

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.

GLOBAL COMPETENCIES: CREATIVITY • CRITICAL THINKING • CITIZENSHIP • COLLABORATION • CHARACTER • COMMUNICATION

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.

SUCCESS

WELL-BEING

LEADERSHIP

EQUITY

ENGAGEMENT

INNOVATION

• 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.



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.

DDSBS MULTI-YEAR STRATEGIC PRIORITIES

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

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 responsively 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: September 2019

Literacy: Our Literacy Goals this year focuses on increasing student engagement in literacy and further developing students' ability to communicate their thinking.

Proportional Outcome (Meeting Provincial Standard):

We will focus on improving the achievement of our students on Individual Education Plans to ensure their academic growth.

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
<div>1) Increase STUDENT ENGAGEMENT in reading, writing and oral communication as part of literacy program</div> <div>2) Develop COMMUNICATION skills to ORGANIZE and EXPRESS thinking in writing</div>	<div>1) Teach through an inclusive lens presenting texts and writing tasks that are authentic and relevant to students</div> <div>2) Present writing frameworks to support communication skills and provide descriptive feedback for improvement</div> <div>3) Implement intervention strategies to address gaps</div>	<div>1) Utilize culturally relevant and responsive tasks and student led inquiry writing prompts</div> <div>2) Utilize learning strategy walls that demonstrate exemplars and provide feedback</div> <div>3) Use of guided instruction and frameworks to support writing structure</div> <div>4) Incorporate assistive technology to support communication of ideas</div>	<div>1) Students will demonstrate greater engagement when they feel connection to tasks</div> <div>2) Students will utilize feedback from learning strategy walls to identify individual next steps</div> <div>3) Students will implement writing frameworks to develop understanding of components of various writing structures</div>

Numeracy: Our Numeracy goals this year focus on increasing student engagement and ensuring students understand the relevance of their learning. As well we are focused on increasing students' ability to communicate their thinking in math orally, written and using various visual representations. Finally we want to focus on addressing misconceptions in the fundamentals in math and supporting computational competence.

Proportional Outcome (Meeting Provincial Standard):

We will focus on improving the achievement of our students on Individual Education Plans to ensure their academic growth.

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
<div>1) Increase STUDENT ENGAGEMENT in Mathematics</div> <div>2) Develop COMMUNICATION skills to explain mathematical thinking orally, in writing and through visual representations</div> <div>3) Develop FUNDAMENTAL COMPUTATIONAL SKILLS</div>	<div>1) Implementation of rich tasks with real world connections to see relevance</div> <div>2) Develop opportunities for student accountable talk in math to explain problem solving strategies</div> <div>3) Implementation of diagnostic assessments to develop precise interventions</div>	<div>1) 3 part problem solving questions which are rich and relevant to students</div> <div>2) Utilize math think aloud strategies to model/make visible math thinking Use of learning strategy walls that model different problem solving strategies</div> <div>3) Use of diagnostic data to identify math misconceptions and implement interventions</div>	<div>1) Active participation in math class when relevant to students</div> <div>2) Demonstrated improved math communication of thinking when solving word problems. Students will use feedback from learning strategy walls to identify personal next steps</div> <div>3) Misconceptions will be targeted and students will demonstrate greater competence when solving computational questions.</div>

EQUITY FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<div>FOCUS: Ensuring all students, staff and school community members feel welcome and included in learning environment</div> <div>- Acquiring a deep knowledge of our students and engaging their voice and the voice of the community in the learning</div> <div>- Purchasing culturally Relevant and Responsive Resources and building awareness</div>	<div>- students feel an increased sense of belonging</div> <div>- increased student engagement leads to increase in achievement</div> <div>- results will be communicated through our school self assessment and in our school climate survey data</div>

INNOVATION FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<div>FOCUS: Developing collaboration and communication skills through innovative practices</div> <div>- modifying physical environment to promote flexibility and build opportunities for inquiry and collaboration</div> <div>- shifting pedagogical practice to incorporate more technology at the point of learning and at the point of instruction and using assistive technology to support all learners</div>	<div>- student will demonstrate increase collaboration skills</div> <div>- increased engagement through innovative tasks</div> <div>- reduced stigma for students that require assistive technology</div>

WELL-BEING FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
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FOCUS: Ensuring all students and staff feel a sense of belonging and mattering	- Quantitative data around belonging, mattering, and feelings of safety gathered through School Climate survey and SSA will show improvements
- First 20 Days of Well-Being which is revisited throughout the year	- Reduction in absences and lateness
- Self Regulation spaces within each class and use of community circles	- Students able to regulate within their own classroom space avoiding missed instructional time
- Extra curricular opportunities focused on leadership, student voice & empowerment	

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