

PLANNING AND MONITORING CYCLE FOR STUDENT SUCCESS



ELEMENTARY BENCHMARKS

Benchmark Assessment System (BAS) Levels and Guideline for Levelled Literacy Intervention (LLI) Levels

Grade	K	1	2	3	4	5	6	7	8
Exit Target Level	D	I	M	P	S	V	Y	Z	Z

Running Records (French Format) (GB+)

Grade	1	2	3	4	5	6
Exit Target Level	7	13	18	24	27	30

Professional Resources and Instruction for Mathematics Educators (Prime)

Grade(s)	K-1	1-3	3-5	4-6	6+
Phase	P1	P2	P3	P4	P5

DURHAM DISTRICT SCHOOL BOARD IGNITE LEARNING STRATEGIC PRIORITIES

As leaders, we need to ensure the same proportional outcome and achievement levels for all students, Indigenous, racialized and marginalized students perform proportionally the same as the total population.

Instructional Focus on:

- Curriculum strands and expectations, including the achievement chart categories.
- Scope and sequence.
- Learning goals, success criteria, and descriptive feedback, observations and products.
- Uninterrupted learning blocks focused on balanced programming (modeled, shared, guided, independent approaches).
- Gap closing and integrated, and inquiry-based learning.
- Cross-curricular, integrated, and inquiry-based learning.
- Technology-rich learning environments that embed the use of digital tools, platforms, and resources and the development of digital citizenship.

Fundamentals of Math Focus on:

- Automaticity and procedural fluency with basic facts through instruction that highlights strategies for remembering facts, focuses on making sense, and integrates math-fact learning into other aspects of math learning, such as developing computational skills.
- Math tools and representations to support student learning, including manipulatives and calculators.
- Patterns and relationships within and across math strands.

Fundamental Math Skills and Concepts are categorized as:

- Working with numbers: Understanding and using numbers (e.g., being able to read, represent, count, order, estimate, compare, compose, decompose and recombine numbers).
- Recognizing and applying understanding of number properties: Understanding how numbers behave in operations and drawing on that understanding to master math facts and perform calculations.
- Mastering math facts: Understanding and recalling math facts, using a wide variety of strategies.
- Developing mental math skills: Doing calculations in the mind, with little or no use of paper and pencil or calculator.
- Developing proficiency with operations: Performing calculations with ease, precision, and consistency and with a general understanding of number and operations, number properties, and their appropriate application in problem solving.

- Equip and support school and system leaders to create and sustain mentally healthy schools.
- Equip and support educators to deliver grade-appropriate social-emotional learning and mental health learning, and notice when students might be struggling.
- Equip and support parent and families with information to help support mental health, notice signs of difficulty, and know where to find help for their child.

- Systematic identification and recruitment of teachers into the Aspiring Leadership Program, with an emphasis on attracting Indigenous and racialized candidates.
- Creation of a formalized On-Boarding Program for new principals and vice-principals focused on coaching and mentoring.
- Expansion of the Aspiring Supervisory Officer Leadership Program to develop a core group of strong system-level leaders.
- Strategic placement of principals and vice principals into schools based on a multi-step criteria designed to enhance student outcomes.

- Differentiated instruction and assessment to meet the diversity of students' learning needs.
- Culturally Relevant and Responsive Pedagogy (CRRP), instruction, resources, and digital tools.
- Equitable practices and the use of anti-oppression pedagogy to identify and eliminate barriers to ensure proportional learning outcomes.
- Student voice, stories, identity and realities reflected in learning spaces and opportunities.

- Engage voice of students, parents, staff and community to ensure all students reach their full potential.
- Create welcoming, responsive and engaging environments through collaboration with parents, staff and community partners.
- Build capacity of parents to support student achievement and well-being.

- Technology-rich and enhanced learning environments.
- Inquiry led and resource-rich learning explorations.
- Personalized and differentiated learning spaces and experiences.
- Digital citizenship and responsibility.

We acknowledge that Durham Region forms a part of the traditional and treaty territory of the Mississauga of the Huron and the Chippewas of the Anishinabe First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

ELEMENTARY SCHOOL Improvement PLAN 2019-2020

FOR STUDENT ACHIEVEMENT AND WELL-BEING



SUCCESS We value your achievements.

WELL-BEING We value how you feel.

LEADERSHIP We value how you grow.

EQUITY We value who you are.

ENGAGEMENT We value your involvement.

INNOVATION We value forward thinking.

DDDSB MULTI-YEAR STRATEGIC PRIORITIES

Michael Barrett, Chair, Durham District School Board
Lisa Millar, Director of Education

GOALS: CONTINUOUS LEARNING AND IMPROVEMENT

Literacy: Students will demonstrate the use of critical literacy skills across the curriculum to engage and to create a variety of responses and texts, including a focus on writing opportunities, students will generate and organize their thoughts and produce well-developed, organized texts and responses that reflect their rich background knowledge, experiences and interests through authentic, relevant tasks. They will learn to communicate effectively for specific purposes and audiences.

Proportional Outcome (Meeting Provincial Standard): Primary EQAO: 88% in reading, 86% in writing, 86% in reading, 86% in writing, Junior EQAO: 98% in reading, 95% in writing, Grade 7: Reading & Writing 98%, Grade 8: Reading & Writing 96%.

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> - Developing their abilities to generate ideas and to organize their thinking through the writing process - Using their background knowledge, experiences and interests to extend their written ideas and to write for a variety of purposes - Demonstrate the use of critical literacy skills when researching and critiquing a variety of fiction and non-fiction texts and creating their own thoughtful, relevant responses - Using co-constructed learning goals, success criteria, descriptive feedback, anchor charts and exemplars to extend and consolidate learning 	<ul style="list-style-type: none"> - Implementing instructional approaches in writing that support students in successfully using the writing process, including pre-writing strategies, to create a variety of texts - Providing student choice and voice in tasks and lesson, including inquiry and STEM, to reflect student identity and background experiences - Working with students to clearly define learning goals and success criteria that include critical thinking outcomes - Providing clear and concise descriptive feedback including higher order thinking skills - Differentiating instruction and gathering evidence of learning by considering conversations, observations and products 	<ul style="list-style-type: none"> - Our educators will: <ul style="list-style-type: none"> - provide whole class, small group and individualized instruction in the writing process - utilize solid pre-writing strategies such as oral language structures, graphic organizers and digital tools prior to writing to support student generation & development of ideas - provide authentic, relevant inquiry-based/STEM tasks and learning opportunities and use a range of resources that reflect student identities - use prompting questions to support higher order thinking. - create rich interactive learning walls and supports with students (learning goals, success criteria, anchor charts, etc.) 	<ul style="list-style-type: none"> - Our students will <ul style="list-style-type: none"> - produce a variety of written responses and texts with well-developed ideas and supporting details for various audiences and purposes - explore and/or recognize various identities and cultures in what they read and use these connections to analyze and interpret texts and extend their understanding - actively participate to develop higher-order thinking and communication skills - use the learning walls and supports to identify their strengths and needs and plan next steps

Numeracy: Problem solving is central to learning in mathematics. Students will be supported in digging deeply into real life and relevant problems. This means they will be supported as they think about what tools to use, which strategies they might try and how to clearly communicate their thinking to explain why they think they are correct.

Proportional Outcome (Meeting Provincial Standard): Primary EQAO: 84%, Junior EQAO: 84%, Grade 7: 90%, Grade 8: 94%

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> - Using higher-order thinking skills to effectively solve and demonstrate understanding of multi-step problem solving and clearly articulate their thinking - Recognizing and applying math thinking and skills to real life relevant problems and situations and in other subjects - Developing an understanding of how math thinking tools and strategies support the problem solving process and improve their learning - Developing their ability to solve multi-step problems where they have to identify the information and use it to choose a tool and strategies to prove the reasonableness of their answer - Acting on descriptive feedback based on success criteria 	<ul style="list-style-type: none"> - Role-playing a student and modelling a variety of thinking strategies that may be used to solve multi-step problems - Supporting students in seeing the daily connections that math has to everyday situations and across subjects, eg STEM - Working with students to clearly define learning goals and success criteria that include mathematical critical thinking outcomes - Providing clear and concise descriptive feedback including higher order thinking skills - Differentiating instruction and gathering evidence of learning by considering conversations, observations and products 	<ul style="list-style-type: none"> - Our educators will: <ul style="list-style-type: none"> - use rich multi-step problems designed to allow for a variety of approaches to challenge students to expand their thinking - use the Ministry's Scope & Sequence and connect math to real life and relevant situations - highlight student use of tools and math thinking to show there are multiple ways to solve problems and justify their thinking - create rich interactive learning walls and supports with students (learning goals, success criteria, anchor charts, etc.) - give feedback that connects to the success criteria and helps students understand their next steps - use a variety of tasks and methods to assess 	<ul style="list-style-type: none"> - Students will: <ul style="list-style-type: none"> - work to successfully solve multi-step, real life problems - effectively use the 4 step problem solving model (understand the problem, create a plan including tools and strategies, carry out the plan, justify their thinking and answer) - use the learning walls and supports to identify their strengths and needs and plan next steps

EQUITY FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> - Developing an understanding that a person's experiences shape the way they see the world and that there is a place for everyone's story at William Dumbur - Supporting students in feeling confident and secure to demonstrate their learning in a variety of ways - Directly addressing micro-aggressions 	<ul style="list-style-type: none"> - Students will: <ul style="list-style-type: none"> - be aware of their own strengths, needs and biases - understand how these impact their learning and interactions with others - demonstrate empathy and understanding when communicating with others, resulting in a reduction in verbal bullying

INNOVATION FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> - STEM (Science, Technology, Engineering and Mathematics) are a focus and regular feature in our programming - Effective use of digital tools (Google Classroom, Google Read & Write, e.g. Use BrightSpace to collect video photos for assessment data) - The physical environment in the classroom, including furniture, is flexible as a strategy to meet student needs and to support collaboration 	<ul style="list-style-type: none"> - Students will: <ul style="list-style-type: none"> - engage in STEM and inquiry based learning - students use technology as part of the learning process, including to create new and imaginative solutions - use the flexible learning environment to support the development of their collaboration and creativity skills

WELL-BEING FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> - Continue to foster a school culture and climate that promotes a positive tone, safety and belonging, acceptance, inclusion and respect (mattering) for all through: <ul style="list-style-type: none"> - well-being strategies modeled in the classroom & school community to promote resiliency & a growth mind-set (eg WTSW) - supporting students at-risk emotionally/socially/marginalized - maintaining class practices that promote safety, acceptance, inclusion and respectful behaviours (eg community circles) - using resources and language that is inclusive and respectful of the variety of identities in our school 	<ul style="list-style-type: none"> - Students will: <ul style="list-style-type: none"> - articulate and use strategies to support their well-being and that of their peers - feel a strong sense of mattering and belonging - feel they are supported in their learning and overall well-being

ENGAGEMENT: ENGAGE VOICE OF STUDENTS, PARENTS, STAFF AND COMMUNITY TO ENSURE ALL STUDENTS REACH THEIR FULL POTENTIAL.

A Vision for the DURHAM DISTRICT SCHOOL BOARD

The strategic priorities and operating goals are a reflection of student, staff and community voice. This input has helped us prioritize and set direction for the next three years.

The Ignite Learning strategic priorities and goals have become more precise, as has our focus and commitment to continue to create an equitable, dynamic and innovative Durham District School Board.

Set high expectations and provide support to ensure all students and staff reach their full potential every year.

Success

Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.

well-being

Identify future leaders, actively develop new leaders and responsibly support current leaders.

Leadership

Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.

equity

Engage students, parents and community members to improve student outcomes and build public confidence.

engagement

Reimagine learning and teaching spaces through digital technologies and innovative resources.

innovation