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

SUCCESS

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.

WELL-BEING
- 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.

LEADERSHIP
- 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.

EQUITY
- 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.

ENGAGEMENT
- 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.

INNOVATION
- 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.

DDSB
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.

DDSB 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:

Literacy: Successful literacy learners are able to relate to, and make meaning from texts, using higher level thinking strategies and skills.

Proportional Outcome (Meeting Provincial Standard):

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
Using inferencing skills to determine the author's message and points of view in fiction and non-fiction texts Using background knowledge, experiences, and interests to extend written ideas and to write for a variety of purposes (e.g., to persuade, inform, instruct) Acting upon descriptive feedback based on co-constructed learning goals and success criteria	Prompting and questioning skills to promote inferencing in fiction and non-fiction texts Differentiation of instruction focused on choice and voice in writing tasks and lesson structures to reflect student identify and background experiences Co-constructing learning goals, success criteria, and descriptive feedback (focused on the skills of inferencing and extending understanding)	Use fiction and non-fiction mentor texts in modeled, shared and guided instructional practices to support the development of inferencing skills Provide authentic and relevant writing tasks within the literary block and across curriculum areas Create fluid guided groups based on current diagnostic assessments Co-construct interactive learning walls which include learning goals, success criteria, anchor charts and exemplars	Combine what they know with the text clues to make inferences about the author's message and varying points of view Consider personal background knowledge, as well as school, community, and global issues and audiences when producing written responses Use interactive learning walls to reflect on and identify their strengths as readers, and the strategies they find most helpful before, during and after reading

Numeracy: Through problem solving, students develop their math schema and become better able to identify and connect to the world around them.

Proportional Outcome (Meeting Provincial Standard):

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
Thinking skills to effectively solve and demonstrate understanding of multi-step problem solving tasks Using co-constructed learning goals, success criteria, descriptive feedback, and anchor charts to extend and consolidate learning	Teaching through and about problem solving: using the 4 Step Problem solving model and accompanying problem solving strategies (see DDSB Mathematical Profile) Co-constructing anchor charts to highlight and name mental math and problem solving strategies as part of classroom interactive math walls	Scaffold student learning through a balanced approach to programming (modeled with use of think-aloud strategies, shared, guided and independent) Embed multi-step problem solving tasks into ongoing instruction and assessment Explicitly highlight student use of tools and representations to notice and name student mathematical thinking during problem solving	Use critical thinking skills to solve multi-step problems including: Planning skills (understanding the problem and creating a plan to solve the problem) Processing skills (carrying out the plan and reflecting on the reasonableness of the solution) Selecting tools and strategies (including concrete and virtual manipulatives) to strengthen thinking skills

EQUITY FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
Building socio-cultural awareness among all staff to ensure that practices are responsive to all learners School wide focus on student voice and identity through social comprehension learning tasks including the following from Being the Change • Identity Webs	Students will see themselves reflected in the classroom as their diverse voices and cultures are reflected in the learning process (conversations and product)

INNOVATION FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
• The physical environment in the classroom is flexible to allow for varying learning opportunities and supports the use of technology at the point of instruction and learning • 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 interdependent large groups • Teachers provide opportunities for students to create new knowledge, by accessing multiple relevant resources through the use of digital learning tools	• 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 upon their work • Create and communicate new and imaginative solutions through the use of digital tools and resources

WELL-BEING FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
Establish school based practices that promote a positive tone, safety and belonging, acceptance, inclusion and respect. - Implement 20 Days of Wellness to begin the school year - Identify students at risk emotionally/socially/marginalized - Use inclusive and respectful language; use examples of diverse families, gender neutral pronouns; compile a variety of resources that reflect our diverse school community and the global community	Students will feel a strong sense of belonging Students will report increased sense of belonging on the student climate survey

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