know they have options: return to home school, CCE, etc. This should be part of an exit interview, with advice that the school continues to be willing and interested to support the student's evolving plan. Students should also have access and support to continue Pathway Planning. Students and parents are aware of HWCSB St. Charles Place, but are less familiar with HWDSB System Alternative Education (SAE) and/or Continuing Education (CCE) options. We need to review how best to share information about SAE and CCE programs: consider ads at key times of the year with a number to call if students are interested in returning to school.

2015-2016 Action Plan

We will continue with the continuous learning and improvement process to engage, empower and create school ownership to establish a student learning focus, to build staff capacity around this focus, and to monitor the progress at the school level. The 2015-2016 Action Plan to support increased student achievement involves the following components:

Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcome)
All Students Reading by Grade 1 Pre-K to 1 Oral Language and Early Learning	Transforming learning opportunities by facilitating and promoting collaborative, co-learning and integrated learning opportunities with varied professionals (i.e. speech and language, instructional coaches, early years team, special education and psychoeducational consultants etc.) to target our responsiveness to core and personalized instruction in Kindergarten and Grade 1. Areas of focus include: • Oral Language • Early Literacy • Inquiry • Critical literacy	Grade 1 Reading Report Card Marks show improvement from February to June Increase in the percentage of Grade 1 students meeting or exceeding the Standard on Report Card Reading Marks, by June, 2016, compared to June, 2015 Increase in the percentage of students meeting or exceeding the Standard on the 2015/16 EQAO (Grade 3 and 6) Reading Assessment relative to provincial results and in comparison to HWDSB results in previous years

Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcome)
All Students Graduating Mathematics & Literacy Strategy	Transforming learning opportunities by facilitating and promoting collaborative, co-learning and integrated learning opportunities with varied professionals (i.e. educators, instructional coaches, department heads, consultants, special education and psychoeducational consultants, etc.) to target our responsiveness to core and personalized instruction in numeracy. Areas of focus include: • Personalized instruction • Inquiry and pedagogy • Content knowledge (patterning and algebra) • Assessment tools • Critical literacy • Problem solving • Higher order thinking	Increase in the percentage of students earning a Grade 9 Applied Math credit, by June, 2016, compared to June, 2015. (Please refer to Appendix B.1) Increase in the percentage of students earning a Grade 9 and 10 Applied English credit, by June, 2016, compared to June, 2015 Increase in the percentage of students completing 40 hours of community service by June of their graduating year Students' self-assessments demonstrate improvement in foundational skills and higher-order thinking, problem solving and critical thinking skills as part of the measurement of the implementation of TLE Increase in HWDSB 2015/16 Graduation Rate relative to provincial results and in comparison to June 2014/15. Please refer to Appendix B.3, B.4 and B.5. Increase in the percentage of students meeting or exceeding the Standard on the 2015/16 EQAO (Grade 3, 6 and 9 Numeracy and Grade 10 Literacy) relative to provincial results and in comparison to HWDSB results in previous years. (Please refer to Appendix B.2)

Attached to the report will be four appendixes:

Appendix A: All Students Reading by Grade 1

Appendix B: All Students Graduating (Mathematics and Literacy Plan)

Appendix C: Personalized, Collaborative, Inquiry-Based Learning Environments (TLE)

Appendix D: Part A: Analysis of Collected Data: Secondary

Part B: Analysis of Collected Data: Other Achievement Data

Section A: All Students Reading by Grade 1	
Section	**Topic**
A.1	Updates to Early Learning and Child Care in HWDSB
A.2	Oral Language and Reading Acquisition – Grade 1 Report Card Marks
Section B: All Students Graduating (Mathematics and Literacy Plan)	
B.1	Mathematics Strategy 2015-2016
B.2	HWDSB Literacy Strategy
B.3	System Programs
B.4	Expansion of Specialist High Skills Majors (SHSMs)
B.5	Graduation Rates
Section C: Personalized, Collaborative, Inquiry-Based Learning Environments	
C.1	Re-engagement Strategies
Section D: Analysis of Collected Data (Part A: Secondary)	
D.A.1	EQAO 2015 Contextual Information: Grade 9 Applied Mathematics
D.A.2	EQAO Over Time: Grade 9 Applied Mathematics
D.A.3	EQAO by Gender, ELL, and Special Education: Grade 9 Applied Mathematics
D.A.4	EQAO Contextual Information: Grade 9 Academic Mathematics
D.A.5	EQAO Over Time: Grade 9 Academic Mathematics
D.A.6	EQAO by Gender, ELL, and Special Education: Grade 9 Academic Mathematics
D.A.7	EQAO 2015, Grade 6 (2011-2012) to Grade 9 (2014-2015), Mathematics
D.A.8	Contextual Information: Ontario Secondary School Literacy Test (OSSLT)
D.A.9	Grade 10, OSSLT Success Rates Over Time
D.A.10	EQAO 2015, Grade 6 (2010-2010) to OSSLT (2014-2015)
D.A.11	First Time Eligible Students: OSSLT
Section D: Analysis of Collected Data (Part B: Other Achievement Data)	
D.B.1	Supervised Alternative Learning Report 2014
D.B.2	Community and Continuing Education

Updates to Early Learning and Child Care in HWDSB

This past May the Ministry of Education announced a new funding opportunity to add child care programs for children from birth to 3.8 years of age to new, or expanding schools to support a seamless system of early learning care, and education for families. The total investment is $120 million over a three year period. This funding is to continue the modernization of early year learning and child care programs across the province while also developing the hub concept in schools.

In consultation with the City of Hamilton's Consolidate Municipal Service Manager (CMSM), who oversees the early learning and child care system in the city, and the Hamilton-Wentworth Catholic District School Board we developed our submission to the province. The Ministry required this step to ensure that there was not overlap in requests for funding from both school boards for the same community, and that we were not requesting funds for an area that is already well serviced with early learning and child care programs.

Our submission to the province included three schools: Franklin Road (existing); Greensville (new development); and Binbrook at Summit and Fletcher (new development). Franklin Road was included in this funding request because we had early learning and child care programs at both Linden Park, and Eastmount Park, schools that were closed through the Accommodation and Review Committee (ARC) process.

The Ministry has already started its funding announcements for year one of the three year funding period, and we were successful in our bid for funding for Franklin Road. There is a plan in place to begin to develop this program immediately with a goal of the program being operational by the Fall of 2016. Today's Family was the operator of the programs at Eastmount Park, and Linden Park that were closed through the ARC process so they will be the operator of the newly developed program at Franklin Road. If we receive funding for the other two schools we will go through a request for proposal process to find an operator for each location.

Schools-First Child Care Capital Retrofit Policy (SFCCCRP) - update
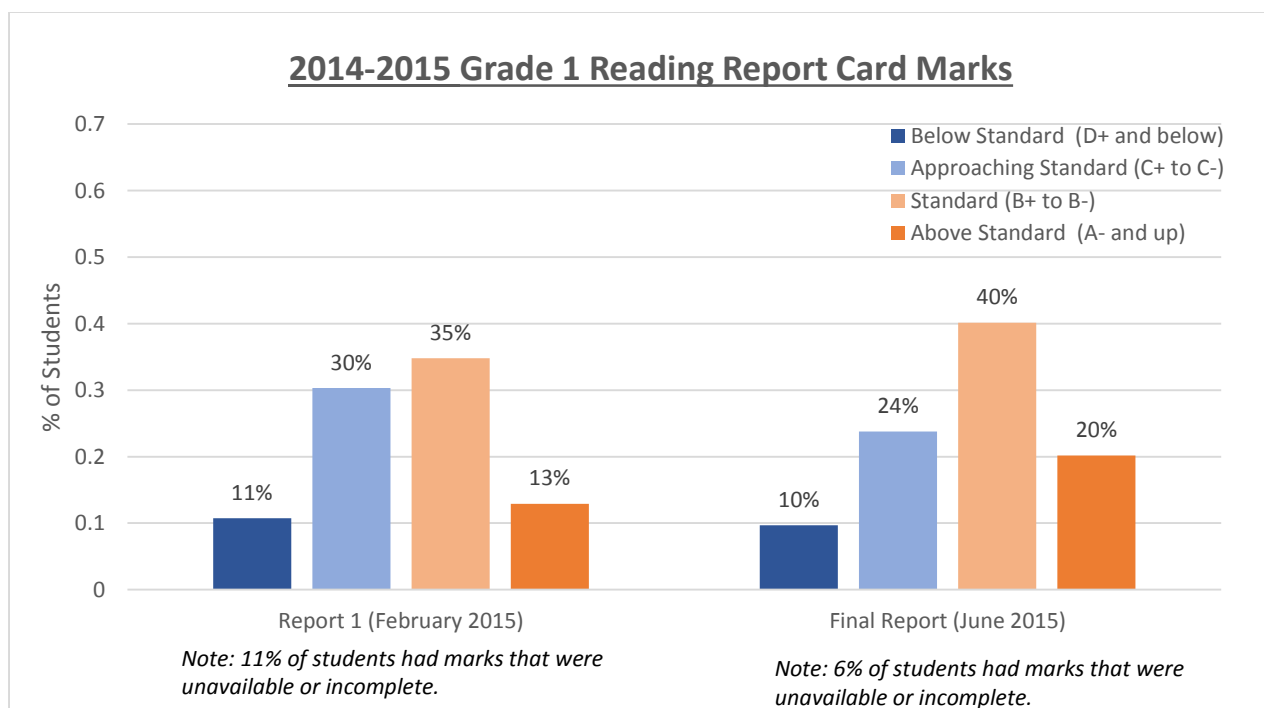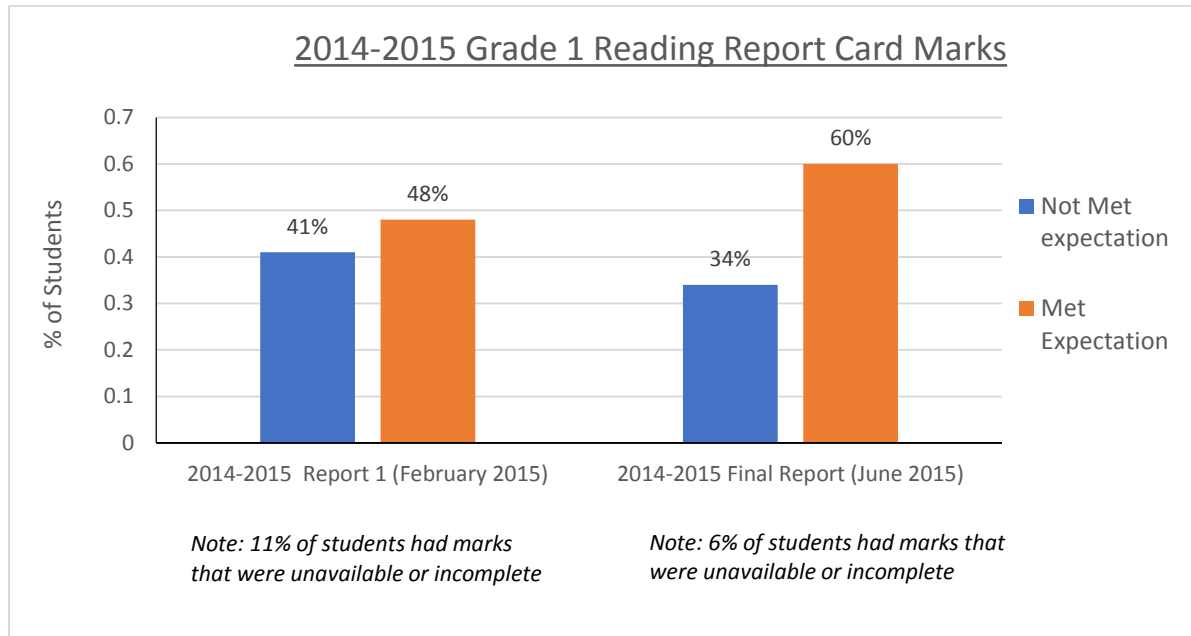
Funding through SFCCCRP was put in place in 2012 to re-purpose child spaces that had been utilized by kindergarten aged child to a younger age group since full-day kindergarten reduced the need for kindergarten child care spaces. The other purpose of this funding was to reach out to community-based child care programs to see if there was an interest for them to re-locate in available school space. This funding was to end August 2015, but the Ministry extended the funding until August 2017 allowing us the opportunity to continue to work with community partners who may be considering re-location of their early learning and child care programs in space we may have available.

Before and After School Programs

Annually HWDSB elementary schools survey parents to determine interest in before and after school extended day programs. Some parents access community-based or home-based programs and programs located in schools provide an additional options for parents. For the 2015/16 school year one new program was opened at Tapleytown Elementary School. After a Request for Pre-qualification process, Heritage Green was selected as the provider.

Reading Report Card Marks

- As expected, a larger percentage of grade 1 students met expectation (i.e., reached level 3 or 4) by June 2015 compared to February 2015.
- 37% of students who were approaching standard in February 2015 rose to standard or above standard by June 2015.
- 41% of students who were below standard in February 2015 rose to approaching standard or higher by June 2015.

2014-2015 Grade 1 Reading Report Card Marks

Note: 11% of students had marks that were unavailable or incomplete

Note: 6% of students had marks that were unavailable or incomplete

2014-2015 Grade 1 Reading Report Card Marks

Note: 11% of students had marks that were unavailable or incomplete.

Note: 6% of students had marks that were unavailable or incomplete.

Progress of students who were approaching standard @ Report 1

Final Report Card Marks

1%

7%

36%

56%

- Below Standard (D+ and below)
- Approaching Standard (C+ to C-)
- Standard (B+ to B-)
- Above Standard (A- and up)
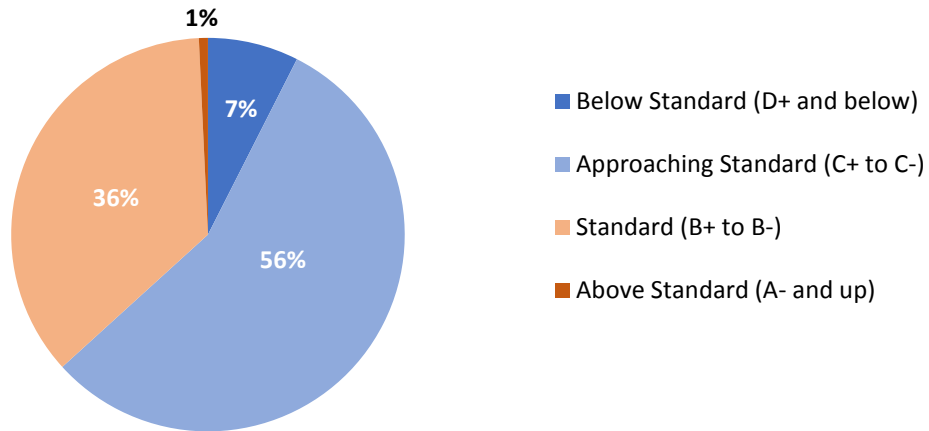
Progress of students who were below standard @ Report 1

Final Report Card Marks

0%

7%

34%

58%

- Below Standard(D+ and below)
- Approaching Standard (C+ to C-)
- Standard(B+ to B-)
- Above Standard (A- and up)
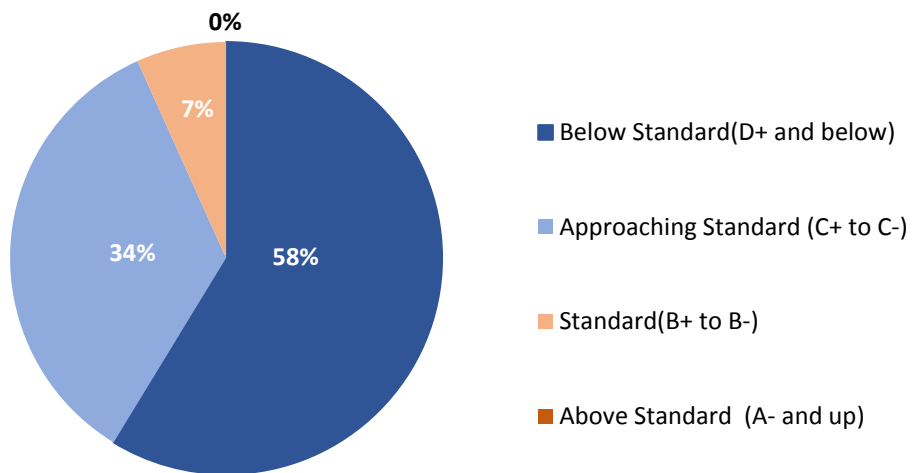
Note: % in pie chart may not add up to 100% due to rounding

Appendix B.1

Math Strategy 2013 — 2016

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

2013

The Year 1 Overview
Grade 2 & 5
Proportional Reasoning
91 schools, 3 sessions
Grade 3 & 6
Optimal Conditions for EQAO
1 session
Math Champions
Collaborative Inquiry
2 teachers per school + coaches
Grade 8 & 9
Patterns to Algebra
16 Secondary Schools
& their Feeder Schools
Junior Fractions Pilot
Year 1, 7 teachers
Intermediate Fractions Pilot with
Cathy Bruce Year 1, 7 teachers
Capacity Building Sessions
Administrators & Coaches
System After School Sessions
Marian Small Big Ideas
2book clubs/cluster
5 sessions

## 2014

The Year 2 Overview
K-1 Numeracy
Early Number Sense
Grade 2, 3, 5, 6
Paying Attention to
Proportional Reasoning
Math Champions
Collaborative Inquiry
Grade 7, 8 & 9
From Patterns to
Algebra
Junior Fractions Pilot
Year 2 - 4 teachers
Capacity Building Sessions
Administrators & Coaches
System After School Sessions
Highlighting Math
Resources
5 Clubs

October 2014

Grade 2 and 5
Small Group Sessions with
coaches building on 2013/14
P.R. learning
Grade 7, 8 and 9
From Patterns to Algebra
Reasoning & Proving
Five Secondary Schools and
their feeder schools
1/2 day supported by Ruth
Beatty
Student Success &
Secondary Math Facilitators
Grade 7, 8 and 9
1/2 day whole group session
Intro to From Patterns to
Algebra Resource
80+ teachers from across
system
Student Success
Secondary Math Facilitators

November 2014

Grade 3 and 6
Introducing Proportional
Reasoning key concepts
91 Schools
1/2 day session for Gr. 3
1/2 day session for Gr. 6
Grade 7, 8, & 9
In school small group
session in Intermediate
Classroom supported by
Student Success & Secondary
Math Facilitators
Focus on using resource &
observing student justification
Grade 7, 8 & 9
In school small group
session in Secondary
Classroom supported by
Student Success &
Secondary
Math Facilitators
Focus on using resource
& observing student
justification

December 2014

Grade 7, 8 & 9
Five Secondary Schools
and their feeder schools
1/2 day whole group
Consolidation of
Patterning & Algebra
Celebration of learning
Junior Fractions Group
Resources by Cathy
Bruce & Marian Small

January 2015

Grade 7, 8 and 9
1/2 day small group
sessions
Focus on Pedagogical
Documentation
Math Champions
1/2 day C.I.
sessions:
Accountable Talk
Manipulatives
Questioning/
Feedback
113 teachers + coaches
Junior Fractions Group
Resources by Cathy Bruce
& Marian Small
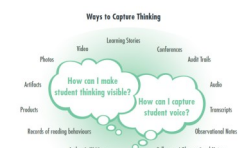
February 2015

Grade 2 & 5
Support check in with coach
Focus on Proportional
Reasoning
K-1
4 schools (30 classrooms)
Use Daniel Ansari's Numeracy
Screeners to gather data on
early number sense (Pre)
Junior Fractions Group
Resources by Cathy Bruce &
Marian Small Resources

January 2015

Grade 3 & 6
Small group sessions
supported by coach
Focus on tasks, student
work & Proportional
Reasoning

K-1
Those at or below 40th
percentile on screeners
Cohort 1 (62 kids) begin
using Native
Numbers App
15min/day for 6 weeks
Dibels: Benchmark 2
1 school (5 classrooms)
Use of Dibels.net
Progress Monitoring for
data
collection
Grade 3 & 6
Focus on Unitizing
91 Schools
1/2 day session for
Gr 3
1/2 day session for
Gr 6
Math Champions
1/2 day small group
In school sessions
Focus on Collaborative Inquiry
113 teachers + coaches

March 2015

April 2015

K-1
Teachers administer Numeracy
Screeners (Mid)
Cohort 2 (65 students)
begin Native Numbers App
15min/day for 6 weeks
Capacity building for teachers &
DECE on early number sense
Grade 7, 8 & 9
In school lesson study 1 day in
elementary classroom and 1 day
in secondary
Classroom supported by
Student Success & Secondary
Math Facilitators

March 2015

Grade 7, 8 & 9
Five Secondary Schools and
their feeder schools
Continue inquiry focus on
Student Reasoning and
Proving & Pedagogical
Documentation with other math
content areas
Junior Fractions Group
Resources by Cathy Bruce &
Marian Small

May 2015

Grade 3 & 6
1/2 day small group
sessions
Focus based on
Teacher need
with Proportional
Reasoning
Math Champions
113 teachers + coaches
Marion Small presents
on:
Accountable Talk
Manipulatives
Questioning /Feedback
Junior Fractions Group
Resources by Cathy
Bruce & Marian Small

June 2015

K-1
Post—teachers
administer
Numeracy Screener
or
Dibels Benchmark 3
Grade 7, 8 & 9
1/2 day final celebration
of learning with
Ruth Beatty
1/2 day bring a
friend to share the
learning

DIBELS® Math

2015

The Year 3 Overview
K-1 Numeracy
(Pilot Project)
Early Number Sense
Grade 1
Early Number Sense
Documentation in Math
Pedagogy
Grade 3 & Grade 6
Co-teaching with Coaches (Proportional Reasoning Focus)
Grade 4
Fractions (TLE)
Grade 7 & Grade 9
From Patterns to
Algebra
Math Champions
Inquiry, Problem Solving
and Creativity
Capacity Building Sessions
Administrators &
Coaches
**System After School
Sessions with Math
Champions**
Topic driven
Facilitated by Champions
& Coaches
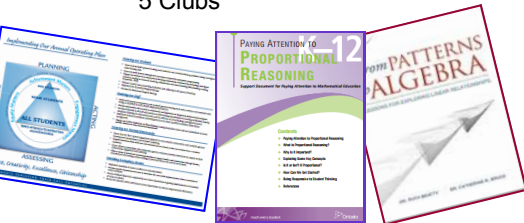
Forms of Data Collected:
Pre and Post Assessment of Math Skills, Student Pre and Post surveys, Teacher Efficacy Surveys, Cross Panel Teacher Lesson
Observation Forms, Teacher Feedback Forms, Administrator Feedback Forms, Administrator Planning Documents, Teacher Surveys,

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Math Strategy
2013 — 2016

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Grade 3 & 6
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Math Champions
Collaborative Inquiry
2 teachers per school +
coaches
Grade 8 & 9
Patterns to Algebra
16 Secondary Schools & their
Feeder Schools
Junior Fractions Pilot
Year 1, 7 teachers
Intermediate Fractions Pilot with Cathy Bruce Year 1,
7 teachers
Capacity Building Sessions
Administrators & Coaches
**System After School
Sessions**
Marian Small Big Ideas

2014

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Grade 2, 3, 5, 6
Paying Attention to
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Math Champions
Collaborative Inquiry
Grade 7, 8 & 9
From Patterns to
Algebra
Junior Fractions Pilot
Year 2 - 4 teachers
Capacity Building Sessions
Administrators & Coaches
**System After School
Sessions**
Highlighting Math
Resources

2015

The Year 3 Overview
**K-1 Numeracy
(Pilot Project)**
Early Number Sense
Grade 1
Early Number Sense
Documentation in Math
Pedagogy
Grade 3 & Grade 6
Co-teaching with Coaches
(Proportional Reasoning Focus)
Grade 4
Fractions (TLE)
Grade 7 & Grade 9
From Patterns to
Algebra
Math Champions
Inquiry, Problem Solving and
Creativity
Capacity Building Sessions
Administrators & Coaches
**System After School
Sessions with Math
Champions**
Topic driven
Facilitated by Champions &
Coaches

Budget 2015/2016

$300 000
K-6 $225 000
Cross Panel $75 000

$300 000 = 1100 supply days
$225 000 = 900 supply days
$75 000 = 200 supply days

Cross Panel - Kelly & Terri
K-6 - Sandra & Christine

Data Collection
E-best
Kindergarten
Grade 1
Grade 4
Grade 7
Teacher growth & Student
achievement

Grade 4
Fractions
Fraction Monograph
Leaps and Bounds
Mathgains
TLE
Grades 3/4, 4, 4/5
Approx. 256 teachers
Pedagogy
Proportional Reasoning
3 touches (large group by
cluster SOSA, small group,
1:1 co-teaching with IC)
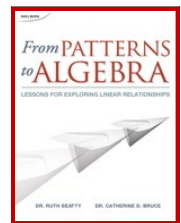
Grade 7
Patterning & Algebra
From Patterns to Algebra
Cohort 2 - 45 teachers
(elementary & secondary)
+ 15 mentor teachers

Grade 3 & 6
1/2 day co-teaching model
with IC (Agents of Change)
ALL Grade 2/3. 3, 3/4, 5/6,
6, 6/7
New Coaches connect with
mentor Coach/
Consultant

Math Champions
1/2 day - Inquiry in Math
A deeper look at the
connections between inquiry,
problem solving and
creativity.
**Math Champion & After
School Sessions**
Co-facilitated by Coaches,
Teachers & Consultants
Google Forum to determine
focus
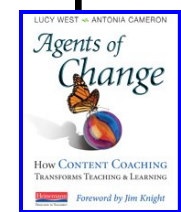
Professional Development
Coaches, Consultants &
Administrators
♦ Fractions
♦ Documentation in Math
♦ Early Number Sense
♦ Reflective Conversations
♦ Content Coaching

K-1 Pilot Project
Continuation of project
2014/2015
Dibels, Numeracy Screener,
Native Numbers App
Early Number Sense
Leading from the Middle
Continue working with Dr.
Ansari

Grade 1
Early Number Sense
Documentation in Math
Pedagogy
Approx. 245 teachers
Grade 1, 1/2

HWDSB LITERACY STRATEGY 2015-2016

Purpose

1. To identify and address student literacy learning needs, so that classroom learning and achievement meet Ministry standard.
   Specific populations of concern may include:
   - Students enrolled in Applied/Locally Developed classes
   - Students enrolled in Empower High School reading intervention program
   - Students involved in ELL/ESL programming
   - Students with exceptional and non-exceptional Special Education needs
   - Students who identify as FNMI
   - Students from Grades 7-9 with literacy challenges
   - Students previously unsuccessful on the OSSLT
   - Early leavers who are without their graduation literacy requirement

2. To identify and support the literacy learning needs of staff supporting the specific student populations, as listed above.

Structures

Student Success Teams, Professional Learning Teams, and Literacy Committees (may include administrator, Student Success teacher, learning resource teacher, literacy lead, numeracy lead, cross-panel teachers, cross-curricular subject teachers). Teams supported by Leadership and Learning consultants, elementary student success teachers and instructional coaches.

Plan/Act

Strategy includes a two-pronged approach of both Literacy/skill-building as well as targeted preparation for the Grade 10 Ontario Secondary School Literacy Test (OSSLT). Chart below outlines identified stages and actions.

Steps	Literacy Learning	OSSLT Preparation
Setting Direction	Create and provide an overview for staff of the definition of literacy, to deepen staff knowledge and understanding.	Provide an overview for staff and students on the need for a focus on literacy based on skills embedded within the assessment, trending results and the use of these transferable skills outside of school environment.
Knowing our Students Data Analysis Determine Need	Review various data, including: Marks Distribution report, Taking Stock report, IEPs, to determine areas of need for literacy learning. Identify correlation between low achievement and literacy skills, and need for teacher learning to support targeted groups. Identify courses/teachers to form PLTs.	Review EQAO data (Grade 6, 9) as well as practice OSSLT assessments, student work to determine a) school needs for skill development, b) individual student needs. Inquire collaboratively to understand group and individual needs.
Assess Previous Plans Create New Plans Set Goals Determine Measures Monitor/Reflect	Develop a plan to address student and teacher learning need: At the student level - formulate a plan for intervention, instruction, and monitoring of progress for each student at risk. At the classroom level - identify a target group of teachers (cross-curricular, cross-panel), to support teacher literacy learning. Develop a success criteria to identify evidence and data measures to monitor student/teacher progress	Develop a plan to address student and teacher learning: At the school level - create a plan for purposeful student and teacher learning about the appearance, presentation, purpose, structure, skills, and requirements of the OSSLT. Examine student work to identify baseline and track progress Develop a success criteria to identify evidence and data measures to monitor student/teacher progress
Tools and Resources Building Staff Capacity	Review Adolescent Literacy Guide resource, Monographs, Building Capacity Series and other Ministry resources such as literacy plan monitoring tool and subject curriculum documents to better support deeper understanding of how to incorporate literacy skill-building in daily teacher and student practice. Review High Yield strategies with a specific focus on the work of Hattie related to feedback to maximize learning in the classroom.	Review resources such as Optimal Conditions, OSSLT Guide and best practices, to better understand how to support students for the test (prior, during and after the test; accommodations, use of assistive technology, deferrals, exemptions, adjudication, OLC4O, after-school literacy prep courses).

Assess and Reflect:

As a system/school/learning team assessing our impact will determine next steps. Teams will reflect on the following questions:

1. What is our measure to determine the success of our plans? What were our goals and did we met the goals? If not, why?
2. What aspects of the plan worked? What didn't? Why? What "fell through the cracks"?
3. What do we need to do differently next time?

Additional Supports:

Leadership & Learning will:
1. Support Student Success and school teams' action plans for literacy.
2. Provide updates to EC/SOSAs.
3. Support teacher learning teams with a focus on professional learning on assessment and evaluation (Assessment Continuum, with focus on Feedback), literacy skills, analyzing student work/data to determine needs and responding to needs through explicit and differentiated instruction. This will be supported by key staff (consultants, ICs, elementary student success teachers, cluster principals).
4. Utilize the expertise of the Provincial Literacy Lead to help system staff plan and support effective professional learning.
5. Utilize other Ministry supports and other board resources to support professional learning.
6. Reflect: What is our measure to determine the success of our plans? (What were our goals and did we met the goals? If not, why? What aspects of the plan worked? What didn't? Why? What "fell through the cracks"?) What do we need to do differently next time?

System Programs

Options to Re-engage our Early Leavers

PROGRAM NAME	DESCRIPTION	STUDENT CRITERIA	SEMESTER
Regular OYAP	• Any Co-op for any amount of credits • Any apprentice able area	• 16 yrs. old & 16 credits • Students DO NOT have to be signed apprentices	• Sem. 1 or 2 • Summer Co-op (July)
Bridge/OYAP	• OYAP accelerated / dual credit opportunities where students earn credits for both high school and college	• Senior student • 16 credits	• Sem. 2 (1 is full) • At Mohawk
Ontario Public Service (OPS)	• 4 credits (GLD2O+GLN4O+Co-op) • Paid Co-op at Ontario Public Service and related agencies • Available to students not engaged in school for various reasons • Complete 6 to 7 weeks of course material prior to placements • All day Co-op 2nd half of the semester	• Senior student with a committed work ethic	• Sem. 1 or 2 • At Delta
ArtSmart Musical Theatre Program	• Earn 2 or 3 credits in musical theatre/theatre & related Tech • Earn 1 or 2 credits thru Co-op at Theatre Ancaster • Produce full stage musical at end of sem. • Earn SHSM Arts & culture designation	• be 15 years of age or older • have successfully completed a minimum of 8 credits • submit all required application • information by the due date • attend an interview session, • if requested	• Sem. 2 • At Sir Allan MacNab
EXYTE	• Project based learning • Students create re-purposed, recycled furniture, artwork, etc. • Projects displayed & sold in community	• Students with mild intellectual difficulties / disabilities	• Sem. 1 or 2 • At Mountain
Building Careers from the Ground Up: Home Building Program	• Build a house • Residential Construction Co-op placements • Earn 2 credits in TCJ4E & upto 4 in Co-op • Earn SHSM Construction designation	• Senior student who is interested in the construction sector	• Sem. 1 or 2 • Off-site
Lime Ridge Mall Community Co-op Program	• Continuous intake • GLD2O & GLN4O • PM Co-op placement	• Located at Nora Henderson SS • Students of varying abilities/academic goals.	• Sem. 1 or 2
Growing Careers: Horticulture Program	• Earn 2 Green Industries (THL) credits • Up to 3 additional through co-op • Level 1 Horticulture Technician Apprenticeship (Landscape Ontario) • Earn SHSM Horticulture & Landscaping designation	• Located at Saltfleet & Mohawk College • Senior students who are interested in the horticulture sector.	• Sem. 1 or 2
Caring for Our Future: Healthcare Support Worker Program	• All day program • Earn 2 grade 12 TPJ Healthcare credits • Earn 2 credits through Co-op • Rotate through 3 blocks of classroom learning & 3 different Co-op placements • Earn SHSM Health & Wellness designation	• Located at Juravinski Hospital site • Senior students interested in pursuing health care sector.	• Sem. 1 or 2
Militia Co-op Program	• Earn 2 credits for Military training Co-op & additional credits in Phys. Ed & Math • Earn SHSM Justice, Community Safety & Emergency Services designation	• James St. Armoury • Students must be at least 16 years of age. • For students interested in joining the army.	• Sem. 2

Expansion of SHSM Programs

Our SHSM programming began in 2007-2008 with seven programs in three sectors involving seven schools. In 2013-14, we had 22 programs representing 11 sectors in 16 schools. For 2014-15 we had 25 programs representing 13 sectors in 14 schools.

Our HWDSB SHSM red seal graduation rate for 2014-15 is 57% compared to the provincial rate of 47%. In 2013-2014 the board rate was 64%. In 2012-13 and 2011-12 our board red seal rate was 51% and 26% respectively.

SHSM Sector	Student Enrollment					SHSM Designations				
	Actual 2010 - 11	Actual 2011 - 12	Actual 2012-13	Actual 2013-14	2014-15	2010 - 11	2011 - 12	2012 - 13	2013 - 14	2014-15
Arts & Culture	186	213	170	81	106	28	34	51	56	78
Aviation & Aerospace	18	28	16	14	12	1	1	5	9	3
Business*	--	--	--	--	22	--	--	--	--	19
Construction	150	139	83	34	44	11	11	19	25	16
Energy	0	11	6	2	6	0	2	2	0	1
Environment	0	48	42	6	5	0	0	2	5	5
Health & Wellness	389	253	140	66	51	23	25	33	40	40
Horticulture & Landscaping	32	41	14	11	14	1	4	4	5	1
Hospitality & Tourism	87	108	67	29	19	5	8	8	6	6
Information & Communications Technology (ICT)	27	35	15	7	14	2	6	3	5	9
Justice, Community Safety & Emergency Services (JCSES)	59	51	15	10	8	10	6	6	13	0
Manufacturing	30	59	38	19	36	5	8	4	14	19
Non Profit*	--	--	--	--	11	--	--	--	--	3
TOTALS:	**978	**986	**606	279	348	86	105	137	178	200

*New SHSM sectors to the Board in 2014-15

** Represents all grade 11 and 12 students enrolled in SHSM programs. Beginning in 2013-14 we are only representing the number of grade 12 students still enrolled in our SHSM program.

Graduation Rates

The Ministry of Education publicly released Board-by-Board Graduation Rates for the first time on April 1, 2015. Prior to this year, Ontario school boards reported their graduation rates using a variety of methodologies. In HWDSB the public reporting of our graduation rates was through the board's Student Achievement Report in the Fall. The approach taken with these reports was consistent with other boards in the province. All students receiving a diploma within 5 or less years, regardless of the grade they first enrolled with HWDSB or if they had previously attended another school (public, private or out of province) were counted. The methodology combined all students from two cohort years to provide a 'sliding cohort' value that approximated the numbers of students as attending in year "4" and "5". This approach answered the question: *How many students who started in Grade 9 with HWDSB graduated within that past two years from HWDSB?*

The Ministry of Education release of HWDSB graduation rates for 2013-14 reflects a revised methodology from that used by our board and others in previous years. This year's rate focuses on the 2009-10 student cohort. It addresses the question: *What happened to all students that started grade 9 with HWDSB in 09-10?* The approach follows the cohort over a five year period ending August 31, 2014 regardless of whether or not the student remained with HWDSB.

Adopting the Ministry criteria and reporting methodology has meant a slight adjustment in our reported graduation rate from previous years. This would have been the experience of many boards. It is worth noting that of the students that remained with HWDSB over five years 79% graduated. In addition, several students that attended HWDSB schools and graduated within five years are not reflected in our rate as they did not meet the new Ministry criteria on calculating a board's rate. Finally, it is important to note that many students, for a variety of reasons, while not graduating within five years remain engaged and continue their studies in HWDSB with the eventual goad of attaining an OSSD.

HWDSB Rates (as published by Ministry) for the 09-10 cohort*

5 Year – 77%

4 Year – 68%

*The 09-10 cohort graduation rates mark a new BASELINE for each board AND the province when reviewing graduation rates

Re-engagement Strategies

Below are some of the suggested approaches that were used across the system to re-engage students and to provide programming to meet their needs:

Communication Strategies
- ✓ Calls to home/work/parents/emergency contacts
- ✓ Letters to invite students back
- ✓ Parent and student meetings
- ✓ Home visits conducted when no phone, or emergency information
- ✓ Check-in" appointments to monitor progress and coach students to success
- ✓ Communication to teachers regarding supports and strategies for specific students
- ✓ Regular check-ins with students and parents/guardians
- ✓ Link on school website outlining options to graduate
- ✓ Mailing positive notes home

Positive School Connections
- ✓ Use of Restorative Justice practices
- ✓ Connections to school clubs or teams
- ✓ Engaging students in Speak Up Projects

Mentoring
- ✓ Collaboration with other educational staff: guidance, VP, LRT, social worker, office staff, Student Success teachers and mentoring education assistants
- ✓ Link to caring adult (touching base/counselling)
- ✓ Peer tutor mentoring
- ✓ Creation of school based groups to address needs
- ✓ Contracts with administration

Community/Other Supports
- ✓ Referral to the Social Worker, AY or other community supports
- ✓ Consulting with community partners; e.g., Probation, CAS/CCAS
- ✓ Financial support through Bursaries, community supports
- ✓ Links to community programs/supports eg. Grace Haven, Cornerstone

Programming
- ✓ Creation of individualized timetables and re-timetabling as required
- ✓ Enrolment in in-school/off-site Alternative Education programming
- ✓ Enrolment in GLD, GLN, Credit Recovery
- ✓ Credit rescue supports
- ✓ Enrolment in cooperative education – full day, half day and or paid coop
- ✓ Connections to SHSMs; Dual credit; Specialized Pathways
- ✓ Creation of opportunities for work experiences in existing programs
- ✓ Establishing a Literacy/Numeracy after school program
- ✓ Enrolling students in part-time studies to complete required credit material
- ✓ Enrolment in e-learning, continuing education (night school, summer school)
- ✓ Home study
- ✓ Career pathways guidance
- ✓ Enrolment in system alternative education/student success programming

APPENDIX D

Part A: Analysis of Collected Data - Secondary

D.A.1	EQAO 2015 Contextual Information: Grade 9 Applied Mathematics
D.A.2	EQAO Over Time: Grade 9 Applied Mathematics
D.A.3	EQAO By Gender, ELL, and Special Education: Grade 9 Applied Mathematics
D.A.4	EQAO 2015 Contextual Information: Grade 9 Academic Mathematics
D.A.5	EQAO Over Time: Grade 9 Academic Mathematics
D.A.6	EQAO By Gender, ELL, and Special Education: Grade 9 Academic Mathematics
D.A.7	EQAO 2015, Grade 6 (2011-2012) to Grade 9 (2014-2015), Mathematics
D.A.8	Contextual Information: Ontario Secondary School Literacy Test (OSSLT)
D.A.9	Grade 10, OSSLT Success Rates Over Time
D.A.10	EQAO 2015, Grade 6 (2010-2011) to OSSLT (2014-2015)
D.A.11	First Time Eligible Students - OSSLT

EQAO 2015, Grade 9 Mathematics

D.A.1 EQAO 2015, Contextual Information: Grade 9 Applied Mathematics

✓ Over the past five years, the percentage of HWDSB students taking applied mathematics who performed at or above the provincial standard has <u>increased by 6 percentage points</u>, from 34% to 40%.

✓ In 2014–2015, there was <u>no</u> change from the previous year's percentage of students performing at or above the provincial standard in applied mathematics.

✓ Our female students have had an <u>eleven percentage point increase</u> over the last 5 years and our male students have had a <u>one percentage point increase</u>.

✓ Students with special education needs (excluding gifted) have shown a <u>5 percent increase</u> since 2012-2013.

✓ ELL Students have shown a <u>15 percent increase</u> since 2012-2013.

Percentage of Students Achieving Level 3 or 4 in Applied Mathematics

Year	Board	Province	Comparison to Province
2010-2011	(427) 34%	42%	-8%
2011-2012	(448) 38%	44%	-6%
2012-2013	(377) 33%	44%	-11%
2013-2014	(420) 40%	47%	-8%
2014-2015	(390) 40%	N/A	N/A

D.A.2 Grade 9 Applied Mathematics: Levels 3 & 4 - Board and Province Over Time
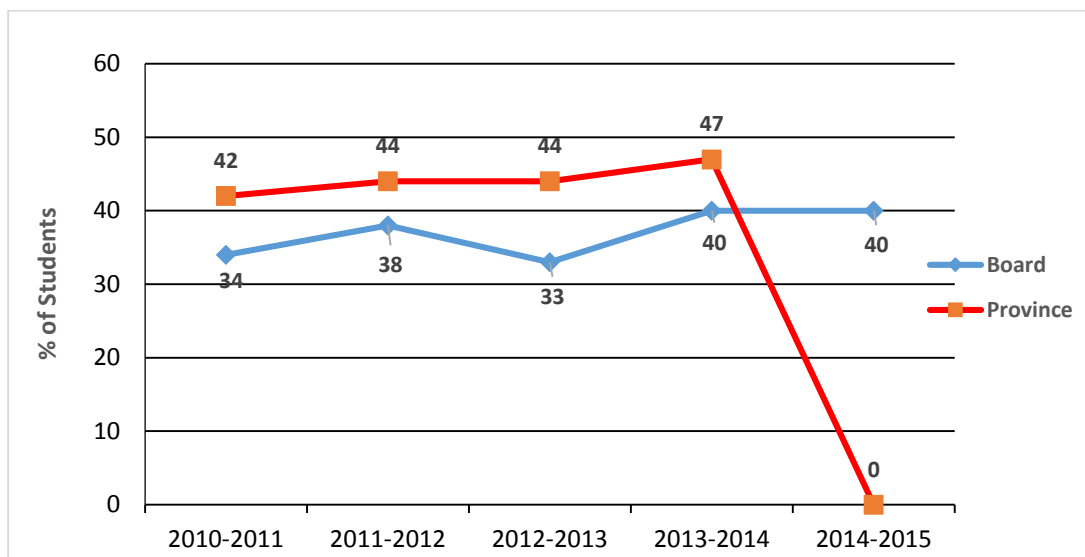
D.A.3 EQAO by Gender, ELL, and Special Education: Grade 9 Applied Mathematics

Students achieving Level 3 or 4 in Applied Mathematics by Gender

Year	FEMALE			MALE		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2010-2011	(152) 28%	38%	-10%	(275) 39%	44%	-5%
2011-2012	(173) 33%	41%	-9%	(275) 42%	47%	-5%
2012-2013	(140) 28%	41%	-13%	(237) 37%	46%	-9%
2013-2014	(157) 35%	45%	-10%	(263) 43%	49%	-6%
2014-2015	(172) 39%	N/A	N/A	(218) 40%	N/A	N/A

Percentage of students with Special Education Needs (excluding gifted) Achieving Level 3 or 4 in Applied Mathematics

Year	Board	Province	Comparison to Province
2010-2011	(100) 28%	33%	-5%
2011-2012	(124) 30%	35%	-5%
2012-2013	(82) 24%	35%	-11%
2013-2014	(98) 28%	39%	-11%
2014-2015	(107) 29%	N/A	N/A

Percentage of English Language Learners (ELL) Achieving Level 3 or 4 in Applied Mathematics

Year	Board	Province	Comparison to Province
2010-2011	(10) 11%	29%	-17%
2011-2012	(16) 15%	33%	-18%
2012-2013	(8) 8%	35%	-27%
2013-2014	(6) 12%	38%	-26%
2014-2015	(13) 26%	N/A	N/A

D.A.4 EQAO 2015, Contextual Information: Grade 9 Academic Mathematics

✓ In 2014–2015, there was an increase (1 percentage point) from the previous year's percentage of students performing at or above the provincial standard in academic mathematics.

✓ Our female students have had a 4 percentage point gain over the last 5 years and our male students have a 4 percentage point increase.

✓ Results for students with special education needs (excluding gifted) have shown a of fourteen percentage point increase since 2012-2013.

✓ The results for ELL students have shown a 26 percentage point decrease over the past 5 years.

Percentage of students achieving Level 3 or 4 in Academic Mathematics

Year	Board	Province	Comparison to Province
2010-2011	(1765) 79%	83%	-4%
2011-2012	(1719) 77%	84%	-7%
2012-2013	(1810) 78%	84%	-6%
2013-2014	(1769) 81%	85%	-4%
2014-2015	(1699) 82%	N/A	N/A

D.A.5 Grade 9 Academic Mathematics: Levels 3 & 4 - Board and Province Over Time
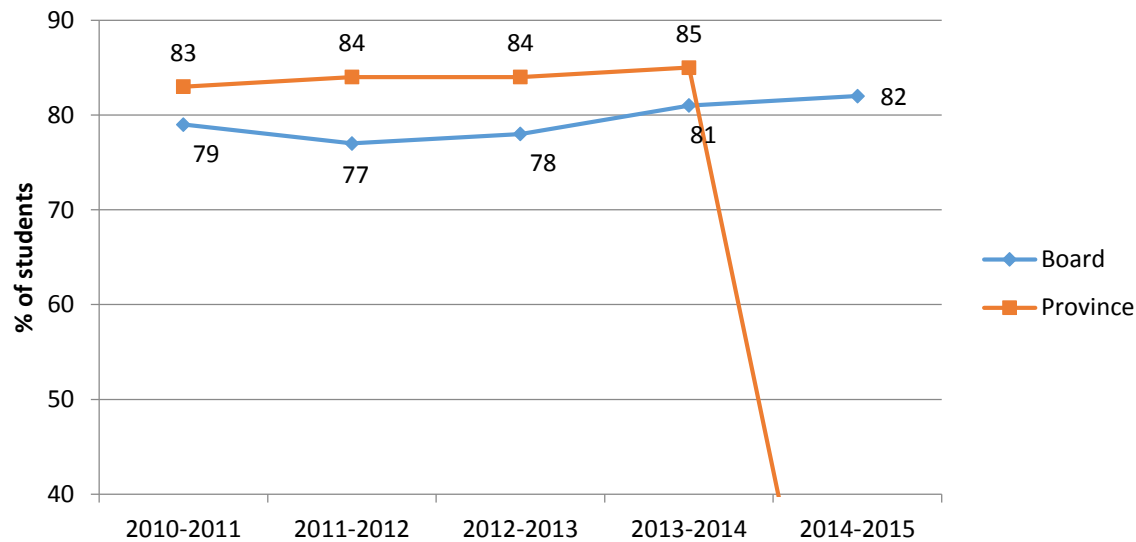
D.A.6 EQAO by Gender, ELL, and Special Education: Grade 9 Academic Mathematics

Percentage of Students Achieving Level 3 or 4 in Academic Mathematics by Gender

Year	FEMALE			MALE		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2010-2011	(884) 78%	82%	-4%	(881)79%	84%	-5%
2011-2012	(822) 75%	83%	-8%	(897)79%	85%	-6%
2012-2013	(933) 78%	84%	-6%	(877)79%	85%	-6%
2013-2014	(891) 79%	84%	-5%	(878)84%	86%	-2%
2014-2015	(869) 82%	N/A	N/A	(830)83%	N/A	N/A

Percentage of Students with Special Education Needs (Excluding Gifted) Achieving Level 3 or 4 in Academic Mathematics

Year	Board	Province	Comparison to Province
2010-2011	(102) 66%	73%	-7%
2011-2012	(93) 62%	72%	-10%
2012-2013	(70) 55%	73%	-18%
2013-2014	(106) 69%	74%	-5%
2014-2015	(119) 69%	N/A	N/A

Percentage of English Language Learners (ELL) Achieving Level 3 or 4 in Academic Mathematics

Year	Board	Province	Comparison to Province
2010-2011	(32) 76%	79%	-3%
2011-2012	(60) 67%	81%	-14%
2012-2013	(21) 58%	81%	-23%
2013-2014	(23) 66%	82%	-16%
2014-2015	(11) 50%	N/A	N/A

D.A.7 EQAO 2015, Grade 6 (2011-2012) to Grade 9 (2014-2015), Mathematics

The charts and tables below provide information on changes in EQAO results of a cohort of students as they moved from Grade 6 to Grade 9. The results show how students in each reporting category for mathematics in Grade 6 performed when they wrote the assessment in Grade 9.The results presented are for students with assessment results for both grades.

For students in Applied Mathematics, over 50% those who did not meet the provincial math standard in Grade 6 did not meet the provincial standard in Grade 9. However, 30% of the students who did not meet the standard in Grade 6 rose to the provincial standard in Grade 9. For the most part, students in Academic Mathematics who met the provincial math standard in Grade 6 met the provincial standard in Grade 9.

Grade 6 Math in 2012 to Grade 9 Applied Math in 2015

Grade 6 in 2012 to Grade 9 in 2015

- 12% Maintained Standard
- 30% Rose to Standard
- 3% Dropped from Standard
- 54% Never Met Standard

	Percentage of students[3]	
	Board[2] (775 students)	Province[2]
Met the provincial standard in Grade 6 and Grade 9	12%	
Did not meet the standard in Grade 6 but met it in Grade 9	30%	
Met the standard in Grade 6 but did not meet it in Grade 9	3%	
Did not meet the standard in Grade 6 or Grade 9	54%	

Grade 6 Math in 2012 to Grade 9 Academic Math in 2015

Grade 6 in 2012 to Grade 9 in 2015

- 12% Maintained Standard
- 6% Rose to Standard
- 17% Dropped from Standard
- 66% Never Met Standard

	Percentage of students[3]	
	Board[2] (1793 students)	Province[2]
Met the provincial standard in Grade 6 and Grade 9	66%	
Did not meet the standard in Grade 6 but met it in Grade 9	17%	
Met the standard in Grade 6 but did not meet it in Grade 9	6%	
Did not meet the standard in Grade 6 or Grade 9	12%	

1 When interpreting changes in student achievement levels across grades, it is important to take the following statistical phenomenon into consideration: students at the low end of the distribution of scores will have a greater tendency to increase their scores on subsequent assessments, while students at the high end of the distribution will have a greater tendency to decrease their scores.

2 Percentages do not include students who were absent or deferred taking the OSSLT.

3   When looking at the Grade 6 to OSSLT comparison, it is important to note the reporting categories being compared are different for the two assessments.

D.A.8 EQAO 2015, Contextual Information: Ontario Secondary School Literacy Test (OSSLT)

- ✓ In March 2015, 76% percent of fully participating first-time eligible students were successful on the test.

- ✓ Over the past five years, the percentage of HWDSB students who were successful has decreased from by 3 percentage points, from 79% to 76%.

- ✓ Our female students have had a 3% decline over the last five years and our male students have made a 4% percentage point decline.

- ✓ Results for students with special education needs (excluding gifted) have seen a one percentage point <u>increase</u>.

- ✓ The results for ELL students have shown a 13% point decrease since 2013-2014.

Percentage of successful fully participating first-time eligible students

Year	Board [# of Successful Students/Percentage]	Province	Comparison to Province
2010-2011	(2743) 79%	83%	-4%
2011-2012	(2601) 77%	82%	-5%
2012-2013	(2530) 77%	82%	-5%
2013-2014	(2549) 76%	83%	-7%
2014-2015	(2362) 76%	82%	-6%

D.A.9 Grade 10, OSSLT Success Rates Over Time-Overall
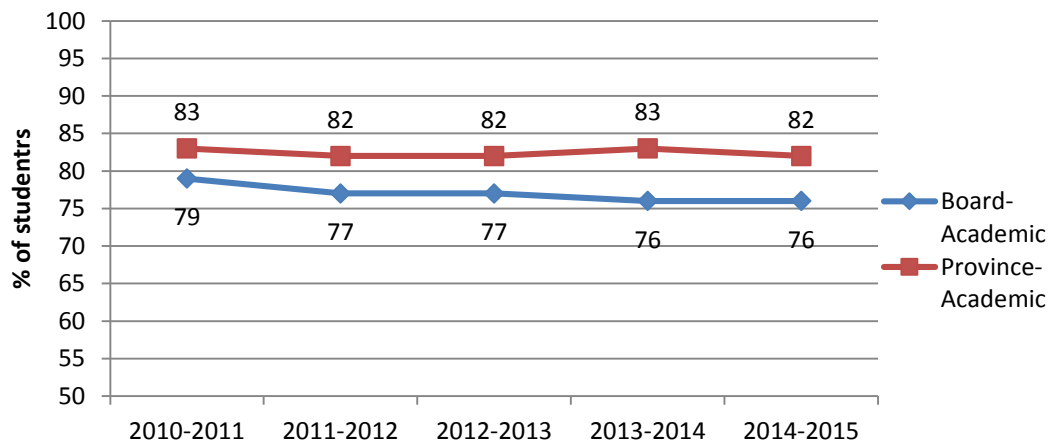
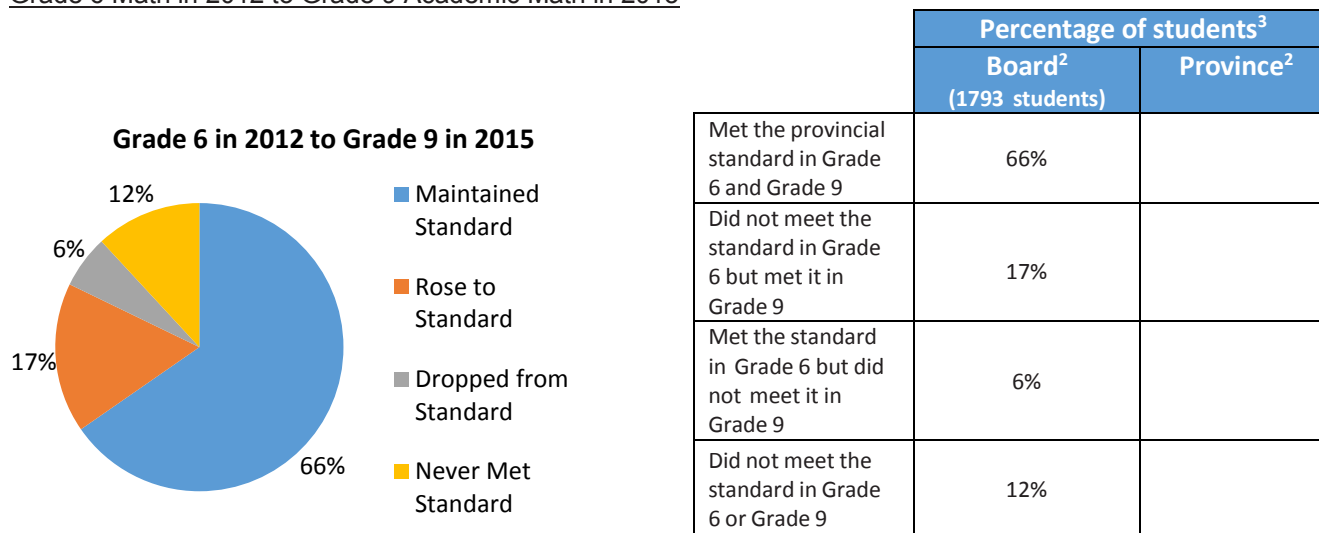## D.A.10   EQAO 2015, Grade 6 (2010-2011) to OSSLT (2014-2015)[1]

The charts tables below provide information on changes in EQAO results of a cohort of students as they moved from Grade 6 to Grade 10. The results show how students in each reporting category in Grade 6 performed when they wrote the OSSLT. The results are for the cohort of first-time eligible students who wrote the OSSLT in 2014-2015 and the Grade 6 assessment in 2010-2011, and for whom EQAO has results for both assessments. For the most part, students who met the provincial reading and writing standard in Grade 6 were successful on the OSSLT on their first attempt in Grade 10.

Grade 6 Reading in 2011 to OSSLT in 2015

Grade 6 Reading in 2011 to OSSLT in 2015

- 16%
- 7%
- 9%
- 68%

- Maintained Standard
- Rose to Standard
- Dropped from Standard
- Never Met Standard

	Percentage of students[3]	
	Board[2] (2,840 students)	Province[2] (115,393 students)
Met the provincial standard in Grade 6 and OSSLT	68%	72%
Did not meet the standard in Grade 6 but met it in OSSLT	9%	11%
Met the standard in Grade 6 but did not meet it in OSSLT	7%	5%
Did not meet the standard in Grade 6 or OSSLT	16%	12%

Grade 6 Writing in 2011 to OSSLT in 2015

Grade 6 Writing in 2011 to OSSLT in 2015

- 15%
- 8%
- 14%
- 63%

- Maintained Standard
- Rose to Standard
- Dropped from Standard

	Percentage of students[3]	
	Board[2] (2,840 students)	Province[2] (115,393 students)
Met the provincial standard in Grade 6 and OSSLT	63%	7%
Did not meet the standard in Grade 6 but met it in OSSLT	14%	13%
Met the standard in Grade 6 but did not meet it in OSSLT	8%	6%
Did not meet the standard in Grade 6 or OSSLT	15%	11%

[1] When interpreting changes in student achievement levels across grades, it is important to take the following statistical phenomenon into consideration: students at the low end of the distribution of scores will have a greater tendency to increase their scores on subsequent assessments, while students at the high end of the distribution will have a greater tendency to decrease their scores.

[2] Percentages do not include students who were absent or deferred taking the OSSLT.

[3] When looking at the Grade 6 to OSSLT comparison, it is important to note the reporting categories being compared are different for the two assessments.
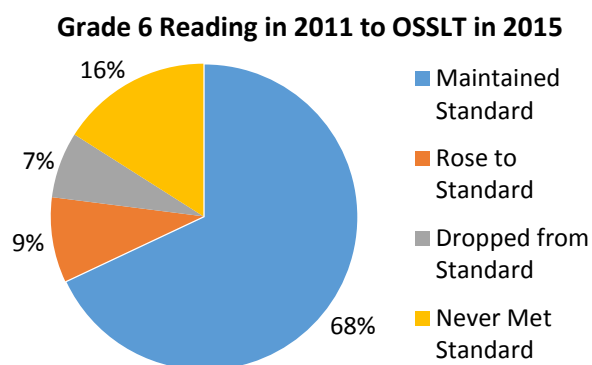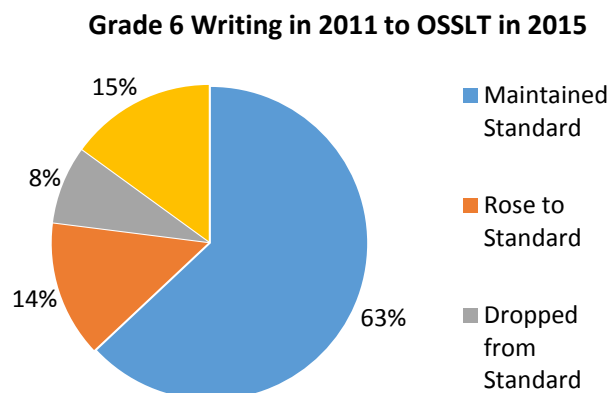
D.A.11   EQAO 2014, First Time Eligible Students, OSSLT

Percentage of successful fully participating first-time eligible students [Applied/Academic]

Year	Academic		Applied	
	Board	**Province**	**Board**	**Province**
2010-2011	(2412) 94%	95%	(931) 49%	55%
2011-2012	(2414) 92%	93%	(852) 44%	53%
2012-2013	(2328) 92%	94%	(851) 44%	51%
2013-2014	(2421) 91%	94%	(802) 41%	50%
2014-2015	(2247) 90%	93%	(765)44%	50%

Grade 10, OSSLT Success Rates Over Time - Academic
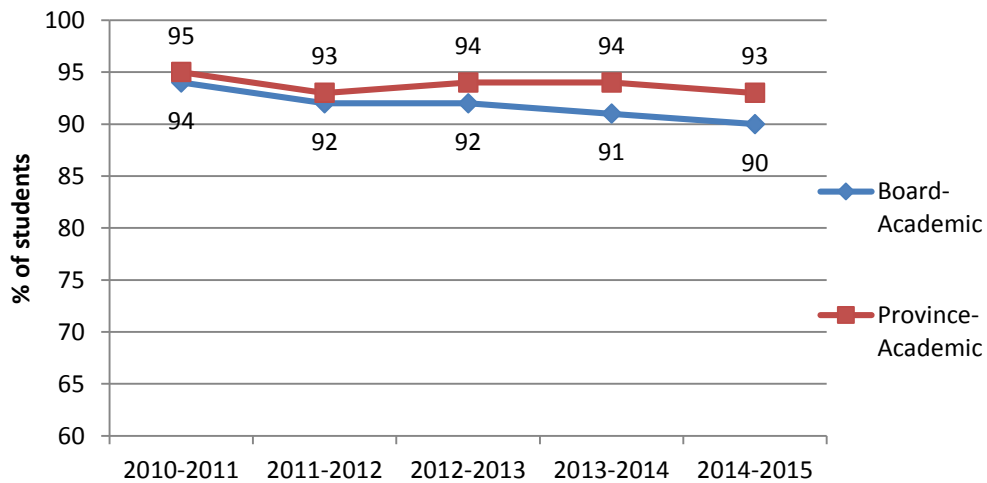
Grade 10, OSSLT Success Rates Over Time - Applied
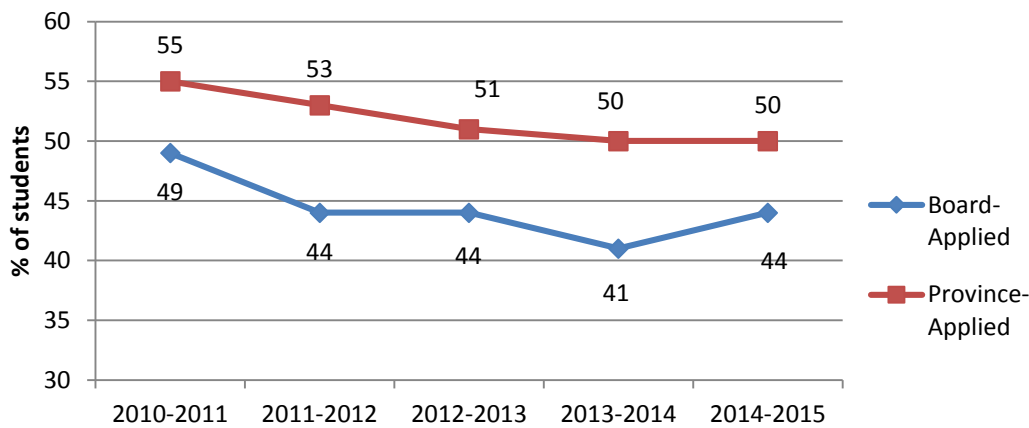
Percentage of First-Time Eligible Fully Participating Students Passing OSSLT by Gender

Year	FEMALE			MALE		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2010-2011	(1680) 84%	87%	-3%	(1772) 75%	80%	-5%
2011-2012	(1609) 83%	86%	-3%	(1756) 72%	78%	-6%
2012-2013	(1595) 82%	86%	-4%	(1688) 72%	78%	-6%
2013-2014	(1618) 82%	87%	-5%	(1719) 71%	78%	-7%
2014-2015	(1496) 81%	86%	-5%	(1630) 71%	78%	-7%

Percentage of First-Time Eligible Fully Participating Students with Special Education Needs (excluding gifted) Passing the OSSLT

Year	Board	Province	Comparison to Province
2010-2011	(486) 46%	52%	- 6%
2011-2012	(507) 38%	52%	-14%
2012-2013	(529) 40%	51%	-11%
2013-2014	(547) 39%	51%	-12%
2014-2015	(556) 47%	54%	-7%

APPENDIX D

Part B: Analysis of Collected Data - Other Achievement Data

D.B.1	Supervised Alternative Learning Report 2014
D.B2	Community and Continuing Education

D.B1   Supervised Alternative Learning Report 2014

Supervised Alternative Learning (SAL) Report – June 2015

Section 1: Supervised Alternative Learning (SAL) Program

Section 2: SAL Program Descriptions

Section 3: Profile of a Student in the SAL Outreach Program

Section 4: SAL Intake Process

Section 5: SAL Transition Process

Section 6: 2014-15 in Review

Transition Continuum for Students on a SAL Plan

Appendix: SAL Statistics

SAL Outreach
HWDSB System Programs
155 Macassa Avenue
Hamilton, ON   L8V 2B5
Phone: 905 318 1883
Fax: 905 383 8308

Supervised Alternative Learning (SAL) Report - **June 2015**

Section 1: Supervised Alternative Learning (SAL) Program

The Supervised Alternative Learning (SAL) program offered at HWDSB meets or exceeds all standards stated in Ontario Regulation 374/10 (Supervised Alternative Learning and Other Excusals from Attendance at School).

SAL provides students who have significant difficulty with regular attendance at school with an alternative learning experience and an individualized plan known as the SAL Plan. Once the SAL Plan is approved by the SAL Hearing Committee, the student is excused from regular attendance at school and follows the provisions of the SAL Plan.

A SAL Plan must be comprised of one or more of the following activities:
- Enrolment in a course
- Enrolment in a non-credit life skills
- Preparation for employment or development of general employment skills
- Full or part-time employment at an approved work placement
- Counseling
- Volunteering
- Any other activity with the potential to help the student achieve their goals

The SAL Plan must also include:
- The student's educational and personal goals.
- Credit bearing activities whenever possible.
- Name of Primary Contact person. The Primary Contact person must be a HWDSB employee (Student
- Success, Student Services, Social Worker, Teacher)
- The manner by which the Primary Contact person will monitor the student's progress
- The Primary Contact person must have at least one direct contact with the student during each
- 30 day period.
- The contact must be reflected in the school register as a "PCS" code (Primary Contact for SAL)
- How the student will be assisted in transitioning from SAL back to their home school, system program or any other pathway chosen by the student.

SAL Committee Hearing:

SAL Committee Hearings were held 14 times during the 2014-2015 school year, and 114 students were brought forward to Committee at the hearings.

Regulation 374/10 requires SAL Committee Hearing to occur within twenty days of the referral to SAL being made. The Legislation allows for Boards to develop their own SAL Committee Hearing processes. As of January, 2012 students and parents/guardians were no longer required to attend the SAL Committee Hearing. The rationale for this change is that the vast majority of students being considered for SAL have significant anxiety which is the primary reason they are unable to attend a school program on a full-time basis. Requiring these students to appear before a formal committee consisting of unfamiliar adults was determined to be an unfair and anxiety-provoking expectation. Students and parents/guardians are however always welcome should they wish to attend, and would be provided with the date and location of the meeting. Should the parents/guardians opt not to attend, the Committee proceeds with approving a SAL plan providing the parent/guardian and student sign the SAL Plan in advance.

School Administrators are no longer required to attend the SAL Hearing Committee unless the parents/guardians and/or student are attending. The Committee finds it preferable that the HWDSB staff member knowing the student best (often the school Social Worker, Guidance Counsellor or Student Success Teacher) present the rationale for SAL. When a Principal or Vice-Principal is not in attendance, one does need to be available by phone should questions arise at the hearing that require additional information from the Administrator. In these circumstances, the SAL Plan needs to be signed by a School Administrator prior to the SAL Hearing Committee Meeting.

Last year the SAL Hearing committee had two trustee membership groups as it was an election year. The first group was comprised of Trustees Karen Turkstra (Chair of the SAL Committee), Shirley Glauser, Alex Johnstone, Judith Bishop, and Jessica Brennan. The second, and current trustee members are Penny Deathe (Chair), Christine Bingham, and Larry Pattison. The community representatives were Lou Morris (Hamilton Children's Aid Society), Heather Gardner (Hamilton Children's Aid Society), Wendy Stewart (Contact Hamilton), Cassandra De Oliveira (Catholic Family Services) and Patty Frazer (Lynwood-Charlton Centre). We would like to thank our Trustees and community partners who participated on our Hearing Committee for their support.

Length of Term for SAL Plans
All SAL Plans expire on or before June 30 of the school year in which they were approved by the Committee. The legislation states that the Principal must review the SAL Plan fifteen days prior to the end of the school year to determine if the SAL Plan should be extended for another year. To ensure compliance with the legislation, and to assist in successful transitions back to the home school, transition meetings or telephone consultations occur at the home school for all students on SAL Plans prior to June 15 of that school year. During this meeting a decision is made as to whether the student will remain on a SAL Plan for the upcoming year, transition back to the home school, or whether an application for transition to a system level program will be made. If the student is to continue on a SAL Plan for the next school year, they can be carried over for a second year on a SAL Plan with the permission of the school principal. If the student has already been on a SAL Plan for two years, they will require approval from the SAL Hearing Committee to remain on a SAL Plan for a third year. If this is the case, System Program staff provides the information to the Hearing Committee, and presents the student.

Section 2: SAL Programs

 a) *In-School SAL Plans (the student attends a reduced school day at the home school)*
An In-School Plan occurs when the home school develops a learning plan with the student and their guardian that reduces the student's school day below the legislated requirements. The academic component of a SALP can include the student attending only one or two classes as well as the student working on lesson plans at home and dropping them off at the school on a scheduled basis. Schools have been asked to be creative in trying to develop a plan that will work for the student, and some now include work experience and community involvement. In-School SAL Plans are considered when the student wants to remain connected to their home school but has demonstrated that daily, full-time attendance is a challenge.

 b) *System Alternative Education SAL Transitions Class (the student attends a reduced school day in a class away from the home school)*

The SAL Transition Class is located at the Vincent Massey site which is the home of other System Programs, including classrooms connected to System Alternative Education, Gateway and Care, Treatment, Custody and Correctional Programs (Section 23). Students attending SAL Transitions have a SAL Plan that has an average of at least 70 minutes of classroom instruction per school day. The 350 minutes per week are flexible, and the student can attend one class daily or stay longer on certain days to make up the required time. Schedules are developed in consultation with the teacher, the home school Social Worker, the student, and his or her caregiver. Students are always encouraged to come to the class as often as is realistically possible. Students who reach this 70 minute per day (on average) threshold are considered full-time students for funding purposes. As a comparison, a full-time student not on a SAL plan in a secondary school plan will be scheduled to attend at least 225 minutes per day, and most full-time students attend 300 minutes of instructional time daily.

 c) *System Alternative Education SAL Outreach (the student meets a teacher outside of a school environment on a significantly reduced school program)*

The SAL Outreach program meets with students in various community locations across the District. Students are encouraged and supported in attending the pre-determined locations for instruction. The SAL Outreach teachers connect with students who are unable to attend a more formal setting or to engage when other students are around. The staff encourage them to re-connect by gradually increasing attendance expectations.

Students in the SAL Outreach program average 1-3 hours per week of instruction. They are supported to attend more often, and are invited to attend any of the locations where the teacher and Educational Assistant (EA) may be working on a given day. Students involved with the SAL Outreach Team are considered part-time students as they do not meet the time requirement (350 minutes of instruction per week) to be considered full-time. Our SAL programs are designed to be flexible in responding to student needs. Any student involved with SAL who wishes to have more instruction time provided to them is encouraged to either attend additional SAL Outreach locations or attend the Vincent Massey site as part of the SAL Transitions class.

Staffing Composition of System Programs –SAL Outreach and SAL Transition:
All staff assigned to the System SAL program are members of the System Programs team, and as such report to the Principal and Vice-Principals of System Programs. The Vice-Principal based at the Vincent Massey site is the administrative liaison for SAL.

The SAL team is comprised of the following:
- 1 Teacher in the SAL Transition Class at Vincent Massey
- 2 Teachers in SAL Outreach
- 1 Educational Assistant in the SAL Transition Class at Vincent Massey
- 1 Educational Assistant in SAL Outreach
- Social Work is available to the students on SAL Plans from the Social Workers assigned to System Programs.

Section 3: Profile of a Student in the System Alternative Education -SAL Program

Please note that this information does not include data or information regarding students on In- School SAL Plans as those students are not connected to System Programs.

a) Academic Profile
The SAL program includes students who have experienced reduced success in their school careers and who have a range of academic profiles. Commonly the credit accumulation for SAL students is below 10 credits. Given that SAL students have not attended school regularly, often the students have reduced success and learning gaps that are connected to poor school attendance.

b) Social-Emotional Profile
Students being referred to the System SAL programs have been asked to complete an Adolescent "Brief Child and Family Phone Interview (BCFPI). This is a standardized mental health screening tool that provides an overview of a student's social emotional and behavioural strengths and weaknesses. The norms for the BCFPI were derived from the epidemiological studies conducted to develop the Revised Ontario Child Health Study Scales. (OCHHS-R).

The BCFPI provides a score for the identified compared to population norms. A T-score in the 98th percentile would be classified as in the clinical range. This means that in comparison with 100 children, a score in the 98th percentile would indicate that there are only 2 other children who would score as more impaired in that domain. A T-score of 65 indicates that the child is scoring in the 93rd percentile of the population. A T-score in this range would also warrant attention but would not be classified in the clinical range. Below is an overview of the Mental Health Subscales and the percentage of students on Outreach or Transitions SAL Plans for each category based on a detailed analysis of 2014 data:

Mental Health Subscales	98th Percentile	93rd Percentile Regulating
Regulating Attention	17%	21%
Regulating Impulsivity and Attention	7%	13%
Cooperativeness with Others	15%	17%
Conduct	3%	
Externalizing Behaviour	11%	13%
Separating from Parent	2%	6%
Managing Anxiety	13%	9%
Managing Mood	33%	5%
Internalizing Behaviour	17%	5%
Total Mental Health	15%	6%
Peer Relations	29%	13%
Adult and School Relationships	62%	
Global Child Functioning	54%	5%

***The BCFPI is not a diagnostic tool. The BCFPI is a descriptive measure. The BCFPI provides descriptive information that does not reflect assumptions regarding etiology or cause of the individual's problems.

Key Findings:

d) 84 % of the students show difficulties at the 93rd percentile or higher on one or more of the Mental Health Subscales.

- 60% of the students show difficulties above the 93rd percentile in the areas of Managing Mood and Managing Anxiety
- 38% of the students show difficulties above the 93rd percentile in the area of Regulating Attention
- 20% of the students show difficulties above the 93rd percentile in the area of Regulating Impulsivity and Attention
- 32% of the students difficulties above the 93rd percentile in the area of Cooperativeness with Other
- Only 3% of students show difficulties above the 93rd percentile in the area of Conduct.

The following findings refer to the impact the difficulties the students are experiencing has on their functioning within the school environment:
- 62% of the students show difficulties in the 98th percentile in the area of Adult and School Relationships
- 42% of the students show difficulties above the 93rd percentile in the area of Peer Relationships
- 59% of the students show difficulties above the 93rd percentile in the area of Global Child Functioning.

Attendance History

The SAL program is for students who are consistent non-attenders. While schools always attempt a range of interventions, the common element for all SAL students is that they are unable to attend school even with the additional supports and interventions in place. The non-attendance can be a relatively recent issue that has evolved, or it can be a pattern that has been present in the student's history for several years. The practice at the school level is to utilize their pyramid of interventions to try and re-engage students back to the home school. It is always preferable to work toward the student experiencing success in attending full- time at their community school. Some of the interventions that are considered by the home school include:
- Individualized and/or Reduced Timetable
- LRT support
- Student Success
- Team Meetings
- Social Work Involvement
- Work Experience/Coop
- In-School Alter Ed
- In-School SAL
- Community Agency Referrals

Section 4: Intake Process

In some situations, it is evident that full-time attendance at their home school is beyond what some students are able to manage at the current time. Once all efforts at the local school have been unsuccessful in supporting the student to attend, a SAL Plan should be considered.

In order for a SAL Plan to be brought before the Hearing Committee, the following steps should occur:

- The school team, including the school Social Worker have met with the student and their legal guardian to discuss whether a SAL Plan is the most appropriate option to continue (or restart) the student's educational pathway.
- If the student and the legal guardian agree, the school team make an assessment of whether an In-School SAL Plan would be the more viable and appropriate option.
- If it is determined that an In-School SAL Plan is not a realistic option, then the school submits an application to the Central Intake Committee.
- The Central Intake Committee is comprised of the Principal and Vice-Principals of System Programs, the Social Workers attached to System Programs, the System Alternative Education Learning Resource Teacher, and the SAE Guidance Counselor.
- The Central Intake Committee reviews all SAL applications that are made for SAL Outreach and SAL Transitions to determine if a system-level SAL program is the most suitable option, or if there is another program offered by the HWDSB that should be considered prior to supporting a SAL application.
- If the Central Intake Committee approves moving forward with the SAL Plan for either the Outreach Team or the Transitions Class, the home school is notified and they prepare to present the SAL application and plan to the SAL Hearing Committee. The school team also arranges to get the student's and legal guardian's signatures on the required paperwork, and to obtain all required consents for service.
- The SAL Team consisting of the System Program Vice-Principal connected to SAL, the SAL Outreach Team and Transitions Class team meet every Monday morning to review new applications and to plan how best to meet the students' needs, and also to review the progress of students already on SAL Plans at the system level.

Section 5: Transition Process

During the school year, student progress in SAL is continually assessed. Students who are ready to attend school on a more regular basis may be moved from SAL Outreach to the SAL Transitions Class. Students in SAL Outreach or the SAL Transitions Class can gradually increase the amount of time they attend their respective program, and can also be placed in a System Alternative Education class that best matches their student profile.

The semester break is a practical time for students ready to transition back to their home school or to another school program in the HWDSB to make that shift. The SAL Team provides schools with feedback on student progress in SAL to assist with programming decisions for the student.

In May, the SAL Team consults with all schools to review the SAL students in Outreach and the Transitions Class. Appropriate next steps for these students are then planned for the next school year. Next steps and pathways followed for SAL students in 2014/2015 included:
- return to home school
- return to another HWDSB secondary school
- placement in a System Alternative Education program
- an extension of the current SAL plan for a second year
- an application for the renewal of the current SAL plan for a third year
- transition to Community and Continuing Education (usually FASTtrack)
- Threshold Program (construction/building)
- Wesley Ministries (culinary program)
- Completing the Circle via Career Foundation (workplace preparation program)
- employment

Section 6: Year in Review

Program for 18 year old SAL students

(a) What We Did

In order to assist with student transitions, the SAL Team consults with every school team (depending on the school this may include administrators, student success leads, guidance, and social workers) to review each SAL student and plan the school program for the next school year. These meetings occur in the month of May after the SAL Team has conferred with the student and their caregiver(s) with recommendations for the students. Any transition plans (e.g. return to home school, placement in Alt Ed or Community and Continuing Education (CCE) program) are discussed and developed at this time.

CCE has developed a program with the needs of students of lower credit counts in mind, such as those who exit SAL. Prior to this planned program, SAL students who were no longer of compulsory school age only had the school options to return to their home school or enroll in an SAE program. SAL students often have too low a credit count to enter Adult Day School and these students are also not eligible for adult PLAR, as they have not yet served a year out of school. As a result, many of these students were faced with a challenging circumstance - either to remain out of school for a year to qualify for PLAR in Adult Education, or to enter a day school program in a situation where their credit count made the goal of graduation a distant (and from their perspective, faint) reality.

The CCE "FASTtrack" program is catered to addressing the literacy and numeracy gaps students, like those in SAL, often have, while preparing the students for PLAR and then a complete transition to Adult Day School, a return to home school or an Alt Ed program like Turning Point, a HWDSB Alternative Education program located at Mohawk College designed for ~18 year olds with ~20 credits.

(b) Impact

The school consultation process has improved communication between the SAL Team and the home school. The exchange of information helps both schools and the SAL Team to "know their students", and keeps a tangible connection between the home school and their students who are accessing a system –level SAL program. The collaborative development and review of transition plans facilitates successful student transitions to the next school pathway after SAL. It also supports school teams to better understand the goals and structures of SAL itself.

Before the creation of FASTtrack, students who were no longer of mandatory school age exiting from SAL with a low credit count would often leave school. They had not served a year out of school, so they were not eligible for adult PLAR according to the rules of Adult Education. If these students didn't have 17 credits they were also ineligible to enrol in Adult Day School. Often, these students did not wish to return to a secondary school and attend Grade 9 or 10 courses they hadn't yet earned credits in because they felt uncomfortable at their age in classes with younger students, and had work and life commitments that were challenging with day school attendance expectations. They also didn't have the pre-requisite credits to enrol in senior secondary school courses at the home school.

Suggesting to students that they leave school for one year in order to be eligible to write PLAR challenge exams was a poor program option, and frankly counter-intuitive to the goal of returning to regular full-time attendance. The reality was that SAL students were finally being successful and earning credits for the first time in years (or ever) and then, because they had reached the age of 18 years old and were no longer eligible for SAL, the momentum stopped because of program restrictions and limitations. The CCE "FASTtrack" program allows for a continued academic pathway for former SAL students without waiting a year out of school and hence can build upon the success students experience in SAL.

FASTtrack addresses the literacy gap through delivery of the CCE Hybrid Model Ontario Literacy Course. The numeracy gaps are addressed through the delivery of the CCE Hybrid Math Preparation Course. The students are guided through the preparation for the PLAR tests by a teacher in the adult environment of CCE. The students then also write the PLAR tests under the direction of their teacher. At the completion of FASTtrack these SAL students, in one year, can have credit accumulations that range between 17-25 credits. Some of these students then transition to the HWDSB Turning Point program located on the campus of Mohawk College. Others are only 12 weeks away from graduating through Adult Day School. FASTtrack provides a real and viable program pathway option for SAL students. It provides hope and is a program designed for their needs with a teacher dedicated to their success.

(c) Next Steps

The transition process will be expanded to student transitions during the school year and not just for plans for the next school year. As well, the SAL Team will work closely with CCE in order to identify students who are a fit for FASTtrack. The SAL Team is known to the students and can help transition the students to CCE, attend any information events, and promote the program to their SAL students. Communication to the HWDSB system regarding FASTtrack has been successful and has facilitated a new program pathway for students.

Revised Model of Social Work Service for SAL Students

(a) What we did

In consultation with the Manager of Social Work Services, the role of the Social Worker in System Programs, including SAL, has evolved to better meet the needs of students. Instead of discrete assignments to System Alternative Education and SAL, the Social Work Team now works with students across all SAE and SAL programs.

A new initiative started in 2014/2015 was the introduction of the "Teen Activation Group". These regularly scheduled group activities have a focus on peer relationships and social/emotional/physical well-being. Research indicates that engaging in some level of physical activity and social interaction ("activation") supports the development of client well-being, engagement and motivation. The intent of the activities will be to increase the opportunity for students on SAL Plans to engage in group activities that are supportive and fun in hopes of activating them to more fully engage in System Alternative Education and other treatment options such as the Chilled program. Chilled is an evidence based anxiety treatment program offered by Social Work Services. This past year Chilled was offered out of SAE for students in SAE, SAL students, and students from home schools.

(b) Impact

The rationale behind the change in social work is to assist students in transitioning from SAL programs to full time school in SAE or at the home school. Under the previous model, the student would change social worker when they transitioned to an SAE program. This created challenges for the student, as they were now connected to a new teacher (or teachers) and a new social worker. The integrated model allows for the relationship with the social worker to continue throughout the transition and remain in place as the student continues in SAE programming. Data clearly identifies the importance of fostering positive adult and school relationships with the students, i.e. the "caring adult" role.

Another outcome created by the change in role for the social workers is that the Social Worker Team offers programs that can include students from SAE as well as students on SAL plans. For example in the Chilled program, not only do the SAL students benefit from the treatment, but by including them in the groups with students from SAE, it has created peer relationships which can be helpful in motivating and supporting students to attend the SAE programs when transitions occur. Again drawing upon the data of the BCFPI results, students on SAL Plans struggle with positive peer relationships.

Results from the pre and post tests conducted on a sample of students who participated in the Chilled group demonstrated that all youth in the program scored in the clinical range for anxiety. (The clinical range is scores in the 98 percentile). In addition, 60% of these students scored in the clinical range for anxiety and depression. The post test scores showed a reduction of 86% of the clinical scores. The improved scores were matched by the qualitative reports provided by the students themselves about their overall functioning.

The "Teen Activation Group" ran from the King William SAE site and drew students from across our programs. Results indicated that even low key, social group activities and outings were beneficial in supporting students to address the barriers (such as anxiety) that were obstacles to attending and engaging in full-time school programs. TAG provides a safe and nurturing environment to allow students to participate in physical activity, meet other young adults facing like challenges, and develop coping strategies while making social connections and building self-esteem and confidence.

(c) Next Steps

The support offered by Social Work will continue to evolve in the upcoming year with a focus on obtaining a deeper understanding of the student's needs and matching service to these needs. It is important to note that students have the right to decline mental health support as well as to participate in screening such as the BCFPI.

Our challenge is that even if the student declines the support, they are still mandated to participate in an academic program and the Board is responsible for providing one. Our intent will be to continue to make support available to the student as well as to assist them in better understanding the impact of the barriers they are facing with respect to school, so that they can more fully recognize the need for support.

The System Programs Social Workers will continue to refine the connections with the home school Social Worker, the student, and their guardian(s) to develop a plan for the student based on the areas of concerned identified by the student and shown in the BCFPI. At this point the student will have the opportunity to obtain Social Work intervention as part of their SAL Plan, be referred out to the community or decline service. Students who agree to service will have clearly defined treatment goals that can be achieved through individual work and/or group work as well as by embedding psycho-educational material into their learning plans. The psycho –educational material that will be provided to the student, their guardian(s), and the SAL teacher will focus on the areas of concern identified in the BCFPI.

The SAL Team has identified that students who identify as members of the LBGTQ community may be seeking additional supports. The SAL Outreach Team and Social Work Services are in the process of exploring the establishment of a SAL meeting site at the Eva Rothwell Centre for LBGTQ students and allies.

Transition Continuum for Students on a SAL Plan

- SAL Outreach
- SAL Transitions
- Community & Continuing Education
- Home School
- System ALternative Education
- SAL Student
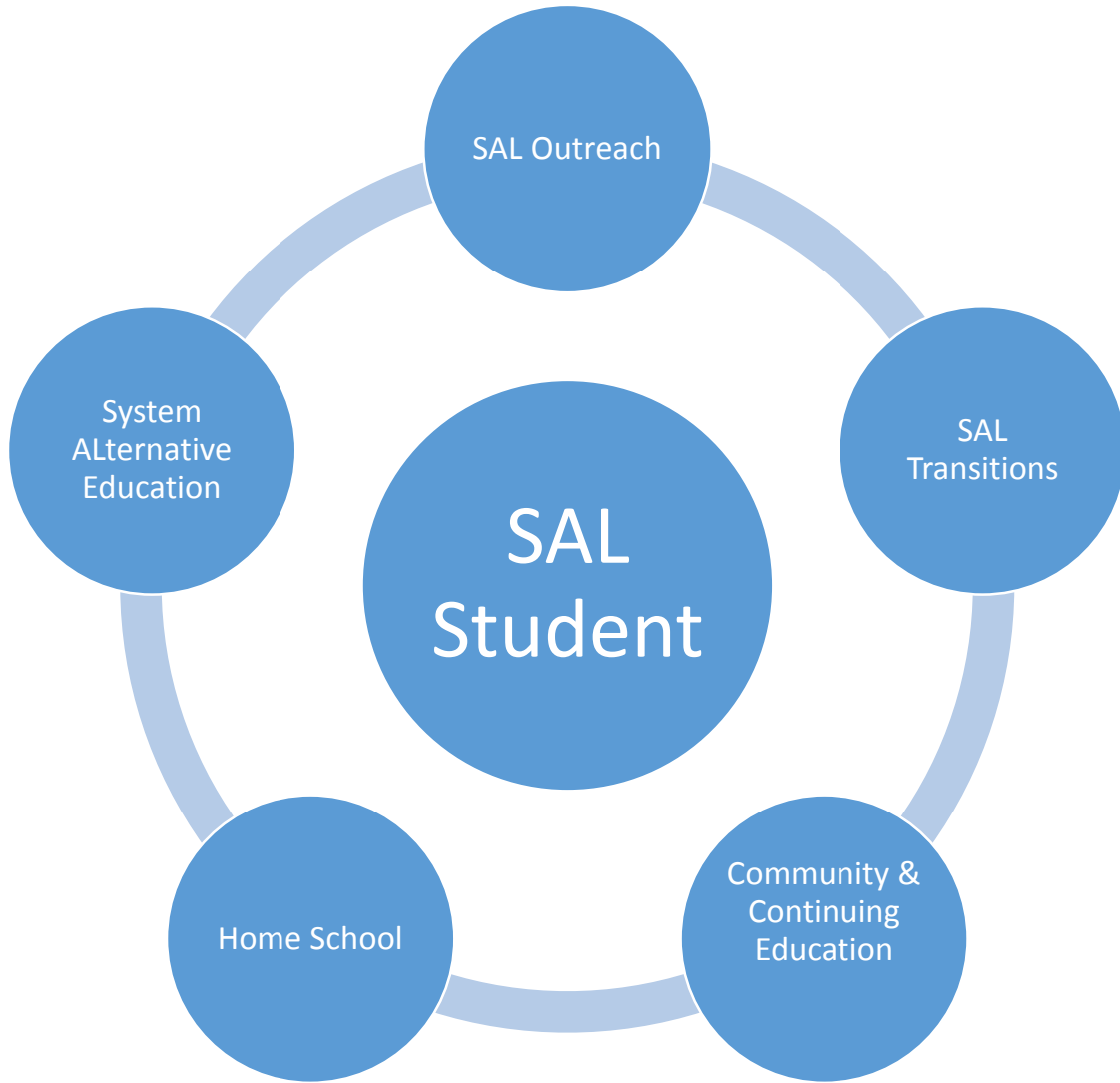
Transition Continuum for Students on a SAL Plan

**A: 1   Total Students on SAL Plan delivered through System Alternative Education
(Outreach or Transitions)**

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Male	80	110	83	73	65
Female	65	78	65	64	70
Total	145	188	148	137	135

A: 2   System SAL School Breakdown

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Ancaster H.S.	0	5	3	3	6
Barton S.S.	3	5	5	5	n/a
Delta S.S.	5	15	11	9	14
Dundas Valley S.S.					4
Glendale S.S.	3	6	12	7	3
Highland S.S.	1	5	4	4	n/a
Hill Park S.S.	19	16	8	7	n/a
Nora Henderson					15
Mountain S.S.	2	7	4	4	5
Orchard Park S.S.	1	4	4	5	0
Parkside S.S.	5	2	1	2	n/a
Parkview S.S.	8	10	11	6	n/a
Saltfleet S.S.	3	6	4	5	6
Sherwood S.S.	10	16	4	10	10
Sir Allan MacNab S.S.	5	3	1	2	8
Sir J.A. Macdonald S.S.	16	16	17	18	15
Sir W. Churchill S.S.	30	34	15	7	4
System Alt. Ed.	25	32	39	39	34
Waterdown S.S.	3	1	1	0	1
Westdale S.S.	1	0	0	0	5
Westmount S.S.	3	3	4	4	5
TOTAL:	**146**	**188**	**148**	**137**	**135**

A: 3   Age Breakdown by School: 2014/2015

School (Gender/Age)	M17	F17	M16	F16	M15	F15	M14	F14	Total
Ancaster H.S.	2	0	1	2	0	1	0	0	6
Delta S.S.	0	4	2	2	2	2	0	2	14
Dundas Valley S.S.	1	0	2	0	0	1	0	0	4
Glendale S.S.	0	0	0	1	1	0	1	0	3
Nora Henderson S.S.	2	6	0	3	1	1	0	2	15
Mountain S.S.	0	1	3	0	1	0	0	0	5
Orchard Park S.S.	0	0	0	0	0	0	0	0	0
Saltfleet S.S.	0	2	2	2	0	0	0	0	6
Sherwood S.S.	2	1	1	1	2	1	2	0	10
Sir Allan MacNab S.S.	2	1	0	1	4	0	0	0	8
Sir J.A. Macdonald S.S.	3	3	4	2	0	2	1	0	15
Sir W. Churchill S.S.	2	1	1	0	0	0	0	0	4
System Alter. Ed.	7	11	3	7	3	3	0	0	34
Waterdown S.S.	0	0	0	1	0	0	0	0	1
Westdale S.S.	1	3	0	0	0	0	0	1	5
Westmount S.S.	2	2	1	0	0	0	0	0	5

Students Enrolled in SAL Transitions Class

2012/2013	2013/2014	2014/2015
14	15	23

A:5   Students who were engaged in a SAL Process

Students Returned to Home Schools (Transition Class students in parentheses)

2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
29	52	18 (3)	4	17 (4)

NOTE: This data is now tracked differently resulting in a reduction in numbers. In previous years this captured students who returned to home school from the SAL Program but did not differentiate between those who returned successfully and those who returned but left school shortly after. This year's data captures student who successfully returned and who remained in their school with regular attendance.

Students Referred to System Alter Ed Programs (Transition Class students in parentheses)

2010/2011	2011/202	2012/2013	2013/2014	2014/2015
16	30	17 (7)	7 (2)	4 (3)

Students Returning to SAL Outreach (Transition Class students in parentheses)

2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
39	97	44 (1)	60 (9)	43 (12)

Students Referred to Community-Based Programs

Care, Treatment, Custody & Correctional (Section 23) Programs:

2014/2015
4 (1)

Students Referred To CCE (Transition Class students in parentheses)

2012/2013	2013/2014	2014/2015
16 (1)	8 (2)	14 (1)

Students Who Have Exited from HWDSB (Transition Class students in parentheses)

2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
4	27	53 (3)	32 (2)	30 (2)*

*the 2 SAL Transitions students entered the workplace

System SAL Credit Count

2013/2014	Semester 1	Semester 2	2014/2015	Semester 1	Semester 2
	36	96		39	94.5

Students exit HWDSB for a number of destinations, including leaving Hamilton, attending other school boards, employment etc. Given the large number of 17 year old students in the SAL program, many leave school to seek employment when they turn 18 years of age. This past year, we had students exit for such reasons as having a child, medical/health reasons, and because there is a program gap for students who turn 18 between the first day of school in September, and December 31st. These students are not eligible to continue on a SAL plan, but also are not eligible for adult programming until they reach their actual 18th birthday. In these cases, we have supported some students by allowing them to join a SAL Outreach group (in the location they had accessed in the past) to work on ILC materials.

In September 2014, CCE began a program created specifically for students who are no longer mandatory school age. All SAL students who are at the minimum age of 18 (requirement for FASTtrack) with no school pathway are counselled to participate in the FASTtrack program
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SAL OUTREACH SCHEDULE & SITES 2014-2015

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	• SAL Team Meeting (Vincent Massey)	• Turner Park Library • Individual Student Conferences	• Concession Library • Ancaster Library	• Sherwood Library • Terryberry Library	• Dundas Library • Centre Mall Food Pavillion
PM	• Valley Park • Individual Student Conferences	• Eva Rothwell Centre • Turner Park Library	• Red Hill Library • HARRRP at St. Peter's Church	• Red Hill Library • Terryberry Library	• Dundas Library • Centre Mall Food Pavillion

Appendix D.B.2 - Community and Continuing Education

Adult Day School

➤ Adult Day School is a full or part-time high school program designed for adults who wish to pursue their Ontario Secondary School Diploma. Large programs operate at the Red Hill Learning Centre with 5 sessions per year during which a student can earn two full or four upgrade credits for University, College or Workplace per term and at the King William Learning Centre with 3 sessions per year during which student can earn up to four credits per term for College or Workplace. The "*Advantage*" specialty day school program for English Language Learners is offered at Sir John A. MacDonald S.S. and provides a combined in-class and Co-op program.

➤ In 2013, Adult Day School *at Prince of Wales Elementary School* was created. This program allows parents of Prince of Wales students the opportunity to re-engage in education themselves with the convenience of attending classes within their child's school. Participants work on one credit per term and attend on a part-time basis for six week terms.

➤ In September 2014, FASTtrack was created: a program for adult students to engage in school while serving the year out of school before writing Prior Learning and Recognition (PLAR) tests for Grade 9 and 10 credits.

Session	Credits Earned
2011-2012	1717
2012-2013	2189
2013-2014	1769
2014-2015	1544

eLearning

➤ eLearning is a method through which secondary school credit courses are delivered online, using the Ministry's eLO-D2L platform.

➤ Individuals seeking to earn high school credits can register in any of our teacher-facilitated online courses.

➤ Summer eLearning is available to all students from all boards, however, (effective September 2013) only adults, HWDSB students and part-time students from all other boards are eligible to participate in the September – June eLearning programs due to funding restrictions from the Ministry of Education. This change has continued to impact on participation and credits earned during this reporting period.

Session	Credits Earned
2011-2012	1036.5
2012-2013	770.5
2013-2014	793
2014-2015	714.5

Reach Ahead

➢ Reach Ahead Programs are credit granting programs available to Grade 8 students as per Ministry Policy.
➢ Until the summer of 2013 students attended the programs for two weeks during both their Grades 7 & 8 summer breaks and earned a "Reach Ahead" 0.5 secondary credit (0.5 FTE-Full Time Equivalent Student) each summer, allowing them to complete a full credit prior to starting High School.
➢ Ministry guidelines changed prior to the 2012-13 school year allowing only those students who have started their Grade 8 school year to participate in credit granting programs, thus reducing the target audience for these courses.
➢ Since 2012-13 three schools have offered Evening School Reach Ahead programs for Grade 8 students in Music.
➢ In 2013-14 further changes were made to the program to make the program available to all HWDSB students in the summer before grade 9 regardless of which school they were planning to attend for High School. All Reach Ahead courses were centralized at Delta Secondary School allowing for students from across Hamilton to learn together.
➢ 2014-2015 saw Reach Ahead summer courses offered at the two main Summer School sites, Sir John A. Macdonald and Nora F Henderson Secondary Schools.

Session	Credits Earned
2011-2012	323
2012-2013 TOTAL	547 full 122 half
2013-2014	150 full
2014-2015	147 full

International Language Credit Program

➢ Provides opportunities to learn a language and earn a credit.
➢ Day School students and adults may begin the study of an international language in any grade of secondary school.
➢ Secondary school students need a Letter of Permission from their Principal to take part in the program.
➢ Classes are held on Saturdays for Korean and German, and twice per week in a night school format for Arabic and Mandarin and one night per week for the full year in Polish.

Session	Credits Earned
2011-2012	206
2012-2103	203
2013-2014	168
2014-2015	204

Work for Credit Program

- ➢ This program is offered on a continuous enrolment basis and is available to students:
  - ▪ Over 21 years of age
  - ▪ That need 4 credits or less
  - ▪ Are employed full time
- ➢ Students must attend pre-placement in-class sessions.
- ➢ Students must attend Health & Safety Training, WHMIS Training.
- ➢ Partnership with the Federal Internship Program (FIP) ended in June 2012 which resulted in declining numbers since. CCE is working to secure student placements with select community partners for 2015-2016.

Session	Credits Earned
2011-2012	197
2012-2013	148
2013-2014	128
2014-2015	75

Independent Study

- ➢ This is a program for adult students who can study independently at their own pace
- ➢ Secondary school students must meet enrolment guidelines and obtain permission from their Principal to take part in the program
- ➢ Teacher support is offered Tuesday and Thursday evenings at Red Hill for students in this program
- ➢ Summer Independent Study is available to all students from all boards, however, (effective September 2013) only adults, HWDSB students and part-time students from all other boards are eligible to participate in the September – June Independent Study programs due to funding restrictions from the Ministry of Education.
- ➢ Independent Study has grown over the Summer as a result of the eligibility changes and gives students the opportunity to both work and study when it is convenient to them.

Session	Lessons Marked	Credits Earned
2011-2012	26,404	939
2012-2013	29,246	1077.5
2013-2014	29,017	1104.5
2014-2015	26,551	1180

Night School

- ➢ Adult students not attending Day School must provide their transcript for proof of pre-requisites before attending Night School.
- ➢ Day School students must secure authorization by their Principal or designate through a registration form.

Session	Credits Earned
2011-2012	180
2012-2013	214
2013-2014	148
2014-2015	246

Summer School

Summer Credit programs consist of:

- ➢ In-class Summer School courses – New Credit and Upgrade
- ➢ In 2015 the Summer School locations were Sir John A. Macdonald and Nora F. Henderson Secondary Schools. Westmount also ran Summer Headstart and Carry Forward through CCE.

Session	Credits Earned
Summer 2012	1544.5
Summer 2013	1259
Summer 2014	1295
Summer 2015	989

Summer Co-op

- ➢ Co-op: Regular, Ontario Provincial Service and Focus on Youth.
- ➢ Since 2014 CCE has not partnered with YMCA for placements due to program schedules and dates required for work being outside of the course period.

Session	Credits Earned
Summer 2012	145
Summer 2013	101
Summer 2014	114
Summer 2015	63

Remedial Programs Supporting Achievement

➢ Student Improvement classes are offered to provide extra support for students in the areas of literacy, math and homework.
➢ Programs are offered after school or in July (Grade 7 & 8 students) and August (mid August for two weeks for students entering Grade 9 -STEP).
➢ Programs are expected to increase students' academic performance and learning opportunities.
➢ Modular, 10 sessions, 1 hour or 1.5 hours in length, can be offered in blocks of time.
➢ New Remedial classes were created in 2015 support adult learners in the new FASTtrack and Adult Hybrid programs.

Session	Program	2014 Number of Students	2015 Number of Students
September to June	After School Grade 7 and 8 Literacy and Numeracy	214	73
	After School Grade 9 and 10 Literacy, Numeracy, OSSLT Prep and Homework Clubs	663	471
Summer	Summer 2014 Grade 7 and 8 Literacy and Numeracy	194	393
	Westmount Summer 2014 Remediation	35	0 (all credit)
	STEP (Student Transitional Education Program), for students going into Grade 9	204	58
	Hybrid D2L		98
	FASTtrack		157

CCE Credit Totals

Session	Credits Earned
2011-2012	6485
2012-2013	6720
2013-2014	5820.5
2014-2015	5162.5

CCE Graduates

2014-2015	Number of Graduates
18-21 years	73
22-24 years	53
Over 25 years	141
Total	**267**

EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Executive Council

DATE: November 12, 2015

PREPARED BY: Pam Reinholdt, Executive Superintendent of School Operations & Facilities
                     Jamie Nunn, Superintendent of Leadership & Learning

RE: Secondary Program Strategy Tier 3 and SHSM Implementation Timelines

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Action   **X**   Monitoring

ACTION:
That the revised Secondary Program Strategy timelines outlined below be approved.

Type of Program	Program Title	Current Program Location	Original Timelines	New Program Location	Proposed Timeline
Tier 3	ESL/ELL	New Program	September 2016 To open at Westdale SS upon the closure of SJAM SS and the adjustment of North Cluster boundaries.	Westdale	Upon the closure of SJAM and adjustment of the North Cluster boundaries.
Tier 3	ESL/ELL	SJAM	September 2016	New North Secondary School	Upon the closure of SJAM and the opening of the North Secondary School
Tier 3	Cosmetology	New Program	September 2016	Nora Frances Henderson Secondary School	Upon the opening of Nora Frances Henderson Secondary School
Tier 3	Cosmetology	Delta	September 2016	Sir Winston Churchill	Upon the closure of Delta Secondary School
Tier 3	Ontario Public Service (OPS) Program	Delta	September 2016	North Secondary School	Upon the closure of Delta Secondary School
SHSM	Arts & Culture Digital Media	New Program	September 2016	North Secondary School	Upon the opening of the North Secondary School
SHSM	Energy	Sir John A. MacDonald	September 2016	North Secondary School	Upon the opening of the North Secondary School
SHSM	Health & Wellness	Delta	September 2016	North Secondary School	Upon the closure of Delta Secondary and the opening of the North Secondary School

SHSM	Hospitality & Tourism (Food Services)	Delta	September 2016	North Secondary School	Upon the closure of Delta Secondary and the opening of the North Secondary School
SHSM	Manufacturing	Nora Frances Henderson Secondary School	September 2016	Sherwood Secondary School	Upon the closure of Nora Frances Henderson Secondary School (Barton Site)
INTERVENTION & SUPPORT	ALPHA	New Program	To open at Westdale SS upon the closure of SJAM SS and adjustment of boundaries.	Westdale	Upon the closure of SJAM and adjustment of the North Cluster boundaries
INTERVENTION & SUPPORT	NYA:WEH	Delta	September 2016	North Secondary School	Upon the closure of Delta Secondary and the opening of the North Secondary School

RATIONALE:
Our Secondary Program Strategy identified key timelines for the start and redistribution of our Tier 3 programs. As the new North Secondary School and Nora Frances Henderson Secondary School will not open in September 2016, we need to adjust the implementation and reallocation of the Tier 3 and Specialist High Skills Major programs pending the official opening of both secondary schools. The above chart identifies the name of each program which needs to be re-located and the proposed timelines for each of these programs.

BACKGROUND:
Hamilton-Wentworth District School Board (HWDSB) has been working in recent years to revitalize its secondary schools, beginning with input gathered from our partners and research as we considered what education will look like in the 21st century through *Secondary Education of the Future*.

In June 2012, HWDSB concluded the extensive accommodation review that culminated in Board decisions to close seven secondary schools, build two new secondary schools, renovate one secondary school and upgrade remaining schools.

On April 15, 2013, the HWDSB Board of Trustees approved the Secondary Program Strategy and the implementation of various programs in three stages (September 2014, September 2015, and September 2016).

Implementation:
The 2015-2016 school year marks the second year of the implementation (Phase 2) of the HWDSB Secondary Program Strategy. As part of this school year, we have/will:

- Started a second French Immersion program at Sherwood Secondary School.
- Opened one secondary school in Dundas, Ontario (Dundas Valley Secondary School)
- Prepared to start a Grade 10 enriched Math and English program in all secondary schools in second semester (February 2015).
- Continue planning for a Tier-3 Audition-based Performing Arts program at Glendale Secondary School in September 2016.