HWDSB

Program Committee
Tuesday, October 23, 2018
Room 340-D

Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

AGENDA: 5:30 pm

1. Call to Order
2. Approval of the Agenda
3. Interim Health & Physical Education Curriculum - overview
4. 21st Century Learning/Transforming Learning Everywhere - update 2017-2018
5. Student Learning & Achievement Report
6. Adjournment

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: **PROGRAM COMMITTEE**

FROM: **Manny Figueiredo, Director of Education**

DATE: **Tuesday, October 23, 2018**

PREPARED BY: **Peter Sovran, Associate Director, Learning Services**
Bill Torrens, Superintendent of Student Achievement-Program

RE: **Interim Health and Physical Education Curriculum**

Action **Monitoring X**

Rationale

The following report was requested as part of RESOLUTION #18-98: "That Trustees write a letter to the ministry urging them to maintain the 2015 revised Health & Physical Education curriculum until the ministry has completed its consultation."

Background

In July 2018, the Ministry of Education issued an interim Health and Physical Education Curriculum that replaces The *Ontario Curriculum 1-8: Health and Physical Education (2015)*. Most notably, the *Interim Ontario Curriculum 1-8: Health and Physical Education* replaces the Human Development and Sexual Health strand with the Growth and Development strand from the *Ontario Curriculum 1-8: Health and Physical Education (1998). The Ontario Curriculum 9-12: Health and Physical Education* was not changed.

Staff Response

In response to the issuing of the revised curriculum, staff:

- Communicated, via memo to Principals and Vice-Principals, guidelines for curriculum implementation; links to Ontario Physical and Health Educators Association (OPHEA) resources for teaching staff; and key messages for working with parents/caregivers and staff;
- Communicated, via a letter to parents/caregivers, HWDSB's commitment to the principles of equity and to providing safe, accepting, and inclusive learning for our students (the letter is available here: http://www.hwdsb.on.ca/wp-content/uploads/2018/08/HPE_Letter-to-Families.pdf);
- Analyzed the *Interim Ontario Curriculum 1-8: Health and Physical Education (2018)* and developed a chart comparing the interim and 2015 curriculum expectations for Growth and Development and Human Development and Sexual Health for educators and parents/caregivers (available at https://learningservices.commons.hwdsb.on.ca/2018/10/06/health-and-physical-education-comparison-charts-by-grade/);
- Updated the grade-by-grade letters sent home to parents/caregivers prior to Sexual Health (now Growth and Development) learning;
- Prepared a presentation for parent audiences (provided at a Waterdown Parent Night and Parent Involvement Committee (PIC) meeting) to explain the following:
    - How the curricula differ and the impact of those changes,
    - HWDSB's commitment to equity and how educators create safe, accepting, and inclusive learning opportunities while delivering the interim curriculum,

  - How parents can express concerns through the HWDSB Addressing Concerns Process, and
  - The process for asking for an exemption from Growth and Development Learning;
- Have begun to develop both a staff and a parent/guardian resource on how to teach Health and Physical Education in a safe, accepting and inclusive manner.

Next Steps

Next steps for staff include:

- Completing and distributing the staff and parent/guardian resources;
- Providing support to educators in the implementation of the interim curriculum (e.g. provide resources, professional learning, etc.)
- Continuing to present to parent/guardian audiences on request.

EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: **PROGRAM COMMITTEE**

FROM: **Manny Figueiredo, Director of Education**

DATE: **Tuesday, October 23, 2018**

PREPARED BY: **Peter Sovran, Associate Director, Learning Services**
Bill Torrens, Superintendent of Student Achievement-Program
Brandy Doan, Manager of the Research and Analytics Department

RE: **21st Century Learning/Transforming Learning Everywhere Update 2017-18**

Action **Monitoring X**

Background

The 2017-18 Transforming Learning Everywhere Report was presented to the Program Committee on June 4th, 2018. The following report is a monitoring update to that report with the following components:

- A high-level review of the Transforming Learning Everywhere Initiative;
- A synopsis of the 2017-18 Transforming Learning Everywhere-Collaborative Inquiry research project and its findings;
- Student Well-Being Results: Secondary Student Voice Results Related to TLE;
- Student Comments Regarding Technology from the 2017-18 Secondary Student Survey;
- Academic Achievement at the Seven North Schools, Glen Brae, Delta, Nora Frances Henderson, and Sir John A. Macdonald;
- A summary of conclusions and next steps.

Transforming Learning Everywhere

Transforming Learning Everywhere (TLE) is a multi-year HWDSB project aimed at improving student learning via access to quality teaching practices and digital technology. Since 2014-15, the availability of digital technology to accelerate student learning envisioned in TLE has grown from a pilot project of 1:1 iPads in 7 elementary schools to having all HWDSB schools using board provisioned tablet technology (please see Appendix A). As well, elements of TLE are deeply embedded in how the HWDSB achieves its Board Annual Plan Goals for Positive Culture and Well-Being and Student Learning and Achievement by:

- Provisioning digital technology to ensure all students have equitable access to digital tools to support their learning;
- Increasing the use of teaching practices that develop critical thinking, communication, problem-solving and collaboration skills, such as inquiry learning, deep learning, experiential learning, and problem-based learning, in all subject areas;
- Acknowledging that learning for staff and students occurs in both the physical and digital worlds and therefore provides blended learning opportunities, such as e-learning, for staff and students;
- Supporting educators to adopt of new technology/digital tools into the classroom and into their teacher practice.

2017-18 Transforming Learning Everywhere Collaborative Inquiry (TLE-CI) Project

The 2017-18 Transforming Learning Everywhere Collaborative Inquiry (TLE-CI) was a quasi-experimental research project intended to provide insight into TLE's theory of action: *"If evidence-based pedagogy, accelerated by digital tools are utilized, then there will be increases in teacher and student engagement, student achievement and well-being, which will result in positive changes in teacher practice and student outcomes.*

Forty-nine educators from 19 schools voluntarily joined the TLE-CI project to learn about and then use information technology in their teaching practice. They also agreed to share their learning and opinions on technology use. The project was able to collect data in the following areas: Student achievement and Educator voice.

The project was structured as a collaborative inquiry. In a collaborative inquiry, educators identify a common learning need amongst their students and then work and learn together to attempt to improve student learning. In TLE-CI, the focus was on using technology to solve that student learning need. The process is a cycle of:

- Plan: learning about and planning to teach a new strategy to address a student need;
- Act: teaching and documenting the impact of the new strategy;
- Assess: assessing the impact of the new strategy on the student need;
- Reflect: reflecting on the impact of the strategy; how it could be used with other students; and, the next steps for their learning and student learning.

The study examined three comparison groups:

- Group One was a randomized group of students who were not involved in TLE-CI at all;
- Group Two was comprised of students who had iPads (or whose teachers accessed the Digital Program Team to help support pedagogical use of iPads); and,
- Group Three was comprised of students whose teachers participated in the CI project.

Student Achievement

Through the TLE-CI, no statistically significant change in student achievement was evident through an analysis of final report card grades in June 2018. An initial analysis revealed that the three groups were not equivalent at baseline (Table 1). Average grades were consistently higher in Group Two (students with iPads) compared to the CI and control group, prior to students having exposure to teachers in either of these intervention groups. While the cause of the difference between the three groups at baseline is unclear.

Table 1. Baseline Report Card Grade Averages Broken Down by Group

	Elementary		Secondary	
	Math Mean (SD)	English Mean (SD)	Math Mean (SD)	English Mean (SD)
Collaborative Inquiry	77.4 (8.3)	75.7 (6.8)	72.0 (16.5)	73.5 (11.9)
Selected Support (iPads only)	78.7 (7.9)	77.7 (6.2)	76.1 (15.9)	77.6 (12.4)
Randomized Control	76.0 (8.3)	75.3 (7.1)	74.0 (18.1)	74.2 (14.9)

There were no significant differences in change scores between the three groups (Table 2). This was seen in language (F (2,769) = 2.21, p = .11), as well as mathematics (F (2,769) = 2.74, p = .07). Likewise, at the secondary level, there were no significant differences in change scores as a function of group on either language courses (F (2,376) = 0.30, p = .74), or math courses (F (2,359) = 0.2, p = .99)

Table 2. Average Change Scores by Group,

	Elementary		Secondary	
	Math Mean (SD)	English Mean (SD)	Math Mean (SD)	English Mean (SD)
Collaborative Inquiry	.58 (5.8)	1.39 (5.5)	-2.47 (16.1)	-.26 (12.1)
Selected Support (iPads only)	.73 (6.2)	1.1 (5.2)	-1.8 (16)	-.98 (12.1)
Randomized Control	-.42 (6.4	.41 (5.6)	-1.5 (17)	-1.0 (15.6)

In conclusion, no direct impact on student learning and achievement, as measured by report cards was evident through the project.

Educator Voice

At the end of the project, educators presented their inquiry findings to all of the study participants. In addition, within their groups, the educators completed a group reflection based on four questions to identify similarities or differences in their practice as a function of participating in the CI:

- What went well?
- What was a challenge?
- What elements of the CI did they incorporate into their practice? and
- What permanent changes in their practice resulted?

Through participation in the project, educators reported that they:

- Increased their focus on student engagement with technology;

- Increased their time reflecting on their daily practice;
- Were able to understand student need more clearly, problem solve with their peers, maintain flexibility in the classroom to differentiate better, collaborate, and use their group as an opportunity to improve their practice in general;
- Learned new ways to engage in digital collaboration and "different ways to collect assessment data from students (anecdotal, surveys, Padlet, etc.)".

With respect to challenges associated with this professional learning opportunity, educators reported:

- It was a challenge to manage the CI work among the other expectations they have in their roles, including finding time to connect with one another to get the work done and, to collect the appropriate data for their inquiries;
- It was struggle to keep their inquiry relatively simple while still building their technological skills and professional capacity;
- A tension between wanting to do more to engage students with technology while understanding the limitations to how much they could do at that time;
- The challenges with juggling apps between learning platforms such as Skype and Google Hangouts;
- Some logistical concerns raised around student preparedness to use their devices in class (i.e. missing or uncharged iPads);
- That they held themselves to a high standard of exploration and discovery, and they expressed regrets in not having enough time to learn more and how they would make it better next time.

Positive reflections from the consolidation indicated:

- Educators were excited about:
    - Finding new ways to organize materials with digital tools,
    - Engaging in virtual field trips with their students,
    - Finding increased opportunities to leverage 'accountable talk' in science,
    - Engaging students in critical discussions about science,
    - Sharing classroom leadership with their students, and
    - Re-thinking some older, more traditional ways of teaching.
- The importance of revisiting classroom norms with students;
- The focus on using technology also invited conversations around global and digital citizenship;
- The importance of allowing their students to "see that even teachers learn and continue to learn";
- That an innovative mindset was evident:
    - Educators felt they were effective in their CI work,
    - Outcomes can be influenced with investment,
    - Technology can be mastered, and
    - Different ways to express learning can be used;
- That collaboration is a learned skill that needs to be taught explicitly and worked on continually.

Participant reflections also commented on ways in which TLE-CI influenced or changed their practice. For instance, they reported:

- Being able to confidently use a variety of digital tools and platforms;
- Seeing the value of tracking student learning through data and how that changed their thinking about student assessment and learning;
- Sharing learning with their students also influenced assessment practices to become more transparent;
- Feeling able to experiment and make mistakes was motivating;
- Managing their own expectations as well as what they expect from students with respect to using and employing technology;
- Using technology as a tool to:
    - Collaborate with other teachers,
    - Support and extend student learning and thinking in the classroom, and,
    - Capture student learning for assessment purposes.

In conclusion, the TLE-CI Project was well received by the participating educators and the quality of the consolidation presentations on the last session were a clear representation that the learning expectations about leveraging technology into practice were transferred as expected.

Student Well-Being Results: Secondary Student Voice Results Related to TLE

HWDSB deployed the Secondary Student Voice survey in the Spring of 2018 and 6766 students answered the Survey. Table 3. Demonstrates the breakdown of survey responses by grade. It should be noted that these results follow the same pattern from the 2016-17 Secondary Student Voice Survey findings.

Table 3. 2018-17 Secondary Survey Responses by Grade

Grade	Frequency	Valid Percent
Grade 9	2172	32.1%
Grade 10	1702	25.2%
Grade 11	1567	23.2%
Grade 12	1325	19.6%
Total	6766	100%

Relevant to TLE, the survey asked students a series of questions concerning their engagement; their attitudes about technology; and, how they use the technology in school. The engagement questions consisted of seven questions to characterize how engaged they are at school and asked on a five-point scale how much they agree with each statement. The seven questions were combined to create an overall engagement score. The higher the score, the higher the level of engagement (minimum seven to maximum of 35).

The engagement questions were:

1. In school I pay attention,
2. I complete my work on time,
3. I am interested in school,
4. I check my work for mistakes,
5. I study at home even when I don't have a test,
6. When I read a book I ask myself questions to make sure I understand what it's about, and
7. If I am confused about a word or a problem, I will do something to figure it out.

Table 4 demonstrates the results of engagement by the type of technology the students use in their school/class. For engagement, students who reported having their own iPad rated their engagement highest.

Table 4. 2017-18 Secondary Survey Engagement Results by Type of Technology

Engagement	Mean (SD)
No, I have no technology in school (n = 172)	19.77 (8.33)
Yes, we use a kit of 6 iPads (n = 270)	22.91 (6.87)
Yes, I have my own iPad to use (n = 3033)	**23.68 (5.73)**
I use my own device (n = 2897)	23.16 (5.31)

With respect to assessing students about their attitudes towards using technology, we asked them to rate how much they agreed with each question (five-point scale). The questions were combined to create an overall attitude about technology score. The higher the score, the more positive attitudes and knowledge they have about technology. (Minimum score of five to a maximum of 25). The attitudes about technology questions were:

1) I think using technology helps me learn,
2) I like using technology in my classroom,
3) My school helps students to use technology tools in class,
4) I know how to use technology tools in my class, and
5) I regularly use technology tools in my class to support my learning.

Table 5 demonstrates the results of students' attitudes about using technology in class by the type of technology they have in their school/class. Students who have access to their own iPads had the most positive attitudes toward using technology in class.

Table 5. 2017-18 Secondary Survey Attitude Towards Results by Type of Technology

Attitudes Toward Technology	Mean (SD)
No, I have no technology in school (n = 178)	18.26 (9.60)
Yes, we use a kit of 6 iPads (n = 266)	24.83 (7.87)
Yes, I have my own iPad to use (n = 3034)	**26.60 (6.70)**
I use my own device (n = 2898)	25.55 (6.66)

The Student Voice Survey also asked 8 questions about how students used technology at school. They were asked to rate how much they agree with these questions on a five-point scale as well. All eight questions were combined into an overall use of technology score. The higher the score, the more they use it. (Minimum score of eight to a maximum of 40). The question asked I use technology to:

1. To do my homework,
2. While the teacher is teaching,
3. To look up what the teacher taught,
4. To practice skills with specific apps like word games, or math,
5. To do assignments,
6. To get feedback from the teacher,
7. To get feedback from my peers, and,
8. To hand in work for marks.

Table 6 shows the results of how students used technology in their class/school by the type of technology. Results show that students using iPad kits are rated most functional for classroom activities to support their learning.

Table 6. 2017-18 Secondary Survey Use of Technology Results by Type of Technology

Use of Technology	Mean (SD)
No, I have no technology in school (n = 168)	17.73 (8.04)
Yes, we use a kit of 6 iPads (n = 252)	**22.33 (6.13)**
Yes, I have my own iPad to use (n = 2955)	21.81 (5.58)
I use my own device (n = 2831)	20.87 (5.31)

Attitudes about technology and engagement were positively correlated (meaning there is positive statistical relationship between the two factors). This suggests that as attitudes about technology increase so does engagement. There is a positive relationship between using technology and engagement indicating that using technology increases so does engagement. Attitudes about technology and using technology is also moderately and positively related, suggesting that as attitudes about technology increase, attitudes about using technology also increase. Table 7 demonstrates the significant correlations.

Table 7. Correlations between Engagement with School, Attitudes about Technology and Use of Technology.

	Attitudes about Technology 2017-18	Using Technology 2017-18
Engagement 2016-17	.235	.305
Using Technology 2016-17	.488	-

Student Comments Regarding Technology from the 2017-18 Secondary Student Survey

There were 3269 comments that answered the question "Is there anything you would like to tell us about the use of technology at your school?" in the Secondary Student Voice survey. The comments fell into eight distinctive main categories:

1) iPads = 2044,
2) Positive comments = 410,
3) Don't like tech comments = 362,
4) Tech distractions and misuse = 208,
5) Preference for pen, paper and textbooks = 160,
6) Teaching and learning with tech = 155,
7) Wifi issues= 111,
8) Restrictions and requests = 89

Relevant to TLE specifically, the vast majority of the comments focused on iPads. Of the 2044 (65.5%) comments, ten sub-themes emerged:

1) Money Wasted/Money Better Invested elsewhere 61% (n = 1254) of comments made about iPad points out that the investment in iPads was money wasted compared to infrastructure and superstructure work that could have been done instead. In particular, students felt that the money spent on iPads should have been used for other technology, Air Conditioning and fixing school buildings.

2) Other technology is better 12% (n = 245) of comments on iPads suggested that the money should have been invested in other, more user friendly and multifunctional technology such as chrome books and laptops because typing on iPads is difficult.

3) Outdated/malfunctioning/restricted use/restricted access 9% (n = 197) of comments indicated that students disliked iPads because of how slow they are, how much they glitch and how quickly they run out of charge, their delicate nature (especially of chargers) as well as their limited use (i.e., good for research but not for typing up essays/work).

4) Prefer pen, paper and textbooks 5% (n = 124) and no equitable/differentiated learning 5% (n = 98) 6% (n=124) of comments that fell under the iPad category suggested students prefer to use pen, paper and textbooks to iPads. Comments made by students about writing helping them retain their learning better. Further, because of the complications that arise from malfunctioning and slow iPads, many students report not using their iPads and reverting to pen and paper for their work. However, many are very frustrated that their school/teachers are forcing them to use the iPads and therefore feel the lack of differentiation is negatively affecting their learning. Five percent of students (n = 98) students made statements about iPads which they perceived to be an equity issue or that iPads did not account for the learning needs (differentiated learning issue).

5) Positive comments 54 (3%) where students said they found iPad enjoyable to use and have had a positive impact on their learning:

6) Other mentionable sub-themes were comments about:
   a. How the iPads were a mental or physical barrier to their health and well-being (n = 31) by being heavy in their bags and putting a strain on their eyes and body;
   b. There were 26 comments about the lack of student and teacher training;
   c. How the iPads prevent time for social and life skills (n = 11),
   d. iPads placing undue responsibilities on the students (n = 4).

Academic Achievement at the Seven North Schools and Glen Brae

Table 8 outlines the three-year trend for the Seven North Schools and Glen Brae on the Grade Six EQAO assessment. Overall, these schools are less successful than the board average across all three subjects. However, the overall scores, on average, for the Seven North and Glen Brae maintained their level in 2018 against the provincial and HWDSB trend.

Table 8. Three-Year Grade Six EQAO Trend Data 2016-2018

	Mathematics: % at L 3 & 4					Reading: % at L 3 & 4					Writing: % at L 3 & 4			
School	2016	2017	2018	Change		2016	2017	2018	Change		2016	2017	2018	Change

7 North and Glen Brae Average	23%	22%	22%	0%		60%	60%	57%	-3%		61%	55%	52%	-3%
HWDSB	38%	39%	35%	-4%		74%	74%	74%	0%		73%	70%	69%	-1%

Tables 9, 10 and 11 provide report card data in reading, writing, and the number sense and numeration strand of mathematics indicates that, on average, Seven North Schools do not perform as well as the HWDSB as a whole. A host of factors may contribute to this difference, and it is not possible to identify if the gap would be wider or smaller without 1:1 technology.

Table 9. Reading at Provincial Standard, June Report Cards 2017-18

School								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8t
7 North and Glen Brae	58	58	66	67	72	70	64	72
HWDSB	66	72	78	79	80	80	78	81

Table 10: Writing at Provincial Standard, June Report Cards 2017-18

School								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
7 North and Glen Brae	54	54	58	58	65	65	62	69
HWDSB	63	66	71	72	73	75	77	78

Table 11: Number Sense and Numeracy at Provincial Standard

School								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
7 North and Glen Brae	71	68	70	65	66	60	63	61
HWDSB	78	77	80	77	76	74	75	74

Student Achievement Data: Nora Frances Henderson, Delta and Sir John A. Macdonald

Connecting student achievement results directly to iPad use is difficult to do and a number of other initiatives such as Literacy Gap Closing and Grade Nine Applied Continuous Learning and Improvement initiative are occurring at Delta, Nora Frances Henderson, and Sir John A. Macdonald. Tables 12 and 13 provide Grade Nine EQAO Math results and Ontario Secondary School Literacy Test results over the past years for these three schools. The change over three years at these three schools exceeded the board average in all areas except for academic math.

Table 12: Grade Nine EQAO Mathematics Three-Year Trend Data 2016-2018

	Academic: % at L 3 & 4					Applied: % at L 3 & 4			
School	2016	2017	2018	Change		2016	2017	2018	Change
Nora Henderson	84%	75%	81%	+6%		44%	29%	36%	+7%
Delta Secondary	81%	55%	86%	+31%		32%	27%	55%	+28%
Sir John A Macdonald Secondary	57%	52%	35%	-17%		23%	26%	25%	-1%
Average	74%	61%	67%	-7%		33%	27%	39%	+8%
DISTRICT LEVEL: HWDSB	80%	80%	81%	+1%		37%	37%	38%	+1%

Table 13: Ontario Secondary School Literacy Test Three-Year Trend 2016-2018

	First Time Eligible: Successful			
School	2016	2017	2018	Year Change
Nora Henderson	56%	53%	64%	+11%
Delta Secondary	54%	43%	50%	+7%
Sir John A Macdonald Secondary	39%	45%	46%	+1%
Three School Average	50%	47%	53%	+3%
HWDSB	75%	73%	74%	-1%

Conclusions and Next Steps

At this point in the TLE initiative, we can conclude:

- Staff can be engaged in the use of technology with the proper supports and professional learning;
- Students are engaged by technology but there is no direct or consistent evident impact on their achievement, positive or negative, due to the number of other factors that may impact their achievement;
- There is a correlation or positive relationship in engagement and use of technology, but we can not infer that technology is the cause of engagement;
- It is difficult to directly connect student learning outcomes, measured through report cards and EQAO, to the use of digital technology;
- Secondary students, while indicating that the use of technology is engaging, voice more criticism than support for iPads.

Next Steps in 2018-19 include:

- Preparing a follow-up report for the January 2019 Program Committee Meeting that outlines recommendations for the next phase of the TLE project;
- Continuing the implementation plan shared in the June 4th, 2018 Transforming Learning Everywhere Report:
    - Deploying 1:1 iPads in secondary schools for incoming grade nine students and monitor student engagement and achievement;
    - Continuing to measure TLE through a new TLE-CI;
    - Providing learning opportunities for educators directly on using technology and on embedding technology into a subject area (e.g. Math and Language);
    - Continuing to focus on effective pedagogy including fundamental skills, inquiry learning, problem-based learning, and knowledge building with intentional work in assessment for, as, and of learning;
    - Enhancing our focus on Culturally Relevant and Responsive Pedagogy, an equity focused teaching approach that places a strong emphasis on responding to student voice and ensuring varying perspectives are used in delivering the curriculum;
- Supporting students in the acquisition of global competencies in the digital and physical worlds.

Appendix A: Updated Five Year Implementation Plan

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 4	• 7 North 1:1	• 7 North 1:1 • All other HWDSB Classroom Kits	• 7 North 1:1 • All other HWDSB Classroom Kits	• 7 North 1:1 • All other HWDSB Classroom Kits	• 7 North 1:1 • All other HWDSB Classroom Kits	• 7 North 1:1 • All other HWDSB Classroom Kits
Grade 5		• 7 North 1:1 • All other HWDSB Classroom Kits	• 7 North 1:1 • All other HWDSB Classroom Kits	• 7 North 1:1 • All other HWDSB Classroom Kits	• 7 North 1:1 • All other HWDSB Classroom Kits	• 7 North 1:1 • All other HWDSB Classroom Kits
Grade 6		• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits	• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits	• 7 North and Glen Brae 1:1 • • All other HWDSB Classroom Kits	• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits	• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits
Grade 7		• 7 North and Glen Brae 1:1	• 7 North and Glen Brae 1:1	• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits	• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits	• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits
Grade 8		• 7 North and Glen Brae 1:1	• 7 North and Glen Brae 1:1	• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits	• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits	• 7 North and Glen Brae 1:1 • All other HWDSB Classroom Kits
Grade 9		• 1:1 SJAM • 1:1 Delta • 1:1 Nora Frances Henderson • Assistive Technology at Mountain SS	• All HWDSB 1:1 • Assistive Technology at Mountain SS	• All HWDSB 1:1	• All HWDSB 1:1	• All HWDSB 1:1
Grade 10		• 1:1 Nora Frances Henderson • Assistive Technology at Mountain SS	• 1:1 SJAM • 1:1 Delta • 1:1 Nora Frances Henderson • Assistive Technology at Mountain SS	• All HWDSB 1:1	• All HWDSB 1:1	• All HWDSB 1:1

Grade 11		• 1:1 Nora Frances Henderson • Assistive Technology at Mountain SS	• 1:1 Nora Frances Henderson • Assistive Technology at Mountain SS	• 1:1 SJAM • 1:1 Delta • 1:1 Nora Frances Henderson	• All HWDSB 1:1	• All HWDSB 1:1
Grade 12		• 1:1 Nora Frances Henderson • Assistive Technology at Mountain SS	• 1:1 Nora Frances Henderson • Assistive Technology at Mountain SS	• 1:1 Nora Frances Henderson	• 1:1 SJAM • 1:1 Delta • 1:1 Nora Frances Henderson	• All HWDSB 1:1

X = all schools - includes combined grade classes (e.g., 4/5 classes, 5/6 classes, 6/7 classes. 7/8 classes)

We are providing iPads to students in the following Special Education classrooms, both elementary and secondary across the system:

- Autism
- Character Networks
- Comprehensive
- Deaf and Hard of Hearing
- Developmental
- Graduated Support
- Primary Speech and Language classrooms.

Executive Summary

Topic: Student Learning and Achievement Report

Context

HWDSB's Board of Trustees have approved new Strategic Directions for 2016-20 and staff has developed an Annual Plan for 2018-19. The five priorities are positive culture and well-being, *student learning and achievement*, effective communication, school renewal and partnerships.

Mission: We empower students to learn and grow to their full potential in a diverse world.

Commitment: We are committed to learning, equity, engagement and innovation

Priority: Student Learning and Achievement *We will improve student learning and achievement through effective instructional strategies.*

Summary

The following report includes:

- The review of the 2017-18 implementation of the HWDSB Annual Plan, Student Learning and Achievement, and the current implementation of the 2018-19 HWDSB Annual Plan;
- Appendix A: A review of the 2017-18 High Priority Schools Action Plan and the current implementation of the 2018-19 High Priority Schools Plan;
- Appendix B: Examples of impact of the 2017-18 Annual Plan.

Highlights

Celebrations

Reflecting on our 2017-18 Annual Plan and Student Achievement Data, we can celebrate:

- Improving the percentage of Grade One students earning a B in reading;
- Improving our performance and narrowing the gap between HWDSB and the province in Grade Three EQAO Reading and Math and the Ontario Secondary School Literacy Test;
- Improving the graduation rate to 82%.

Opportunities

Reflecting on our 2017-18 Annual Plan and Student Achievement Data, we have opportunities in 2018-19 to:

- Build on the first year of the Early Reading Strategy to increase the number of students reading at a B in High Priority Schools;
- Build on successful practice, when implementing Focusing on the Fundamentals of Math, to improve performance on Grade Six EQAO Math;
- Build on the successful practices that contributed to the 82% graduation rate.

Learning

Reflecting on our 2017-18 Annual Plan and Student Achievement Data, we learned that:

- Focusing Reading Specialists in Grade One classrooms made a difference in improving reading performance;
- Focusing Math Facilitators in High Priority Schools improved math performance;
- Focusing on monitoring the progress of year four and five secondary students and providing the extra support needed to graduate.

HWDSB Annual Plan Report

Name of Report: **Student Learning and Achievement Report**

Date: **October, 2018**

Priority: Student Learning and Achievement 2017-18
We will improve student learning and achievement through effective instructional strategies

Goal #1: All students reading by the end of Grade 1.

Strategy: Review and implement the Early Reading Strategy

***If** we review the components of our approach to Early Literacy for focus, precision, alignment and clarity, **then** we will create an Early Reading Strategy that supports effective instruction and intervention.*

The HWDSB developed a clear and concise Early Reading Strategy in 2017-18. It provides a high-level understanding of the five key components of reading (phonological awareness, phonics, vocabulary, fluency, and comprehension); how those components are developed in a comprehensive literacy program within the classroom; and, the roles of school and system staff in supporting early reading.

The implementation of the Reading Specialist role began in 2017-18. The Reading Specialist supports schools in the implementation of the Early Reading Strategy by working directly with children and staff, inside and outside of kindergarten and grade one classrooms, to support reading acquisition and to respond to student learning needs. In 2017-18, Reading Specialists supported all schools with kindergarten and grade one classrooms (0.25 to 1.0 FTE depending on need).

A digital tool to track student progress in phonological awareness was developed and piloted in eight schools. The tool is part of our student information system and can be used on its own or as part of a wider report regarding student progress in reading.

Superintendents of Student Achievement (SOSAs), including Program, Specialized Services and Equity, monitored progress through school visits (every 2 weeks for High Priority Schools, every 4-6 weeks for others). They also monitored progress through a review of the assessment screens and report cards (grade one).

Overall, the percentage of grade one students earning a B on the June 2018 Report Card increased 5% from June 2017.

Strategy: Intensive focus on early reading in High Priority Schools

If we have enhanced support for reading in High Priority Schools then we will better understand and address the literacy learning needs of children in these schools

High Priority Schools received enhanced support through the deployment of a Reading Specialist (0.75 to 1.0 FTE) in each school. In addition, all kindergarten classrooms in High Priority Schools had both a kindergarten teacher and a Designated Early Childhood Educator (DECE) to support learning and development. This enhanced support increased opportunities to work with students, particular those struggling, and to learn more about their needs.

Superintendents of Student Achievement visited these schools with a greater frequency (every two weeks) in order to learn more about their needs and to monitor progress in this area.

Significant learning about fostering student success in reading occurred throughout 2017-18. One key learning was the importance of the Principal in leading the Early Reading Strategy in their schools. Principals who created and led

consistent practices of reviewing data with their grade one teams and the Reading Specialist often found success. Another learning was the importance of having consistent tools and language/terminology, through the Early Reading Strategy, to support the work of improving reading. The importance of defining the roles and responsibilities of the principal, the classroom teacher, and the Reading Specialist was another key learning. A final key learning was the need for a consistent, system-wide understanding of how to determine a "B" in grade one reading.

The percentage of grade one students in High Priority Schools learning a B in reading on the June 2018 Report Card increased by 8% from June 2017.

Strategy: Implement effective comprehensive literacy practices and interventions through the continuous learning and improvement process.

***If** we focus on effective comprehensive literacy in Grades 2 to eight, **then** reading outcomes for students will be maintained or improved.*

While the Early Reading Strategy focused on reading from kindergarten to grade one, teachers in grades two through eight continued to deliver literacy learning through a comprehensive literacy program that seeks to provide students with opportunities to develop age and developmentally appropriate reading, writing, speaking, listening viewing and representing skills. In a comprehensive literacy program, teachers provide modelled, shared, guided, and independent learning experiences in reading and writing. A modelled activity features the teacher directly instructing students in how to perform a literacy task while explicitly "modelling" key teaching points. A shared reading or writing activity features the teacher facilitating the collaborative creation or performance of a task. A guided task features the teacher working with a small group of students by guiding their learning through prompting and feedback on a precise learning goal. Finally, independent tasks feature students working alone to independently demonstrate their learning through a task.

The Program Division and Specialized Services Division provided professional learning opportunities to support the implementation of these evidence-informed practices. Reading Part One and Reading Part Two additional qualification (AQ) courses were designed and delivered in 2017-18. Reading Part One ran twice with 50 total participants and Reading Part Two ran once with 25. The courses provided participants with greater expertise and understanding of effective reading strategies. Another high-impact initiative is the Forest of Reading Red Maple Program, a partnership partially funded by the Hamilton Community Foundation's ABACUS Program. It provides sets of high interest texts to schools to engage students in reading and a digital platform for students to post their responses and respond to others. Evaluation of the program indicates student engagement improved significantly in the schools within the program.

The Early Reading Strategy provides a foundation for continued success in reading and literacy. The expectation is that student achievement improves year-over-year to graduation. EQAO data indicates that the percentage of HWDSB students reading at the provincial standard grows from grade three to grade six. Schools provide supports and interventions for students not reading at grade level. In grade two, for instance, Empower Reading is employed to groups of up to eight students.

Superintendents of Student Achievement (SOSAs), including Program, Specialized Services and Equity, monitored progress monitored progress through school visits (every 2 weeks for High Priority Schools and every 4-6 weeks for others). Review of report card grades for reading and writing in (Grades 2-8) was another monitoring strategy.

Staff were not on target to have at least 75% of Grade 1 students achieving a B (provincial standard) or higher on their June 2018 report card. 66% of Grade 1 students achieved a B or higher.

Goal #2: Improvement in Mathematics

Strategy: Review and implement the Renewed Math Strategy (RMS).

***If** we implement a revised RMS that narrows the focus on two key areas of staff learning and improved instructional practice (operational sense and quantity relationships), **then** staff will implement strategies to develop and enhance student learning in these two areas.*

The 2017-18 HWDSB Renewed Math Strategy (RMS) focused on professional learning focused on understanding two fundamental mathematical concepts (operational sense and quantity relationships) and the instructional practices related to formative assessment and providing purposeful instruction. Over the course of the year, educators developed a greater understanding of the importance of having students understand numbers in a deeper way as well as how to undertake the basic operations of mathematics. They also understood the importance of knowing their students' learning needs, related to the math curriculum, and they learned how to improve their learning with purposeful instruction.

The professional learning plan for 2017-18 featured learning opportunities for Principals/Vice-Principals, teachers and parents. Monthly learning sessions for administrators built an understanding of the instructional practices supporting the development of operational sense and quantity relationships. As well, Math Facilitators (6 in elementary and 2 in secondary) worked in schools termed “intense need” in mathematics by the Ministry of Education. Another professional development strategy was the development and delivery of a HWDSB Mathematics Part One and Part Two additional qualification (AQ) courses. Led by HWDSB Principals, these programs built professional knowledge and improved teaching practice. Both offerings reached capacity at 25 applicants and were offered once.

All secondary schools focused their learning on supporting students in applied grade nine and ten mathematics in an initiative called Continuous Learning and Improvement-Applied (CLIA). Each school had a learning team that included an administrator. The focus for learning throughout the system was noticing and naming student learning needs while examining student work. Then, providing purposeful instruction to address learning needs, with a focus on building student understanding of quantity relationships and operational sense).

Superintendents of Student Achievement (SOSAs), including Program, Specialized Services and Equity, monitored progress, monitored this strategy through school visits and review of the school annual plan data. Report card data was also used to monitor progress.

Grade Three EQAO Math scores rose 2% to 50% of students at provincial standard in 2017-18 from 2016-17 and the gap with the province narrowed by 3%.

Strategy: Intensive focus on mathematics in High Priority Schools.

***If** we have enhanced support for mathematics in High Priority Schools **then** we will better understand and address the mathematics learning needs of children in these schools*

Deploying Math Facilitators in the High Priority Schools identified as having “intense” or “increased” needs provided enhanced support to these schools. Math Facilitators worked directly in classrooms with staff to implement the HWDSB RMS learning focus. Math Facilitators supported the CLI process by being an expert in purposeful instruction to meet student needs and in identifying student skill gaps. The administrators of high priority schools received monthly professional learning to deepen their understanding of operational sense and quantity relationships, as well as effective instructional practices.

The work in High Priority Schools yielded several key learnings. One learning gleaned from the success at one school was that establishing a calm and structured classroom, with reduced distractions, supported student learning and created the conditions for success. Another learning was that the Math Facilitators needed to focus in a smaller number of schools, using an approach similar to the Reading Specialist, to increase their effectiveness. More frequent contact with staff and students made their work more effective. Finally, the professional learning regarding operational sense and quantity relations, as well as formative assessment and purposeful instruction appears to have had an impact based on feedback from Math Facilitators and Consultants.

Superintendents of Student Achievement visited these schools with a greater frequency (every two weeks) in order to learn more about their needs and to monitor progress in this area.

High Priority Schools narrowed the gap with the province. As a group, they increased their percentage of students reaching provincial standard EQAO Grade Three Math by 4% and maintained their achievement in Grade Six Math.

Strategy: Implement effective comprehensive mathematics practices and interventions through the continuous learning and improvement process.

***If** schools engage in collaborative inquiry regarding student learning needs and skill gaps in operational sense and quantity relationships, **then** those needs and gaps will be addressed in the classroom and student achievement will improve.*

The continuous learning and improvement (CLI) process was used to implement the HWDSB RMS. Within the process, Principals and Vice-Principals led their staff to:

- Review student work and data to identify learning needs and skills gaps in math;

- Engage in professional learning to understand the instructional practices needed to address the learning needs and gaps;
- Implement the instructional practices;
- Assess the impact of the instructional practices; and,
- Reflect on their learning, student learning, and plan for their next step.

As well, professional activity days and staff meetings were used to engage staff in CLI as staffs with much of the learning and the December 2nd 2017 Professional Activity Day was focused on Mathematics, per Ministry direction.

Superintendents of Student Achievement (SOSAs), including Program, Specialized Services and Equity, monitored progress monitored progress through school visits and review of the school annual plan data, targets, student learning needs, staff learning needs and professional learning plans.

Staff were not on target to have at least 65% of Grade 3, Grade 6, Grade 9 students achieve at the provincial standard or higher in 2018 with 49% of students reaching the provincial standard.

Goal #3: All Students Graduating

Strategy: Refine our measures of students' progress towards graduation over time.

***If** we identify the key indicators of successful progress towards graduation, **then** we will be able to intervene to support all students graduating.*

In 2017-18, a Student Information Strategy was developed to refine our measures of student progress towards graduation. The strategy's vision was "To improve student achievement and well-being, we will have live student information at the classroom, school and system level so it can be accessed and analyzed to focus our continuous learning and improvement process with precision." As part of the implementation of this strategy, two digital tools were provided to school leaders: PowerBi and Enterprise Reporting. Both tools connect to the HWDSB student information system (PowerSchool) and can draw on "live data", which means that once data is inputted into PowerSchool, it is available to users via these tools.

PowerBi enabled Principals and Vice-Principals to access student achievement data and to monitor student achievement. The Research and Analytics department developed a number of PowerBI reports for principals including: several specific to the goal of all students graduating (including an Ontario Secondary School Literacy Test report); a 2012-13 Cohort Graduation Tracking Report; and, elementary and secondary report card reports.

Enterprise Reporting enables the user select a variety of data (i.e. student name, school, age, grade, credit attainment, etc.) and then pull all of the data into one report for analysis. Secondary Principals and Vice-Principals, Student Success Leads, and Student Services Department Heads received training in April 2018 (additional training will follow in the fall of 2018).

With these two tools and a vision of using data more intentionally to identify, intervene, and track student progress towards graduation, we are more effectively and analyzing current strategies for practices that support or introduce barriers to graduation.

Superintendents of Student Achievement (SOSAs), including Program, Specialized Services and Equity, monitored progress, will continue to monitor students in year 4 and year 5, during their visits to secondary schools; however, as the work of the Student Information Strategy progresses, the monitoring process may include additional indicators of progress towards graduation.

Strategy: Identify, monitor and provide differentiated support for in-risk students.

***If** we provide differentiated supports for in-risk students, **then** they are more likely to graduate.*

In 2017-18, each secondary school closely monitored the achievement of their students and identified students they considered "in-risk", which typically means students who are not finding academic success, struggling with their well-being, or struggling to attend school daily.

HWDSB schools support students through a variety of in-school strategies and system programs. Secondary schools utilize credit recovery programs to assist students in earning unsuccessful credits, for example. The Student Success Lead and Student Services Teachers provide one-to-one coaching for students; adjust timetables; access board and community supports, and act as a caring adult for students. Students with Individual Education Plans can access the Learning Resource center in each school for academic support. For English Language Learners, credit-granting English as a Second Language/English Literacy Development programming is available at three secondary schools.

A system Early Leaver Teacher was hired for semester two to re-engage students who had left secondary school without graduating. This teacher personally contacted 114 students to share options for returning to school. Ultimately, the teacher was able to re-engage 53 students and have them attend an HWDSB program such as Community and Continuing Education. This role continues in semester one of 2018-19.

In addition, a partnership with the John Howard Society provides child and youth workers, in five schools, to support students with well-being needs outside the scope of HWDSB staff. At the system level, programs such as Supporting Hamilton's Aboriginal Education (SHAE) or the Young and Expectant Parent Program (YEPP) support students towards graduation based on their current needs and/or interest. As well, the Dual Credit Program is a partnership with Mohawk College that enables students to earn credits towards graduation while also earning credits towards a college diploma.

As well, E-learning and blended learning were used as strategy to engage learners in a different form of learning. 1717 students took at-least one e-learning course in 2017-18 with an 85% pass rate and an average mark of 74%. More than 50% of HWDSB secondary staff use THE HUB, the board standard learning management system/virtual learning environment, to provide some learning to students. E-learning hold promise as a strategy to re-engage some early leavers.

Superintendents of Student Achievement (SOSAs), including Program, Specialized Services and Equity, monitored progress, monitored the progress of this strategy during school visits using the school's Taking Stock report, which details the number of in-risk students in the school and the supports in place.

HWDSB schools improved their performance on the Ontario Secondary School Literacy Test by 1% to 74% in 2017-18, which narrows the gap with the province.

Strategy: Implement effective instructional practices and interventions through the continuous learning and improvement process.

***If** we identify and address student learning needs and skill gaps, **then** student achievement will improve resulting in increased numbers of students graduating.*

Two initiatives directly worked to identify student achievement gaps in literacy and numeracy: the 7-12 Literacy Gap Closing Initiative and the CLIA Grade Nine and Ten Math initiative. The Literacy Gap Closing Initiative featured cross-panel (grade 7-10) learning teams in each family of schools. Each team focused on improving developing topics and ideas more effectively in writing, an area of weakness according to OSSLT data. The teams would plan and deliver learning to their classes and then review student work to identify their impact. Next, they would re-start the cycle of plan, act, assess, and reflect. Overall, the initiative improved instruction and student performance, based on feedback and data from the project.

Similarly, the CLIA Grade Nine and Ten Math initiative worked through a plan, act, assess, and reflect process to improve student performance in applied grade nine and ten math. Led by Math Facilitators and Consultants, the focus of the learning was on improving student performance in the area of operational sense and quantity relationships by naming and noticing student learning needs and following up with purposeful instruction to address the learning needs.

The following are additional programs and interventions that sought to close gaps for students:

- One Literacy Facilitator worked in several schools to support the implementation of literacy strategies vital to the success of students on the OSSLT;
- Five Secondary Empower Teachers provided credit granting reading and writing instruction for students reading below grade nine.

Superintendents of Student Achievement (SOSAs), including Program, Specialized Services and Equity, monitored progress monitored progress through school visits and review of the school annual plan data, targets, student learning needs, staff learning needs and professional learning plans.

Staff met the 16-17 annual plan target of 82% graduation rate for the 2012-13 cohort.

Staff are **not on target** to have at least 83% of the 2013-2014 cohort (staying in HWDSB) graduate within 5 years (by August 2018).

Priority: Student Learning and Achievement 2018-19
We will improve student learning and achievement through effective instructional strategies

Goal #1: All students reading.

Target: At least 75 per cent of Grade 1 students achieving at or above provincial standard on their June report card.

Strategy: Investing in People. Provide professional learning on comprehensive literacy instruction, assessment and interventions for Reading Specialists, kindergarten and grade 1educators.

***If** there are multiple, differentiated opportunities for professional learning, **then** educators will be able to deepen their understanding of how students learn to read and further develop their ability to implement evidence-based comprehensive literacy strategies and interventions.*

The implementation of the Investing in People strategy focuses on developing resources; communicating the HWDSB Early Reading Strategy; and, delivering professional learning to improve teaching practice.

The Program Division has developed resources that explains: the Early Reading Strategy, the role of the Reading Specialist, and how to determine a B in grade one reading. Under development is a “milestone” tool that identifies indicators of being “on track” to earn a B in grade one at key points from year one of kindergarten to grade one. Reading Specialists and other Program Division staff will use these resources professional learning resources. The result will a common understanding, vocabulary, and standard for instruction and assessment for early reading across the HWDSB. These tools will also support Principals and Vice-principals in monitoring student progress.

Additionally, the Program Division will lead professional learning on early reading teaching and learning to a variety of audiences, including:

- the Reading Specialists regarding effective instruction (as well as facilitation skills in their role as coaches and staff developers in schools);
- classroom teachers and designated early childhood educators regarding effective instructional practice and assessment practices; and,
- Principals and Vice-Principals regarding how to monitor and support staff and student learning.

Specific to reading, the professional learning will focus on the five elements of reading (phonemic awareness, phonics, vocabulary, fluency, and reading comprehension) and effective comprehensive literacy practices.

The collection of data related to the quality of the professional learning and the long-term impact on teacher practice will measure the effectiveness of this strategy.

Strategy: Leveraging effective Practices. Leverage effective literacy practices in classrooms including a dedicated daily focus on reading.

***If** educators utilize daily, dedicated, evidence-based comprehensive literacy strategies (including interventions) and effective assessment for learning practices then students will have a greater opportunity to become proficient readers.*

In grade one classrooms, teachers will provide a daily comprehensive literacy program consisting of a variety of rich learning experiences, aimed at developing proficient readers and writers. A quality comprehensive literacy program provides daily opportunities to learn how to read and write through activities where their teacher:

- models a reading or writing skill to the whole class;
- provides a shared experience to learn about and practice a skill to the whole class;
- guides students in small groups or individually in the development of a skill; or
- provides opportunities for independent practice of the skill.

Specific to reading, teachers will create learning opportunities that develop the five elements of reading (phonemic awareness, phonics, vocabulary, fluency, and reading comprehension).

In the Kindergarten classroom, educators will build reading and writing opportunities from the play based learning engaging the students. An effective Kindergarten program should reflect student interests; therefore, students should be learning how to read using materials that interest them, connected to activities happening in the classroom. Small group guided reading instruction will also occur in the Kindergarten classroom. In a primary classroom, 100 uninterrupted minutes of comprehensive literacy should occur daily.

In every learning opportunity they create for students, educators should assess student learning and then plan future learning experiences based on student learning. In relation to early reading, educators have opportunities to assess when: they use an assessment tool to determine progress on discrete learning skills; the student “hands in” a piece of work that shows comprehension of a text; they document student conversations using a digital tool or journal/notebook; or while they are observing students in the process of learning.

Effective assessment practices allow students to understand: what they did well; what needs to improve; and, their next steps for learning. Some of the most effective assessment practices provide immediate descriptive feedback based on the student performance at that time. Educators will also use a variety of assessment tools to collect information about student learning. Reading Specialists, Kindergarten educators, and grade one teachers will use tools such as the phonological screener and the Developmental Reading Assessment to determine where students are on a continuum of reading skills. The information gleaned from these assessments allow for precise next steps in student learning by identifying needs common to the class, a group of students, or individual students. This information informs the next step for instruction.

There are specific intervention strategies for students who are not making developmentally appropriate progress in their reading acquisition. Educators, in collaboration with Speech and Language Pathologists, will use tools to address speech and language issues or Levelled Literacy Intervention to provide support in specific areas of need, in small group or occasionally 1:1 instruction. The goal is to provide the instruction needed to close the gap between the student’s current skill level and the developmentally expected skill level.

Principals and Vice-Principals will monitor the leveraging effective practices strategy at the school level through classroom visits, and at the system level, Superintendents of Student Achievement will monitor through school visits.

Strategy: Refining measures of Progress. Refine the measures used to monitor the progress students make towards becoming effective readers by the end of grade 1.

If educators utilize a continuum of reading comprehension and monitor reading comprehension levels for all students on a regular basis, then gaps in student learning can be identified and addressed in a timely manner.

The Program Division is developing a “milestone” tool that outlines the indicators of developmentally appropriate reading acquisition. The indicators will be drawn from a variety of assessment tools (such as the phonological screener and Development Reading Assessment) as well as the Ontario Curriculum document for grade one.

Classroom educators will use the milestone tool to:
- identify who is on-track to earn a B by the end of grade one;
- identify who needs support to be on track to earn a B;
- set learning goals and plan for instruction or intervention for the class, groups of students, and/or individual students;
- improve their program by identifying common learning needs amongst the class;
- share information about a child’s progress with a parent/caregiver.

Principals and Superintendents will use the milestone tool to:
- set targets on the school annual plan;
- monitor student progress.

Monitoring of this strategy will occur through the Student Data Strategy Steering Committee.

Strategy: High Priority Schools Strategy: Implement the next phase of the High Priority Schools plan.

If we have enhanced support for reading in High Priority Schools, then we will better understand and address the literacy learning needs of students in these schools.

To build on the success of 2017-18, Executive Council has provided enhanced resources in High Priority Schools. A full-time Reading Specialist has been placed in each High Priority School to support students and staff. Early Childhood Educators have been assigned to each Kindergarten classroom in High Priority Schools and those classes have been capped at 26 students.

In addition, five High Priority Schools will pilot a new professional learning strategy, called the Purposeful Triad Meeting, that features a structured process and protocol through which the reading progress of one student is closely examined and a plan for addressing the student's needs in reading is co-created. The classroom teacher presents the learning profile of the student while the Principal and Reading Specialist ask questions and offer suggestions that support the development of the next steps by the classroom teacher. Then, the classroom teacher enacts the next steps with support from the Reading Specialist and Principal. Four to six weeks later, the team meets again to review the student's progress and create new next steps, using the same process. The intended impact of the Purposeful Triad Meeting is to deepen the classroom teacher's expertise in reading pedagogy and practice through the focused learning needed to enact the next steps. Then, that learning is transferred to supporting other students in the class.

Executive Council will monitor this strategy as a team.

Staff is **on-track** to have at least 75% of Grade 1 students achieving a B (provincial standard) or higher on their June 2019 report card.

Goal #2: Improvement in Mathematics.

Target: The gap between HWDSB and the province for those students performing at or above the provincial standard on the junior (Grade 6) EQAO math assessment will be narrowed by June 2020.

Strategy: Investing in People. Provide professional learning on comprehensive math instruction, assessment and interventions for grades 4 through 6 educators.

If there are multiple, differentiated opportunities for professional learning then educators will be able to further develop their understanding of fundamental math concepts and skills, assessment and instruction.

Building on the 2017-18 HWDSB Renewed Math Strategy, the Program Division will focus its efforts in 2018-19 on supporting classroom teachers, Principals, and Vice-Principals in:

- Implementing the newly released *Focusing on the Fundamentals of Mathematics* resource into classroom practice;
- Deepening teachers understanding of the math curriculum to enable more effective anticipating and naming and noticing of student learning;
- Utilizing Learning Math Together, a HWDSB on-line math resource, as a resource for teachers to provide purposeful instruction.

Focusing on the Fundamentals of Mathematics focuses on five key areas of math learning:

1. Working with numbers;
2. Recognizing and applying understanding of number properties;
3. Mastering math facts;
4. Developing mental math skills;
5. Developing proficiency with operations.

The Ministry's expectation is that these skills are developed daily in classrooms, regardless of the strand of mathematics being taught. Therefore, the Program Division will support educators in understanding how to develop student proficiency in these areas in an effective and engaging manner. The professional learning will also strive to ensure that all grade six teachers have an improved understanding of the curriculum in order to anticipate student responses, as well as to name and notice the learning present, absent, and next steps for learning. Purposeful instruction then flows from that deeper understanding of the curriculum to close gaps in student learning.

The Program Division will focus its efforts in grade six classrooms in 2018-19. Each of the six Math Facilitators will work in three schools identified as having intense needs in math (these schools are unchanged from 2017-18). Like the Reading Specialist, they will support students in the classroom as well as support educators in the implementation of effective practice. The elementary Program Consultants will focus their work in a small number of schools to allow them to establish the relationships needed to form learning teams amongst grade six staff and to understand student and staff learning needs at a deeper level.

A key support for classroom teachers is the HWDSB resource, Learning Math Together, available to HWDSB educators. This digital resource provides teachers from grade one to eight with a “scope and sequence” of lessons that they can follow throughout the school year, or to sample from when planning instruction. The lessons and content are drawn from the Ministry Guides to Effective Instruction, EDUGains (a Ministry teaching resource), and professional learning resources.

The Specialized Services Division is piloting a Math Project for grade four to six students with learning disabilities. A small group of learning resource teachers and classroom teachers will work together to learn how to more effectively provide math instruction to students with a learning disability. Both learning resource teachers and classroom teachers will receive extensive professional learning to assist in creating a support model that may be deployed through the system.

This strategy will be monitored through exit cards, feedback surveys, and evidence of change in teacher practice.

Strategy: Leveraging effective Practices. Leverage effective math practices in classrooms including a focus on fundamental concepts and skills.

If educators utilize daily, dedicated, evidence-based comprehensive math strategies then students will have a better opportunity to comprehend fundamental math concepts and skills.

The 2018-19 HWDSB Math Strategy focuses on supporting students in the acquisition of fundamental math strategies within a comprehensive math program. Comprehensive math strategies refers to teaching practices that provide modelled, shared, guided, and independent opportunities for students to learn and practice math knowledge and skills.

Typically, a modelled activity features the teacher directly instructing students in how to complete a math task while modelling key concepts by verbalizing or demonstrating those concepts. A shared activity, such as a number talk, usually features the teacher facilitating the collaborative completion of a math task with a whole group de-brief or consolidation to communicate the big ideas of the lesson. The shared nature of the activity enables students to share thinking, test possible solutions, and build on each other’s thinking. A guided activity sees the teacher working with a small group of students to provide precise instruction and feedback on a task. Finally, independent activities allows students to demonstrate their learning individually and for the teacher to provide feedback on that learning as well as next steps.

The comprehensive nature of the program enables students to acquire both fundamental skills and conceptual understanding in math. The HWDSB resource Learning Math Together provides examples of lessons that teachers can use in a comprehensive math program. That program should occur in an uninterrupted 60-minute block daily. As well, elementary classrooms should have a variety of tools to support student learning, including manipulatives, assistive technology, dual language materials, realia, non-permanent vertical surfaces, and iPads or other technology.

Ultimately, the goal of the HWDSB Math Strategy is to have our students able to demonstrate in daily instruction and on the EQAO assessment that they can:

- Understand and use numbers (e.g. being able to read, represent, count, order, estimate, compare, compose, decompose, and recompose numbers) (Working with numbers);
- Understand how numbers behave in operations to master math facts and perform calculations (Recognizing and applying understanding of number properties);
- Understand and recall math facts, using a variety of strategies (Mastering math facts);
- Do calculations in the mind, with little or no use of paper and pencil or calculator (Developing mental math skills);
- Perform calculations with ease, precision, and consistency and with a general understanding of number and operations, number properties, and their appropriate application in problem solving (Developing proficiency with operations).

Principals and Vice-Principals will monitor this strategy on a day-to-day basis through classroom visits and SOSAs will do so during their school visits and through the school annual plan. Report card grades will also be used to monitor this strategy.

Strategy: Refining measures of Progress. Refine the measures used to monitor the progress students make towards understanding math concepts by the end of grade 6.

If the understanding of fundamental math concepts and skills is monitored for students on a regular basis, then gaps in student learning can be identified and addressed in a timely manner.

The creation of a continuum, aligned to the Ontario curriculum and the five skill areas outlined in *Focusing on the Fundamentals of Math,* will enable effective monitoring of student progress in acquiring fundamental math skills. Classroom teachers will use the continuum to identify the skills students possess and the steps needed instructionally to support students in acquiring the missing skills.

Digitizing the continuum through PowerTeacher Pro, the HWDSB assessment, evaluation, and reporting tool, will be explored to leverage the data analytics tools in PowerSchool. Potentially, a digital tool could help to identify patterns in student learning need in the CLI Process.

The Student Information Strategy Steering Committee will monitor this strategy.

Staff is **on-track** to narrow the gap between HWDSB and the province for those students performing at or above the provincial standard on the junior (Grade 6) EQAO math assessment by June 2020.

Goal #3: All students graduating.

Target: At least 83 per cent of students will graduate within five years, by August 2020.

Strategy: Investing in People: Provide professional learning on student success strategies for grades 7 through 12 educators with an emphasis on applied-level math.

If there are multiple, differentiated opportunities for professional learning then educators will be able to further develop their understanding of student success strategies.

The Program Division will build on the professional learning provided in previous years to close achievement gaps for students in grades 7-12. The Applied Math CLIA teams will continue their work with a focus on grade nine applied classes. Two Math Facilitators will support three schools each by working directly in grade nine applied classroom with students, as well coaching staff on effective practice. The Math Facilitators or Consultants will also facilitate and provide expertise to each school's CLIA learning team. One consultant will support the remaining secondary schools by facilitating their CLIA learning team and providing expert guidance.

The Literacy Gap Closing initiative will also continue in 2018-19. This cross-panel initiative focuses on improving the number of students being successful on the OSSLT. The focus will be on one or two crucial skills in the curriculum and then purposeful instruction will designed and delivered to improve student performance of those skills. An expanded team of three Literacy Facilitators will support the same six schools as the Math Facilitators, working in the same way to support student and staff learning.

The Program Division will provide learning opportunities to support the diverse program offerings available in secondary schools, such as:

- Understanding the new Co-Op Curriculum;
- An introduction to E-learning;
- Implementing the revised Canada and World Studies curriculum;
- Best practices for Specialist High Skills Major programs (SHSM).

In a new initiative for 2018-19, 18 Elementary Student Success Teachers (ESSTs) have be assigned to support academic and well-needs in High Priority and high population elementary schools (each High Priority School with grades seven and eight have 1.0 FTE). As with Reading Specialists and Math Facilitators, the ESSTs work directly in classrooms with students and teachers. ESSTs will provide job-embedded professional learning on literacy, numeracy, and pathways. They will act as an expert voice with learning teams seeking to identify and close learning gaps. They will also work with

staff and parents to create a greater understanding of the five pathways: apprenticeship, college, community, university, and the workplace.

This strategy will be measured through feedback, exit cards, and changes in teacher practice.

Strategy: Leverage effective student success practices in schools including a focus on approaches for students in-risk of not graduating.

If educators utilize daily, dedicated, evidence-based student success strategies then students will have a better opportunity to demonstrate improved learning and achievement.

In 2018-19, the HWDSB will review its student success strategies to engage secondary staff in: reflecting on their current practices; identifying any gaps in their practice; and, piloting innovative practices for in-risk students. While the review is underway, the following key student success strategies will be implemented:

- Using data tools (PowerBI and Enterprise Reporting) to identify and track at-risk learners;
- Having a caring adult for each student in grade nine applied math, at least if not for all grade nines;
- Engaging in the grade nine CLIA and Literacy Gap Closing initiatives;
- Reaching out to early leavers to re-engage them in HWDSB programming, either in or out of their previous school;
- Offering blended and e-learning opportunities;
- Accessing community and system supports, such as Alternatives for Youth, John Howard Society, and HWDSB Social Work Services;
- Enhancing transition activities between elementary and secondary schools, especially in High Priority Schools, to provide increased time at school.

Principals and Vice-Principals will monitor this strategy at the school with SOSAs monitoring it at the system-level.

Strategy: Refine the measures used to monitor the progress students make towards graduation.

If student graduation progress is monitored on a regular basis, then gaps in student learning can be identified and addressed in a timely manner.

Building on the Student Information Strategy developed in 2017-18, 2018-19 will feature the further implementation of PowerBi and Enterprise Reporting as digital tools for monitoring student progress towards graduation. As well, SOSAs will continue to track credit attainment, community hours, and OSSLT status for year four and five secondary students.

In order to provide greater precision and a more proactive approach to the identification of students in-risk, a continuum of data sets that can indicate progress towards graduation, kindergarten to grade twelve, will be developed. The vision is to work backwards from the current graduation requirements (30 credits, OSSLT, and 40 community hours) to:

- Identify the data sets inside PowerSchool that can be brought into an Enterprise Report;
- Identify the level or threshold for each data set that indicates being in-risk;
- Identify interventions for each data set.

The report would then identify who is potentially in-risk of not graduating and then identify the intervention for that student. The report would enable Principals to identify student(s) in-risk at any grade and then mobilize school staff, system staff, and/or community resources to support the student(s).

The Student Information Strategy Steering Committee will monitor this strategy.

Staff is **on-track** to have at least 83 per cent of students graduate within five years, by August 2020

APPENDIX A: High Priority Schools Strategy

Context:
The following appendix provides an update on the result of the 2017-18 HWDSB High Priority Schools Strategy and the High Priority Schools Strategy in 2018-19.

2017-18 High Priority Schools Strategy:
2017-18 was the initial year of the HWDSB High Priority School Strategy. In the spring of 2017, Executive Council identified 20 HWDSB elementary schools as "High Priority", using the following factors:

- Prior designation as a high or moderate needs school;
- Low student achievement (grade 1 reading, primary/junior EQAO);
- Early Development Instrument (EDI) scores;
- Census data (2006);
- Superintendent of Student Achievement data collected through school visits in 2016-17.

The following chart provides the names of High Priority Schools for 2018-19.

Family of Schools	School Names
One	Elizabeth Bagshaw, Lake Avenue, Sir Isaac Brock, Sir Wilfrid Laurier
Two	Central, Pauline Johnson, Westwood
Three	Hillcrest, Parkdale, Queen Mary, W.H. Ballard, Viscount Montgomery
Four	Bennetto, Dr. Davey, Hess Street, Queen Victoria
Five	Adelaide Hoodless, Cathy Wever, Memorial (City), Prince of Wales

The initial Action Plan for the High Priority School Strategy focused on four (4) key areas:

- School leadership-ensure the best possible leadership in High Priority Schools;
- Resources-provide differentiated support to High Priority Schools;
- Learning-learn more about school conditions within High Priority Schools
- Community Partnerships-engage in partnerships to provide supports and services for High Priority Schools.

School Leadership
Ensuring high quality school leadership is a key component of the High Priority Schools Strategy. Executive Council reviewed the Principals and Vice-Principals assigned to High Priority Schools (HPS) in the spring of 2017 to ensure that there was a good match between administrators' skill set and the needs of these schools. Then, administrative changes were announced in Spring 2017 to allow for transition time prior to the start of the new school year. Throughout 2017-18, as administrator changes were made, a conscious effort was made to ensure that Principals and Vice-Principals assigned to HPSs were good matches for those schools. In addition, Superintendents of Student Achievement (SOSAs) formed administrators in HPSs into principal learning teams to enable these leaders to undertake leadership learning with and from each other. The SOSAs also brought their leadership and expertise to supporting HPSs through bi-weekly visits. During these visits, they monitored student progress in reading and mathematics, as well as supported the leadership learning of the administrators.

Resources
Providing differentiated support to HPSs is another key component of the HPS Strategy. Acknowledging the student learning and well-being challenges evident in these schools, Executive Council provisioned each school, in 2017-18, with:

- 0.75 or1.0 FTE Reading Specialist
- Two educator (teacher and DECE) in each kindergarten class;
- Public Health Nurses (Community Partner);
- Additional Learning Resource Teachers, as needed;
- Additional Office Assistants, as needed;

Further, Kindergarten class sizes in HPSs were capped at 26 and consideration was given for the allocation of a Vice-Principal, either .5 or 1.0, to single administrator schools.

Learning

A key element of the first year of the action plan was to learn more about High Priority Schools with respect to the variables that may impact student outcomes. Each SOSA has responsibility for a minimum of three (3) HPSs, which allows SOSAs to be a learning team. Together with other members of the Learning Services team, SOSAs met weekly to discuss their observations, and develop strategies collaboratively. The bi-weekly SOSA visit was also an opportunity for SOSAs to learn more about HPS.

To develop a greater understanding of school conditions, the HWDSB Research and Analytics Department created an adapted version of Professor Ken Leithwood's Strong Districts rubric (characteristics and school conditions). Called the School Conditions Survey, it was administered to 40 Principals (20 from HPS and 20 from non-HPS) twice during the school year (fall and spring).

Through the survey, it became evident that Principals and Vice-Principals in HPS are excelling in creating and maintaining disciplinary environments and are more successful with leveraging effective community partnerships. HPS are more adept at managing students with complex needs and behavioural challenges and are more engaged with preventative and restorative practices finding creative solutions as opposed to relying on punishment and suspension. We learned that principals in HPSs had a greater focus and perceived a greater ability to influence operational and disciplinary aspects of the school rather than be an instructional leader.

Finally, all HPS administrators were invited to a session to provide voice on their learning needs. Overwhelmingly, the administrators asked for learning in regards to understanding how to support staff and student well-being rather than academic needs. They also wondered how they could be more effective in supporting their staff to work in challenging circumstances and situations while also having high expectations for academic success.

Community Partners

Partnering with community agencies and organizations to provide resources to schools, students, and their families, is another key component of the HPS Strategy. Partners can provide services that support student achievement and well-being not provided by the HWDSB. They may also address needs outside of the scope of school's influence.

In 2017-18, HWDSB Staff worked closely with the City of Hamilton's Public Health Department to align the HPS strategy with Public Health's mandate to improve population health (improving health outcomes in targeted areas). Over the course of the year, a new Public Health Nurse (PHN) deployment model was developed with schools receiving targeted or universal services.

All HPS will receive targeted services in this model. They will have a PHN that supports the development of the school's annual plan goals for positive culture and well-being, using population health data drawn from Statistics Canada, Hamilton Health Science, amongst other sources. This relationship with Public Health also serves as a "table" that connects the HWDSB with other partners. Other vital partnerships that support HPS include:

- The Hamilton Bulldogs who provide funds for breakfasts;
- YMCA Settlement Workers in Schools Program which provides settlement workers to support the needs of newcomer families;
- Wesley Urban Ministries who provide settlement services to government assisted refugees.

Overall, year one of the HPS Strategy was a success. All four areas of action for 2017-18 were addressed and a solid foundation has been established.

2018-19 High Priority School Strategy

Year two of the HPS Strategy builds on year one with a focus on: leadership, resources, learning, and partnerships.

Leadership

The practice of applying a 'best-fit' criterion when assigning Principals and Vice-Principals will continue in 2018-19. A learning focus will be improving leadership practice in leading the early reading strategy in HPSs. Starting with a pilot in 5 schools, the Purposeful Triad Meeting is an opportunity for administrators to undertake learning on leading the instructional program and monitoring student progress. In addition, through principal learning teams, SOSAs will continue to support the leadership learning of administrators by focusing their learning on how they will lead the early reading strategy.

Resources

A differentiated approach, to augment the resources provided in 2017-18, will continue this year. All HPSs will have 1.0 FTE Reading Specialists each in 2018-19 to enhance the support provided to staff and students. Each HPS will also have an Elementary Student Success Student 1.0 to support the academic and well-being needs of students in grade seven and eight. Either a Math Facilitator or Elementary Program Consultant has been assigned to HPSs. Math Facilitators will work with staff and students in Grade Six classrooms to address learning needs. Consultants will support Grade Six Teachers in implementing effective instructional and assessment practices.

Learning

Administrators and SOSAs will continue to learn more about identifying and removing barriers to success in HPSs. The bi-weekly SOSA visits will continue as a learning opportunity as a well as a monitoring visit. Program Staff (Reading Specialists, Consultants, Math Facilitators, SOSA, etc.) will seek to identify successful practices and strategies to mobilize across all HPSs. Finally, the learning from the School Conditions Survey will continue by re-administering he survey to look for changes in conditions.

Community Partners

HWDSB continues to value and nurture the long-standing partnerships already in place. The new PHN deployment model begins in 2018-19 and we continue to sit at the Public Health table to connect to other partners.

HWDSB

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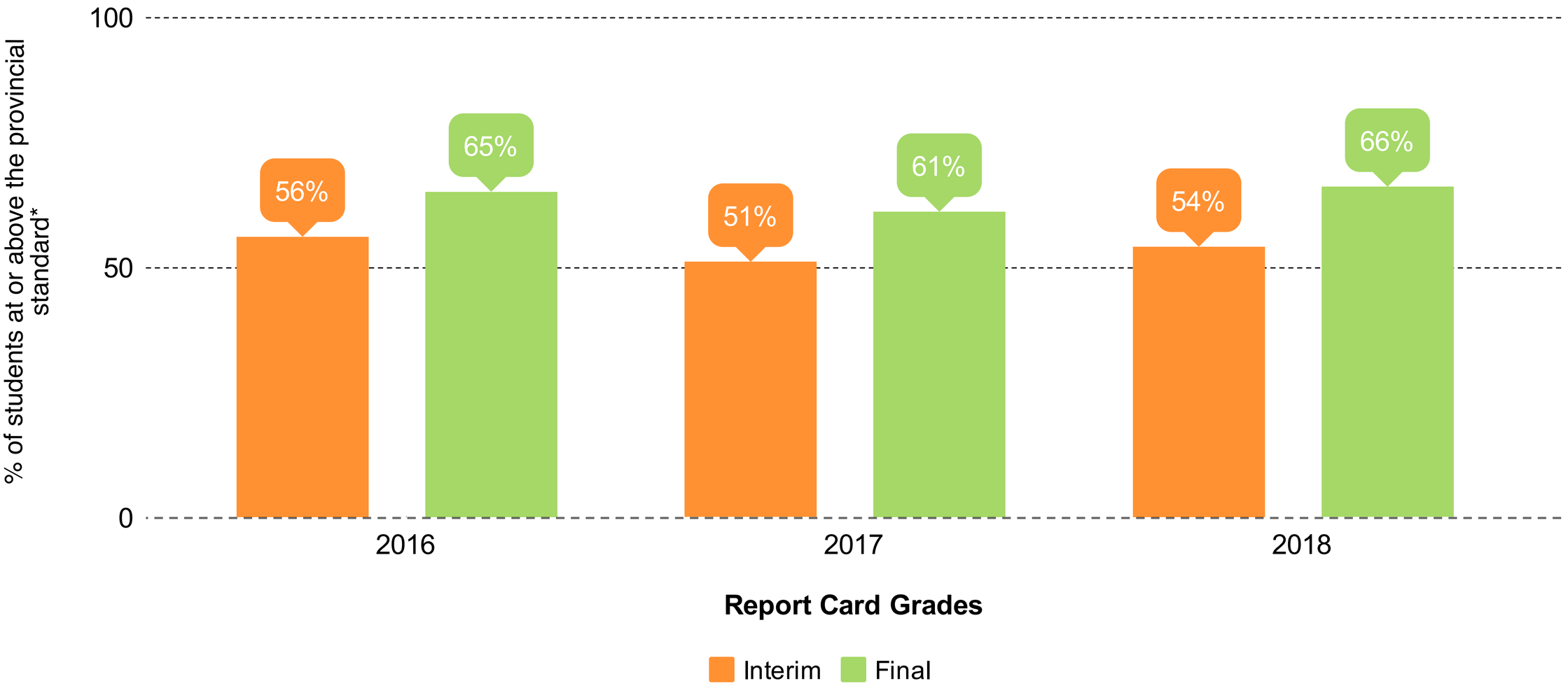
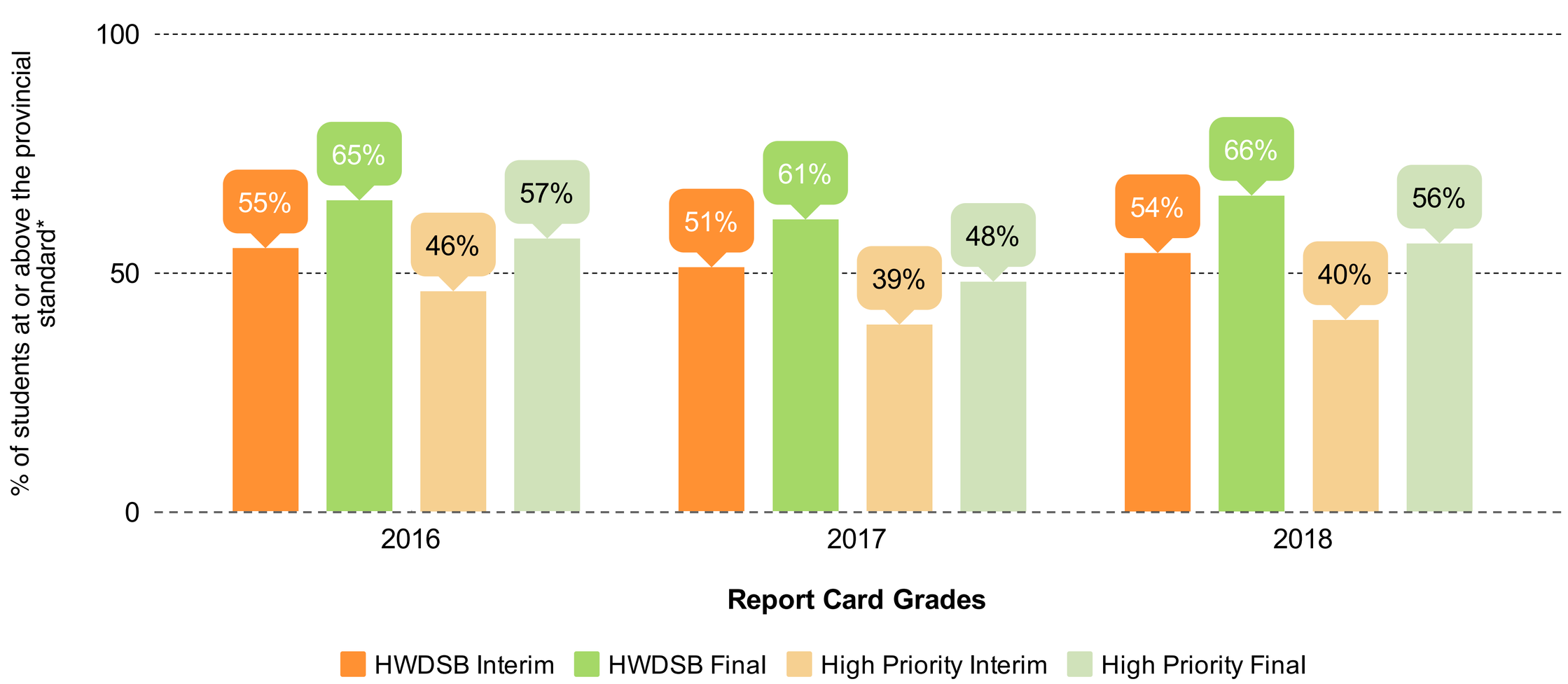
ALL STUDENTS READING BY THE END OF GRADE ONE

TARGET: At least 75 per cent of Grade 1 students achieving a B (provincial standard) or higher on their June 2018 report card.





*** Provincial Standard is "B-" or above**

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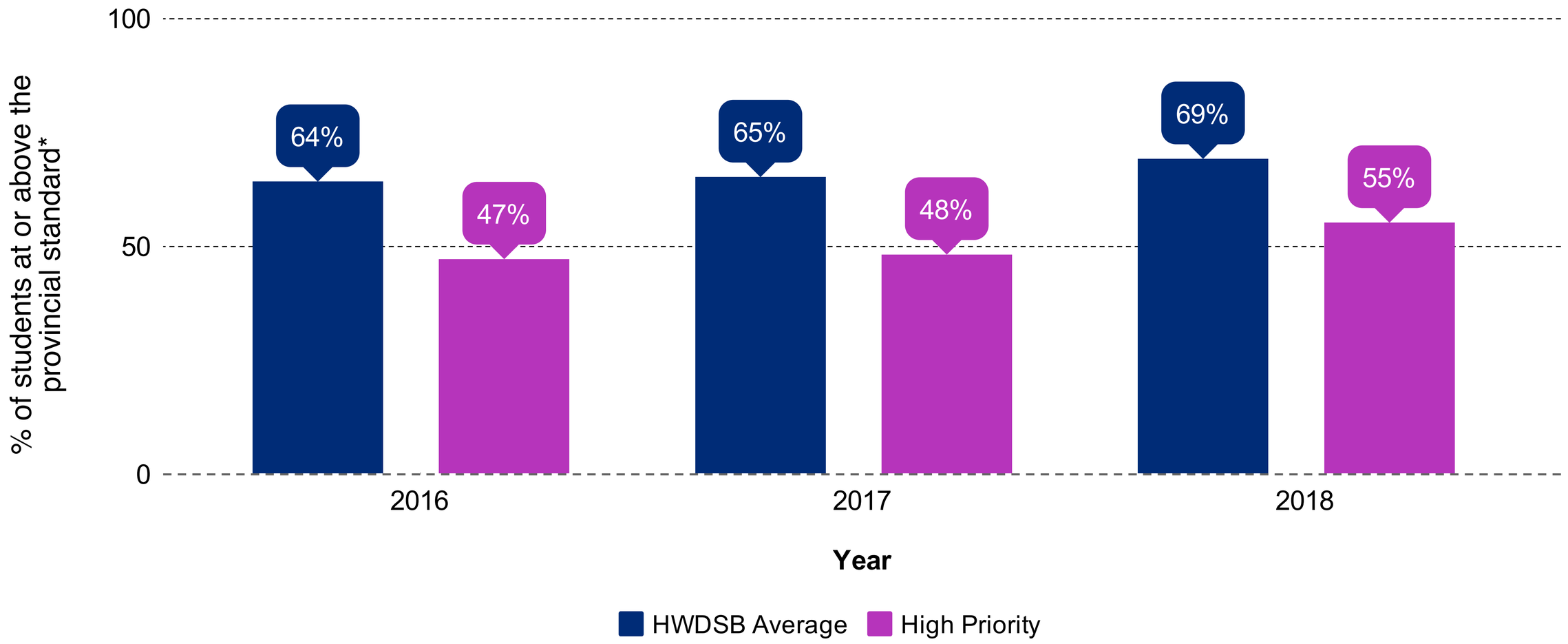
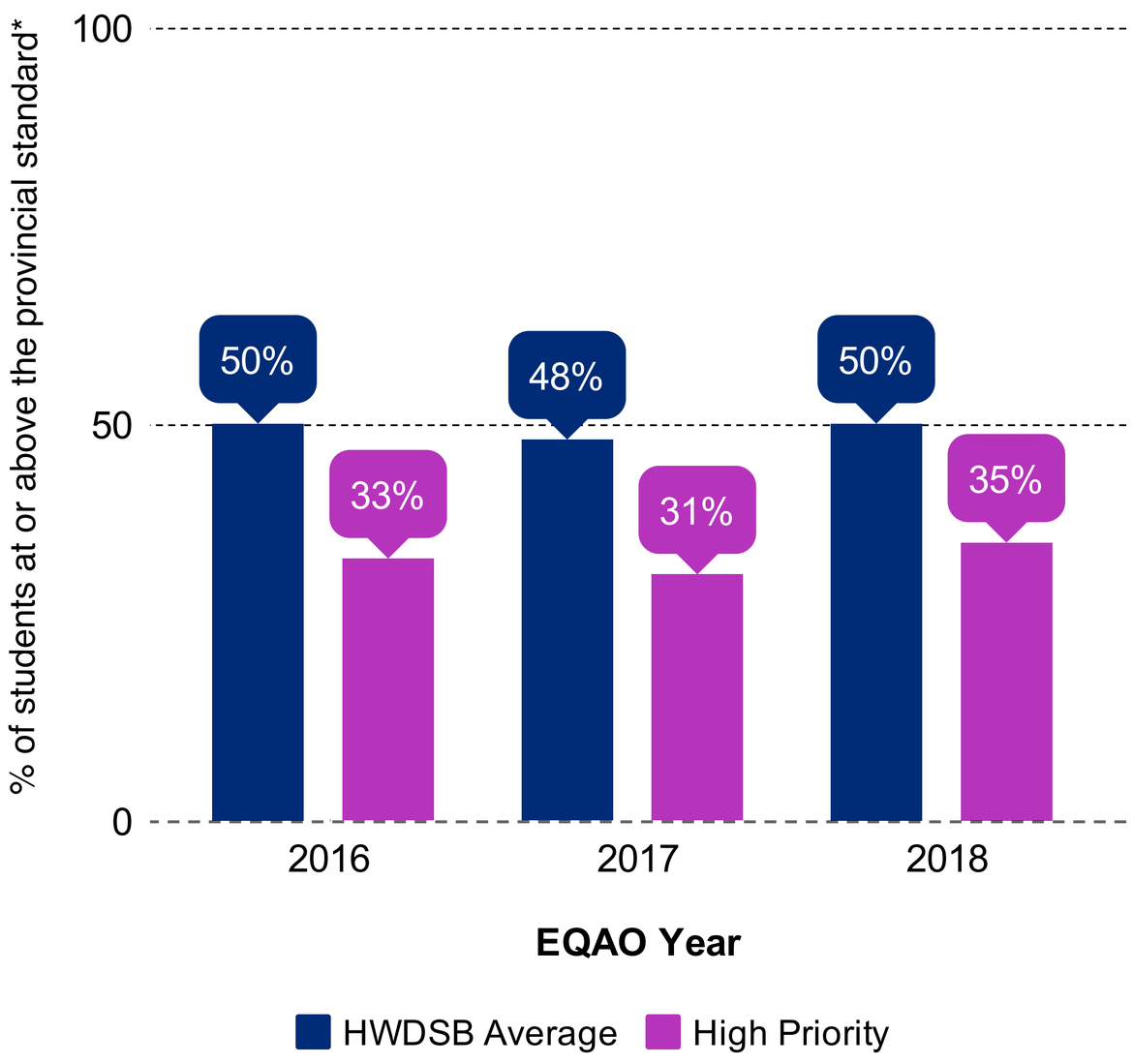
Achievement of High Priority Schools on EQAO

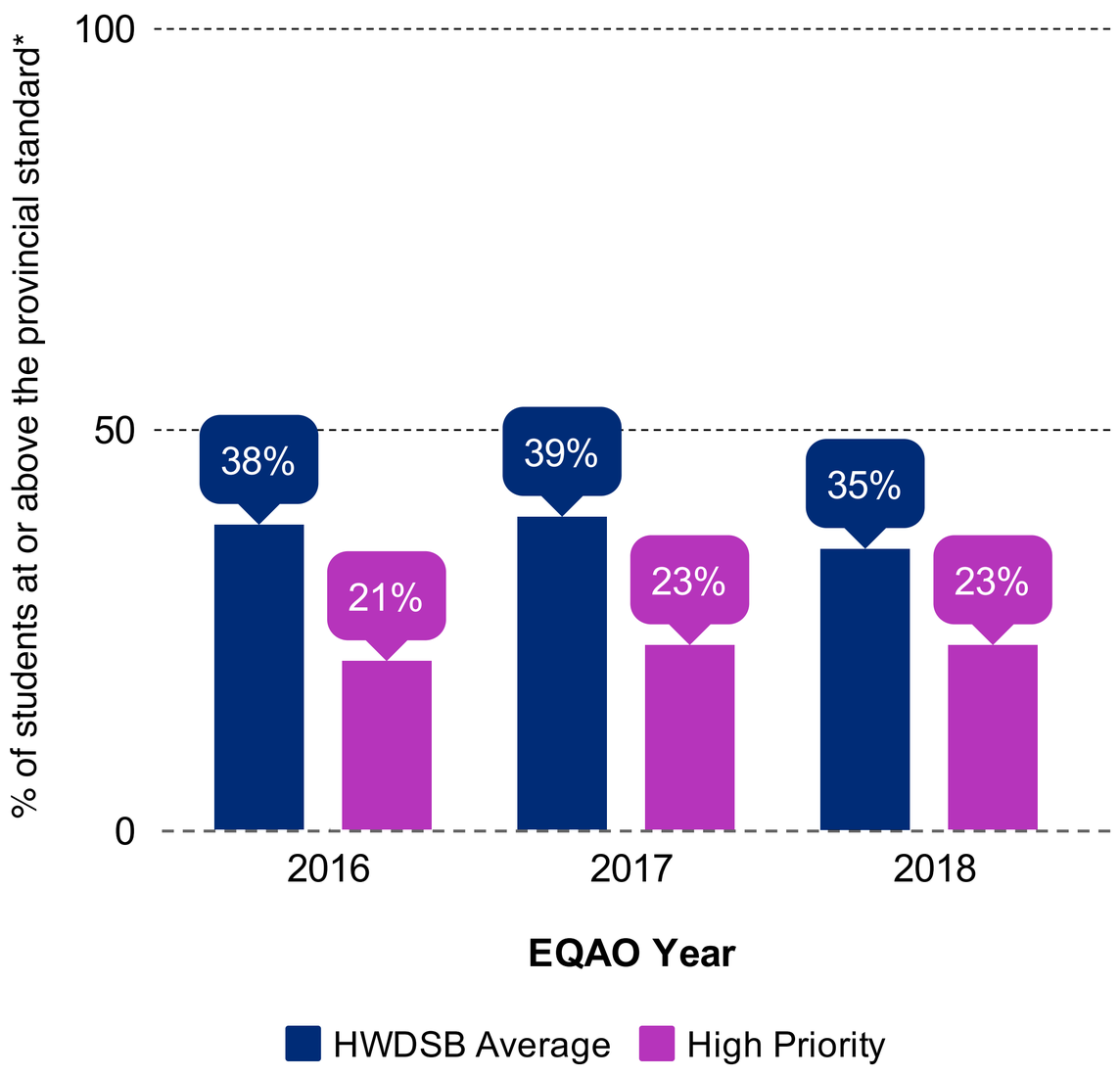
Grade 3 Reading Achievement



Grades 3 - Math Achievement



Grades 6 - Math Achievement



*** Provincial Standard is a Level 3**

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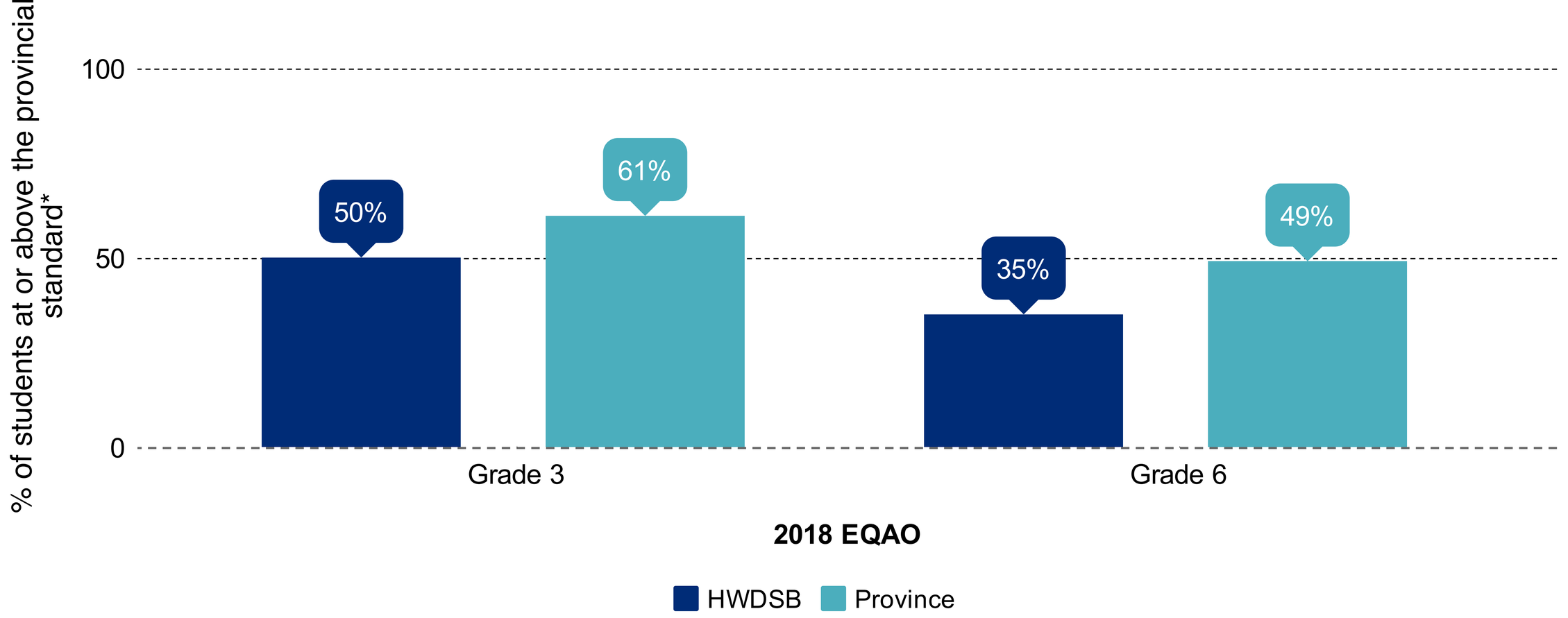
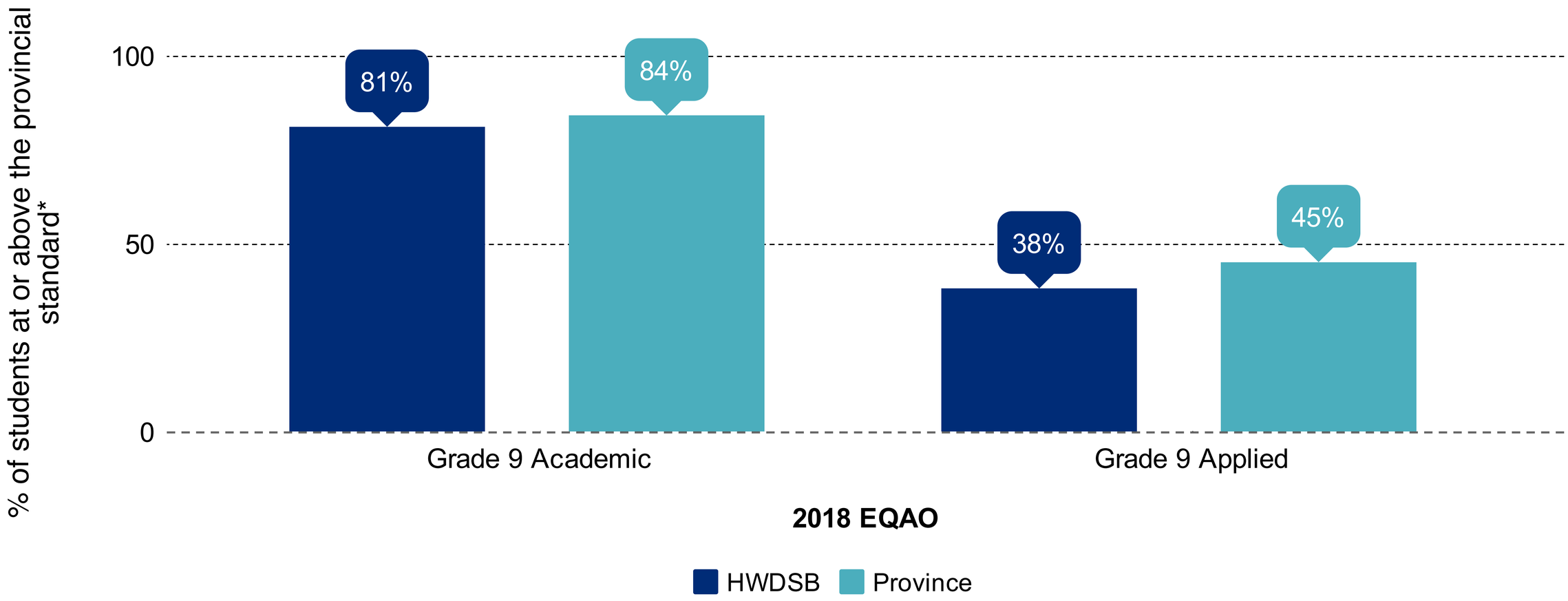
ALL STUDENTS IMPROVING IN MATHEMATICS

TARGET: At least 65 per cent of students achieving at or above provincial standard as measured by 2017-18 EQAO (total number of students in grades 3, 6 and 9).





Students Achieving at or above Standard (grades 3, 6 and 9 math) / **Total Number of Students (grades 3, 6 and 9)** = **49%**

*** Provincial Standard is a Level 3**

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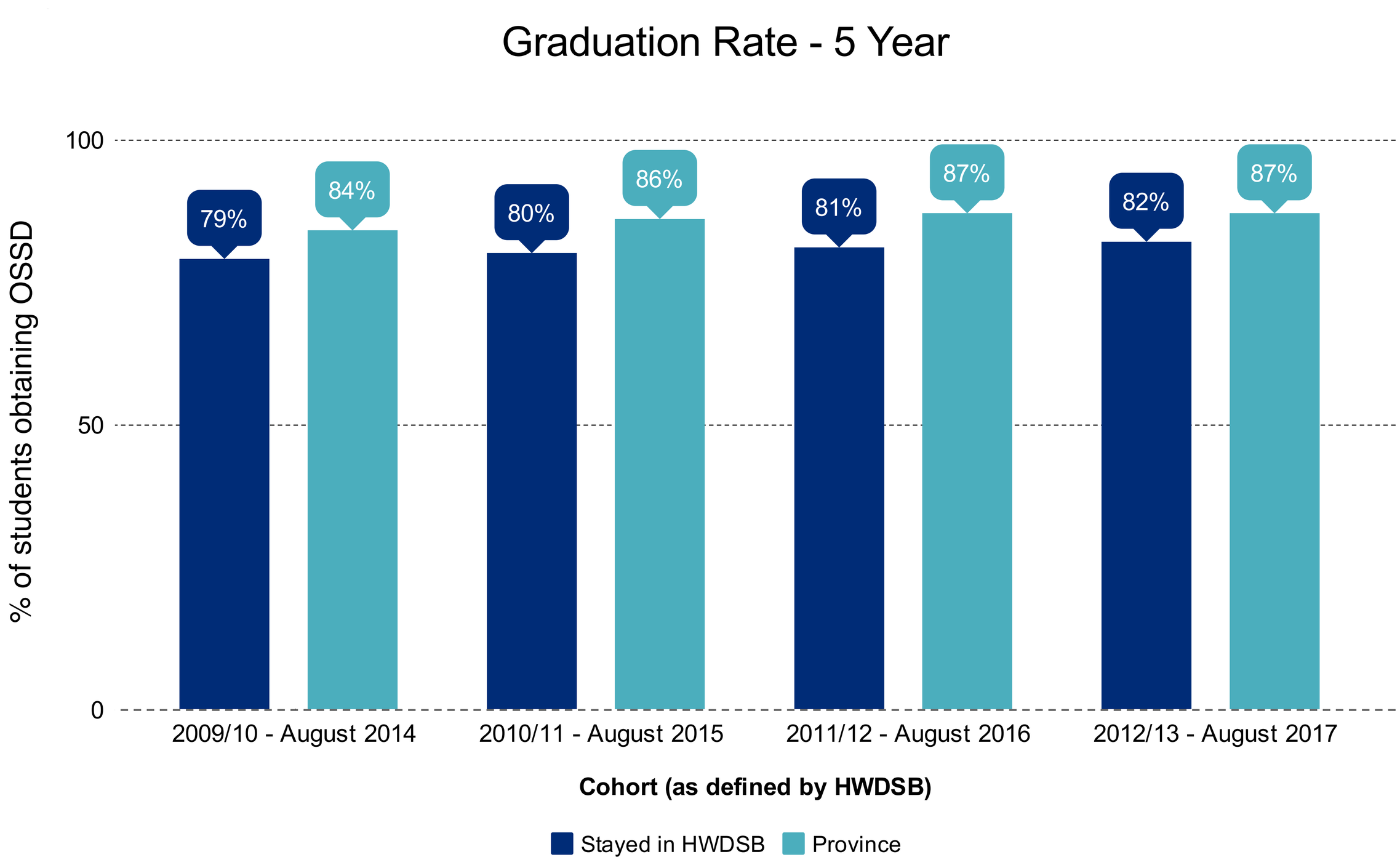
ALL STUDENTS GRADUATING

TARGET: At least 82 per cent of the 2012/13 cohort (staying in HWDSB) will graduate within five years (by August 2017).



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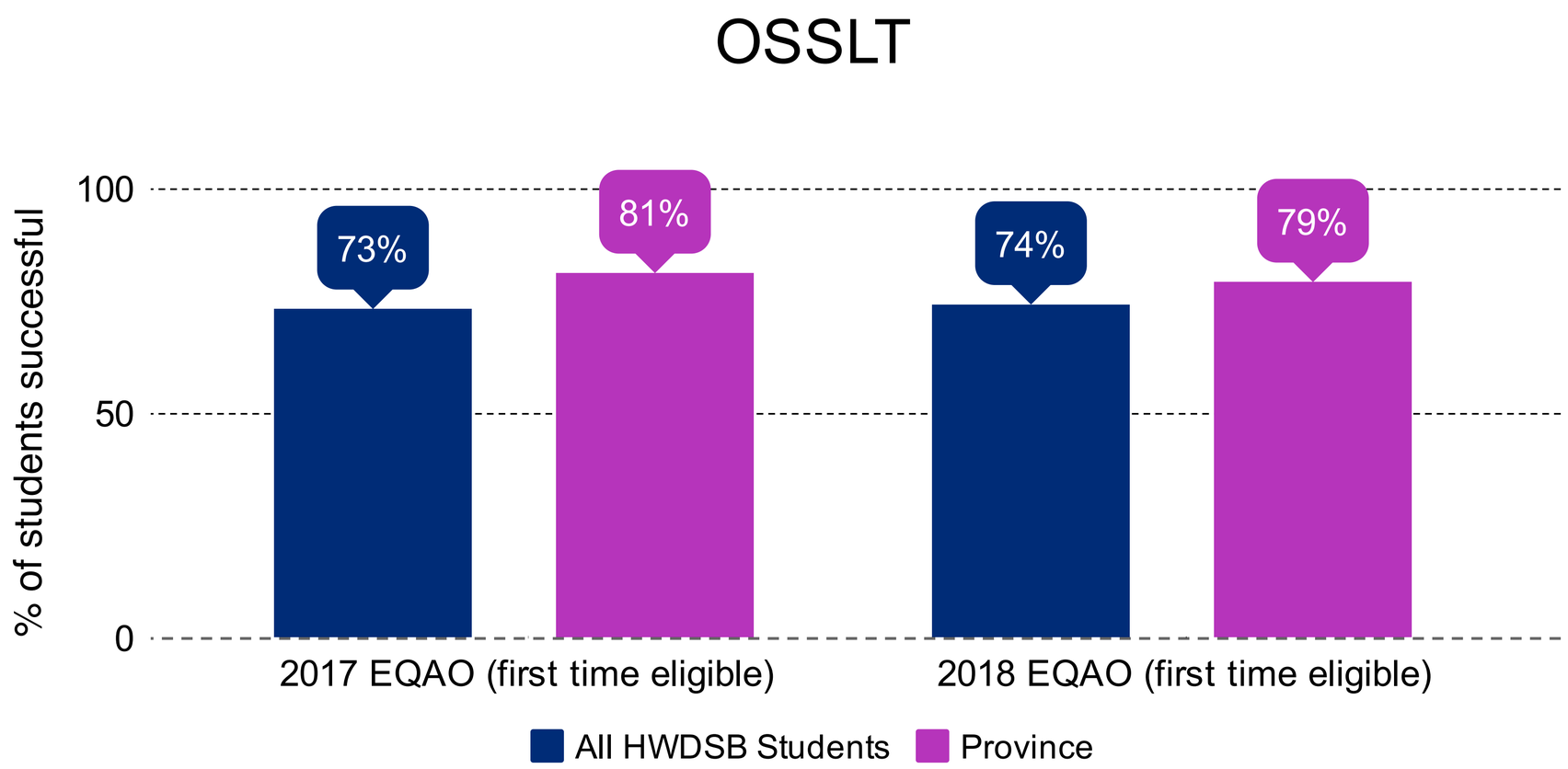
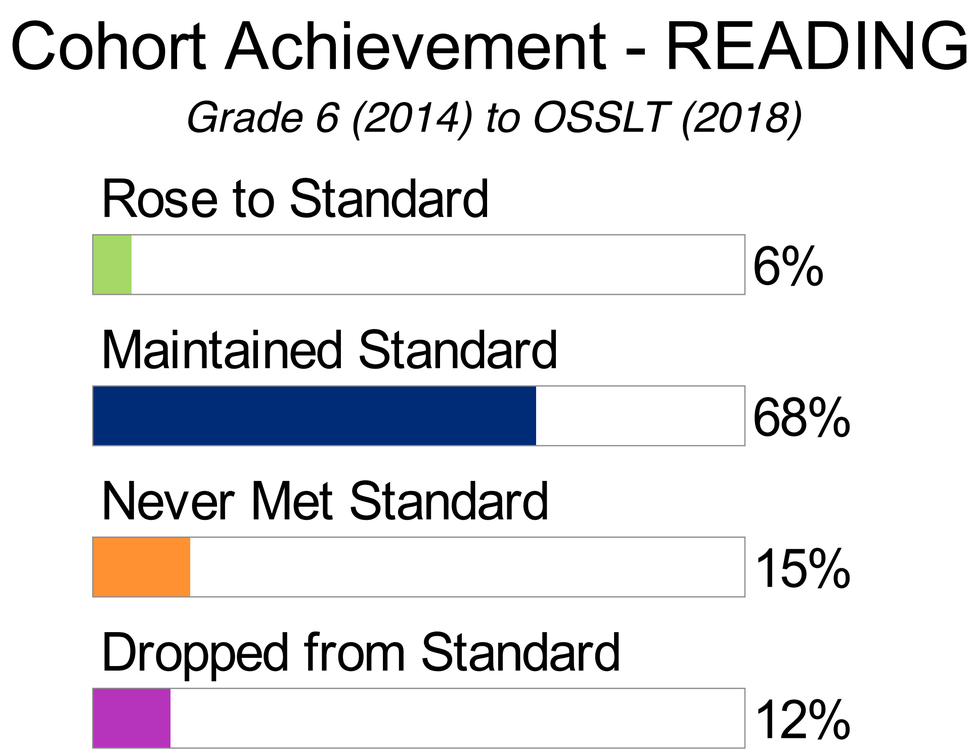
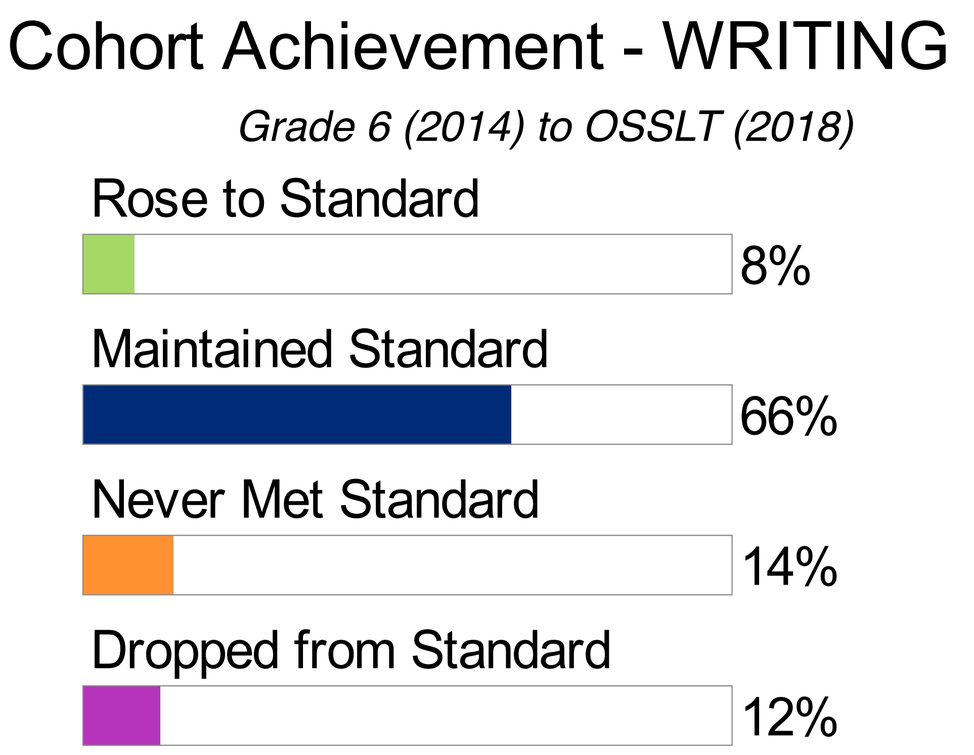
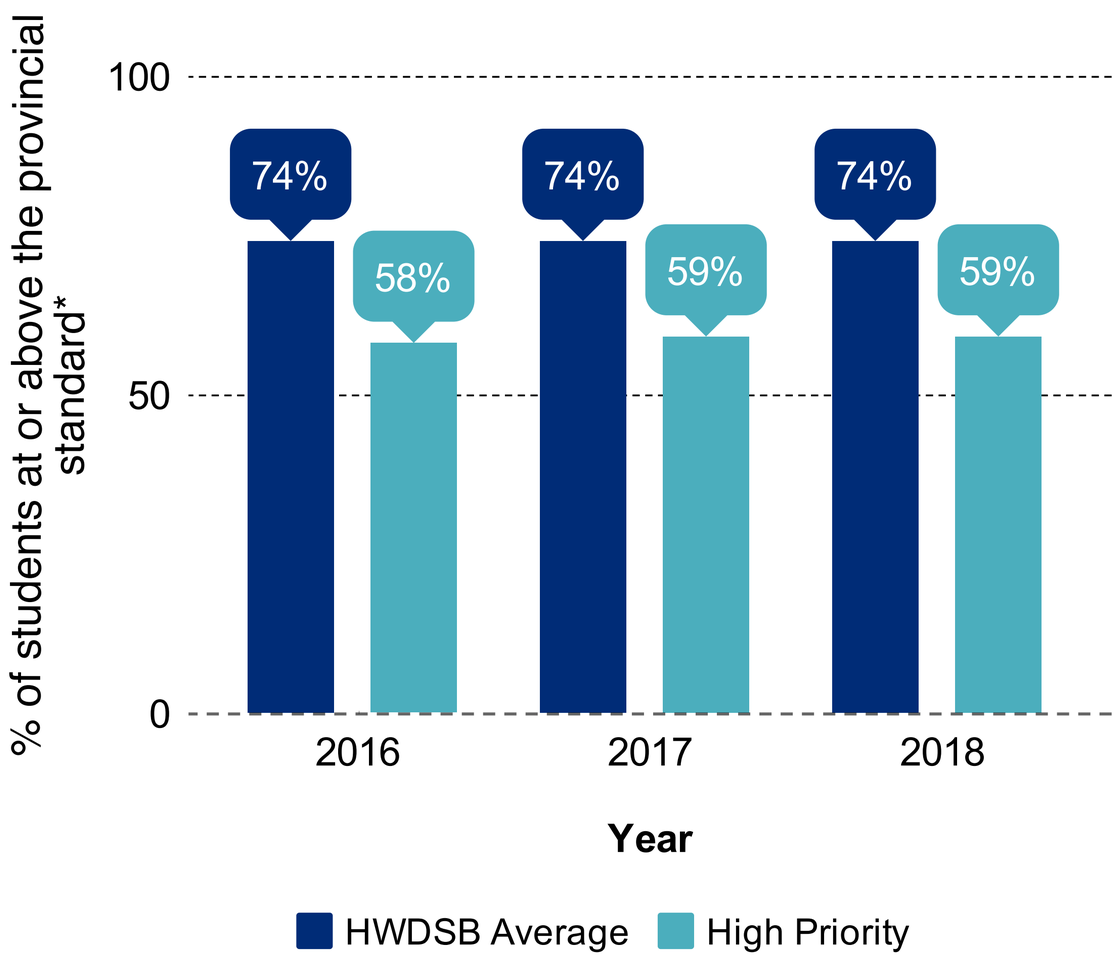
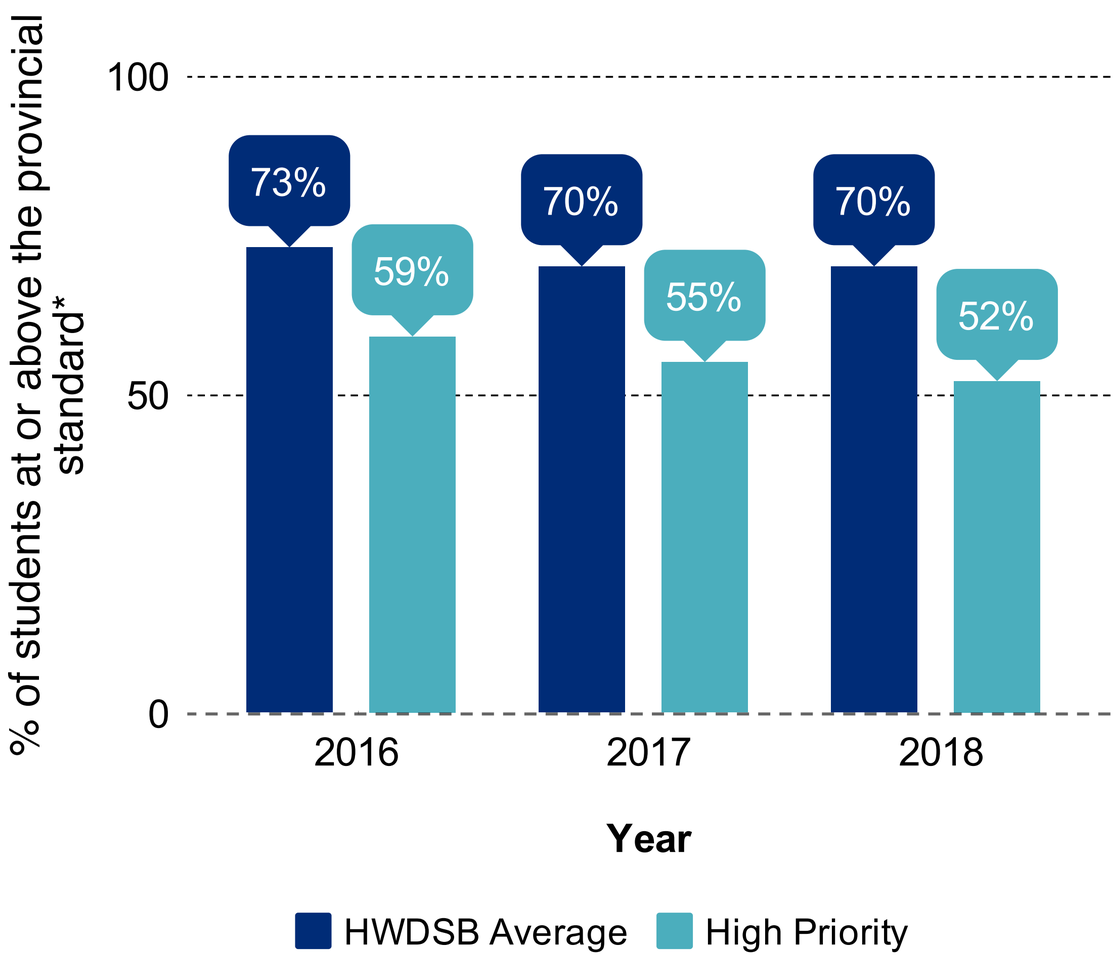
OSSLT RESULTS











*** Provincial Standard is a Level 3**