



Committee of the Whole Meeting

Date: Monday, March 4, 2024.

Time: 6:00 p.m.
** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

Location: 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees:

Board of Trustees:
Linda Cuff (Vice-Chair), Kathy Doherty-Masters*, Winston Francis, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

***=Attended Virtually**

Student Representatives:
Bryanna Donoghue, Xavier Petrie

Senior Administration:
Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resource:

Recording Secretary:
Stephanie Medeiros, Executive Administrative Assistant

| ITEM | Who | Agenda Section | Method & Outcome |
|--|---------------------|----------------|------------------|
| 1. Call to Order | Board Chair | | |
| 1.1 Opening Prayer & Memorials | Board of Trustees | -- | -- |
| 1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today. | Board Chair | -- | -- |
| 1.3 Approval of Agenda | Board of Trustees | | Approval |
| 1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting | Individual Trustees | | |
| 1.5 Items for Action: NA | | | |

| ITEM | Who | Agenda Section | Method & Outcome |
|--|--------------------------------------|-----------------------|---|
| 2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system) | | | |
| 3. Consent Agenda: Board (Minutes of meetings) | | | |
| 3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Committee of the Whole Minutes – February 12, 2024 | Board of Trustees | pp. 4-6 | Approval |
| 4. Delegations | | | |
| 5. Advice from the CEO | | | |
| 5.1 Early Years Report 5.2 Math Lead Update | J. Ritsma J. Ritsma | pp. 7-23 pp. 24-32 | Information Information |
| 6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication) | | | |
| 6.1 Linkages Activity 6.2 Pastoral Care Activity | Trustees Trustees | -- -- | Discussion Discussion |
| 7. Reports from Board Committees/Task Forces | | | |
| 8. Board Education (at the request of the Board) | | | |
| 8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link | Board of Trustees | Link | Information |
| 8.2 Budget Development Part I 8.3 MYSP Review 8.4 Trustee Work Plan – March review | S. Maharaj T. Dowling Trustees | -- -- -- | Information Information Information |
| 9. Policy Discussion (Based on Annual Plan of Board Work) | | | |
| 10. Assurance of Successful Board Performance (monitoring) | | | |
| 11. Assurance of Successful Director of Education Performance (monitoring) | | | |
| 12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries | | | |
| 13. Announcements | | | |
| 13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> • Mar 6 – SEAC Meeting • Mar 8-15 – March Break • Mar 18 – Governance Committee Meeting • Mar 25 – Board of Trustees • Mar 29 – Good Friday • Mar 31 – Easter Sunday | Chair | -- | Information |

| ITEM | Who | Agenda Section | Method & Outcome |
|---|-----------------------|----------------|------------------|
| 14. Items for the Next Meeting Agenda | Trustees | | |
| 14.1 Board of Trustees Meeting: (March 25, 2024) <ul style="list-style-type: none"> • Hiring and Promotions – Monitoring Report IV – 005 • Facilities Accommodations – Monitoring Report IV – 010 • Parent Engagement Update • Update on Student Equity Engagement Council • Update on Budget Preparation • Education Development Charge (EDC) Update • Board Policy II 008 Chairperson’s Role • Board Policy II 007 Board Members' Code of Conduct • Board Policy II 013 Cost of Governance • Board Policy II 014 Trustee Expenses • Board Policy III 005 Monitoring CEO Performance • Student Trustee Report • Chair of the Board Report • Director’s Report | Chair | -- | Information |
| 15. Adjournment/ Confirm decisions made tonight | Director of Education | | |
| 15.1 Confirm Decisions | Recording Secretary | -- | Information |
| 16. Closing Prayer | | | |
| | | | |
| 17. Motion to Adjourn | Board of Trustees | Motion | Approval |
| | | | |

CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God’s world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities. We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, February 12, 2024, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Linda Cuff (Vice-Chair), Kathy Doherty-Masters*, Winston Francis, David Guerin, Renee Kraft**, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

*- attended virtually

** - left the meeting at 9:09 p.m.

Student Trustees Present:

Bryanna Donoghue**, Xavier Petrie

Administrative Officials Present:

Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets: Marisa Phillips

Absent:

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 4.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair called the meeting to order at 6:26 p.m.

1.1 Opening Prayer & Memorials

Students at St. Josephine Bakhita school led prayer. (video recording)

1.2 Territorial Acknowledgement

Territorial Acknowledgment declared by Chair Sikora.

1.3 Approval of Agenda

Chair Sikora motioned for approval of the agenda with the following amendments:

- Trustee Phillips sent regrets.

**2024-04 -- It was moved by Trustee Cuff and seconded by Trustee Francis:
THAT the agenda for Monday, February 12, 2024, be now approved, as amended.
--- Carried by consensus.**

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting - NIL

1.4.2 From a previous public or in-camera meeting – NIL

2 Consent Agenda: Director of Education (e.g., day-to-day operational matters from the Ministry of Equity, Diversity, and Inclusion)

3 Consent Agenda: Board of Trustees (Minutes of meetings)

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Committee of the Whole Minutes – January 8, 2024

Chair Sikora motioned for approval of the consent agenda with the following amendment.

- To switch the names in items 6.2 and 6.3 in the Committee of the Whole meeting minutes from January 8, 2024. Trustee Guerin is the Chair of Pastoral Care and Trustee Kraft was elected as the Chair of Linkages.

2024-05 -- It was moved by Trustee Cuff and seconded by Trustee Stanley:

THAT the Consent Agenda of Board of Trustees and the recommendations contained therein be now approved, as amended.

--- Carried by consensus.

4 Delegations

5 Advice From the CEO

5.1 Change to school year calendar 2023-2024

Director Dowling presented on the change to school year calendar 2023-2024, highlighting that the Board will be moving the April 19th, 2024, PD Day to April 8th, 2024, to minimize the safety risks to students and staff during the peak time of the solar eclipse. Director Dowling also reviewed health and safety precautions as well as support from the Ministry and Region of Waterloo of Public Health. Trustees asked clarifying questions.

5.2 Student Success Update/Plan

Superintendent Varano presented on the Student Success Update. Highlights included an overview of Pathway Program offerings, success in experiential learning opportunities, Specialist High Skills Major (SHSM) and the Ontario Youth Apprenticeship Program (OYAP). Events that promote the skilled trades were also discussed. Ms. Varano reviewed Literacy and Mathematics for grades 7-12, as well as re-engagement strategies for students.

Superintendent Varano then introduced Kelly Roberts, Research Coordinator, who presented data on the five overall pathways to graduation and Ministry graduation rates.

Trustees asked clarifying questions.

6. Ownership Linkage (Communication with the External Environment)

Trustees broke out into Linkages and Pastoral Care Activity groups.

6.1 Linkages Activity

6.2 Pastoral Care Activity

Chair Sikora moved forward to items in section 8.

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)

8.1 OCSTA/CCSTA Communications

Chair Sikora briefly discussed OCSTA/CCSTA Communications and confirmed the WCDSB Resolutions were received by OCSTA. Chair Sikora also gave thanks and recognition to Trustee Weiler and Trustee Doherty-Masters for their leadership and preparation of the Resolutions.

8.2 Governance through questioning

Chair Sikora introduced presenter Paul Marshall, Esq to present on governance through questioning. Trustees asked clarifying questions.

8.3 Trustee Work Plan – February review

Chair Sikora reviewed items for review for the month of February in the Trustee Work Plan.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

Trustees discussed upcoming items on agenda.

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2024-06 -- It was moved by Trustee Cuff and seconded by Trustee Stanley:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:15 p.m.

Chair of the Board

Secretary



Date: March 4, 2024
To: Board of Trustees
From: Director of Education
Subject: Early Years Report

Type of Report: Decision-Making
 Monitoring
 Incidental Information concerning day-to-day operations

Type of Information: Information for Board of Trustees Decision-Making
 Monitoring Information of Board Policy **XX XXX**
 Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

- ❖ Education Act Section 169. (1)
Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils
- ❖ Education Quality and Accountability Office Act, 1996

Policy Statement and/or Education Act/other Legislation citation:

- ❖ The Kindergarten Program, 2016
- ❖ Growing Success, the Kindergarten Addendum, 2016

Alignment to the MYSP:

Awaken to Belong

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

☒ **Strengthen to Become**

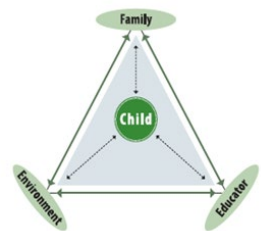
- ☒ Every student reaches their full potential.
- ☒ Staff see their impact on student achievement.
- ☒ Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

This report will provide information and updates concerning the early year's partnerships across the Waterloo Region and The Kindergarten Program as we work together to support the growth and development of students through the **pedagogical approaches** as outlined in The Kindergarten Program 2016 and How Does Learning Happen? Ontario's Pedagogy for the Early Years 2014 document, with a focus on **play-based learning, exploration, and inquiry**.

The Ontario Kindergarten Program 2016 serves a crucial purpose in offering a comprehensive and developmentally suitable educational experience for children in their early years. With a focus on fostering holistic development, the program places a strong emphasis on play-based learning, acknowledging that young children thrive through hands-on experiences and exploration. It aims to nurture children's cognitive, social, emotional, and physical aspects, recognizing the interconnected nature of their learning and growth and the belief that all children are competent, capable, and curious.

The Kindergarten Program encourages inquiry-based learning, motivating children to explore and question their surroundings, make discoveries, and develop problem-solving skills. Collaboration with families is a key aspect, acknowledging parents and caregivers as vital partners in the educational journey. The program also strives to provide individualized learning experiences, tailoring education to the diverse needs, interests, and abilities of each child.



Communication skills are highlighted, encompassing both verbal and non-verbal aspects, fostering language development and effective interaction with peers and adults. While focusing on the present developmental stage, the program lays the groundwork for a successful transition to Grade 1 by incorporating fundamental skills in literacy and numeracy.



The framework of the Ontario Kindergarten Program 2016 is structured around four fundamental principles, guiding educators in crafting and executing effective learning experiences for young children. These pillars encapsulate vital elements of a comprehensive and developmentally appropriate early childhood education.

First, the 'Belonging and Contributing' frame seeks to instill a sense of community and belonging in each child. This involves fostering positive relationships with peers, educators, and families, promoting feelings of security, well-being, and engagement, and valuing diversity to create a collaborative and inclusive environment.

The second frame, 'Self-Regulation and Well-Being' addresses the development of self-regulation skills and overall well-being. Emphasizing physical, social, and emotional health, this frame encourages the cultivation of self-regulation skills, including emotional regulation and impulse control. It also prioritizes

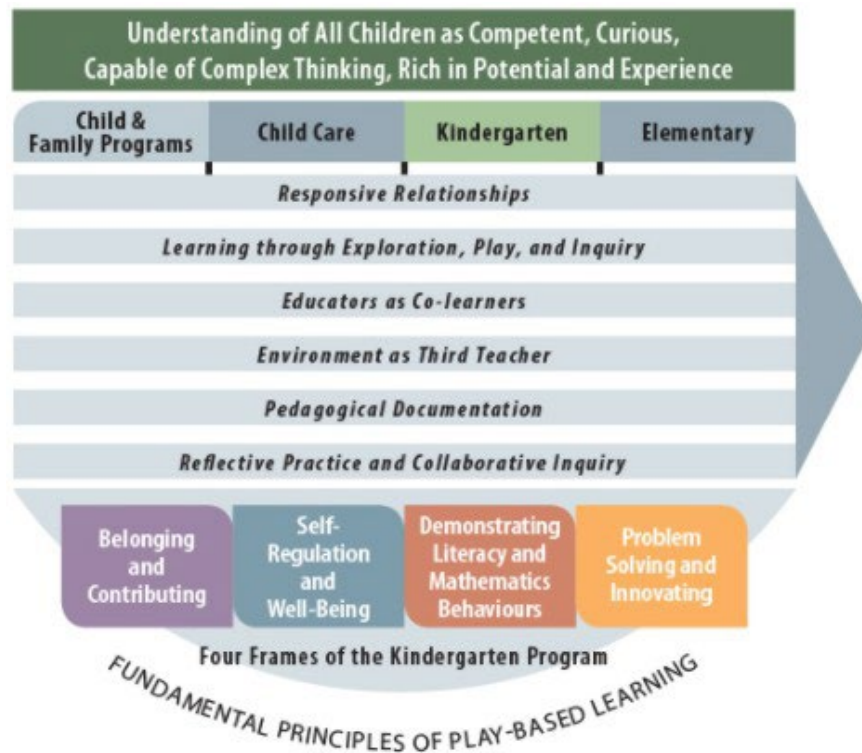
creating a healthy and safe environment to support each child's well-being.

In the 'Demonstrating Literacy and Mathematics Behaviours' frame, its objective is to lay the foundation for literacy and mathematics skills. Acknowledging that even in early childhood, children engage in meaningful literacy and numeracy behaviours, this frame involves providing opportunities for exploration and experimentation with language and mathematics concepts through play and daily activities. It supports the development of early literacy skills, encompassing reading, writing and oral language, as well as foundational mathematics concepts.

Lastly, the 'Problem Solving and Innovating' frame centres around fostering critical thinking, problem-solving, and innovation skills in young children. Recognizing their innate problem-solving and creative capabilities, this frame encourages exploration, experimentation, and risk-taking in learning. It provides open-ended activities to promote problem-solving and creative thinking, while also valuing and appreciating the unique ideas and perspectives of each child.

Collectively, these frames serve as a comprehensive guide for educators to establish a nurturing and enriching learning environment. The goal is to ensure the holistic development of children – socially, emotionally, and physically. Educators utilize these frames as a roadmap for planning, observation, and assessment practices within the Ontario Kindergarten Program.

Overall, the Ontario Kindergarten Program 2016 is celebrated for its child-centred and research-based approach, which places the needs and developmental stages of children at the forefront of its design. It reflects a commitment to creating a positive and enriching early educational experience that sets the stage for future academic success.



A. Belonging and Contributing

In the Ontario Kindergarten Program, an emphasis is placed on equity, diversity and inclusion to foster an educational environment that cherishes and acknowledges the distinctive identities, background, and experiences of every child and cultivate fairness and inclusion. Kindergarten educators promote a sense of belonging and contributing among students through various intentional practices that foster positive relationships, inclusivity, and a supportive learning environment.

The physical and social spaces within our Kindergarten classrooms are thoughtfully designed to be welcoming and inclusive, mirroring the diversity present within the school community. Culturally responsive teaching practices are paramount to strengthening the bridge between home and school. Through collaboration with families, educators honour and appreciate the cultural backgrounds of their students by weaving diverse perspectives into programming and tailoring teaching and materials to accommodate the needs of individual students.

The program recognizes linguistic diversity, offering support to children learning English as an additional language. Educators value and incorporate the multiple languages of their students within the learning environment when possible.

By building positive and meaningful relationships with each child, educators take the time to understand the unique strengths, interests and needs of individual students. Activities are designed to encourage positive interactions among peers. Group activities, collaborative projects, and opportunities for team-building help children develop a sense of community within the classroom.

Educators celebrate and acknowledge the achievements and contributions of each child to help build a positive self-image and reinforce the idea that every child is competent, capable and curious with something valuable to contribute to the learning community. Children also have opportunities to take on leadership roles within the classroom, such as being a line leader or helping with classroom tasks, which can empower children to contribute to the collective well-being of the class and school.

By prioritizing equity, diversity and inclusion, Kindergarten educators help to lay a foundation for learning that equips children to actively participate in and contribute to a diverse classroom, school and community.

a. Belonging, Equity, Diversity and Inclusion

Indigenous Loose Parts Inquiry Kits

Kindergarten and FNMI partnered together this year to create hands-on, play-based, inquiry kits using Indigenous loose parts such as jingle skirt bells, braided sweet grass, pebbles, beads, leather strips, and more. Each kit consists of several loose parts, laminated placemats with Indigenous invitations to play such as making a dream catcher, and ideas that could lead to further inquiry such as different types of traditional Indigenous homes. Six kits were created in total and are available through the CEC Learning Commons. At present, they are often signed out, and additional kits are being created.



Early Development Instrument (EDI) Surveys Spring 2023

In the spring of 2023, regional school boards across Ontario were asked by the Ministry of Education to collect information about how well children are prepared for success in school.

The *Early Development Instrument*, or the EDI for short, is a questionnaire developed by Dr. Dan Offord and Dr. Magdalena Janus at the Offord Centre for Child Studies at McMaster University. The EDI is a 103-item questionnaire completed by kindergarten teachers in the second half of the school year that measures children's ability to meet age-appropriate developmental expectations in five general domains:

1. Physical Health and Well-being
2. Social Competence
3. Emotional Maturity
4. Language and Cognitive Development
5. Communication Skills and General Knowledge

What happens during the early years sets the foundation for all the years that follow. Despite having access to many local resources and services designed to support young children and their families throughout the Waterloo Region, there are still children struggling to reach their optimal development leaving them vulnerable to experiencing developmental difficulties that may make it more challenging for them to succeed in school. EDI scores can be a powerful tool for influencing policy and programming decisions by providing data about the strengths and weaknesses of all the kindergarten age children in a neighbourhood or community.

All students registered in Year Two of the kindergarten program (current Grade 1 students) were included in the EDI survey. Kindergarten classroom teachers completed an individual EDI survey on each Year Two student answering relevant questions in each of the five domains.

Once EDI data has been collected and analyzed, a report will be generated at the school level, the board level as well as the provincial level. Educators and school representatives will then use the EDI results to help identify the strengths and needs of the children within

their communities. This data allows for the creation of targeted programs that affect the areas identified as the greatest need. Local community partners can also use the data to better advocate for changes to policies and funding.

Additionally, the provincial government can use EDI data to plan early childhood investment, inform policy and program development decisions, or evaluate programs. The use of EDI maps can help focus investments and identify the areas with the highest needs.

WCDSB school administrators and kindergarten teachers worked collaboratively to ensure that 100% of the required EDI surveys were completed within the allotted timeframe despite the challenges presented by a lack of release time for educators to complete training and surveys. EDI results should be released to our school board in the very near future.

Kindergarten Committee

In 2022-2023, a committee was formed consisting of kindergarten educators from across WCDSB. Currently there are thirty-seven kindergarten educators, including both OCTs and DECEs who offer their feedback, opinions and leadership to planning support for kindergarten classrooms across the region.

1. In 2023, Kindergarten Committee members participated in a book club featuring 'Joyful Math' which has since been turned into a kit available at all school locations. This school year, several committee members are reading 'Oh! Now I Understand', a book that helps educators understand the Reggio approach to early childhood and reflect on how this aligns with our Ontario Kindergarten Program 2016.
2. Kindergarten Committee members provide feedback on our current Welcome to Kindergarten program, practices and communication. They assist with ensuring that the materials and activities chosen for families work effectively in practice and that all communication to schools is fulsome and practical.
3. A sub-committee of OCTs and DECEs is currently reviewing and reflecting on what was purchased for newly created classrooms this year, giving feedback on possible changes for the coming school year.

Classroom Purchases

In collaboration with our Kindergarten Consultant, FNMI (First Nation, Metis and Inuit) Consultant, classroom teachers and DECEs, we continue to reflect on and rethink the learning materials available in kindergarten classrooms in WCDSB. Our priority is to provide resources and materials are carefully selected with the intention of ensuring that all voices are heard and valued and that we are aligned with the expectations of the Ontario Kindergarten Program:

- i. FNMI Learning Materials and Resources: A Seven Grandfathers book, finger puppet kit and a Turtle Island play mat with sixteen different

Indigenous North American animal figures was provided to all Kindergarten divisions at each of our elementary schools last school year. With support from our FNMI budget, we were able to make additional purchases this school year so that all kindergarten classrooms in WCDSB have been provided with these play resources. Additionally, all newly created 2023 kindergarten classrooms have been provided with Indigenous learning and play materials including games and puzzles that aid in embedding learning into play and inquiry.



Global Read Aloud

A number of kindergarten classrooms participated (and continue to participate) in this year's Global Read Aloud with picture books available in the Learning Commons at each school location. Connections to the Kindergarten Program were provided in the K-12 slide deck for educators.

B. Self-Regulation and Well-Being

Self-regulation and well-being play a pivotal role in nurturing the overall health and development of kindergarten students. Educators foster skills in children that give them the ability to better manage their emotions, impulses, and behaviours while prioritizing the well-being of each child. There is an emphasis on the importance of creating a supportive environment that contributes to the physical, social and emotional health of the students.

The development of self-regulation as a foundational aspect of early childhood education helps to cultivate emotional intelligence, teaching children to identify and express their feelings constructively. Through various classroom activities and interactions, children are encouraged to understand and better manage their emotions, enabling them to navigate social situations easier. This approach recognizes the interconnectedness of physical and emotional well-being in shaping a foundation for lifelong learning and positive social interactions.

a. Faith

Growing in Faith, Growing in Christ Program

The *Ontario Catholic School Kindergarten Program 2019* was released to all kindergarten classrooms in WCDSB during the 2020-2021 school year. This year, in collaboration with our Religion and Family Life Consultant, *The Growing in Faith, Growing in Christ* program was released to all kindergarten classrooms. This included online and hands-on faith-based classroom resources and learning materials for students that are engaging and help promote learning through play and inquiry.

All kindergarten teachers and DECEs will receive further information through a professional development session planned for April 2024 to ensure that all classrooms are accessing this resource and understand how best to bring our faith into the classroom and the lives of the students they serve.



New Classroom Resources

As part of the focus on careful consideration of resources and learning materials purchased for all newly created kindergarten classrooms in 2023 and moving forward, a selection of faith-based play resources have been purchased. These hands-on, play materials include, faith-based floor puzzles, wooden saint magnets, a wooden nativity set, a wooden stations of the cross set, a Brother Francis wooden mass kit, a Beginner Bible, and a doll representing each school saint name, (ie. A plush St. Josephine Bakhita doll for their school) is in each new kindergarten classroom at this school.



b. Social-Emotional Learning

Read-Write-Rest:

In February 2024, Superintendent Ritsma and our Kindergarten Consultant provided an introduction and professional development opportunity to all kindergarten educators in a virtual webinar about the Read-Write-Rest program. Kindergarten educators from 31 schools across the WCDSB attended the live session, and a recorded version was later shared with all WCDSB elementary school kindergarten educators. Six classrooms were also gifted a start-up kit for Read-Write-Rest consisting of magazine holders, journals, and pencils for each student in their classroom.

Read-Write-Rest is an opportunity for kindergarten educators to address self-regulation skills with students within a calm, safe classroom environment. Socio-emotional literacy is the ability to recognize, label and understand feelings in yourself and others. This skill set is necessary for students in controlling their own feelings, getting along with others, and solving problems effectively when they arise. Students who have lagging skills in this area may have significant difficulty managing their emotions in the classroom. The goal for Read-Write-Rest is that all students will more consistently be “calm, alert, and ready to learn.” Our Kindergarten Consultant continues to meet with educators regularly to discuss the benefits and advantages of classroom engagement in Read-Write-Rest.



“We are LOVING this time. There are still some children who are finding it difficult to settle but as the weeks go by we are noticing they are learning to enjoy and embrace this time.”

-WCDSB Kindergarten Educator

Classroom Resources:

We continue to provide all kindergarten classrooms with information and support for the development of social emotional learning skills and self-regulation.

- a. *Social Emotional Learning (SEL) Lessons using Mo Willems Books:* Our Speech Language Pathologists continue to model these lessons in kindergarten classrooms as requested to support the development of Social Emotional Learning (SEL) in the early years.
- b. *OPEY Book Series, Tires, Wires, and Brakes:* Together with *Our Place*, one of our community partners, this series of books is currently in all WCDSB Kindergarten classrooms. The implementation of the related lessons supports the development of self-regulation skills in kindergarten. Written by local, diverse authors in partnership with Dr. Jean Clinton, these books and related lessons are rooted in this collection of texts

and teach the importance of co-regulation through storytelling.

- c. *Mental Health Ontario Resources*: Kindergarten educators have access to a range of valuable lessons to support the healthy development of self-regulation skills and well-being through the online portal at Mental Health Ontario. WCDSB Mental Health Lead and our WCDSB Kindergarten Consultant created and shared a document with relevant links to lesson plans and information to support kindergarten educators and students.



C. Problem Solving and Innovating

The 'Problem Solving and Innovating' frame is designed to cultivate critical thinking skills, creativity, and the ability to explore solutions to various challenges. Educators create an environment rich in open-ended play, provocations, and inquiry-based learning. Students are encouraged to explore, question, and collaboratively solve problems through inquiry projects and STEM. Collaboration is emphasized, promoting teamwork and shared problem-solving experiences. Role-playing scenarios and outdoor exploration further contribute to developing create and critical thinking skills.

Educators facilitate reflection and document children's learning helping to foster metacognition. The flexibility of kindergarten classrooms accommodates individual needs and group engagement with a goal to nurture a foundation for lifelong learning, preparing children to think creatively and critically in diverse contexts.

New Classroom Purchases:

STEM Materials: All newly created 2023 kindergarten classrooms continue to receive intentional, open-ended learning materials related to Science, Technology, Engineering and Mathematics including hands-on manipulatives, coding resources, materials related to trades pathways, tools for science and outdoor learning.



Deep Learning Monthly School Program

Deep learning underscores the significance of fostering a comprehensive approach to education, ensuring the balanced growth of a child's intellectual, emotional, social, and physical dimensions. In the context of kindergarten education, this approach aims to lay a well-rounded foundation for future learning, encompassing various aspects of a child's development.

As part of the monthly Deep Learning Assembly slides provided to schools, our Kindergarten Consultant creates a slide specific to educators and children in kindergarten with skills that are pivotal for enabling kindergarten children to analyze, inquire and navigate the intricacies of their surroundings, fostering a sense of curiosity and a genuine enthusiasm for learning.

Kindergarten Resources

MAKERSPACE – A space for exploration, creativity, tinkering, engineering, inventing, and STEAM play. A makerspace gives children opportunities to discover, disassemble/reassemble, problem solve, construct, and think “outside the box” in ways that spark passion, wondering, and possibilities to engage in inquiry.

1. Start with a read aloud to create interest in a topic.
2. Gather materials including recyclables, loose parts, tape, scissors, art supplies, hole punches, etc.
3. Organize a makerspace in a spot with tabletop and floor space.
4. Encourage children to collaborate, experiment, test and try again!

Explore imagination, innovation, and creativity with Sesame Street

Spark imagination with read alouds

Resources Provided by: Kimberly Namespetra-Sullivan

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Outdoor Learning:

“A rich integrated curriculum, the kind that needs the reality of the outdoors, serves children well. When we serve children well, we predicate a better future.” (Rivkin, 1995, p. 81)

The Ontario Kindergarten Program recognizes that outdoor environments provide diverse opportunities for learning and growth. WCDSB kindergarten educators are encouraged to build outdoor instructional time into their programming to offer a range of sensory experiences that can enhance children's observational skills and appreciation of the world around them. Spending consistent time in the outdoors also promotes physical health and well-being, encourages active play, physical activity and the development of motor skills while facilitating cooperative play and positive social interactions.

Both St Luke CES and St Timothy CES received funding to create dedicated outdoor kindergarten play areas. They are both currently working toward developing these areas into spaces that the children can access resources and learning materials for both open-ended play as well as instructional play-based or inquiry-based learning.



St. Timothy CES



St. Luke CES

St Margaret CES received some upgrades to the outdoor kindergarten play area. In collaboration with the YWCA Daycare that shares the school space, in addition to WCDSB funding, a shaded area was created, a mud kitchen installed, two outdoor chalkboards, and a slide embedded into the hill. Educators and students have been able to spend a larger amount of time learning and playing in a safe, inclusive space.



D. Demonstrating Literacy and Mathematics Behaviours

The 'Demonstrating Literacy and Mathematics Behaviours' frame focuses on laying the foundational skills for literacy and mathematics in early childhood. In literacy, children are encouraged to engage in language-rich activities such as storytelling, exploring books, and expressing themselves through writing. Early exposure to literature and language facilitates the development of pre-reading skills.

In mathematics, educators emphasize hands-on exploration of mathematical concepts through activities like counting, sorting, and recognizing shapes. By integrating these behaviours into play and daily routines, educators aim to foster a love for reading and an enjoyment of mathematical thinking. The goal is to instill fundamental skills in literacy and numeracy that create a solid foundation for future academic success.

Professional Development

On October 6, 2023, kindergarten educators from 147 classrooms, came together at St. Anthony Daniel Parish Hall, to participate in a full day of professional development. The day began with an introduction to the Acadience Screener and a full morning of training on how to utilize this tool for literacy in the kindergarten classroom. The afternoon began with an introduction to the new Handwriting Without Tears resource, hands-on tools available in all elementary schools as kits for the development of fine motor and writing skills. We ended the day by looking at the professional text, Joyful Math: Invitations to Play and Explore in the Early Childhood Classroom by Deanna Pecaski-McLennan.

Working collaboratively, our Student Achievement Consultant in Numeracy and our Kindergarten Consultant created Joyful Math Kits that were introduced during this professional development day. The kits were then deployed to each elementary school in order that educators have the resources and tools to begin to engage in hands-on mathematics exploration in both the indoor and outdoor classrooms. An added resource to the hands-on kits is a number of small group lesson plans and a number of ideas to invite children in kindergarten to utilize the tools to explore mathematical concepts in the context of play and inquiry. For those kindergarten educators interested in learning more, we have offered a second year of the Joyful Math Book Club with 21 educators across WCDSB currently participating.

Math for Young Children

During the spring of 2023, our both our Student Achievement Consultants in Numeracy and Kindergarten, worked collaboratively with researchers from Trent University at St. Joseph School and Sir Edgar Bauer, five kindergarten classrooms in total. The first year of this partnership included research into how children perceive and engage in specific mathematical concepts. During the spring of 2024, this partnership will expand the research and learning to include professional development of the educators at these schools and together with researchers, will include further learning and exploration of math in an outdoor learning environment. We are working with the Trent staff to share this learning with other educators and possibly parents.

100 Read Aloud Book Challenge

Reading picture books out loud is crucial for language development, cognitive skills, and pre-reading abilities. It exposes children to diverse vocabulary, varied sentence structures, and the concept of print. The illustrations and engaging stories stimulate imagination and creativity, while also contributing to social and emotional development. Sharing stories fosters a love for learning and promotes a positive association with reading. Picture books often feature diverse characters, fostering cultural awareness and understanding. Overall, reading aloud sets the stage for academic success by instilling essential skills and creating a positive attitude towards reading from an early age.

To encourage the practice of reading aloud every day in our kindergarten classroom, every WCDSB kindergarten class received a 100 Read Aloud Book Challenge poster early in the 2023-2024 school year. The poster includes a 100 grid that allows for educators to build patterning into keeping track of how many books educators read aloud to their classes. Once classes complete 100 books read aloud, they receive a new picture book for their classroom. At the end of term one, 5 classrooms have already completed the challenge and are trying to complete another 100 books read by the end of term two.

E. Assessment and Evaluation

‘Growing Success: The Kindergarten Addendum’ is an assessment, evaluation, and reporting policy framework that is designed to guide kindergarten educators in assessing student success and achievement within the four frames of the Kindergarten Program 2016. It is specifically tailored to emphasize the importance of play-based learning and recognizes the unique developmental needs of young children.

Educators gather evidence of student learning and growth in learning through pedagogical documentation. They engage in conversations with students to understand and help extend their thinking. The addendum recognizes that young children often express their learning through creative products and performances such as drawings, constructions, and dramatic play. Educators use this pedagogical documentation or ‘learning story’ to provide feedback and support further development.

Professional Development

- a. For the Initial Communication of Learning, in collaboration with the NTIP Team, an in-person support session as well as drop-in office hours were provided on different days, to allow for educators to access support with understanding how to utilize classroom documentation of student learning to write personalized initial observations. An ‘Initial Observations Resource Sheet’ was developed and shared with all kindergarten classroom teachers, DECEs and PLT teachers teaching kindergarten. During the January 19, 2024 PD Day, our Kindergarten Consultant was available for virtual meetings with kindergarten educators who required support in understanding how to write comments or support with specific wording of comments on an as needed basis. Kindergarten educators have expressed gratitude for the support, information and content provided to them in successfully completing the Communication of Learning reports.
- b. Pedagogical Documentation and D2L virtual professional development sessions were offered on two different evenings, with an opportunity for educators to attend in person or virtually. WCDSB Kindergarten Consultant and eLearning Contact Teacher worked collaboratively to provide these sessions. Kindergarten educators have expressed interest in having further opportunities to learn more about pedagogical documentation and D2L Brightspace later this school year.
- c. Kindergarten iPads were provided to kindergarten classrooms during the 2022-2023 school year. The purpose of these iPads is to provide a device to kindergarten educators

to support the gathering of pedagogical documentation in the form of photographs, videos and anecdotal notes as well as storage of documentation in each student's D2L portfolio, thereby sharing learning experiences with students and families. With the support of our WCDSB eLearning Contact Teacher, we were able to provide additional iPads to St. Josephine Bahkita kindergarten educators this school year.

F. Supporting the Transition in Kindergarten

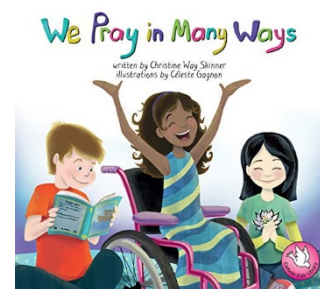
The Welcome to Kindergarten program plays a crucial role in easing the transition of children into school. Each of our WCDSB schools holds a spring evening event that provides children with an opportunity to become familiar with the school environment. This familiarity helps alleviate anxiety and creates a sense of comfort, making the actual September transition easier for educators, students, and families.

These early interactions with kindergarten educators during the Welcome to Kindergarten events allow children to begin to form positive relationships and establish an initial connection with educators and peers. It helps to foster a sense of trust, making children feel more secure and supported as they enter a new and unfamiliar setting.

WCDSB Welcome to Kindergarten events also engage parents and caregivers, providing them with essential information about the school, program, and community resources. Parental involvement is crucial for supporting a child's successful transition into kindergarten and this program helps create a bridge between home and school. School events offer a supportive environment where concerns and questions can be addressed, helping to alleviate fears and uncertainties.

We continue to build relationships with families before the child enters Kindergarten through personalized communications and *Welcome to Kindergarten* events each spring. Last spring, we provided families with the following:

- An interactive *Welcome to Kindergarten* experience focused on play, relationship, and building a sense of community and belonging using pre-planned play activities and centers.
- Welcome to Kindergarten bags with culturally responsive texts including, *When We Are Kind*, written by M. Gray Smith and *We Pray in Many Ways* by Christine Way Skinner. Our WCDSB Welcome to Kindergarten bags also included a number of tools and focused ideas for families to engage with their children in learning and exploring through play.



- We shared 6 new system communications to all kindergarten families throughout the year to highlight play-based learning in our classrooms and home connections.

We also continue to work alongside community partners to know our learners and support their diverse learning needs so that we can support all students as they enter our schools for the very first time. Last year, we partnered with EarlyON to support 5 schools located in geographically vulnerable areas. EarlyON staff joined *Welcome to Kindergarten* events and met one on one with each family to go through the Looksee Checklist to determine if families/children might wish to be connected to community supports, to ensure children receive early supports when needed. Of the families who met with EarlyON staff, 100% were referred to a community support of some type. Referrals ranged from how to find a family physician to visiting an EarlyON Centre to work toward developing social skills through preschool play programs.

We continue to work collaboratively with our Multilingual Learners Consultant and teachers of multilingual learners to ensure information is translated into multiple languages and to assist families and educators with communication.

We work with our community partners such as EarlyON, Region of Waterloo Early Years Community of Practice, Children and Youth Planning Table (CYPT), and Early Learning and Literacy Alliance (ELLA) to improve quality education in the early years by focusing on the pedagogical approaches as outlined in *How Does Learning Happen?* and *The Kindergarten Program 2016*. We believe this will support the continuity of learning for the child across early years programs in our region.

Together with the Children and Youth Planning Table (CYPT) we are committed to fostering a sense of belonging for our families and students at all ages. As part of the transition process into the kindergarten program, we feel this is especially important in the early years and work to intentionally foster a sense of belonging for new families and students by nurturing a culture of community in all schools and Kindergarten classrooms.

a. Registration

Online registration for new families opened prior to the Christmas Break 2023 and will continue until the 2024-2025 school year. Last year we welcomed over 1800 Year One students into kindergarten classrooms across our region, increasing the number of kindergarten classes from 134 in 2022-2023 to 147 this current year.

b. Welcome to Kindergarten Program

We are happy to announce that WCDSB is partnering with the Canadian Education Warehouse this year to offer a comprehensive Welcome to Kindergarten Program that aligns both with our provincial counterparts but is also part of a national program that offers families access to both hands-on resources, seven issues of 'Talk, Read, Create, Play' newsletter and access for educators and families to an online portal of ideas, articles and information about helping children transition to school successfully.



Recommendation:

This is for the information of the WCDSB Board of Trustees.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Jennifer Ritsma
Superintendent of Learning

Paul Mendonca
Superintendent of Learning

Kimberly Namespetra-Sullivan
Student Achievement Consultant Kindergarten, Early Years Lead

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.



Date: March 4, 2024
To: Board of Trustees
From: Director of Education
Subject: 2023-24 Math Achievement Action Plan (Math Recovery Plan), Winter 2024 | 2nd Update

Type of Report: Decision-Making
 Monitoring
 Incidental Information concerning day-to-day operations

Type of Information: Information for Board of Trustees Decision-Making
 Monitoring Information of Board Policy **XX XXX**
 Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

- Education Act Section 169. (1)
Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board’s resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.
- Education Quality and Accountability Office Act, 1996, S.O. 1996, c. 11, October 19, 2021 – (e-Laws currency date)

Policy Statement and/or Education Act/other Legislation citation:

- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2023-24 Theme: Math E1 Project Plan p. 102– Math Recovery Plan (Board Math Lead(s), School Math Facilitator(s), Digital Math Tools)

Alignment to the MYSP:

Awaken to Belong

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

The Mathematics Achievement Action Plan (Math Recovery Plan) supports student math achievement focusing on improvement efforts in Grades 3, 6 and 9 math classes. The Waterloo Catholic District School Board's Mathematics Achievement Action Plan details the key focus areas for ongoing professional learning and practice. The Mathematics Achievement Action Plan outlines classroom and school practices and how school teams and the system will support their development and implementation.

This is the 2nd report (Winter 2024) providing an update and information with respect to the following 4 components of this plan:

1. Stakeholder Engagement and Communications
2. Priority Schools - School-Based Math Coaching
3. Capacity Building & Digital Math Tools/Resource Update
4. Measuring and Improvement | Baseline Report highlights
5. Next steps

1. Stakeholder Engagement and Communications

Communication plan update of actions to-date to engage the broader school and system community to deeply invest in our board's Math Achievement Action Plan.

a) We have made updates to Elementary Mathematics page on the public side of the WCDSB site for parents/families which include:



[Mathematics - Elementary](#)

→ WCSB Math Achievement Action Plan how to relates to the MYSP & BIEP and Key Strategies & Actions https://bit.ly/MathAchievementActionPlan2023_24

| WCDSB Math Achievement Action Plan 2023-24 | | WCDSB M.A.A.P. 2023-24 Key Strategies & Actions | | | | |
|--|--|--|--|--|---|---|
| <p>Setting the Context</p> <ul style="list-style-type: none"> Students need to improve (gr. 3 & 6) to provincial benchmarks in Data & Spatial Sense. https://bit.ly/WCDSBIEP2023-24 Students need to improve achievement of thinking category questions, knowing when & why to apply prior concepts & skills (6-12). Every student reaches their full potential. Staff see their impact on student achievement. https://www.wcdsb.ca/mysp/ | <p>Guiding Questions</p> <ul style="list-style-type: none"> Who are our students as learners? What do we want them to be able to know and do? How will we program to promote student learning? How will we know if students are progressing and achieving? What will we do for those who continue to struggle? Who is impacted? Who is forgotten? | <p>Areas of Need</p> <ul style="list-style-type: none"> Math Content & Skills Area (Gr. 3 & 6) Spatial Sense (Measurement & Data) Data (Data Analysis) Thinking category tasks, math learning through math processes & Developing SELs through math tasks | <p>Curriculum Fidelity</p> <p>Board </p> <ul style="list-style-type: none"> Prioritize understanding of the curriculum & the continuum of learning across grades Align resources, including staffing, with math priorities Understand the importance of mathematics content knowledge and effective math instruction Prioritize math content knowledge for teaching <p>School Learning Cycles </p> <ul style="list-style-type: none"> Directly connect long-range plans, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment) Engage in ongoing professional learning (e.g., in grade/division/classroom) of the curriculum, including across strand learning <p>Classroom </p> <ul style="list-style-type: none"> Draw explicit connections to math processes and use proven instructional & assessment practices Connect instruction and assessment to curriculum expectations and long-term mathematical understandings | <p>Educator Math Content Learning</p> <p>Board </p> <ul style="list-style-type: none"> Utilize student achievement data & student work to focus areas for professional learning Understand the importance of mathematics content knowledge and effective math instruction Prioritize math content knowledge for teaching <p>School Learning Cycles </p> <ul style="list-style-type: none"> Collaborate with Board Math Lead to identify school/division/grade math content focus areas Engage in regular meetings to deepen knowledge of math, curriculum, instructional starting points, & interventions Engage families & communities to support math learning <p>Classroom </p> <ul style="list-style-type: none"> Access resources, experts and professional learning to develop content knowledge Model a positive & curious learning stance with math to create an environment where students are excited to learn and develop into confident math learners | <p>Knowing the Math Learner</p> <p>Board </p> <ul style="list-style-type: none"> Align Math Action Plan with board improvement planning Build capacity in data analysis resources to understand math achievement Provide a digital math tool to support student math learning to provide targeted supports for students <p>School Learning Cycles </p> <ul style="list-style-type: none"> Determine key content areas, informed by EQAO data, including Strands & Skills Monitor & respond to students' perception of and confidence in mathematics Develop processes to identify & monitor learning of students achieving below Level 2 <p>Classroom </p> <ul style="list-style-type: none"> Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities Respond to student math strengths, needs & interests Plan, teach, & assess learning in culturally responsive & relevant ways | <p>Measurable Results</p> <ul style="list-style-type: none"> Pre-Post assessments, math coaching cycles for grades 3 & 6 achievement 7-7 spatial sense & data Progress Report & Report Card Data Student Math Confidence Survey Data Attendance Data gr. 3, 6 & 9 Math Coaching Tracking Form data (daily, weekly per cycle) Monitoring through BIES, SEP & power BI PD metrics including ADI courses - Educator Content learning survey data - post math coaching Parent/Family Survey Math Learning 4 to 6 Math NEWS Update & Mathematics Communication metric Daily classroom assessment opportunity data Priority schools monitoring plan for struggling learners Request data Admin. Monitoring for instructional practice update in between cycles - Look for Form |

- [Introduction](#)
- [Math Achievement Action Plan](#)
- [Resources to Support Learning at Home](#)
- [Grade 3 & 6 EQAO Info](#)

- **MATH @HOME MONTHLY** Newsletters
- Resources to support Learning at Home
- EQAO Information

b) Board Math Lead presented the Math Achievement Action Plan to:

- Program Services Oct. 2023
- SEAC in Dec. 2023
- CPIC in Jan. 2024



2. Priority Schools - School-Based Math Coaching

Board Inputs to **Priority** Schools | Cycle 1 Sept-Dec. 2023 | FALL | 2 Math Coaches at 6 **Priority** Schools

- Day-to-day math coaching in **Grades 3 and 6 classrooms for 3-week cycles** focused on the 2020 Math Curriculum implementation & High Impact Instructional Practices and On-going support for the use of board - purchased math resources
- All schools received daily job-embedded coaching
- Data collection using classroom-created **PRE & POST student assessments & math confidence survey data**
- Provide in-class math coaching to strengthen math knowledge and pedagogy
- Share resources and effective practices.
- **Common Content Area across all schools Spatial Sense E1. expectations**
- Work directly with students who require additional support by using high-impact and early intervention strategies (**small group instruction, math tracker groups**)

PRIORITY SCHOOLS Ontario

Christ the King | Gr. 3

Monsignor Haller | Gr. 6

St. Clement | Gr. 6

St. Gregory | Gr. 3 & 6

St. Joseph | Gr. 6

St. Peter | Gr. 6

6 Priority Schools | Cycle 1 FALL (MAAP Baseline Data Report)

- **119** Grade 3 Students
- **124** Grade 6 Students
- **23** teachers in math coaching cycle **+13** additional teachers who accessed math coaching outside of the daily coaching
- **+20%** increase from pre to post "Got it" (to standard) in **Grade 3**
- **+25%** increase from pre to post "Got It" (to standard) in **Grade 6**

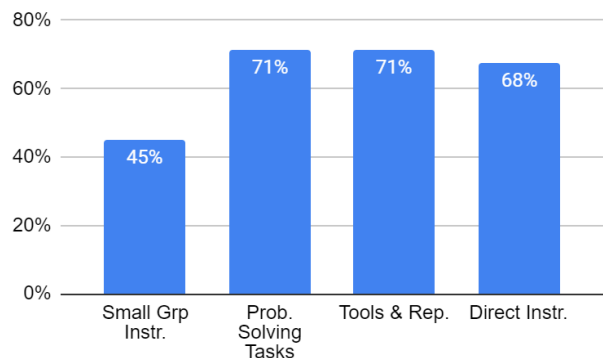
| By Grade | Pre: Not Yet | Pre: Getting There | Pre: Got It | Post: Not Yet | Post: Getting There | Post: Got It | # of Students | % incr. pre to post "Got It" |
|----------|--------------|--------------------|-------------|---------------|---------------------|--------------|---------------|------------------------------|
| Grade 3 | 56.7% | 21.7% | 21.8% | 35.4% | 24.3% | 42.0% | 119 | 20.2% |
| Grade 6 | 71.3% | 26.5% | 2.0% | 39.3% | 33.7% | 27.1% | 124 | 25.2% |

Assigned VS Actual Days

| School Visited | # of assigned coaching days | # of actual days coached |
|----------------------|-----------------------------|--------------------------|
| Christ the King (3) | 14 | 12 |
| Monsignor Haller (6) | 15 | 15 |
| St. Clement (6) | 14 | 14 |
| St. Gregory (3 & 6) | 15 | 13 |
| St. Joseph (6) | 14 | 13 |
| St. Peter (6) | 14 | 13 |
| TOTAL | 86 | 80 |

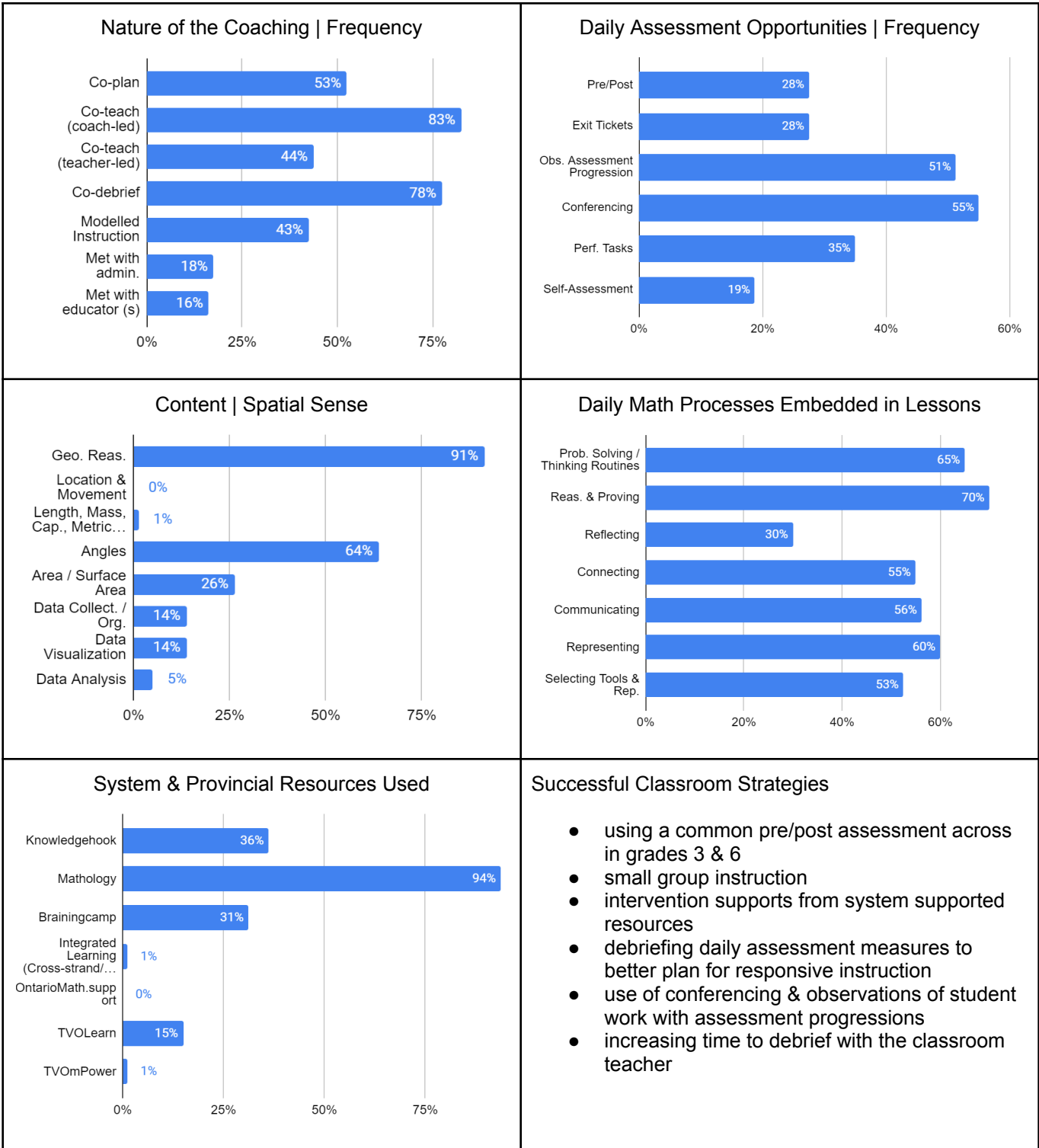
*Of the 86 assigned coaching days 6 days were affected Sept. to Nov. due to the late start of our 2nd math coach.

High Impact Instructional Practices | Frequency



*Small group instruction occurred every other day throughout the cycle.





3. Capacity Building & Digital Math Tools/Resource Update

To elevate student math knowledge and confidence, WCDSB's PD plan focused on enhancing the capacity of system leaders, school leaders, and educators with the following opportunities:

MathTracker Group & Small Group Instruction Professional learning for **school leaders**

2 admin. sessions to:

- ✓ identify tracker groups from data on EnCompass
- ✓ plan for small group instruction and intervention

attended by ALL elementary admin.

Mathology.ca learning sessions at FOS meetings for **school leaders**

- ✓ learn more about the features on mathology.ca (our board math resource)
- ✓ identify instructional next steps, small group tasks, mini lessons and interventions

sessions at ALL 5 FOS meetings



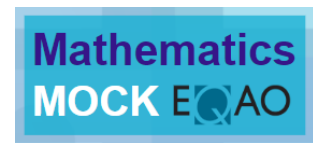
MOCK EQAO PD for **educators**

Support MOCK MATH EQAO - Feb. 12-26, 2024

In person training session for grade 3 & 6 teachers and admin which included:

- ✓ intro to the digital MOCK MATH EQAO (first of its kind)
- ✓ strategies, approaches and information for implementation
- ✓ instructional practices next steps for after the MOCK assessment

attended by 56 educators across 3 sessions



Weekly Math NEWS Updates for **educators & school leaders**

Just-in-Time Resources on the weekly Math NEWS Updates created by P. LeDuc
#21 issues to-date

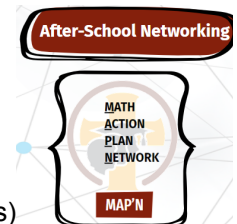
viewership has increased by 20% since June 2023



Math Action Plan Network | MAP'N for **educators** (after-school network once a month)

- ✓ Building Content Knowledge | Spatial Sense & Data (THINKING questions)
- ✓ Using High Impact Instructional Practices | Small group Instruction | Direct Instruction | Deliberate Practice | Tools & Representations | Problem Solving (Thinking Routines)
- ✓ Implementing In-the-Moment Gap Closing | Classroom Assessment Opportunities

12 educators over 3 sessions (not well attended, too many completing after-school initiatives)
-this is reflected in the Baseline report as "little to no Progress" & "Unsure"



MATH Primary / Junior Additional Qualification Courses - MATH PJ Part 1, Part 2 & Specialist (Part 3) instructed by P. Le Duc - 100% subsidized courses for Math AQs

- Part 1 & 2 started on Feb. 5, 2024 | Specialist to start in April
- AQ statistic to-date (Feb. 2024) 821/1819 teachers = 45% have taken a Math AQ at some point during their career

currently 17 participants in both part 1 & 2 in our local courses



Mathology.ca

mathology.ca accounts to-date February 2024

- K-6 = 664 accounts 95% subscription rate
- 7 & 8 = 144 accounts 96% subscription rate

| K-8 N=808, % of teachers | Perceived weekly use over 6 months |
|--------------------------|------------------------------------|
| 22% | Less than once/ week |
| 12% | At least once/week |
| 28% | 2-3 times/week |
| 38% | 4-5 times/week (Uber Users) |



Knowledgehook.com Student Accounts by grade

- overall gr. 3, 4, 5 & 6 have the highest student usership with active accounts
- we continue to work with our educators to increase the use of Knowledgehook in grades 8 & 9

| | February KH | #Total per grade | |
|------|-------------|------------------|-------|
| gr.3 | 1697 | 2014 | 84.3% |
| gr.4 | 1770 | 2041 | 86.7% |
| gr.5 | 1406 | 1898 | 74.1% |
| gr.6 | 1264 | 1964 | 64.4% |
| gr.7 | 1085 | 1942 | 55.9% |
| gr.8 | 851 | 1860 | 45.8% |
| gr.9 | 417 | 2058 | 20.3% |

Brainiaccamp.com

- Brainiaccamp.com is a web based support for interactive and visual math tools (renewed system subscription Jan. 2024)
- Continues to provide instructional support of virtual tools in math across grades 1-8 classrooms (C-R-A high impact practice). 300+ ready-to-use K-8 Math Tasks with Brainiaccamp's 16 manipulatives

4. Measuring and Improvement | Baseline Report highlights | Reported November 2024

The information below was reported in the **Baseline Report** on the ministry reporting tool. It represents the **level of implementation** and the **impact of our strategies** across board, school, and classroom tiers up to **November 15, 2024**.

- Fidelity of the curriculum implementation including the intentional use of high impact instructional strategies
- Ongoing learning on math content knowledge for teaching
- Knowing math learners, and responsive student tasks, interventions and supports

NOTE: *Some strategies across tiers may have a status of “not implemented yet” or “little to no progress” because this report was submitted in November and represented a baseline. The level of implementation and level of effectiveness will look different in our progress report which is due March 28, 2024. This is trailing data.*

Ensuring fidelity of curriculum implementation, including the intentional use of High-impact Instructional Practices

| BOARD-LEVEL STRATEGIES | Status of Implementation | Level of Effectiveness |
|---|--------------------------|------------------------|
| <input checked="" type="checkbox"/> Prioritize understanding of the curriculum and the continuum of learning across grades | Considerable Progress | Somewhat Effective |
| <input checked="" type="checkbox"/> Align resources, including staffing, with mathematics priorities | Considerable Progress | Somewhat Effective |
| <input checked="" type="checkbox"/> Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans | Little to No Progress | Unsure |
| SCHOOL-LEVEL STRATEGIES | Status of Implementation | Level of Effectiveness |
| <input checked="" type="checkbox"/> Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment) | Considerable Progress | Somewhat Effective |
| <input checked="" type="checkbox"/> Engage in ongoing professional learning (e.g., in grade/ division/ learning teams, classroom visits) on the curriculum, including making connections across strands | Little to No Progress | Somewhat Effective |



| CLASSROOM-LEVEL STRATEGIES | Status of Implementation | Level of Effectiveness |
|--|--------------------------|------------------------|
| <input checked="" type="checkbox"/> Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices) | Considerable Progress ▾ | Somewhat Effective ▾ |
| <input checked="" type="checkbox"/> Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums | Considerable Progress ▾ | Somewhat Effective ▾ |
| <input checked="" type="checkbox"/> Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs) | Considerable Progress ▾ | Somewhat Effective ▾ |

Engaging in ongoing learning on mathematics content knowledge for teaching

| BOARD-LEVEL STRATEGIES | Status of Implementation | Level of Effectiveness |
|---|--------------------------|------------------------|
| <input checked="" type="checkbox"/> Utilize student achievement data and student work to establish focus areas for mathematics professional learning | Considerable Progress ▾ | Somewhat Effective ▾ |
| <input checked="" type="checkbox"/> Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement | Considerable Progress ▾ | Somewhat Effective ▾ |
| <input checked="" type="checkbox"/> Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing | Little to No Progress ▾ | Unsure ▾ |
| School-level Strategies | Status of Implementation | Level of Effectiveness |
| <input checked="" type="checkbox"/> Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning | Little to No Progress ▾ | Unsure ▾ |
| <input checked="" type="checkbox"/> Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions | Little to No Progress ▾ | Somewhat Effective ▾ |
| <input checked="" type="checkbox"/> Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights) | Not Yet Implemented ▾ | Unsure ▾ |



| CLASSROOM-LEVEL STRATEGIES | Status of Implementation | Level of Effectiveness |
|---|--------------------------|------------------------|
| <input checked="" type="checkbox"/> Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching | Considerable Progress ▾ | Somewhat Effective ▾ |
| <input checked="" type="checkbox"/> 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 (e.g., regularly using “think-alouds”, making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/problems with students) | Considerable Progress ▾ | Somewhat Effective ▾ |

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

| BOARD-LEVEL STRATEGIES | Status of Implementation | Level of Effectiveness |
|---|--------------------------|------------------------|
| <input checked="" type="checkbox"/> Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus | Little to No Progress ▾ | Unsure ▾ |
| <input checked="" type="checkbox"/> Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks | Little to No Progress ▾ | Somewhat Effective ▾ |
| SCHOOL-LEVEL STRATEGIES | Status of Implementation | Level of Effectiveness |
| <input checked="" type="checkbox"/> Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement | Considerable Progress ▾ | Somewhat Effective ▾ |
| <input checked="" type="checkbox"/> Monitor and respond to students’ perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements) | Not Yet Implemented ▾ | Unsure ▾ |
| <input checked="" type="checkbox"/> Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum | Considerable Progress ▾ | Somewhat Effective ▾ |
| CLASSROOM-LEVEL STRATEGIES | Status of Implementation | Level of Effectiveness |
| <input checked="" type="checkbox"/> Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, exit tickets, portfolios, surveys) | Considerable Progress ▾ | Somewhat Effective ▾ |



| | | |
|---|-------------------------|----------|
| <input checked="" type="checkbox"/> Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics | Little to No Progress ▾ | Unsure ▾ |
|---|-------------------------|----------|

5. Next steps

- Administer and analyze class & school reports for the MOCK Math EQAO in grades 3 & 6
- Create a Math Achievement Action Plan for Secondary - using pre/post student achievement assessments in grade 9 classrooms that have team teachers
- Complete cycle 2 of math coaching, collect and summarize data for Progress Report to ministry
- Senior Administration M.A.A.P (Math Achievement Action Plan) visits at Priority Schools
- Analyze Term 1 report card data in math in terms of math tracker groups
- In partnership with Trent University and the project M4YC (math for young children) provide a math night opportunity for parents & families
- Continue to create interest in the Math Action Plan Network After-School Series
- Offer Math PJ Specialist AQ course April-June

This report is for information for the Board.

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*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.

