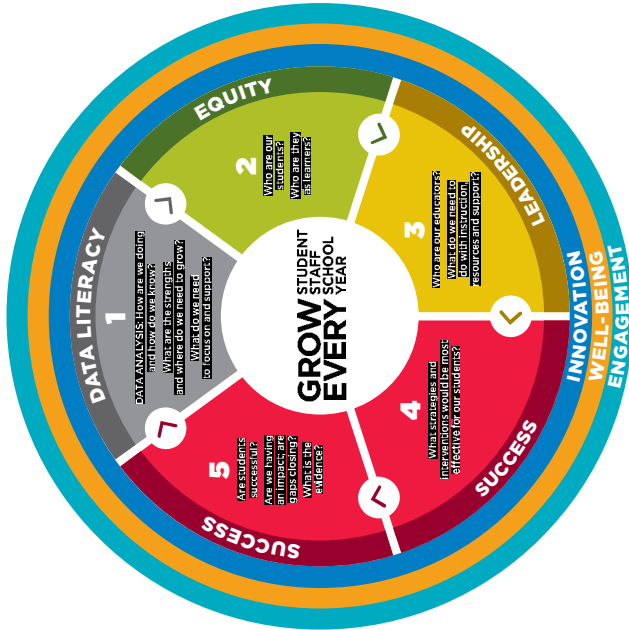


PLANNING AND MONITORING CYCLE FOR STUDENT SUCCESS



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 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, identify 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 District School Board is part of the traditional and treaty territory of the Mississaugas of Stouffville First Nation, the Mississaugas of the Chippewas of Georgina Island 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 clearly communicate their understanding of a variety of texts and apply descriptive feedback to their learning.

Proportional learning outcomes for all students, with a focus on differentiating instruction.

Proportional Outcome (Meeting Provincial Standard): 90% of students at or above provincial standard

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
<p>Provide ideas that are appropriately developed and clearly expressed with supporting details</p> <p>Use background knowledge, personal experiences, and inferencing skills to justify the reasonableness of information drawn from texts</p> <p>Acting upon descriptive feedback based on co-constructed learning goals and success criteria</p>	<p>Instructional approaches to accommodate varying learning needs and styles, with guided practice as an integrated component of a balanced literacy program</p> <p>Differentiating text selections and lesson structures to reflect student identity and background experiences</p> <p>Co-constructing learning goals, success criteria, and providing descriptive feedback focused on the skills of supporting details and inferencing</p>	<p>EDUCATORS WILL: Implement a balanced approach to literacy, with a focus on developing and organizing ideas and provide authentic and relevant writing tasks</p> <p>Expose students to a wide range of high quality literary and informational texts</p> <p>Provide timely and specific descriptive feedback and support students in their application of the feedback</p>	<p>STUDENTS WILL: Produce written responses with well-developed main ideas and supporting details across a variety of purposes and forms</p> <p>See their identity and culture reflected in what they read and use these connections to construct meaning and extend their understanding</p> <p>Set goals for their own learning and act upon descriptive feedback received from their teachers</p>

Numeracy: Students will solve multi-step problems, clearly communicate their thinking, and apply descriptive feedback to their learning.

Proportional learning outcomes for all students, with a focus on differentiating instruction.

Proportional Outcome (Meeting Provincial Standard): 80% of all students at or above provincial standard

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
<p>Develop thinking skills to effectively solve and demonstrate understanding of multi-step problem solving tasks</p> <p>Using appropriate math language and representations to explain solutions (math communication)</p> <p>Acting upon descriptive feedback based on co-constructed learning goals and success criteria</p>	<p>Using mathematical think-aloud strategies to model/make visible the processes of problem solving (planning, processing, and critical thinking skills), create rich tasks</p> <p>Embedding strategies for estimation and reasoning within number talks and problem-solving tasks</p> <p>Co-constructing learning goals, success criteria, and providing descriptive feedback focused on higher level thinking skills</p>	<p>EDUCATORS WILL: Scaffold student learning through a balanced approach to programming and use rich tasks Guided practice will be based on diagnostic assessment and the Math Pre-Assessment Tool Implement talk moves into number talks and problem-solving considerations, provide opportunities for students to communicate thinking Engage students in the co-construction and use of math strategy walls and provide descriptive feedback with opportunities to implement feedback</p>	<p>STUDENTS WILL: Communicate their understanding orally and through the use of accurate and efficient math symbols, notations, and representations</p> <p>Use critical thinking skills to solve multi-step problems</p> <p>Use strategy walls and descriptive feedback to reflect on and identify their strengths, areas for improvement, and the strategies they find most helpful when solving multi-step problem solving tasks</p>

EQUITY FOCUS AND INITIATIVES

- Embed culturally and globally relevant resources into lessons and throughout the curriculum
- Incorporate student voice into learning
- Continue to provide opportunities for student leadership
- Continue with focus on "Being The Change" resource as school-wide focus on student voice and identity (Ex: Identity Walls, The Story of Our Names)

INNOVATION FOCUS AND INITIATIVES

- The physical environment is laid out in a way that facilitates peer-to-peer collaboration
- Students have the opportunity to work in partners, small groups, or independent large groups
- Teachers provide opportunities for students to create new knowledge, accessing multiple relevant resources through the use of digital learning tools and resources
- Shift in focus of Learning Commons (library) "visits" to inquiry/STEM/tech/nobotics
- Partnerships with teacher librarian that support cross-curricular, inquiry-based learning opportunities that infuse technologies

WELL-BEING FOCUS AND INITIATIVES

- Set school-based/classroom-based norms for how we will treat one another (Ex: Wildcat Training Camp)
- Celebrate character education through the Super Kids program
- Identify students at risk through "At-Risk Forms" and focus on building positive connections with them
- Maintain class practices that promote safety, acceptance, inclusion, and respectful behaviour
- Use inclusive and respectful language
- Embed well-being into daily practice rather than a stand-alone

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

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

EVIDENCE OF IMPACT FOR STUDENTS
<p>Students Will:</p> <ul style="list-style-type: none"> - Feel a strong sense of belonging and build positive connections with staff - Report increased sense of belonging on the student climate survey

EVIDENCE OF IMPACT FOR STUDENTS
<p>Students Will:</p> <ul style="list-style-type: none"> - Use the flexible learning environment to support the development of their collaboration and creativity skills - Use technology as part of the feedback cycle to improve and reflect on their work - Create and communicate new learning through use of digital tools and resources

EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> - Learn about their own identity and the identities of others - See themselves reflected in the classroom environment and within the lessons and resources - Incorporate and welcome others through their actions and words - Respect the values and lived experiences of their peers - Demonstrate empathy and understanding when communicating with others - Share personal cultural experiences and practices to inform lessons and class discussions