



**Northeastern
Catholic District**
SCHOOL BOARD

A place where we all belong.

Special Education Advisory Committee Meeting - Minutes

Wednesday, November 20, 2024

PRESENT: Sabrina Belanger, Cochrane Temiskaming Resource Centre
Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre
Ellen Renaud, North Eastern Ontario Family and Children's Services
Stan Skalecki, NCDSB Trustee
Colleen Landers, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Amber Smith-Come, School Principal St. Anne School
Catherine Hoven, Special Assignment Teacher
Kim McEntee, Mental Health Supervisor
Katie Mundle, Special Assignment Teacher
Lisa Lamarche, Behavior & Autism Worker
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Shannon Costello, The Cochrane District Social Services Administration Board
Ryley Reis, Canadian Mental Health Association
Kristine Arthur, Kuuwanimano Child and Family Services
Tara Ruel, Timmins Learning Centre
Mackenzie Carrier, YMCA
Ashley Rains, Community Living Timmins
Melanie Hannah, Misiway Milopemahtesewin Community Health Centre
Julia Spadetto-Forward, School Principal St Jerome School

Summary:

Colleen welcomed everyone to the meeting, and it commenced with a territory acknowledgment and prayer.

Approval of the agenda: Moved by Sabrina Belanger and **SECONDED** by Stan Skalecki
That the agenda be approved as presented. **CARRIED**

Approval of the minutes of October 16, 2024, meeting
Moved by Sabrina Belanger and **SECONDED** by Stan Skalecki
That the minutes be approved and presented. **CARRIED**

Mental Health Plan Update – Kim McEntee

The video on mental health in schools, presented to the committee members, provided an overview of the approach to supporting students' mental well-being. Kim presented the mental health strategy, highlighting the methods and framework used to address these issues in schools. She also outlined the various support systems, such as counseling services and peer support programs, as well as resources available for both students and staff. The strategy is submitted to the Ministry of Education every three years, with annual action items reviewed and implemented. All resources are vetted in collaboration with School Mental Health Ontario to ensure they are appropriate for students. Kim also works closely with school principals to support the strategy's implementation at the school level, ensuring its effectiveness and alignment with local needs.

The Ministry of Education's PPM 169 outlines 11 key requirements for school boards to enhance their support for mental health and addiction services. These requirements focus on ensuring that schools understand the importance of mental health and have access to high-quality, diverse services that address the varying needs of students. It emphasizes providing appropriate support across the provincial mental health continuum of care, ensuring services are available when and where they are needed.

The NCDSB has already implemented many of these recommendations, working to integrate the Ministry's guidelines into their practices to better support the mental health of their students. We can now offer a new service to students intended to help address some emerging needs, and aimed to complement existing school support to students across our district. Recently hired was Olivia Fregonese, NCDSB Mental Health Worker. Olivia is a Registered Social Worker who provides virtual counselling to consenting elementary students ages 12 and up. The service provided through Olivia focuses on prevention or early intervention and is for students with mild to moderate mental health problems, often anxiety or mood problems. Olivia will also work with the school team and community partners to help connect students who require more intensive services than we would provide in a school setting. Olivia's office location is the board office.

The full presentation can be found in the meeting minutes on pages 4-9.

NCDSB Math Board Action Plan- Daphne Brumwell

The Board's Math Action Plan for the 2024-2025 school year, which is monitored by the Ministry of Education, focuses on three key priority areas:

1. **Curriculum and Implementation**
2. **Building Math Content Knowledge for Teaching**
3. **Knowing Your Math Learner and Intervention Supports**

The plan is structured into three sections:

1. **Board Strategies**
2. **School Strategies**
3. **Classroom Strategies**

For the 2024-2025 year, there are a total of **9 focus strategies** that align with these priorities. Daphne participates in monthly and ministry-based meetings three times a year to ensure progress is monitored and the strategies are being implemented effectively.

The full presentation, including detailed strategies, can be found in the meeting minutes on pages 10-13.

Fall Data & At-Risk Lists-Daphne Brumwell

This year, a significant effort was made to develop comprehensive "at risk" lists for students, with a focus on grades 3 and 6 for mathematics. Currently, 44% of grade 3 students (108 out of 245) are identified as having at least one risk factor in math, and 47 of these students have more than three risk factors. In grade 6, nearly 58% (122 out of 211) of students are considered at risk, with 85 of them having three or more risk factors.

One class in grade 6 is concerning, as all 17 students in that class are on the at-risk list, with 14 having multiple risk factors. This has led to a focus on providing targeted math interventions, particularly in classes with high numbers of at-risk students, supported by lead and resource teachers.

For literacy, AimsWeb + data has already been entered for students from kindergarten through grade 8 who meet the at-risk criteria. Though the literacy numbers are large, there's optimism that continued improvements in classroom instruction will reduce the number of at-risk students over time. To determine whether a student is considered at risk, there are 11 potential risk factors. A student is considered at risk if they present with at least The focus is on identifying students who exhibit multiple risk factors to better target interventions and support.

Agency Reports

Cochrane Temiskaming Resource Centre

The agency is currently recruiting for several positions, including:

- Permanent Full-Time Psychometrists in Kirkland Lake
- Speech Pathologist position in Timmins

Cochrane Temiskaming Children's Treatment Centre

The agency has fully transitioned to a tiered service model for school-based occupational therapy, although there have been some challenges with educators adapting to this new approach. Educators facing difficulties or confusion are encouraged to contact the intake department for guidance on how to proceed with occupational therapy referrals.

Currently, speech, occupational therapy (OT), and physical therapy (PT) referrals are following the usual process, but over the next year, these will also shift to a tiered model of intervention.

Additionally, the agency is recruiting for several vacant positions, including:

- 5 Speech-Language Pathologist (SLP) positions
- 3 OT positions
- 3 PT positions
- 1 Social Work position

Date of the Next Meeting – December 18, 2024, at 11:45 a.m.

Other Business – N/A

Adjournment - Moved By: S. Skalecki That the meeting be adjourned at 12:35 p.m. CARRIED



Mentally Healthy Schools

Guidance, resources and
support in schools



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario



Leading Mentally
Healthy Schools

Diriger pour favoriser
la santé mentale à l'école

Our Mental Health Strategy Work

- leadership and guidance about best practices
- implementation support and coaching
- carefully chosen resources that align with our needs & goals
- **mental health literacy for students**
- training for school mental health professionals & CYWs
- **mental health awareness for parents/caregivers and families**
- a platform for student voice and leadership in school mental health
- **investment in staffing**



smho-smso.ca



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario



Leading Mentally
Healthy Schools

Diriger pour favoriser
la santé mentale à l'école

Mental Health Learning in Schools

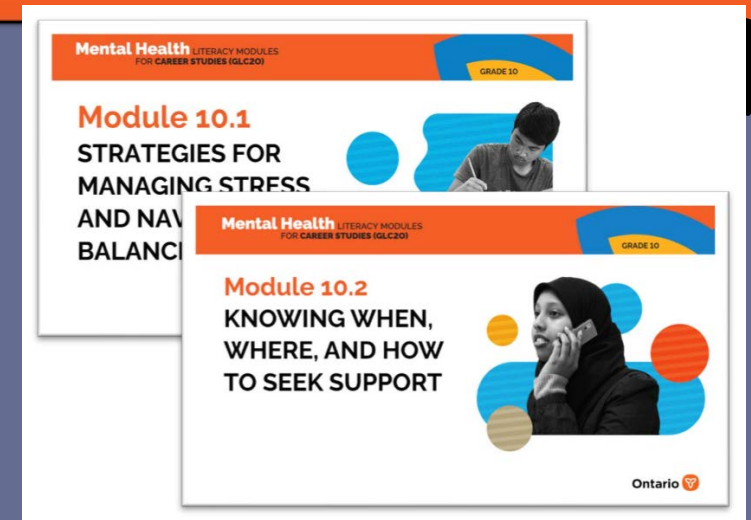
PPM169 [Policy/Program Memorandum 169](#) | Education in Ontario: [policy and program direction](#) | [ontario.ca](#)

Mental Health LITERACY MODULES FOR GRADES 7 AND 8



Mandatory mental health literacy learning modules for students in grades 7 and 8 aligned with the Health and Physical Education curriculum and for students enrolled in the grade 10 Career Studies Course (GLC20).


Mental Health LITERACY MODULES FOR CAREER STUDIES (GLC20)





Pine River Institute's Centre for Family Initiatives Positive Parenting Webinar Series


Upper Grand District School Board, Wellington Catholic District School Board and Northeastern Catholic District School Board in partnership with Pine River Institute, will be hosting five webinars:


- 1 Emotional Development**
Thursday, October 24, 2024 at 7:00 p.m.
 Gain a new perspective on children's maturation and its importance for mental health. Learn how Pine River sees social and emotional development as key to well-being.


- 2 Cellphones and Vaping**
Thursday, November 21, 2024 at 7:00 p.m.
 What do these new regulations mean for you and your child? Understanding how the new PPM 128 and what caregivers can do to support youth success.


- 3 School Avoidance**
Thursday, January 23, 2025 at 7:00 p.m.
 More and more youth are struggling to stay engaged in school. What motivates kids to attend and how can parents help?


- 4 Worry or Anxiety?**
Thursday, February 20, 2025 at 7:00 p.m.
 Discover what's normal and when it's time to seek additional support. Learn how to talk to your child about their emotions, while confidently navigating challenging situations.


- 5 Building our "Stretch" Zone.**
Thursday, April 3, 2025 at 7:00 p.m.
 Explore comfort, stretch, and panic zones to help you and your child build resilience, improve communication, and know when to push or provide safety.






Pine River Institute's Centre for Family Initiatives Positive Parenting Webinar Series

Upper Grand District School Board, Wellington Catholic District School Board and Northeastern Catholic District School Board in partnership with Pine River Institute will be hosting the follow webinar:

Cellphone and Vaping

What do these new regulations mean for you and your child? Understanding how the new PPM 128 and what caregivers can do to support youth success.

-  **Thursday, November 21, 2024**
-  **7:00 PM - 8:00 PM**
-  **Register in the Caption Below!**

Registration Link:
[https://us02web.zoom.us/webinar/register/WN_m4vil6M0S2KM3Oet8blBJg#/registration](https://us02web.zoom.us/join/https://us02web.zoom.us/webinar/register/WN_m4vil6M0S2KM3Oet8blBJg#/registration)

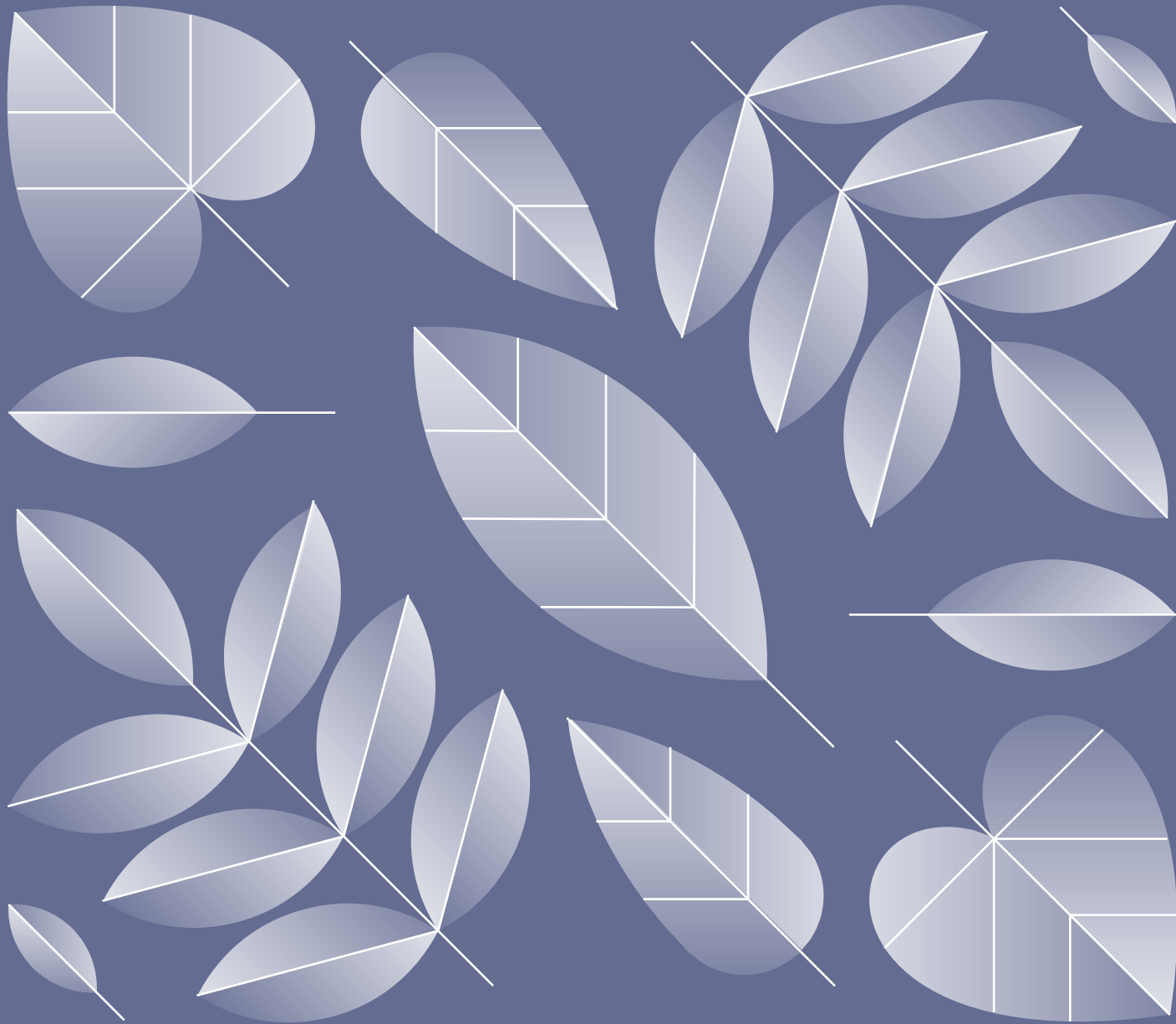


NCDSB Staffing Investment for 2024-25

Mental Health & Well-being School Supports:

Child & Youth Workers in every school
Secondary Mental Health Workers (OHS, onsite)
Elementary Mental Health Worker: (Virtual, new service)
Attendance & Re-engagement Counsellor





Thank you

—
Kim McEntee

Supervisor of Mental Health &
Wellness

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NCDSB Board Math Action Plan 2024-2025

Math achievement efforts across the province should include multiple proven evidence- informed strategies and approaches to address local learning needs in schools.

The ministry has worked with researchers, math specialists, and school boards to identify three interwoven math actions to be prioritized in the 2024–25 school year. Board Math Leads, as they determine board and school priorities in mathematics achievement, will develop, implement, and monitor a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions below.

MATHEMATICS COMMUNITY OF EXCELLENCE: In order to promote effective math instruction, it is important for educators to foster mathematics communities in classrooms and schools, and to recognize that not all students learn math in the same way or within the same time frames. Effective math instruction is supported by an inclusive, positive, and safe learning environment where all students feel valued and engaged, and in which educators clearly communicate expectations and establish norms and routines with their students at the beginning of instruction. Educators at all levels of the school system have a role to play in establishing a culture of excellence in mathematics and setting conditions for success. This includes leaders reviewing practices to determine barriers to success, creating accountability, and attending to mathematics attitudes and mindsets in school and system improvement plans.

<p>PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.</p>	<p>PRIORITY ACTION: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching</p>	<p>PRIORITY ACTION: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive</p>
<p>Board Area of Need:</p> <ul style="list-style-type: none"> ★ Since the revisions have been made to the math curriculum, limited support has been provided to teachers to help with the fidelity of curriculum implementation. This is evidenced by the lack of alignment between report card grades and EQAO results for grade 3, 6 and 9. • Identify Key Concepts from FDK to Grade 9 that are worthy of review through regular retrieval practice in all strands. Monitor implementation of daily cumulative review to spiral practice of the key concepts. • Build a shared, common understanding of the NCDSB Key Concepts with emphasis on number and algebra. • Improve the understanding of the continuum of expectations in number sense & algebra from Gr. 1-9 and how the tools/resources we have access to support math instruction. • Ensure all staff are using the newly purchased core resources for math instruction and following the scope and sequence with fidelity. • Use of board-created common assessment tasks that mirror EQAO in Grade 3 & 6 to support slowing down thinking, monitoring progress towards meeting grade level expectations and providing intervention as needed. • Greater alignment between report card grades and EQAO results in math. 	<p>Board Area of Need:</p> <ul style="list-style-type: none"> ★ EQAO strand data indicates that all strands are weak when compared to provincial data. EQAO skills data indicates that both application and thinking are areas of need for both grade 3 & 6 students. • Improve the content knowledge of school leads and RTs in the area of number sense and numeration, specifically as it relates to the NCDSB Key Concepts and the Fundamentals of Mathematics, as well as on algebra so they can better support grade 3 & 6 teachers. • Improve the content knowledge of FDK teachers in the areas of counting principles so that a strong number base is built in the early years. • Build a shared, common understanding of the high impact practices of Direct Instruction and Deliberate Practice with Grade 3, 6 & 9 teachers. • Build a shared, common understanding of how to use the categories of the achievement chart to create assessment tasks and to evaluate mathematical thinking. • Students need to apply their knowledge and understanding of math concepts by completing problem solving activities that focus on application and thinking regularly. • Build a shared, common understanding of the connection between intermediate and secondary curriculum for new secondary math teachers. 	<p>Board Area of Need:</p> <ul style="list-style-type: none"> ★ IXL Data for grades 1-8 indicate that 53% of students are working below grade level in number sense and 54% of students are working below grade level in algebra. ★ Board collected data indicates that 44.1% of grade 3's are at risk in math with 19.1% of them having 3 or more risk factors; 57.8% of grade 6's are at-risk in math with 40% of them having 3 or more risk factors. • Support classroom teachers from FDK to Grade 9 in using the NCDSB Key Concepts resource to develop and implement differentiated retrieval practice questions for their grade with emphasis on number and algebra. • Use of IXL (digital math tool) to support gap closing from Grade 1-9 using a diagnostic assessment and personalized learning plan loop. Align interventions with the data provided by the tool. Ensure students are working at least 2 days a week on algebra. • Use common assessments in grade 3 and 6 at least 3 times to help monitor progress and to plan and provide interventions for at-risk students. • Improve principal, lead and RT understanding of how to use data to plan, deliver and monitor gap-closing in math, particularly for students who are working well below grade level. • Improve student attendance so that students are present for math learning.
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum? • How do grade, course, and daily lesson plans reflect the current curriculum, including the mathematical processes and connections between curriculum strands? 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development? • How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning? 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How is student assessment data and prior mathematics knowledge used to guide interventions and planning? • How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions? • How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs?

Board-Level Strategies:

- Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans and lesson plans.

- ★ **Key Performance Indicator(s):** An increase in the number of teachers who report the following:
 - ❖ A greater understanding of the Ontario Math Curriculum for their grade
 - ❖ More prepared to teach to the concepts for their grade
 - ❖ More confident using the new core program to plan and deliver math instruction
- ★ **Initial Report:** 67.3% of teachers feel they have a very good or excellent understanding of the Ontario Math Curriculum; 70.1% of teachers feel they are well or very well prepared to teach the concepts for their grade; 52.3% of teachers are confident or very confident using the new core program to plan and deliver math instruction.
- ★ **Progress Report:**
- ★ **Final Report:**

Action Items:

- Principals will monitor the implementation of the new core program through regular classroom walkthroughs using a board-created look-for tool. Sharing of observations will occur at principals' meetings. Do their observations align with the survey data from teachers?
- Ensure teachers are using a scope and sequence from FDK-Gr. 8 to pace themselves and to ensure alignment between the Jump Math lessons and the Ontario Curriculum.
- Ensure teachers in schools using Jump Math are feeling greater confidence in the implementation of the curriculum. Create a survey to be done in November, March and June. Provide additional learning as needed.
- Monitor pacing to ensure that teachers are staying on-track to complete the program by the end of the school year. Work with the PD specialists at Jump Math to support this as needed.
- Leads/Student Success teachers to support classroom teachers in planning to ensure greater fidelity of the curriculum using the core resource.

Board-Level Strategies:

- Utilize student achievement data and student work to establish focus areas for mathematics professional learning.

- ★ **Key Performance Indicator(s):** Improve the % of students from Kindergarten to Grade 9 who are achieving at or above grade level in each grade in Number and Algebra by at least 10% by June as measured by IXL.
- ★ **Initial Report:** IXL data from October 2024 for Grade 1-8 indicates that 45% of students across the board are working at or above grade level in number and 46% in algebra. Kindergarten has not started yet and Gr. 9 math is scheduled for semester 2. Results by grade for Number are as follows: Gr. 1 86%; Gr. 2 66%; Gr. 3 42%; Gr. 4 33%; Gr. 5 21%; Gr. 6 13%; Gr. 7 26%; Gr. 8 31%; Results by grade for Algebra are as follows: Gr. 1 91%; Gr. 2 77%; Gr. 3 56%; Gr. 4 34%; Gr. 5 27%; Gr. 6 11%; Gr. 7 12%; Gr. 8 16%
- ★ **Progress Report:**
- ★ **Final Report:**

Action Items:

- Communicate why number sense and algebra are a focus for teacher learning through newsletters/email correspondence.
- Create a PD plan for leads, RTs and principals that emphasizes the focus areas of number and algebra. Deliver the learning at monthly meetings.
- Ensure all teachers have greater confidence using the data in IXL to identify students who would benefit from additional instruction.
- Work specifically with FDK and grade 1 teachers to increase their understanding of the counting principles and the key number concepts that are foundational for math achievement in the early years.
- Ensure students are working on number and algebra concepts from their personal recommendations at least two times a week in IXL.
- Ensure all students enter the diagnostic arena in IXL at least once every 10 days.
- Ensure all students are focusing their time in IXL on their personal recommendations.
- Monitor impact of learning on student achievement through IXL data.
- Ensure principals are monitoring at-risk students bi-weekly and following up with staff as needed.

Board-Level Strategies:

- Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted support for students.

- ★ **Key Performance Indicator(s):** The average point gain in each school will be at least 15 points per month for students in FDK to Grade 9. This means we are aiming for an average of 150 points over the school year. This will ensure that gaps are being closed and students are not falling further behind.
- ★ **Initial Report:** At the first data collection period, the average point gain should be about 22 points in each school. Aileen Wright 17 points; BBS 24 points; ECCS 18 points; Holy Family 17 points; OICS 19 points; Pope Francis 25 points; Sacred Heart 28 points; St. Anne 13 points; St. Jerome 31 points; St. Joseph 5 points; St. Patrick Cobalt 21 points; St. Patrick Kapuskasing 21 points.
- ★ **Progress Report:**
- ★ **Final Report:**

Action Items:

- Ensure all students are using IXL daily to gap-close from FDK to Grade 9.
- % of students with a pinpointed level will be at or above 95% in each school at all times. This indicates that students are working on a personalized learning plan that is up-to-date.
- Principals to monitor usage bi-weekly at a minimum and follow up with teachers as needed.
- Support principals in monitoring daily cumulative review using regular walkthroughs to ensure that teachers are spiraling the key concepts that have been identified as important for each grade..
- Support principals and leads in monitoring growth in IXL monthly from FDK to Gr. 9. Students should be showing a minimum of 12-15 points growth each month. Support students who are not demonstrating growth through intervention.
- Support leads, RTs and Student Success Teachers in using the IXL data to support intervention from Gr. 1-9.
- Monitor the growth data for the students being seen for Tier 2 & 3 intervention.

School-Level Strategies:

- **Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations.**

- ★ **Key Performance Indicator(s):** An increase in the number of teachers who report the following:
 - ❖ Increased comfort in their ability to design assessment for and as learning tasks for math
 - ❖ Increased comfort in designing summative assessments that reflect all the categories on the achievement chart
 - ❖ Increased comfort in triangulating data to determine the grade on the report card
- ★ **Initial Report:** 56% of teachers feel comfortable or very comfortable designing assessment for and as tasks for math; 45.7% of teachers feel comfortable or very comfortable designing summative assessment tasks that reflect the categories of the achievement chart; 47.6% of teachers feel comfortable or very comfortable triangulating data to determine the grade on the report card.
- ★ **Progress Report:**
- ★ **Final Report:**

Action Items:

- Principals will monitor the implementation of the new core program through regular classroom walkthroughs using a board-created look-for tool. Sharing of observations will occur at principals' meetings. Do their observations align with the survey data from teachers?
- RTs to support classroom teachers in using the continuums of expectations to support math instruction, assessment and evaluation for students with an IEP.
- Provide professional learning opportunities to NTIP teachers and experienced teachers who are newer to teaching math to improve their assessment and evaluation practices in mathematics.
- Leads & Student Success teachers will connect with each teacher in their school to support assessment and evaluation practices as needed.
- Support cross-panel sharing of best practices in the assessment of mathematics. Support new math teachers who are teaching de-streamed classes.

School-Level Strategies:

- **Engage in regular collaborative meetings to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions.**

- ★ **Key Performance Indicator(s):** Increase in the number of application and thinking questions that students are being asked to complete by 25% as observed in summative student work samples in Grades 2-9.
- ★ **Initial Report:** 52 samples were analyzed and 31 (60%) included tasks that required students to apply their understanding of concepts.
- ★ **Progress Report:**
- ★ **Final Report:**

Action Items:

- Ensure teachers are providing weekly opportunities for students to solve problems as part of daily cumulative review. Use of a notebook to collect samples for each student is recommended.
- Provide an opportunity for principals to work with David Costello to develop a mechanism to monitor daily cumulative review.
- Collect samples of summative assessments from Grade 2-9 to monitor the use of application and thinking questions. Plan learning opportunities for staff based on this sampling.
- Co-create summative assessment tasks with teachers for their core program to ensure they align to the categories of the achievement chart. Post these assessments in the shared folder to facilitate access and use by all teachers in Gr. 2-9.
- Collect summative assessment examples from Gr. 2-9. Have principals moderate these to determine alignment to the categories of the achievement chart and to build their capacity to recognize quality summative assessment tasks.

School-Level Strategies:

- **Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing support so that students can access grade-level curriculum.**

- ★ **Key Performance Indicator(s):** Decrease in the number of students who are on the at-risk list in Grade 3, 6 & 9 by 25% in each school.
- ★ **Initial Report: Number of At Risk Students in Grade 3 by School:** Aileen Wright 3/7; BBS 7/9; ECCS 11/16; Holy Family 5/22; Pope Francis 23/60; St. Anne 9/19; St. Jerome 29/54; St. Joseph 7/10; St. Patrick Cobalt 5/18; St. Patrick Kapuskasing 9/20. **Number of At Risk Students in Grade 6 by School:** Aileen Wright 17/17; BBS 5/8; ECCS 16/26; Holy Family 9/13; OICS 23/55; Sacred Heart 14/32; St. Anne 8/23; St. Joseph 7/10; St. Patrick Cobalt 11/13; St. Patrick Kapuskasing 12/14. **Students in Grade 9: Math is being taught second semester.**
- ★ **Progress Report:**
- ★ **Final Report:**

Action Items:

- Have schools identify all the Gr. 3, 6 & 9 students who meet the established criteria using a spreadsheet that will track at-risk students and the interventions provided. Initial list will be created in early November and will be reviewed after each learning cycle (November, January, March and May).
- Review at-risk list with each school. Identify the grade 3, 6 & 9 students who meet 3 or more criteria as they will be a priority for monitoring and intervention.
- Add achievement on the common assessment task that will be administered November, January, March and May to the student profiles on the at-risk list for Gr. 3 & 6 students..
- Work with classroom teachers to determine what skills/concepts may need whole class review based on common assessment task achievement after each learning cycle. Leads will support grade 3 & 6 teachers to plan learning opportunities to spiral back to these concepts.
- Leads will provide intervention to students who require additional support based on achievement on the common assessment tasks for Gr. 3 & 6. Reassess achievement at the end of the intervention block.
- Monitor achievement of students on at-risk list to determine who might be able to be removed from the list based on improved achievement. This might be improved IXL scores, improved report card marks, and/or improved achievement on common assessments.
- Review at-risk list with school principals and leads at the end of Term I, in early April and again at the end of June.

Classroom-Level Strategies:

- Use a variety of assessment tools to inform next steps in curriculum implementation.

★ **Key Performance Indicator(s):** Achievement on board-created common assessments for grade 3 & 6 students will improve by 25% over the school year. Common assessments will be used in November, January, March and May.

★ **Initial Report:** Data will be generated last week in November

★ **Progress Report:**

★ **Final Report:**

Action Items:

- Create common assessment tasks for grade 3 & 6 that align with the scope and sequence for the core program, the categories of the achievement chart and mirror tasks found on EQAO.
- Administer the common assessments in grade 3 & 6 in November, January, March and May..
- Moderate the tasks with grade 3 & 6 teachers, leads & student success teachers, RTs and principals to build capacity in assessment practices that align with the categories of the achievement chart.
- Support students working at level 2 in grade 3 & 6 on the common assessments through intervention. Follow up with progress monitoring task after each learning cycle.
- Track the improvement in achievement on the common assessments, with a focus on the students identified as at-risk. Engage in regular conversations with principals about the progress of the students in grade 3 & 6 identified as at-risk.
- Monitor the alignment between report card data and achievement on the common assessments. Support teachers with assessment practices in math as needed.

Classroom-Level Strategies:

- Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners.

★ **Key Performance Indicator(s):** An increase in the number of Grade 3-8 students who report they agree with the following:

- ❖ I am good at math.
- ❖ Being good at math is important to me.
- ❖ I understand most of the math I am taught.
- ❖ I can answer difficult math questions.
- ❖ I keep trying if I make a mistake or if something is difficult.

★ **Initial Report:** I am good at math - 45.5%; Being good at math is important to me - 68.2%; I understand most of the math I am taught - 62.3%; I can answer difficult math questions - 32.4%; I keep trying if I make a mistake or something is difficult - 73.6%.

★ **Progress Report:**

★ **Final Report:**

Action Items:

- Survey students in grade 3-8 around mathematical mindset in November, March and June.
- Have our special assignment teacher put some simple activities together that teachers can use to improve mathematical mindset. Resurrect the materials used in past years from Jo Boaler.
- Encourage all teachers to engage students in activities monthly that focus on improving mathematical mindset.
- Use leads and student success teachers to deliver math mindset lessons with grade 3 & 6 classes monthly.
- Provide an opportunity for as many teachers as possible to attend the demonstration lessons being done by John Mighton, founder of Jump Math, that will focus on confidence building.
- Implement the Confidence Building lessons from Jump Math with students in intervention and as whole class learning in Grade 3 & 6 where appropriate.
- Ensure teachers are using worked examples during Jump Math lessons to support explicit instruction that scaffolds learning. This will help students build confidence and be more successful in understanding grade level math concepts.
- Provide an opportunity for principals to learn how to monitor the implementation of worked examples as part of the regular Jump Math lesson. Use principals' meetings to practice observing Jump Math lessons and to provide teachers with feedback as needed.

Classroom-Level Strategies:

- Monitor and re-engage students at the earliest sign that attendance is impacting learning at 3 days and 6 days of absence and implement the board's 10-day and prolonged absence strategy.

★ **Key Performance Indicator(s):** The percentage of students who attend school at least 90% of the time will improve by at least 10% at each school in 2024-2025.

★ **Initial Report:** Attendance data from June 2024 indicates that 37% of students across the district have attended school 90% of the school year. Individual school data: Aileen Wright 25%; Bishop Belleau 16%, English Catholic 42%; Holy Family 40%, O'Gorman Intermediate 37%; Pope Francis 41%; St. Anne 36%; Sacred Heart 25%; St. Jerome 40%; St. Joseph 45%; St. Patrick Cobalt 34%; St. Patrick Kapuskasing 38%.

★ **Progress Report:**

★ **Final Report:**

Action Items:

- Provide a copy of the Attendance Concern Intervention Process to all teachers. Ensure staff are aware of their role in the process.
- Support principals in monitoring teacher-parent contact regarding attendance (less than 10 days absence).
- Support principals in monitoring attendance for students who have more than 10 days absence as part of the prolonged absence strategy.
- Provide resources to principals and school staff to support improved attendance. Ensure all staff are aware of the attendance protocol and connections with families are being made at designated time periods.
- Communicate with parents about attendance at each reporting period. Provide a consistent message about the importance of regular attendance through postcards, newsletters and an improved presence on the board website.