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 • CHARACTER • COMMUNICATION • COLLABORATION • CITIZENSHIP

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

Winchester PS

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: November 2019

Literacy: Infer information from fiction and informational texts, orally and written, using evidence from the text

Proportional Outcome (Meeting Provincial Standard): Students who present with an identification of being in-risk with a focus on students who identify as male

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
• Using inferencing skills to move beyond literal interpretation of texts and/or determine an author's message and varying points of view in fiction and non-fiction texts (oral, written, media) • Using schema, experiences and interests to extend written ideas and to write for a variety of purposes • Using co-constructed learning goals, success criteria, descriptive feedback, anchor charts and exemplars to extend and consolidate learning	Professional Learning focused on: • Implementing instructional approaches to accommodate varying learning needs and styles • Pre-writing strategies to support student development of main ideas • Differentiation of instruction focused on choice and voice in writing tasks and lesson structures to reflect student identity and background experiences • Structures to track and monitor student use of teacher provide descriptive feedback	Educators will: • Implement a balanced approach to reading and writing instruction with a focus on brainstorming, developing, organizing ideas and inferencing skills • Expose students to a wide range of high quality literary and informational texts through teacher read-alouds • Provide authentic and relevant reading and writing tasks within and across curriculum content areas, considering school, community, and global issues and audiences • Provide timely and specific descriptive feedback and support students in their application of this feedback	Students will: • Analyze and interpret ideas, information, and perspectives in text (oral, written, media) • Produce written responses with well-developed main ideas and supporting details across a variety of purposes and forms • Co-construct/create learning resources (learning goals, success criteria, anchor charts, exemplars) to support their learning and the learning of others • Set goals for their own learning and act upon descriptive feedback received from their teachers

Numeracy: Communicate their mathematical thinking with appropriate mathematical vocabulary and solve multi-step problems

Proportional Outcome (Meeting Provincial Standard): Students who present with an identification of being in-risk, with a focus on students identified with a learning disability

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
• Communicating their mental math and operational strategies orally and through the accurate use of math symbols, notations, and representations • Thinking skills to effectively solve and demonstrate understanding of multi-step problem solving tasks • Selecting tools and strategies (including concrete and virtual manipulatives) to strengthen thinking skills, with a focus on justifying, proving, and convincing the reasonableness of their thinking/solutions • Acting upon descriptive feedback based on co-constructed learning goals and success criteria	Professional Learning focused on: • Embedding strategies for estimation and reasoning within number talks and problem solving tasks • Deepening content knowledge of number and operations development within and across grades and divisions • Using the mathematical think-aloud strategy to model/make visible problem solving in mathematics • Supporting students in developing their ability to select tools (including concrete and virtual manipulatives) for problem solving tasks	Educators will: • Scaffold student learning through a balanced program • 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 • Engage students in the co-construction and use of math strategy walls (learning goals, success criteria, descriptive feedback, and anchor charts with named strategies)	Students will: • Use critical thinking and mathematical automatism skills to solve multi-step problems including: • Use planning skills and processing skills when solving problems • Select tools and strategies (including concrete and virtual manipulatives) to strengthen thinking skills • Use interactive learning walls to reflect on and identify their strengths, areas for improvement, and the strategies they find most helpful when solving multi-step problem solving tasks

EQUITY FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
School-wide focus on developing socio-cultural consciousness through social comprehension learning tasks including the following from Being the Change (CRRP Toolkit resource) • Seeing our own Bias • Understanding Microaggressions • Refusing to Let Others' Biases Define Us	Students will: • Learn about their own identity and the identities of others • See themselves reflected in the classroom environment and within classroom lessons and resources • Demonstrate empathy and respect the values and lived experiences of their peers and community • Feel confident and secure in how they view themselves within the school, community, and global society

INNOVATION FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
Innovative Learning Environments (Virtual and Physical Spaces) • 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	Students will: • 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. • Set and maintain school-based/classroom-based norms that promote safety, acceptance, inclusion, and respectful behaviour • Use inclusive and respectful language and examples of diverse families, gender neutral pronouns and a variety of resources, in order to help students see themselves in their learning	Students will: • Feel a strong sense of pride and belonging to the school learning community • Report increased sense of belonging on the School Climate and Student Well Being Survey

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