

**AGENDA: 6:00 p.m.**

1. Call to Order/Roll Call
2. HWDSB Land Acknowledgement
3. Delegation:
  - Ashleigh Swanson, Earl Kitchener School Council Chair re: Dual Stream Enrolment Parity (5 minutes)
4. Approval of the Agenda
5. [Multi-Year Strategic Plan – Progress Report](#)
6. Adjournment



## PROGRAM COMMITTEE REPORT:

March 26, 2024

### HWDSB Multi-Year Strategic Plan (MYSP) Progress Report

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services  
Estella Jones, Superintendent of Student Achievement, Mathematics  
Michelle Lemaire, Superintendent of Student Achievement, Program  
Sharon Stephanian, Superintendent of Student Achievement, Specialized Services  
Sally Landon, Manager, Research and Analytics

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#### Recommendation:

That the report on the implementation of the Multi-Year Strategic Plan for the 2023-2024 school year be received.

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#### Background:

In October 2023, Hamilton-Wentworth District School Board (HWDSB) Board of Trustees approved a new [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched on January 17, 2024. The Strategic Directions of the MYSP helped to inform a new [Board Improvement Plan](#) that was received by the Governance Committee on March 5, 2024. We are working collaboratively with and among interdisciplinary teams to meet the five pillars of the Multi-Year Strategic Plan. This report will focus on the progress that we have made in relation to the following three goals of the Board Improvement Plan:

- Improved literacy achievement for every student
- Improved math achievement for every student
- Improved preparedness for the future for every student

We are working to realize these goals by working collaboratively and interconnectedly, centering all five pillars of the [Multi-Year Strategic Plan](#).

#### Status:

Staff have begun to educate principals, vice-principals, system staff and educators on the impact of the new Board Improvement Plan on department and school improvement planning. In

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addition, Bill 98 Better Schools and Student Outcomes Act necessitated the completion of a reporting template for the [Ministry of Education Student Achievement Plan](#) (Appendix A) which is required to be posted on the HWDSB website on April 2, 2024. Also, staff continue to fully implement the [HWDSB Math Achievement Action Plan](#) (Appendix B) and prepare for Ministry reporting. This monitoring report outlines our work on three of the goals in our Board Improvement Plan along with goal indicators and available [monitoring measures](#) (Appendix C) at this point in our implementation.

#### Goal: Improve Literacy Achievement for Every Student

Staff have started working across all schools to implement the three strategies identified in the Board Improvement Plan to improve literacy achievement for every student.

#### **What have we done?**

Staff collaborated across multiple departments and disciplines (Equity, Specialized Services, English Language Learners, Indigenous Education, and Psychological Services) to develop a detailed HWDSB Reading Strategy. The Reading Strategy focuses on three areas: high-quality, evidence-based instruction to support every learner, effective assessment practices to inform reading intervention, and effective reading interventions in response to identified gaps in reading.

#### *Staff Professional Development*

We support elementary educator capacity and efficacy by providing job-embedded coaching and development through the support of 43 Reading Specialists who partner with teachers to identify learning needs and develop programming in Kindergarten to Grade 2 classrooms. Professional development opportunities are offered throughout the school year. To date, close to 3500 educators participated in the “Fundamentals of Reading” workshops.

#### *Reading Intervention*

Small-group reading programs are offered this year after-school at 79 elementary schools reaching approximately 380 elementary students. These programs provide students with focused, explicit phonics instruction to build their reading skills. We have further invested in additional reading interventions such as [Empower™ Reading](#) and [Lexia Core 5™ Reading](#). 78 elementary and 10 secondary schools are currently providing Empower interventions. A further two-thousand Lexia Core 5 licenses have been distributed to 74 elementary schools. Two secondary schools are also engaging in a Wilson Reading pilot which was developed from Semester 1 Empower learning. HWDSB has selected [Acadience Reading](#) as the universal screener as a part of the Reading Strategy. This ministry-approved, evidence-based screening tool will help educators identify students who may be at risk for reading difficulties. We acquired a tool for Grade 3 - 8, Reading Tree, which is a dynamic decision-making tool for staff to use with reading assessments to determine specific and responsive interventions as they work with older students.

Our regional Education Officer from the Education Quality and Accountability Office (EQAO) met with staff to share insights about the Grades 3, 6 and 9 EQAO assessments. Staff learned about strategies to improve the writing experience for our students. A working session to prepare and plan for the Ontario Secondary School Literacy Test (OSSLT) was offered to key secondary staff. It promoted promising practices to create the best conditions for students to be successful in this mandatory graduation component. Additional networking sessions have been planned.

### **What have we learned?**

Staff have worked collaboratively, and critically reflected upon the supports and interventions we provide educators and students, and upon how we work together, across departments. Staff have learned a considerable amount in the past year including:

- The importance of developing a Reading Strategy that addresses [disproportionalities](#),
- Students thrive when they see themselves in their learning. It is important to provide a variety of texts and media that are culturally responsive to students and their identity.
- There is a strong appetite among educators to take steps to improve literacy engagement for every student through Indigenous Educational Wellness. This is exemplified by the enthusiastic response amongst secondary educators as staff rolled out a careful and intentional pilot to offer a new English course, *Understanding Contemporary First Nations, Metis, and Inuit Voices*, in six secondary schools.
- Empower™ Reading is an effective reading program in elementary classrooms.
- Empower™ Reading has limited impact in secondary schools due to the structure of the secondary learning environment.

### **What are our next steps?**

- Continue to train staff on the new universal reading screener, *Acadience Reading* and Grade 3 – 8 Reading Tree to determine specific and responsive interventions.
- Secondary leadership teams will implement their school-based plans for students to write (or re-write) the Ontario Secondary School Literacy Test (OSSLT).
- Principals and vice-principals will participate in learning sessions with the Education Officer from the EQAO office in March 2024
- School leaders will begin to plan for the 2024-2025 school year with a view to ensuring staffing plans support the implementation of classroom practices that cultivate a culture of improvement for every student, including differentiated literacy supports and culturally relevant content.

### **Goal: Improve Numeracy Achievement for Every Student**

Staff have begun working across all schools to implement the three strategies identified within the Board Improvement Plan. This goal and the specific strategies align with the Ministry's focus on improving mathematics achievement provincially and our own Math Achievement Plan (Appendix B).

## What have we done?

We want our students to feel the joy in numbers. The following outlines the work we have done across all HWDSB schools and specifically within the Math Priority Schools:

### *All Schools*

- Developed and implemented a Math Achievement Plan
- All principals and vice-principals have participated in four interdisciplinary learning sessions focused on the effective use of *High Impact Instructional Practices* (HIIP) to support conceptual understanding and thinking in mathematics. This learning has been shared with educators in all schools through staff meetings and on PD days.
- We have focused on the use of two key resources to support math instruction: [MathUP](#) and [Knowledgehook](#).
- Since September, we have offered a variety of professional development sessions for teachers. For example:
  - Ninety (90) elementary teachers participated in learning to support small group instruction through Math Academy.
  - Over 250 elementary teachers and administrators participated in learning to support the implementation of effective math programming and the teacher resource, *MathUP*.
  - We have provided interdisciplinary learning sessions for secondary teachers, including math department heads, assistant heads, learning resource and student success teachers, focused on HIIP, building Thinking Classrooms, and supporting students in the grade 9 program.
  - Offered four learning sessions as part of the New Teacher Induction Program using HIIP and elements of the Thinking Classroom in math programming across both panels.
- Since September 2023, 241 elementary teachers have completed additional qualification in mathematics which is an increase from 24% to 30%.

### *Math Priority Schools*

As part of the Ministry Math Action Plan, 43 elementary and 3 secondary schools were identified as 'math priority schools' and additional resources were provided to support these 46 schools. The focus within these schools continues to be building teacher capacity and knowledge, small group instruction of students, and creating an inclusive learning environment that centres on the gifts and needs of each student. These schools are specifically supported by a dedicated team of 24 math facilitators who work specifically with grade 3, 6 and 9 teachers and students. The following outlines the work we have done within the Priority Schools:

- Math Facilitators participate in biweekly learning sessions focused on growing their own knowledge areas including curriculum expectations, HIIP, conceptual understanding, content knowledge, using data to inform practice, coaching, as well as the importance of knowing your students and using culturally relevant and responsive pedagogy.
- Job-embedded learning and support to model and co-teach in Grade 3, 6 and 9 classrooms, as well as meet with teachers one-on-one or as learning teams in

professional learning sessions. There have been over 100 learning sessions in math priority schools so far this year.

- All priority school classrooms now use Knowledgehook for whole class assessment and/or individual practice. Since September, 2,070 grade 3 and 2,516 grade 6 and 229 grade 9 students have used this tool.

### **What have we learned?**

The ongoing professional learning focus on the HIIP is beginning to shift thinking and practices across HWDSB classrooms. We have learned specifically from teachers, principals and vice-principals that:

- Principals, vice-principals, math facilitators, and teachers are expressing a desire to better understand how to teach math concepts and support student thinking. Attention is shifting from "getting the right answer" to creating a math community. Feedback we collected indicates approximately 75% of teachers experience an increase in their degree of comfort and use of HIIP.
- Teachers have observed more students participating in discussions, increased student confidence, and higher degrees of engagement in learning activities with the introduction of HIIP strategies.
- Math digital tools, KnowledgeHook and MathUp, are making a difference in our classrooms and helping identify student learning needs and improve educator conceptual knowledge and understanding of evidence based pedagogical practices.
- Teachers who have started using the MathUp resource report feeling more confident in direct instruction and implementing an effective math program.
- The direct support of math facilitators in elementary classrooms has had the greatest impact on changing practice.
- Students and families are accessing Knowledgehook as a digital resource and find it a useful support. As of February 2024, 11 666 students have used Knowledgehook (47% increase from last year) and 978 families have accessed the tool.

### **What are our next steps?**

#### *All Schools*

- Interdisciplinary professional learning for educators will continue with support from principals and math facilitators with intentional connections to Human Rights, Indigenous Education, Specialized Services, and English as a Second Language (ESL).
- Staff will continue to support teachers with the implementation of HIIP, MathUP and Knowledgehook to support effective math programming
- A Student Support Plan for EQAO will be shared with principals to help students be more confident and comfortable with EQAO style assessments.
- Math facilitators and teachers will work toward effective collaborations with students and their families.
- Disproportionalities in math achievement will be explored with a view to learning more through intersectionalities.

### *Math Priority Schools*

- Math facilitators and teachers will continue ongoing assessment and targeted instruction with small groups of students to close gaps in key concepts.
- Math facilitators will study the Social Emotional curriculum expectations to understand how we will further build student confidence and improve attitudes towards math.

### Goal: Increase Preparedness for the Future for Every Student

Preparing our students for their future is a critical part of our Board Improvement Plan. Staff have identified four specific strategies to achieve this goal.

### **What have we done?**

#### *Professional Development*

- Throughout the year, Principals and vice-principals are provided with learning sessions on instructional practices and programming that respond to student interests and learning needs while creating supportive and inclusive classrooms. For example, Culturally Relevant and Responsive Pedagogy (CRRP), Indigenous Cultural Safety (ICS), and Universal Design for Learning (UDL).
- The Specialized Services division is focusing on enhancing differentiated supports for students in self-contained classrooms to increase their future preparedness.

#### *Resource Allocation*

- We expanded our team of elementary student success teachers. They provide intervention and classroom support to close the gap for grade 7 and 8 students in mathematics and reading. This will give students the best possible start in their pathway to earning secondary credits.
- A grade 9 lead teacher was added to each secondary school. These teachers support their colleagues by sharing effective practices and they work directly in classrooms supporting students.
- Additional staffing was provided to each secondary school in February 2024 to recover secondary credits (specifically in Grade 9 and 10) and close the gap towards graduation.

#### *Community Partnerships*

- We continue to forge partnerships that bring interesting learning opportunities to students.
- McMaster University students worked with elementary teachers and students this year to create hands-on learning projects based on inquiry and fueled by student voice. Currently, two schools are involved in a pilot project with McMaster involving digital community-building.
- Elementary staff, from grades 1 to 8, have visited Mohawk college to participate in hands-on learning and resource development so that these can be translated to the elementary learning experience. Close to 1500 elementary students have been exposed to on-campus learning where they learn about career pathways possibilities.

**What have we learned?**

Students want opportunities to engage in experiential, on-the-job learning opportunities. We have learned:

- HWDSB exceeded the projected number of students participating in SHSM this year by over 100 students. Of note is a specific interest amongst grade 11 students who are registering for technology-related SHSM at a steadily increasing rate.
- The interest in experiential learning is not limited to secondary students. Strong interest amongst elementary students is captured in the demands for acquiring Robotics kits, leading to staff champions in over 85% of our elementary schools and in 100% of our secondary schools.

**What are our next steps?**

- Listen to student voice to prepare them for their future as we seek out new opportunities for experiential learning, e.g., dual credits (earning college credits while working on secondary school credits), the Take Tech initiative that helps bridge student progression from elementary to secondary settings, and the celebration of skill-acquisition in the areas of construction, green technology and robotics for elementary students through friendly competition at the school and provincial levels.
- Further develop and enhance collaborative partnerships with community organizations such as Mohawk College, McMaster University, Industry Education Council Hamilton, and Hamilton Community Foundation.
- Enhance opportunities for students to improve credit accumulation either through reach-ahead opportunities and/or through the Prior Learning Assessment (PLAR). These opportunities will be clearly articulated for students, families, and staff.
- Make connections for students who are underrepresented and underserved in learning opportunities. For example, an upcoming session where 40 female students are invited for lunch in law firms while engaging in a keynote with Justice Jessica Wolfe.
- Use land-based learning experiences to build students' connection to the land, awareness of its historical significance, and considerations for their own pathways.

**Financial Implications:**

Staff continue to fully utilize all available funding in the Grants for Student Needs Board expenditures and Priority and Partnership Funding (PPF) as approved by the Board of Trustees in June 2023 to support the implementation of the strategies connected to each of these three goals in the Board Improvement Plan.



## **Strategic Directions:**

### **Upholding Human Rights, Safety & Well-Being**

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

### **Providing Equitable Quality Education**

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

### **Collaborating with Students, Families & Communities**

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

### **Reinforcing Indigenous Educational Wellness & Reconciliation**

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

Appendix A Ministry of Education Student Achievement Plan

Achievement of Learning Outcomes in Core Academic Skills	Preparation of Students for Future Success	Student Engagement & Well-Being
<b>Goal: Improve students' literacy learning and achievement</b>	<b>Goal: Improve students' graduation rates and preparedness for future success</b>	<b>Goal: Improve students' participation in class time and learning</b>
Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL. <div><div><div>Board</div><div>Province</div></div><div><div><div>Grade 3 Reading</div><div>Grade 3 Writing</div><div>Grade 6 Reading</div><div>Grade 6 Writing</div><div>OSSLT</div></div><div><div>62%</div><div>73%</div><div>53%</div><div>65%</div><div>75%</div><div>84%</div><div>73%</div><div>84%</div><div>77%</div><div>85%</div></div></div></div>	<div><div>Measure: % of students graduating with an OSSD within five years of starting Grade 9</div><div><div>Board</div><div>Province</div></div><div><div>81.2%</div><div>89.1%</div></div></div> <div><div>Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.</div></div> <div><div>Measure: % of students who earn 16 or more credits by the end of Grade 10</div><div><div>Board</div><div>Province</div></div><div><div>69%</div><div>80%</div></div></div> <div><div>Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses</div><div><div>Board</div><div>Province</div></div><div><div>49.8%</div><div>60.5%</div></div></div> <div><div>Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)</div><div><div>Board</div><div>Province</div></div><div><div>29%</div><div>21%</div></div></div> <div><div>Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)</div><div><div>Board</div><div>Province</div></div><div><div>Data Forthcoming</div><div>Data Forthcoming</div></div></div>	<div><div>Measure: % of students in Grades 4-12 who were suspended at least once</div><div><div>Board</div><div>Province</div></div><div><div>6.63%</div><div>3.32%</div></div></div> <div><div>Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent</div><div><div>Board</div><div>Province</div></div><div><div>27.2%</div><div>52.6%</div></div></div> <div><div><b>Goal: Improve student well-being</b></div><div>Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health</div><div><div>Board</div><div>Province</div></div><div><div>Data Forthcoming</div><div>Data Forthcoming</div></div></div>
<b>Goal: Improve students' math learning and achievement</b>		
Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math <div><div><div>Grade 3 Math</div><div>Grade 6 Math</div><div>Grade 9 Math</div></div><div><div>42%</div><div>35%</div><div>45%</div><div>60%</div><div>50%</div><div>54%</div></div></div>		

Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022, and the Education Quality and Accountability Office (EQAO), 2022-2023.

Appendix A		Student Achievement Plan: Hamilton-Wentworth DSB			
Provincial Priorities		Measures & Results			Actions our School Board will take to Improve
Goal(s)	How this is Measured	School Board Performance	Provincial Performance	Additional School Board Measures	
Achievement of Learning Outcomes in Core Academic Skills, 2022-2023					
Goal: Improve students' literacy learning and achievement	% of students who meet or exceed the provincial standard on:				HWDSB has completed an extensive consultation process with community, staff and students to shape the direction of the Board through a Multi-Year Strategic Plan (MYSP). Our Board Improvement Plan (BIP) goals mirror the Student Achievement Plan (SAP) goals. Our Strategic Directions tell us that to achieve our goals, we must work on:
	Grade 3 EQAO Reading	62%	73%		
	Grade 3 EQAO Writing	53%	65%		
	Grade 6 EQAO Reading	75%	84%		
	Grade 6 EQAO Writing	73%	84%		
	% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	77%	85%		
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:				• Upholding Human Rights, Safety & Well-being • Providing Equitable Quality Education • Collaborating with Students, Families and Communities • Building a Sustainable Education System • Reinforcing Indigenous Educational Wellness & Reconciliation
	Grade 3 EQAO Math	42%	60%		
	Grade 6 EQAO Math	35%	50%		
	Grade 9 EQAO Math	45%	54%		
Preparation of Students for Future Success, 2021-2022					
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10	69%	80%		Please see our full Multi Year Strategic Plan on our website at: <a href="https://www.hwdsb.on.ca/about/multi-year-strategic-plan/">https://www.hwdsb.on.ca/about/multi-year-strategic-plan/</a>
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	29%	21%		
	% of students graduating with an OSSD within five years of starting Grade 9	81.2%	89.1%		The Board Improvement Plan was developed with the Multi-Year Strategic Directions in mind and we have articulated how will will action the Strategic Directions to achieve th SAP and BIP goals.
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	49.8%	60.5%		
	% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	Forthcoming	Forthcoming		Please see our Board Improvement Plan for the specific actions that we have committed to for the purpose of achieving these goals: <a href="https://www.hwdsb.on.ca/about/multi-year-strategic-plan/board-improvement-plan/">https://www.hwdsb.on.ca/about/multi-year-strategic-plan/board-improvement-plan/</a>
Student Engagement & Well-Being, 2021-2022					
Goal: Improve students' participation in class time and learning	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	27.2%	52.6%		Note: HWDSB uses different methods for calculating some of these measures. For example, the Ministry uses a "Ministry Cohort", meaning they only include students who started grade 9 in our board and they exclude all students who entered HWDSB later. In our calculations, we include all students in our schools. For graduation rates, the Ministry includes students who left our board after October of their grade 9 year and graduated someplace else in Ontario. Our graduation contain all students in our schools. For absence rates, the Ministry counts excused days as absences, e.g., religious days, sports tournaments. We count only traditional absences.
	% of students in Grades 4-12 who were suspended at least once	6.63%	3.32%		
Goal: Improve student well-being	% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	Forthcoming	Forthcoming		
Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022, and the Education Quality and Accountability Office (EQAO), 2022-2023.					

## HWDSB Math Achievement Plan – Ministry Update 2 (March 2024)

**Table 1 Digital Math Tool – Knowledgehook Use Over Time**

This table displays information on Knowledgehook use and impact from the teacher and student perspectives collected last school year to February 2024 across all schools.

Effectiveness of Digital Math Tool		
Impact on Teacher Capacity: Math Conceptual Understanding & Pedagogical Practices		
	2022-23	2023-24 (Feb)
Average number of topic-specific professional learning opportunities provided per teacher	69.8	54.3
Average number of times each teacher accessed student growth reports	4.4	6.7
Impact on Student Engagement		
Average number of questions each student attempted	113.8	159.4
Average number of self-directed questions each student attempted	65.2	108.6
Educator Feedback		
Percentage of teachers who believe Knowledgehook helped further develop their math conceptual knowledge	94	87
Percentage of teachers who believe Knowledgehook helped further their use of evidence-based pedagogical practices	93	57
Percentage of teachers who believe Knowledgehook helped identify gaps in student learning	94	100
Percentage of teachers who believe Knowledgehook helped address gaps in student learning	100	100

Number of students per grade who used Knowledgehook										
2022-23										
Grade	1	2	3	4	5	6	7	8	9	
Number of Students	53	271	1360	583	632	2345	1079	1123	479	
2023-24 (Feb)										
Grade	1	2	3	4	5	6	7	8	9	
Number of Students	285	757	2070	1482	1545	2516	1570	1212	229	

## HWDSB Math Achievement Plan – Ministry Update 2 (March 2024)

**Table 2. Student Achievement by Levels for All and Math Priority Schools Over Time**

Table 2 summarizes report card marks by level for all schools and at priority schools for grades 3, 6 and 9. Three terms of report card information are included. For elementary, report card 1 (R1) from mid-way through the school year and report card 2 (R2) details are provided. For secondary, final report card marks for semesters 1 (F1) and 2 (F2) are included. In order to track student cohorts, final report card data from the previous year at math priority schools is also included. Note: Reports including I and R have not been included.

Achievement Level	% at Level 1			% at Level 2			% at Level 3			% at Level 4		
Year	2022-2023		2023-2024	2022-2023		2023-2024	2022-2023		2023-2024	2022-2023		2023-2024
Report	R1	R2	R1	R1	R2	R1	R1	R2	R1	R1	R2	R1
All Gr 3	3.5	3.6	3.7	18.8	19.0	18.9	56.3	56.1	56.3	21.0	20.8	20.4
Priority Gr 3	6.3	7.0	7.0	22.1	22.3	21.7	56.5	56.2	56.1	16.5	16.5	16.6
Priority Gr 2	-	5	-	-	21	-	-	61	-	-	12	-
All Gr 6	2.5	2.5	2.5	18.3	18.4	18.3	48.1	48.2	48.2	30.1	29.9	29.7
Priority Gr 6	5.0	4.8	4.8	22.0	22.2	21.9	48.4	48.2	48.4	24.7	24.6	24.3
Priority Gr 5	-	3	-	-	21	-	-	52	-	-	23	-
MTH1W	F1	F2	F1	F1	F2	F1	F1	F2	F1	F1	F2	F1
All Gr 9	14.1	14.2	13.6	14.6	14.6	14.8	20.6	20.5	20.8	43.5	43.6	44.0
Priority Gr 9	23.0	22.6	21.6	15.7	15.7	16.1	24.2	24.1	22.8	28.1	28.7	30.7
Priority Gr 8	-	3	-	-	26	-	-	34	-	-	35	-

**Table 3. Math Priority School Student Attitudes and Confidence**

This table provides a summary of student responses to the statements “I like math” and “I am good at math” from Math Priority Schools.

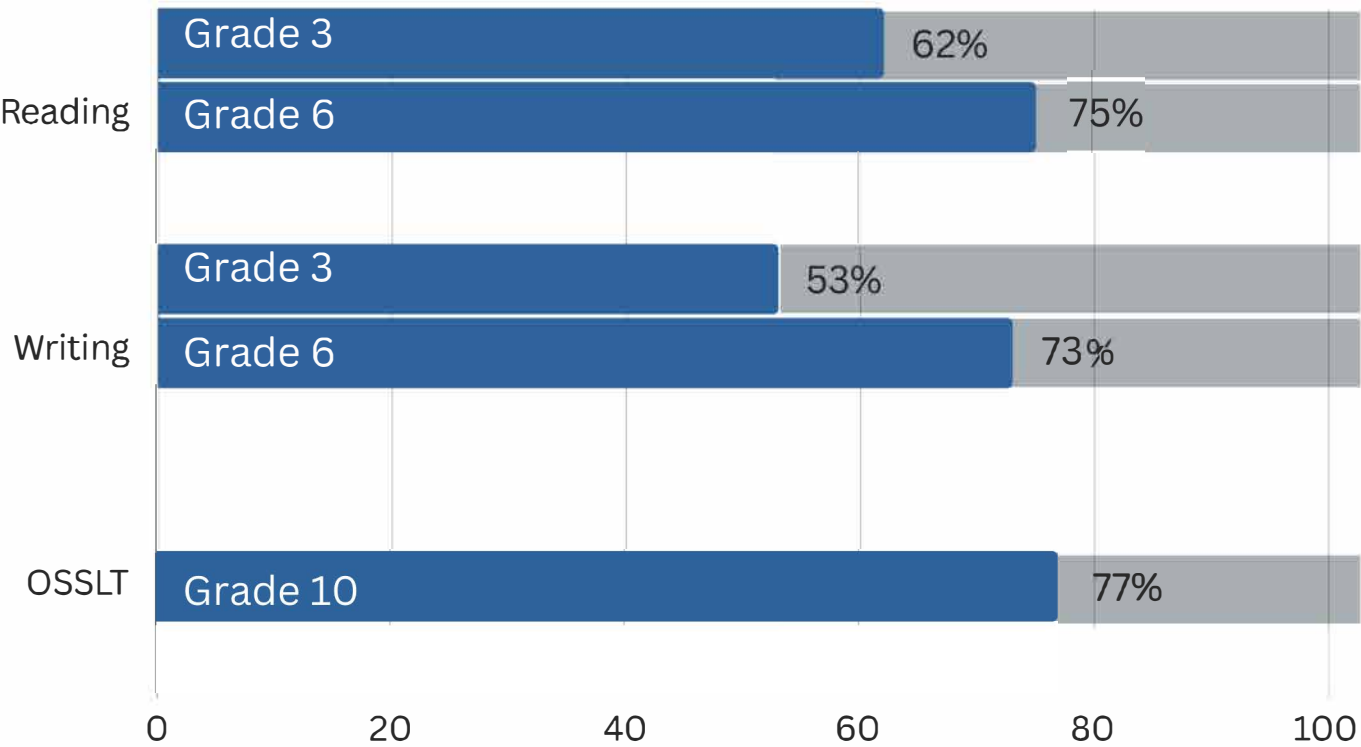
Grade	% Agree to “I like math”	% Agree to “I am good at math”
3	74	61
6	47	50
9	27	38



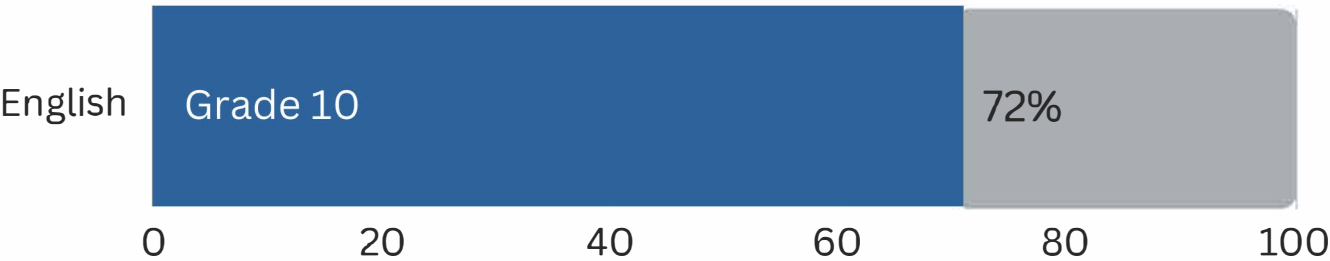
**Goal:**  
**We Will Improve Literacy Achievement for Every Student**

Indicators (Summative):  
% at level 3-4 in EQAO Reading and Writing in grades 3 and 6  
% of First Time Eligible (FTE) students passing OSSLT

EQAO 2022-2023



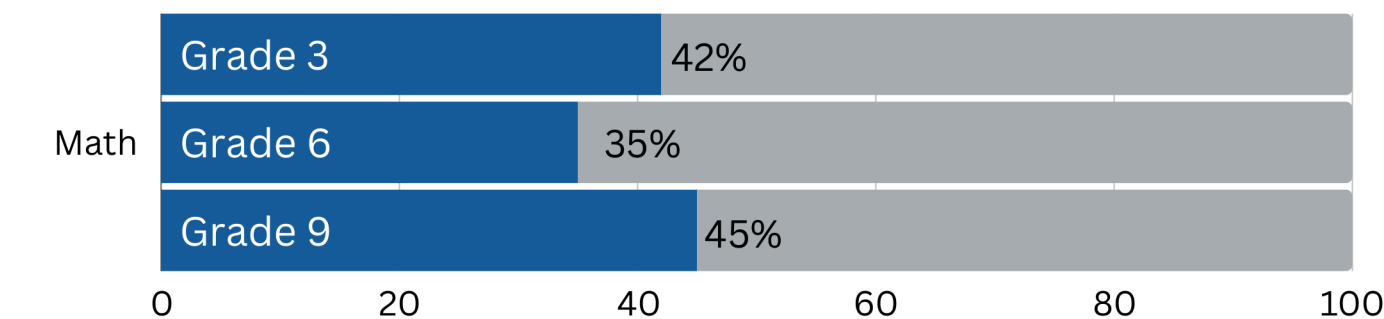
Monitoring Progress Measures (Formative):  
% at level 3-4 on report card English in grade 10 (Sem 1 final) 2023-2024



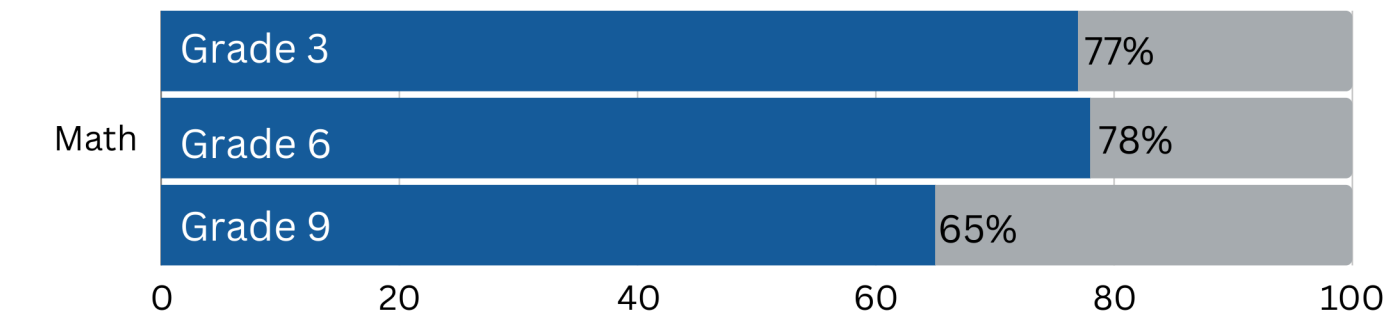
**Goal:**  
**We Will Improve Numeracy Achievement for Every Student**

Indicators (Summative):  
% at level 3-4 in EQAO Math in grades 3, 6 and 9

EQAO 2022-2023



Monitoring Progress Measures (Formative):  
% at level 3-4 on report card Math in grades 3, 6 and 9 (Sem 1 final), 2023-2024



## Goal:

**We Will Improve Preparedness for the Future of Every Student**

### Indicators (Summative)

from 2022-2023 School Year:

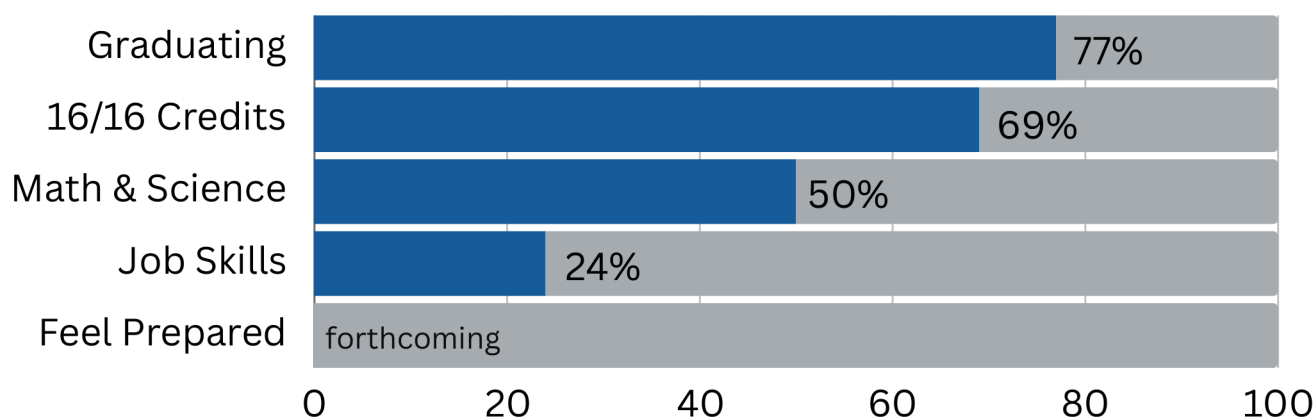
% of students graduating within 5 years

% of students on track to graduate with 16 credits by the end of grade 10

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

% of students enrolled in one of: grade 12 Math or grade 11|12 Science

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



### Monitoring Progress Measures (Formative)

from 2023-2024 School Year:

% of Gr. 10 students on track to graduate with 12 credits by end of Sem 1, 2023-2024

% of students enrolled in one of: grade 12 Math or grade 11|12 Science

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

