

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 should 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.
- Assessment for, as, and of learning through an analysis of conversations, observations and products.
- Uninterrupted learning blocks focused on balanced programming (modeled, shared, guided, independent approaches).
- Gap closing and interventions, including the use of guided groups.
- 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 recompose 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 Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

DDSDB
Ignite Learning

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.

DDSDB MULTI-YEAR STRATEGIC PRIORITIES

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

Commented [SN1]:

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

GOALS: CONTINUOUS LEARNING AND IMPROVEMENT

Updated as of:

Literacy:

Proportional Outcome (Meeting Provincial Standard):

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
Students re-engaging in school often have gaps in their literacy skills, are often emergent readers and have challenges with reading comprehension (making inferences).	Teachers will continue to receive professional development in the areas of diagnostic testing and levelled interventions. Teachers will work with the DDSB Literacy facilitator to implement reading strategies in the classroom across all courses actively referencing the <i>Reading Strategies Book</i> in their practice.	Diagnostic testing will be conducted for our Community Based Learning Program and Literacy courses to inform the interventions that are needed. OSSLT targeted lesson preparations holistic student learning profiles, data tracking and progress monitoring will be used with support from inclusive services department.	Increase student reading comprehension and basic literacy skills that will transfer to overall increase in success across all courses.

Numeracy:

Proportional Outcome (Meeting Provincial Standard):

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
Students are often missing compulsory math courses or students coming to DASS have been out of school for long periods and need to review basic numeracy concepts. Student need to develop mental math strategies and learn basic financial literacy and budgeting skills.	Teachers will work with Instructional Technology Coaches to develop their practice with embedding technology at the point of instruction and learning. Teachers will leverage digital tools to track conversation and observation in the classroom providing reliable and valid descriptive feedback.	Gap closing math classes are offered before taking grade 11 math. A hybrid math and technology course is being offered to build numeracy skills needed to be successful in the trades. Financial literacy and budgeting are a focus across all courses at DASS.	Students will have the skills needed to be successful in grade 11 and 12 courses. Students will develop the technical math skills needed for trade pathways. Students will have strong financial literacy and budgeting skills to successfully manage their money and make informed financial choices.

EQUITY FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
Specialized literacy and pathway course to focus on wellness, literacy skills and increase credit count. Expanded student success program focusing on literacy skills, Prior Learning Assessment preparations and credit accumulation. Supervised alternative learning program for senior students to help	Students will build confidence and skills needed to be successful in their transition to DASS, increase their credit count and open doors to a variety of new educational pathways. Students will see themselves represented in their classes and curriculum and feel their voice is valued in school based decisions and programming.

INNOVATION FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
Expanding technology programs to build student exposure to trade pathways opportunities including a hybrid tech and math course that focuses on numeracy skills specific to the trades. Provide all teachers with access to technology training to effectively leverage technology in their classrooms.	Students will develop the technology and technical skills needed to be successful in a broad range of trade pathways. Students will experience an engaging and dynamic learning program that builds technology, communication and global competency skills.

WELL-BEING FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
Whole school focus on mattering with initiatives to build community. Implementation of specialized Literacy/Pathway courses and Student Success courses that use a holistic approach to learning with a primary focus on community building and wellbeing as well as a comprehensive transition planning process for students close to graduation.	Students are provided with supports needed for a successful transition to postsecondary or workplace. Students successfully reintegrate back to school, find success in their courses, make positive school connections and build confidence in themselves. Students feel that they matter and they are an integral part of the DASS community.

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