



**Northeastern
Catholic District**
SCHOOL BOARD

A place where we all belong.

Special Education Advisory Committee Meeting - Minutes Wednesday, December 17, 2025

PRESENT: Ellen Renaud, North Eastern Ontario Family and Children's Services
Ken Ryan, The Lord's Kitchen Society
Lisa Malette-Lilko, Hands Autism Services
Stan Skalecki, Vice Chair & NCDSB Trustee
Colleen Landers, Chair & NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Derek Mundle, School Principal Sacred Heart Catholic School
Amber Smith-Come, School Principal St. Anne English Catholic School
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Kim McEntee, Mental Health Supervisor
Lisa Lamarche, Autism & Behavior & Worker
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Shannon Costello, The Cochrane District Social Services Administration Board
Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre
Ryley Reis, Canadian Mental Health Association
Lyndsay Mollins Koene, Timmins Learning Centre
Kiana Reuben, Kuuwanimano Child & Family Services
Melanie Hannah, Misiway Milopemahtesewin Community Health Centre

Summary:

Colleen welcomed everyone and led the group in prayer and Stan in the land acknowledgement.

Approval of the agenda: Moved by Ken Ryan and **SECONDED** by Ellen Renaud
That the agenda be approved as presented. **CARRIED**

Approval of the minutes of November 19, 2025, meeting
Moved by Ellen Renaud and **SECONDED** by Lisa Malette-Lilko
That the minutes be approved and presented. **CARRIED**

DEMA & Common Math Assessment Fall Data & 2025-2026 Board Math Action Plan

Presented by Daphne Brumwell

Daphne presented the Dema, common math assessment data and the board math action plan to the committee.
The presentation can be found in the meeting minutes.

Psychological Services for 2025-2026

Presented by Catherine Hoven & Katie Mundle

This year, the board continued using contracted psychological services with Corrie Brownlee in the south and Bisson Psychological Services in the north and central regions, with services in Moosonee provided by Dr. Haner and Payukotayno. Assessments have already been conducted at multiple schools, with 22 students assessed and 5 more scheduled for the new year. The budget remains approximately \$120,000, consistent with last year. Currently, 64 students are on the waitlist, although some are being monitored due to progress made through

classroom interventions and accommodations. There has been an increase in students transferring into the board with privately completed psychological assessments. To date, 69 initial IPRCs have been completed, identifying 39 exceptional students in the north and central regions and 30 in the southern region—an increase compared to previous years.

Update of Special Education Policies and Procedures

Presented by Catherine Hoven & Katie Mundle

Over the past several years, updating special education policies and procedures has been identified as a priority, and this year significant progress has been made. All existing forms on the Special Education hub have been reviewed and organized by topic, with updated procedures and linked processes where possible. Several administrative procedures have been updated, including Special Education Equipment, Toileting for Students and Student Health Plans, while the IPRC and IEP procedures are awaiting approval. New procedures have also been developed, including Request to Modify an IEP and Accessing a Psychological Assessment, with the latter pending approval.

Agency Reports

The Lord's Kirchen Society

The Costello Community Care Centre replaced the kitchen cabinets is planning renovations, including repainting due to decades-old paint and possibly replacing very old, stained kitchen tiles.

Preparations are underway for a large turkey meal, with volunteers cooking and distributing meals, along with a breakfast on Friday. Services will pause over Christmas and resume on January 7th.

The Lord's Kitchen continues to distribute winter clothing—coats, boots, hats, scarves, and mitts—which has been very popular. Funding has allowed them to purchase and distribute supplies, with more planned throughout the year. They have also received generous clothing donations, mitts are in especially high demand and tend to run out quickly, and most donated clothing is for women.

Hands Autism Services

There are no major updates, but foundational services were highlighted.

The ministry provides funding that allows families with an OAP number to access certain supports at no cost. Free services include parent education seminars on various topics, offered both virtually and in person, to help families better support their children and youth. Social skills groups are available throughout the year, across different locations and age groups, providing a safe space for children and youth to interact. These groups are supported by trained therapy assistants who help facilitate positive social interactions.

North Eastern Ontario Family and Children's Services

Services are generally stable, but there has been a noticeable increase in youth identified with ASD over the past five years, likely influenced by recent changes in funding. Staffing remains a significant challenge, especially in the North, where the agency is still understaffed. The South is doing better overall, though staffing issues continue. Staffing shortages affect most areas.

A new residential program was recently opened to provide consistent, non-varying services for youth to prevent them from ending up on the streets. The ministry reviewed the program, focusing on management practices, policies, and procedures. Youth mental health and substance use remain major concerns, with local factors contributing to increased risk. The agency is working proactively to address these issues through collaboration with school boards, education initiatives, and youth engagement programs.

A paid youth leadership opportunity is available for youth who have received services, offering leadership training and additional compensation for chair roles.

The Christmas Wishes program has been widely used, supported through toy drives and community and employee contributions.

Date of the Next Meeting – Wednesday January 21, 2026, at 11:45 a.m.

Adjournment - Moved By: Stan Skalecki That the meeting be adjourned at 1:01 p.m. CARRIED



Northeastern
Catholic District
SCHOOL BOARD

Daphne Brumwell
Superintendent of Education
dbruwmell@ncdsb.on.ca



Catholic Education Makes the Difference.

Math Action Plan 2025-2026





Setting the Context

Grade 3

School	Students working at Provincial Standard (L3) CMA Gr. 3
Aileen Wright	36%
BBMO	17%
ECCS	55%
HFES	75%
PFES	42%
SAIF	67%
SJKL	47%
SJTM	61%
SPCO	50%
SPKP	63%
Board Average	51%

Grade 6

School	Students working at Provincial Standard (L3) CMA Gr. 6
Aileen Wright	42%
BBMO	33%
ECCS	75%
HFES	67%
OICS	72%
SAIF	57%
SHKL	52%
SJTM	67%
SPCO	65%
SPKP	60%
Board Average	59%

First Common Math Assessment

Other Grades CMA Meeting Standards (70% and above)	October
Grade 1	82%
Grade 2	71%
Grade 3	51%
Grade 4	47%
Grade 5	23%
Grade 6	59%
Grade 7	33%
Grade 8	22%
Grade 9 P1	67%
Grade 9 P2	77%
Average 53%	



Setting the Context

First IXL Snapshot by Grade

IXL % of Students Achieving at or Above Grade Level First Snapshot (Broken down by Grade)	Algebra	Number Sense
FDK Y2	57%	59%
Current FDK Y2	70%	77%
Grade 1	80%	78%
Grade 2	79%	72%
Grade 3	59%	47%
Grade 4	50%	43%
Grade 5	27%	32%
Grade 6	19%	23%
Grade 7	15%	30%
Grade 8	22%	35%
Grade 9	15%	67%

First IXL Snapshot by School

IXL % of Students Achieving at or Above Grade Level First Snapshot	Algebra	Number Sense
Aileen Wright	41%	36%
BBMO	34%	24%
ECCS	40%	46%
HFES	62%	63%
PFES	58%	52%
SAIF	45%	52%
SJKL	68%	63%
SJTM	39%	38%
SPCO	39%	37%
SPKP	35%	35%
OICS	22%	33%
SHKL	25%	27%
OHS	15%	67%
Average	40%	44%

DEMA - Digital Early Math Assessment

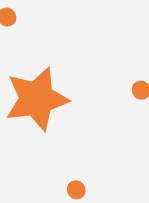


FDK

- Verbal Counting
- Counting Sets
- Naming Numbers
- Numbers on the Number Line
- Comparing Numbers (Timed 30 sec)

Grade 1

- Verbal Counting
- Naming Numbers
- Next Numbers
- Numbers on the Number Line
- Comparing Numbers (Timed 30 sec)
- Writing Numbers
- Number Facts (Timed 1 min)
 - Addition
 - Subtraction



DEMA - Digital Early Math Assessment

Grade 2 & 3

- Numbers on the Number Line
- Comparing Numbers (Timed)
- Writing Numbers
- Number Facts (Timed 1 min)
 - Addition
 - Subtraction
 - Multiplication (Gr. 3)
- Ordering Numbers (Timed 1 min)
- Equations (Gr 3) (Timed 3 mins)

Grade 4

- Numbers on the Number Line
- Writing Numbers
- Number Facts (Timed 1 min)
 - Addition/Subtraction
 - Multiplication/Division
- Equations (Timed 3 mins)
- Calculations (Timed 90 sec)
 - Addition
 - Subtraction
- Fractions



Setting the Context

DEMA Kindergarten

School	# Students	# Line						Verbal Counting						Counting Sets						Naming Numbers						Comparing Numbers					
		Green	%	Yellow	%	Red	%	Green	%	Yellow	%	Red	%	Green	%	Yellow	%	Red	%	Green	%	Yellow	%	Red	%	Green	%	Yellow	%	Red	%
Aileen Wright	10	9	90.0	1	10.0	0	0.0	9	90.0	0	0.0	1	10.0	7	70.0	2	20.0	1	10.0	4	40.0	2	20.0	4	40.0	7	70.0	1	10.0	2	20.0
BBS	2	1	50.0	0	0.0	1	50.0	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	2	100.0	1	50.0	0	0.0	1	50.0	1	50.0	0	0.0	1	50.0
ECCS	22	14	63.6	4	18.2	4	18.2	19	86.4	3	13.6	0	0.0	10	45.5	8	36.4	4	18.2	13	59.1	3	13.6	6	27.3	20	90.9	2	9.1	0	0.0
Holy Family	7	7	100.0	0	0.0	0	0.0	5	71.4	0	0.0	2	28.6	7	100.0	0	0.0	0	0.0	4	57.1	2	28.6	1	14.3	5	71.4	1	14.3	1	14.3
Pope Francis	40	31	77.5	6	15.0	3	7.5	32	80.0	5	12.5	3	7.5	25	62.5	10	25.0	5	12.5	31	77.5	4	10.0	5	12.5	31	77.5	6	15.0	3	7.5
Sacred Heart																															
St. Anne	6	3	50.0	1	16.7	2	33.3	5	83.3	1	16.7	0	0.0	3	50.0	2	33.3	1	16.7	6	100.0	0	0.0	0	0.0	4	66.7	1	16.7	1	16.7
St. Jerome	39	23	59.0	9	23.1	6	15.4	25	64.1	9	23.1	4	10.3	23	59.0	8	20.5	8	20.5	22	56.4	7	17.9	10	25.6	27	69.2	6	15.4	6	15.4
St. Joseph	7	6	85.7	0	0.0	1	14.3	5	71.4	1	14.3	1	14.3	6	85.7	1	14.3	0	0.0	5	71.4	2	28.6	0	0.0	6	85.7	1	14.3	0	0.0
SPCO	14	5	35.7	0	0.0	9	64.3	8	57.1	0	0.0	6	42.9	7	50.0	4	28.6	3	21.4	8	57.1	1	7.1	5	35.7	5	35.7	4	28.6	5	35.7
SPKP	4	3	75.0	1	25.0	0	0.0	3	75.0	1	25.0	0	0.0	3	75.0	0	0.0	1	25.0	3	75.0	0	0.0	1	25.0	4	100.0	0	0.0	0	0.0
	151	102		22		26		112		20		18		91		35		25		97		21		33		110		22		19	
Board Average	%	67.5		14.6		17.2		74.2		13.2		11.9		60.3		23.2		16.6		64.2		13.9		21.9		72.8		14.6		12.6	



Setting the Context

Attendance

Grade 3

School	Average Days Missed
Aileen Wright	42.9
BBS	44.8
ECCS	25.1
Holy Family	21.2
Pope Francis	24.6
St. Anne	25.7
St. Jerome	32.3
St. Joseph	26.7
SPCO	20.1
SPKP	42.1
Average	30.5

Grade 6

School	Average Days Missed
Aileen Wright	44.6
BBS	48.3
ECCS	22.6
Holy Family	34.5
OICS	28
Sacred Heart	30.4
St. Anne	39
St. Joseph	33.3
SPCO	29.2
SPKP	31.8
Average	34.17



● Introduction

This year's math action plan requires us to develop one Key Performance Indicator for each of the 3 focus areas.

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.

PRIORITY ACTION: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching

PRIORITY ACTION: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.

★ **Key Performance Indicator:** Achievement on board-created common assessments for all grades will increase after each assessment. Common assessments will be used in October, January, March and June and will focus on essential numeracy and algebra skills.

*The increase in percentage of students meeting the provincial standard will differ by grade based on the current percentage achieved.

Classroom-Level Strategies:

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

Action Items:

- Create common assessment tasks for all grades that align with the essential numeracy and algebra skills that have been identified, as well as the scope and sequence of our core math program. Common assessments for grade 3 & 6 will mirror EQAO, while IXL will be used to create common assessments for all the other grades.
- 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. Utilize board data to help create interventions working with board leads prior to the following implementation window. Follow up with progress monitoring tasks after each 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. Have board leads support teachers with assessment practices in math as needed.

★ **Key Performance Indicator:** Achievement on board-created common assessments for all grades will increase after each assessment. Common assessments will be used in October, January, March and June and will focus on essential numeracy and algebra skills Gr. 1-8; FDK Year 2 will be included in March & June.

*The increase in percentage of students meeting the provincial standard will differ by grade based on the current percentage achieved.

Achievement of Key Performance Indicators:

★ **Initial Report:** Gr. 1-82%; Gr. 2-71%; Gr. 3-51%; Gr. 4-47%; Gr. 5-23%; Gr. 6-59%; Gr. 7-33%; Gr. 8-22%; Gr. 9-67%;

We would like to see at least the following increases on the next CMA - Gr. 1-5%, Gr. 2-10%, Gr. 3-20%; Gr. 4-25%; Gr. 5-60%; Gr. 6-15%; Gr. 7-40%; Gr. 8-60%

★ **Key Performance Indicator:** Achievement on board-created common assessments for all grades will increase after each assessment. Common assessments will be used in October, January, March and June and will focus on essential numeracy and algebra skills.

*The increase in percentage of students meeting the provincial standard will differ by grade based on the current percentage achieved.

Other Strategies that will Support the Focus Strategies on the Ministry Action Plan

Board-Level Strategies:

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

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. Continue to use a survey that will be done in October, February and June. Provide additional learning as needed. Share results of key components of the survey with Principals.
- Board leads or principals to 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.

School-Level Strategies:

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

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 to be monitored by principals.
- Support cross-panel sharing of best practices in the assessment of mathematics. Support new math teachers who are teaching de-streamed classes.

PRIORITY ACTION: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching.

★ **Key Performance Indicator:** Improve the % of students from Kindergarten to Grade 9 who are achieving at or above grade level in each grade in Number Sense and Algebra by at least 10% by June as measured by IXL. Ensure that the data drives teacher learning.

Board-Level Strategies:

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

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 based on the data. 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. Use of EMA and essential skills information/data to assist with understanding of why and encourage tier 1/2 intervention at the classroom level.
- 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.

★ **Key Performance Indicator:** Improve the % of students from Kindergarten to Grade 9 who are achieving at or above grade level in each grade in Number Sense and Algebra by at least 10% by June as measured by IXL. Ensure that the data drives teacher learning.

Achievement of Key Performance Indicators:

★ **Initial Report:**

Number Sense- FDK Yr 2-59%; Gr.1-78%; Gr. 2-72%; Gr. 3-47%; Gr. 4-43%; Gr. 5-32%; Gr. 6-23%; Gr. 7-30%; Gr. 8-35%; Gr. 9-67%;

Algebra - FDK Yr 2-57%; Gr. 1-80%; Gr. 2-79%; Gr. 3-59%; Gr. 4-50%; Gr. 5-27%; Gr. 6-19%; Gr. 7-15%; Gr. 8-22%; Gr. 9-15%

★ **Key Performance Indicator:** Improve the % of students from Kindergarten to Grade 9 who are achieving at or above grade level in each grade in Number Sense and Algebra by at least 10% by June as measured by IXL. Ensure that the data drives teacher learning.

Other Strategies that will Support the Focus Strategies on the Ministry Action Plan

School-Level Strategies:

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

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. Develop a look-for tool to support principal monitoring of Daily Cumulative Review.
- Co-create summative assessment tasks with teachers for their core program to ensure they are balanced and 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.

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.

Action Items:

- Survey students in grade 3-8 in October, February and June with a focus on growth mindset.
- Have our special assignment teacher put some simple activities together that teachers can use to improve their 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. Resurrect some of our older materials to support this work.
- 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, bonus questions and other lesson adaptations, 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.

PRIORITY ACTION: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

★ **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.

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.**

Action Items:

- Work with the schools to identify all the Gr. 3, 6 & 9 students who meet the established criteria. The 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 and discuss monitoring and intervention strategies after each cycle.
- 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 in planning to spiral back to these concepts.
- Provide intervention materials that can be used at Tier 1 and Tier 2 based on the Common Math Assessments.
- 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.
- Review at-risk list with school principals and leads at the end of Term 1, in early April and again at the end of June.

★ **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.

Achievement of Key Performance Indicators:

★ **Initial Report:**

○ **Number of At Risk Students in Grade 3 by School:**

GRADE 3 AT-RISK DATA											
School	Overall level	Number sense level	Patterns and algebra level	Geometry and measurement level	Data, statistics, and probability level	June Report % at PS	CMA Average	DEMA #G	Average Days Missed	Number At-Risk	% at-Risk
Aileen Wright	285.5	258.2	285.5	293.6	322.7	36%	36%	27%	42.9	8 of 11	73%
BBS	225.7	220	248.6	254.3	198.6	14%	14%	14%	44.8	6 of 7	86%
ECCS	291.3	273.8	272.9	326.7	296.3	71%	50%	54%	25.1	11 of 24	46%
Holy Family	336	313	321	366	359	70%	70%	30%	21.2	3 of 10	30%
Pope Francis	275.1	270.5	270.7	296.1	283.3	72%	40%	23%	24.6	32 of 57	56%
St. Anne	335.6	332.5	337.5	333.1	348.8	63%	63%	50%	25.7	8 of 16	50%
St. Jerome	322.2	295.8	309.2	360.5	334.5	61%	42%	42%	32.3	18 of 38	47%
St. Joseph	299.4	280	284.4	318.8	331.3	75%	63%	50%	26.7	7 of 16	44%
SPCO	292.9	260	287.9	331.4	310	69%	46%	8%	20.1	8 of 13	62%
SPKP	284.3	264.3	285.7	315.7	285.7	57%	71%	43%	42.1	3 of 7	43%
Average	294.8	276.8	290.3	319.6	307	59%	50%	34%	30.5	104 of 199	52%

★ **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.

Achievement of Key Performance Indicators:

★ **Initial Report:**

○ **Number of At Risk Students in Grade 6 by School:**

Grade 6 At-Risk Data											
School	Overall level	Number sense level	Patterns and algebra level	Geometry and measurement level	Data, statistics, and probability level	June Report % at PS	CMA Average	Gr. 3 EQAO Math Average	Average Days Missed	Number At-Risk	% At-Risk
Aileen Wright	381.7	365	382.5	400	380.8	46%	38%	46%	44.6	10 of 13	77%
BBS	368.9	351.1	384.4	392.2	365.6	0%	33%	0%	48.3	8 of 9	89%
ECCS	552.6	525	473.2	584.4	624.4	79%	75%	39%	22.6	13 of 28	46%
Holy Family	550	519.1	494.5	608.2	569.1	64%	73%	27%	34.5	7 of 11	64%
OICS	492.6	475.4	477.9	512.5	504.1	78%	70%	40%	28	38 of 67	57%
Sacred Heart	473.3	455.8	459.3	504.2	482	61%	50%	20%	30.4	30 of 46	65%
St. Anne	525	487.9	504.3	600.7	512.1	43%	57%	36%	39	10 of 14	71%
St. Joseph	504.7	479.4	489.3	508.8	523.3	75%	63%	50%	33.3	8 of 16	50%
SPCO	630	585	577.8	705	657.2	44%	61%	67%	29.2	10 of 18	56%
SPKP	485.8	473	431.6	499.5	528.4	40%	60%	50%	31.8	10 of 20	50%
Average	496.5	471.7	467.5	531.6	514.7	53%	58%	38%	34.17	144 of 242	60%

★ **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.

Other Strategies that will Support the Focus Strategies on the Ministry Action Plan

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.**

Action Items:

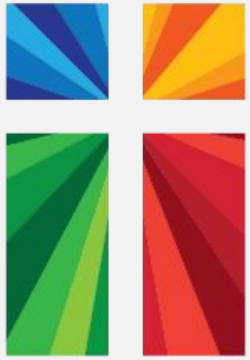
- Ensure all students are using IXL daily to gap-close from FDK to Grade 9.
- % of students with a pinpointed level will be at or above 90% in each school at all times. This indicates that students are working on a personalized learning plan that is up-to-date.
- Principals to monitor usage bi-weekly 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. Teach them how to use trouble spots and to connect with students via learning plans on a bi-weekly basis.
- Monitor the growth data for the students being seen for Tier 2 & 3 intervention.

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.**

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.



New Actions from Board Math Plan

- Implementation of a math screening tool for FDK Year 2 to Grade 4.
- Common Math Assessments 4 times a year in Grade 1 to Grade 9. FDK may be added in the new year.
- Greater guidance in the use of specific materials to support intervention for students struggling with essential math concepts.
- Heightened monitoring of the at-risk students in Grade 3 & 6 in all schools.