

Agenda – Annual Board Meeting

Wednesday, November 13, 2024 - 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: <https://bit.ly/LDSBAnnualMTGNov1324>

Private Session – 5:30 p.m.

*In accordance with the Education Act, Section 207(2) a meeting of a committee of a board including a committee of the whole board, may be closed to the public when the subject under consideration involves:

- a) The security of the property of the board;
- b) The disclosure of intimate, personal, or financial information in respect of a meeting of the board or committee, an employee or prospective employee of the board or a pupil or their parent or guardian;
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employee of the board; or
- e) Litigation affecting the board.

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

- 4.1. Regular Board Meeting Minutes (Private) – October 23, 2024

5. FOR INFORMATION

- 5.1. Safe Schools Update
- 5.2. Property Update
- 5.3. Labour Update
- 5.4. Legal Matter
- 5.5. Personnel Update
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

Special Meeting of the Board – 5:45 p.m.

7. CALL TO ORDER

8. DECLARATION OF CONFLICT OF INTEREST

9. ACTION ITEMS

9.1. Regular Board Meeting Minutes – October 23, 2024 (Pages 4-13)

9.2. Audit Committee Meeting Minutes – November 11, 2024 (Pending the meeting on November 11, 2024)

10. ADJOURNMENT

Public Meeting – 6:00 p.m.

Land Acknowledgment: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

11. CALL TO ORDER

12. LAND ACKNOWLEDGEMENT

13. STUDENT PERFORMANCE - *The Lost Birds* Outreach Project, The Isabel Voices & Grade 4 classes.

14. OPENING GREETINGS AND INTRODUCTIONS

15. DECLARATION FOR QUALIFICATION

16. ANNUAL DECLARATION OF INVOLVMENT

17. ELECTION OF THE CHAIR

18. ELECTION OF THE VICE-CHAIR

19. PRIVATE SESSION REPORT

20. REPORTS FOR INFORMATION

20.1 **MAAP Report** – Associate Superintendent Hedderson (Pages 14-18)

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21. REPORTS FOR ACTION

22. CORRESPONDENCE

23. NOTICES OF MOTION

24. FUTURE BOARD MEETING SCHEDULE

November 18, 2024 (Nominations/Special Meeting)

December 4, 2024 (EPOC)

January 15, 2025

February 5, 2025 (EPOC)

February 19, 2025

March 5, 2025 (EPOC)

March 26, 2025

April 23, 2025

May 7, 2025 (EPOC)

May 21, 2025

June 4, 2025 (EPOC)

June 18, 2025

25. ADJOURNMENT

Limestone District School Board

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Regular Board Meeting Minutes – October 23, 2024

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan A. Bukhari (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee McGregor and Trustee Morning. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Godkin asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes (Private) – September 18, 2024

MOVED BY: Trustee Lloyd that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried.

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5. FOR INFORMATION

- 5.1. Safe Schools Update – Associate Superintendent Gollogly provided a Safe Schools update.
- 5.2. Property Update
- 5.3. Personnel Update
- 5.4. Labour Update
- 5.5. Legal Update – Director Burra provided a Legal update.
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

Vice-Chair Godkin called for a motion for the Board to rise and report.

MOTION: That the Board rise and report.

MOVED BY: Trustee McGregor. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning J. Neill S. Ruttan A. Bukhari (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
Rob Adams, CEO of the YMCA of Eastern Ontario.	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Hutcheon welcomed everyone to the Regular Board Meeting and called the roll.

She called upon Trustee Morning to provide the Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabe. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from

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across Turtle Island. We honour their cultures and celebrate their commitment to this land. After five years of high school history, I had never heard about residential schools. However, what we did hear about was Louis Riel and the fact that he was hung in a political and unjust way to defend his people and his land. The first indigenous Premier in Canada was Louis Riel thanks to who we formerly considered the first Indigenous Premier of Canada, Wab Kinew. He declared by the Louis Riel Act that Louis Riel was in fact the first Premier of Manitoba. May we also rectify other wrong doings in the future.”

7. ADOPTION OF THE AGENDA

Chair Hutcheon advised Trustees that there is one addition to the agenda under New Business as it relates to the Indigenous Trustee appointment.

MOVED BY: Trustee Godkin and seconded by Trustee McGregor that the agenda, as amended, be approved. Carried.

8. DECLARATION OF CONFLICT OF INTEREST

Chair Hutcheon asked that if Trustees have a conflict of interest, could they please identify the item number. There were no conflicts declared.

9. DELEGATION/PRESENTATION

Chair Hutcheon invited Associate Superintendent Gollogly and Rob Adams, CEO of the YMCA of Eastern Ontario to present on the Youth Suspension Intervention Program and Short-Term Suspension Program. Associate Superintendent Gollogly began by sharing some of the successes of the two programs. Mr. Adams shared some background information about the history YMCA Short Term Alternative Suspension Program (ALT) including a timeline of its integration into the Limestone District School Board in 2022. He shared some of the program data and highlights:

- The program is maintaining a 90% attendance rate
- 55 students enrolled
- 42 unique students
- 42 memberships issued at the completion of the program with 6 of these students using their memberships on a regular basis accessing YMCA programs and services including regular check-ins and engagement with program staff.
- Expansion to all Grade 7 to 12 LDSB schools as of September 2024
- Special opportunities for trips and excursions

Associate Superintendent Gollogly gave a brief history of how the long-term suspension program transitioned from running through the Youth Diversion program to the Student Impact Program (SIP) at the YMCA. She shared some of the program data and highlights:

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- The program is maintaining a 85% attendance rate
- Approximately 20 field trips
- 30 unique participants
- 8 students graduated in June 2024
- 1 student applied to college
- 3 students volunteer with the YMCA
- 1 student got their first job with the YMCA

Associate Superintendent Gollogly and Mr. Adams concluded their presentation by sharing some student testimonials and reiterating the valuable, positive, impact that these programs make in these students' lives.

Chair Hutcheon thanks Mr. Adams and Associate Superintendent Gollogly for their presentation and called upon Trustees for questions.

10. PRIVATE SESSION REPORT

Earlier this evening during Private Session:

- The private session minutes were approved from the Regular Board Meeting of September 18, 2024.
- Associate Superintendent Gollogly gave a safe schools update.
- Director Burra gave a legal update.

There was no other business conducted, or motions passed in Private Session.

MOVED By Vice-Chair Godkin and seconded by Trustee McGregor that the Private Session Report be received. Carried.

11. APPROVAL OF MINUTES

- 11.1 Regular Board Meeting Minutes – September 18, 2024
- 11.2 EPOC Meeting Minutes – October 2, 2024

MOVED BY Trustee Lloyd and seconded by Trustee Neill that the minutes, as presented, be approved. Carried.

12. REPORTS FROM OFFICERS

- 12.1. Chair's Report

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

Chair Hutcheon stated: “It is with great sadness that I begin tonight’s meeting paying respect to our valued colleague and friend Trustee Judith Brown, who passed away October 11th. It is difficult to be gathered around this horseshoe, without her presence, her smile and her energy are irreplaceable and will be greatly missed. The Board of Trustees and Limestone staff extend our sincere condolences to Judi’s family and friends, and the students and schools she served. Trustee Brown had an unwavering commitment to student success and advocacy for Black voice within our schools and the broader community, leaving a lasting legacy. Judi took great pride in her role as a trustee and approached it with unwavering diligence, always focused on our shared responsibility to strengthen and enhance public education across the district. I would like to acknowledge the trustees and staff who were able to attend the internment last Thursday. Our understanding is that the family will be hosting a celebration of life at a future date. For staff and Limestone community partners now, who wish to share thoughts and memories of Trustee Brown, there is a Book of Condolence set up in the foyer here at the Education Centre. The passing of Trustee Brown is an immense loss that will be profoundly felt throughout our school board and the entire City of Kingston.

I would now ask that we share a moment of silence.

And this concludes my report.”

12.2. Director’s Report

Director Burra stated: “Good evening Trustees and members of the viewing public. I have several updates I would like to share with you this evening. Thank you, Chair Hutcheon, for your comments regarding the significant loss we face with the passing of Trustee Judi Brown. In my mind, Trustee Brown was a true legend. She was famous for her groundbreaking work, her passion, her moral compass, and her dedication to continuous improvement. She was also adored and admired by everyone who had the good fortune of knowing her or working with her. I know all of us will miss her wisdom, her passion, and her wonderful smile. For me, I know when I face future challenging or difficult decisions, which undoubtedly will arise, I will ask myself what would Trustee Brown do? I know LDSB senior staff and members of the LDSB equity team all feel very fortunate to have had the opportunity to work with, and be led by, Trustee Brown.

As a reminder to Trustees and the viewing public, we are in the midst of the Fall 2024 United Way fundraising campaign. Given continuing, significant economic dislocation, housing costs, and food security concerns, it is critical for those that can support this campaign do so, to help support some of the most vulnerable children, youth, and families in the region. Limestone is a proud contributor to this annual campaign.

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This evening, Trustees will see the initial annual report for the LDSB Strategic Plan, 2024-2028, and we will take a closer look at the 2023-2024 EQAO results. As Trustees are aware, Limestone saw some Good to Excellent improvement in 6/8 provincial EQAO measures, and slight declines in two. Our current focus on improving teaching and learning in classrooms are critical components of the provincial and board priorities, but also integral to our equity work in ensuring that each Limestone student has the skills and confidence to access their pathway of choice as they navigate through their K-12 years. While this data breaks down to percentage points, it is important to remember that each percentage equates to 14 or 15 students who have taken the assessment. These numbers add up. The stakes of our work are incredibly high, and we have a legal and moral responsibility to ensure that we maintain focused attention on student achievement. I look forward to continuing our critical work in Limestone with the new Strategic Plan as we move into the future, doing the best we can to serve students and families.

This evening, Trustees will also receive a report on the current Trustee vacancy and make some decisions regarding next steps to address this vacancy.

And finally, I would like Trustees to be aware that a message I sent to families on October 7 met with a range of reactions. There is no question that the current crisis in the Middle East is directly impacting families in LDSB. I do feel compelled to share some additional messaging next week to better reflect the expansive and increasing impact of these events on some local Palestinian students and families. I apologize for this under-emphasis in my initial message and any harm this caused for some of the local families most impacted by this continuing and expanding war.

Thank you, Chair Hutcheon. That completes my update for this evening.”

13. REPORTS

13.1 OPSBA Report

Trustee McGregor stated that OPSBA has five Board of Director’s meeting annually. She noted that the next meeting will be in November. She shared information from the September working group meeting and from the Eastern Regional Meeting in Belleville on Saturday October 19:

- October 19th Regional Meeting was held at Easthill Elementary School in Belleville and was attended by Karen McGregor, Tiffany Lloyd and Joy Morning (in the afternoon)
- Workshop on Smudging by Colin Maracle
- Workshop on how to write a land acknowledgement
- Addressing of OPSBA’s Priorities with Feedback
- Trustee McGregor was able to provide a tribute to Trustee Brown at the meeting
- The next Meeting is at the Public Education Symposium in January 2025

13.2 Student Trustees’ Report

Limestone District School Board

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Student Trustee Kumar stated: “Good evening trustees and the viewing public. Our October Inter-student Council meeting took place on October 15th chaired by Student Trustee Kumar and Student Trustee Kolosov.

To start this meeting, we had a PD Session on Identity and Allyship from Andrea Barrow, who is the LDSB Equity and Inclusion Consultant. This presentation was aimed to help student leaders be better prepared to support their student bodies with the upcoming board wide culture week in November. This session also provided students with the opportunity to examine the idea of cultural appropriation versus appreciation as Halloween draws closer and schools often encourage dress-up days as a part of their celebrations and events.

In support of culture week plans, ISC representatives have been made aware of the Black and Racialized student affinity groups at their schools and affirmed their willingness to reach out and connect with these groups to help support them throughout their various culture week events. This collaboration aims to help support inclusion within schools and improve student connections at each site.

To further help ensure that ISC remains mindful in event planning and is able to accurately represent student voice, invitations to join inter-student council by sending a representative to our monthly meetings will be extended soon to various board-wide affinity groups such as the Black and Racialized student affinity group, the GSA group, and the Indigenous Student Leadership Circle. Our goal is to ensure that we are capturing a range of student voices and that we are able to provide support to group initiatives where needed.

We concluded our meeting with discussing the opportunity to create a board-wide fundraiser or charity event where all schools could raise money and awareness towards a specific goal or initiative within the community. As a team we have reached out to United Way KFL&A to invite a speaker to talk to ISC members about youth homelessness in November and open the opportunity for schools to plan their own ways of supporting the fight against youth homelessness.

That concludes our report for our October ISC meeting, thank you.”

13.3 Reports for Action

None at this time.

13.4 Reports for Information

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13.4.1 Strategic Plan – End-of-Year Report 2023-2024 and EQAO Presentation

Director Burra highlighted that Trustees will notice changes in the reporting style of the end-of-year report, which are a result of the strategic planning process. These changes align with Bill 198, which mandates the integration of provincial priorities into the multi-year strategic plan. This year marks the first implementation of the new strategic plan. Director Burra also reminded Trustees that operational plans presented throughout the year will provide more detailed progress updates and will be aligned with the Board's overall goals. Director Burra noted that data will be presented at the macro level and invited the Senior Team to present 2023-2024 EQAO data highlights tied to each strategic goal.

Superintendent McDonnell shared the focus and intention of Limestone: Equity and Excellence in Student Learning, Achievement, and Future Success within a Positive Culture. She noted that while the goal is to improve student learning, achievement, well-being, and future success within a positive culture for each student, we recognize the need to focus particular attention on Indigenous students, (rights-based and holistic education) and students who belong to, or identify with, historically and/or currently marginalized/oppressed populations (equity seeking), and who are currently not having their needs met within Limestone. She reiterated the intention: To make a positive difference in the lives of every student, in every classroom, in every school. Superintendent McDonnell noted that while equity work does not have a stand-alone goal, equity work is embedded within each of the five goals which are:

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning.
- Improve literacy learning and achievement for every student.
- Improve math learning and achievement for every student.
- Improve graduation rates and preparedness for future success for all groups of students.
- Improve responsiveness and service to families, staff and community partners.

Associate Superintendents Sartor, Hedderson, Gollogly and Superintendents Silver and Gillam presented 2023-2024 EQAO highlights related to each of the five goals. Director Burra concluded the presentation by providing examples of how the board is actioning the responsiveness and service to families, staff and community partners' goal.

Chair Hutcheon thanked Director Burra and the Senior Team and called upon Trustees for questions.

13.4.2 Trustee Vacancy

Director Burra informed the Trustees about the available options to address the current Trustee vacancy. The Board has two options as outlined in the Education Act to fill the vacancy: a by-election or an appointment. Trustee vacancies rest with the Board and require a formal motion. He reviewed the guiding principals as outlined in Article III of the LDSB Procedural Bylaws: (a)Timing of the vacancy relative

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to the previous/subsequent elections; (b) Relative support of the 2nd-place finisher in a previous election; (c) Financial costs associated with a by-election; (d) Representation of a particular geographic area on the board; and (e) Diversity of representation on the board at the time of vacancy are key considerations. He noted that the timeline is impacted based on the decision the board makes and noted that the board must decide on the method and proceed accordingly. The following motion was brought forward:

MOTION Moved by: Trustee Ruttan and seconded by Trustee Lloyd if Trustees want to vote tonight and make a decision on which option to proceed with.

The motion carried.

The following motion was brought forward:

MOTION Moved by: Trustee Morning and seconded by Trustee McGregor that being that just over two years remain in this current board term and the financial cost of a by-election is prohibitive, I move that our Board fill Trustee Judith Brown's Loyalist-Cataraqui Collins Bayridge and Meadowbrook-Strathcona ridings by offering it to the second-place candidate and if declined, offer it to the third-place finisher in the 2022 election.

Trustees discussed the motion and the question was called. The motion carried.

Director Burra stated that next steps following this motion will be discussed with the Chair.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

18.1 Indigenous Trustee Appointment

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Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

Chait Hutcheon stated “I am saddened to share that Trustee Maracle has stepped down from her role as Indigenous Trustee and a vital member of the Limestone District School Board.

Trustee Maracle, you have represented Limestone students and the Indigenous community with great honour and commitment. You have always been a consistent and passionate advocate for Indigenous student voices. Limestone is deeply grateful for your contributions as the first Indigenous Trustee with Limestone, strengthening our collective commitment to Indigenous Education, Indigenous Students, and Indigenous Families.

And as trustees and staff are aware, prior to your appointment as Indigenous Trustee for Limestone, you were an educator for 17 years with Limestone, the last few years serving as Vice-Principal of Indigenous Education.

We extend heartfelt appreciation and wish you every success in your future endeavours. We also look forward to any future opportunities we may have to work with you.

On behalf of your fellow trustees, I am honoured to present you this beautiful artwork created by Haudenosaunee artist Debra Vincent who is a member of the Mohawks of the Bay of Quinte.

We would love to invite Trustee Maracle to say a few words and share any thoughts she may have with us.”

Trustee Maracle thanked trustees and staff. She concluded by stating, “I trust that the incoming Indigenous Trustee, Jamie Maracle, will be a fantastic addition to the board. His experience and long career with Indigenous Services Canada, in particular in policy, and in working with Indigenous communities, as well as his cultural teachings, will be an asset to the board.

It was really an honor to sit in this position, and we'll see each other. Thank you very much.”

19. COMMITTEE MINUTES FOR INFORMATION

20. FUTURE BOARD MEETING SCHEDULE

November 13, 2024 (Annual Meeting)

21. ADJOURNMENT

MOTION MOVED BY: Trustee McGregor and seconded by Trustee Lloyd that the meeting adjourn. Carried.

The Meeting Adjourned at 8:30p.m.

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[See Yourself in Limestone](#)

Administrative Report: Math Achievement Action Plan Update

Annual Board Meeting

November 13, 2024

Purpose and Link to the Strategic Plan: Student Learning, Achievement & Well Being

This report updates Trustees on the continued development of Limestone's Math Achievement Action Plan. The plan is aligned with the LDSB Strategic Plan goal of improving math learning and achievement for every student and improving student well-being/sense of belonging/engagement in class time, and time focused on learning.

Actions in the LDSB Math Achievement Action Plan help to advance the following high-leverage strategies from the LDSB Strategic plan:

- Create positive cultures that support student engagement & well-being in service of student learning and achievement;
- Increase educator ability to foster growth in student learning and achievement; and
- Support the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans.

Background

A Math Achievement Action Plan (working version) was developed in Fall 2023 based on requirements provided by the Ministry. The rationale for the LDSB Math Achievement Action Plan (working version) was shared, along with a vision for equity and excellence in all mathematics classrooms, and expectations for high levels of learning and achievement for every student, in every classroom, in every school. The Math Achievement Action Plan was endorsed by the Director of Education and the Board of Trustees in November 2023. The blueprint outlined the Board's concrete, visible, and measurable strategies as well as key performance indicators (KPIs) under the following areas of focus:

- Fidelity of the Math Curriculum
- Ongoing learning of Math Content Knowledge for Teaching

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- Knowing the Math Learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive
- Measurable Results: Improvements in Math Achievement

Phase I of the LDSB Math Achievement Action Plan had two key areas of focus: (1) ensuring all math educators were using a long-range plan that aligned with the most recent curriculum as the basis for ensuring fidelity to the curriculum; and (2) gathering diagnostic assessment data and using developmental continua as guidance to plan the first 15-minutes of the daily math block focused on students' development of mathematical reasoning, beginning with the intentional focus on computational fluency to support the development of math content knowledge and knowing our math learners.

Phase II was focused on implementing short collaborative math learning and planning cycles in elementary schools. Small groups of educators worked alongside administrators to engage in data analysis, understanding their math learners from a different perspective, building math content knowledge, reviewing LDSB-endorsed math resources, using technology to support assessment, implementing high-impact instructional practices, and collaboratively monitoring the impact of responsive instruction.

Phase II also saw Grade 9 math educators across priority schools engage in collaborative planning within, and across, priority schools, beginning with the analysis of math achievement data, implementation of high-impact instructional practices, and monitoring student progress.

Current Status

METRICS

Satellite Data are high-level indicators that we are making progress towards our goal of improving math learning and achievement for every student.

The metrics below correspond with one of the Three Priority Areas in the Provincial Student Achievement Plan: Learning Outcomes in Core Academic Skills and are specific to the area of math.

Student Achievement Plan	LDSB Baseline Data (2022-2023)	Provincial Baseline Average (2022-2023)	LDSB Previous Results by Year (2023/2024)	Provincial Previous Results by Year (2023/2024)
Increase Grade 3 EQAO Math Results so that they are above the provincial average by the Fall of 2029.	43%	60%	57%	61%

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Increase Grade 6 EQAO Math Results so that they are above the provincial average by the Fall of 2029.	37%	50%	40%	50%
Increase Grade 9 EQAO Math results so that they are above the provincial average by the Fall of 2029.	51%	54%	49%	54%

Since the last update in June 2024:

- Additional meetings have been held with the Provincial Math Lead to discuss data analysis, possible improvement strategies, and key performance indicators to support the LDSB Math Achievement Action Plan;
- Two provincial strategic planning meetings with Board Math Leads across the province to provide additional clarity on data reporting requirements;
- 2 additional webinars have been held provincially to help build math content knowledge for Math Action Teams and Ontario educators in Grades 3, 6, and 9;
- Deeper analysis of EQAO mathematics and other achievement data has been occurring, with a focus on system-level data;
- The LDSB Math Action Team, School-Based Math Facilitators and Learning Partners have been supporting educators in schools in gathering diagnostic math data, plotting students on developmental continua and implementing 15-minutes of daily fluency instruction;
- School-Based Math Facilitators and Learning Partners supported a series of math-related professional learning sessions for educators on the October 11 PA Day;
- Elementary Learning Teams (Principals and Teacher Leaders) were assembled to conduct guided data analysis of math modification data and EQAO contextual and achievement data including math confidence and strands and skills reports;
- A system learning focus on building data literacy for school leaders has begun to help frame the LDSB Math Achievement Action Plan, clarify expectations, and provide support for the implementation of the plan in every mathematics classroom, in every school, and
- As part of the ongoing system inquiry focused on centering students in the margins, particular attention is being paid to students with modified Individual Education Plans in math and uncovering what we can do differently to improve their outcomes in math.

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The LDSB Math Team remains engaged with the Provincial Math Team, collaborates with other Boards, and continues to develop resources to support educators and students. It has also facilitated a variety of in-person and virtual professional learning sessions for educators and administrators.

School Math Facilitators (20 partially released and 2 fully released) continue to work alongside Grades 3, 6, and 9 math educators in 26 priority schools (22 elementary and 4 secondary) to support students' math learning, confidence, and achievement. In addition, the facilitators also support other educators teaching math in other grades in those schools. This year, there are also 9 elementary central learning partners who support capacity building with educators in the core academic skills (Math and Literacy) in non-math priority elementary schools.

NEW PROVINCIAL METRICS

During the 2024-25 school year, in addition to local key performance indicators, the province is monitoring the following metrics:

- Number of students who progressed in their level of achievement on math report cards;
- Monitoring the levels of achievement of students supported through curriculum modifications on math report cards;
- Number of students whose individual attendance rate in math class is equal to or greater than 90 percent; and
- Number of Grades 3, 6 and 9 math students who report positive results regarding math attitudes and confidence.

Next Steps and Communication Plan

- Share next steps in the LDSB Math Achievement Action Plan with the Provincial Math Action Team for additional feedback;
- The role of assessment will be highlighted as a key component of improving math outcomes in the 2024-25 school year;
- Communication of the LDSB Math Achievement Action Plan with all LDSB schools, School Councils, and families with ongoing monitoring and reporting throughout the school year; and
- Continue to gather, analyze, and use a variety of data as guidance to ensure the Math Achievement Action Plan is responsive to the needs of students, educators, administrators, and families in service of better math outcomes for students.

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Recommendations

That this report be received for information and endorsement.

Prepared by: Steve Hedderson, Associate Superintendent of Curriculum and Program Services: Math Focus

Reviewed by: Krishna Burra, Director of Education

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