# PLANNING AND MONITORING CYCLE FOR STUDENT SUCCESS



**DATA LITERACY**

1 — DATA ANALYSIS: How are we doing and how do we know? What are the strengths and where do we need to grow? What do we need to focus on and support?

**EQUITY**

2 — Who are our students? Who are they as learners?

**LEADERSHIP**

3 — Who are our educators? What do we need to do with instruction, resources and support?

**SUCCESS / INNOVATION**

4 — What strategies and interventions would be most effective for our students?

**SUCCESS**

5 — Are students successful? Are we having an impact; are gaps closing? What is the evidence?

GROW EVERY STUDENT STAFF SCHOOL YEAR

WELL-BEING / ENGAGEMENT

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

## 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.

### 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.

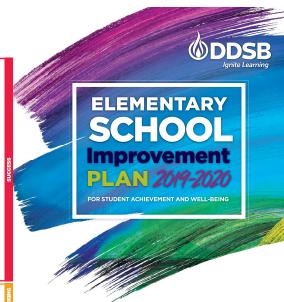**Fundamental Math Skills and Concepts are categorized as:**
- Working with numbers: Understanding and using numbers (e.g., being able to read, represent, count, order, estimate, compare, compose, decompose and recompose numbers).
- Recognizing and applying understanding of number properties: Understanding 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.

**DDSB** Ignite Learning

**ELEMENTARY SCHOOL Improvement PLAN 2019-2020**

FOR STUDENT ACHIEVEMENT AND WELL-BEING

| SUCCESS | WELL-BEING | LEADERSHIP | EQUITY | ENGAGEMENT | INNOVATION |
|---|---|---|---|---|---|
| We value your achievements. | We value how you feel. | We value how you grow. | We value who you are. | We value your involvement. | 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

**Literacy:** Apply critical thinking skills and inferencing to determine the meaning of fiction/non-fiction texts, Use personal background knowledge to justify inferences from texts Use a variety of resources that reflect the culture and interests of the students in class

Proportional Outcome (Meeting Provincial Standard): _____

| STUDENT LEARNING NEEDS | EDUCATOR LEARNING NEEDS | EVIDENCE-INFORMED STRATEGIES | EVIDENCE OF IMPACT FOR STUDENTS |
|---|---|---|---|
| -figure out the author's message when reading (both fiction and non-fiction)<br>-use class/peer/teacher discussions to explain their thinking<br>-come up with ideas to write about, write in a way that is interesting to read, and use proper punctuations and sentence structures<br>-use teacher feedback to improve reading and writing responses | -teachers will use a variety of strategies to meet the learning needs of all the students in the class<br>-teachers will use prompting and questioning strategies to promote inferencing in fiction and non-fiction texts<br>-use a variety of texts to reflect students' cultures/interests<br>-give strategies to students to help with their topic development and using voice in their writing<br>-teachers will give feedback to students to specifically help with figuring out the author's message and different perspectives in the text | -use fiction and non-fiction texts in modelled, shared and guided instruction<br>-use a variety of resources reflective of student voice, culture, interests<br>-when thinking of responses/planning to write, give opportunities for students to talk about their ideas to get feedback from peers and teacher<br>-use the classroom walls to post anchor charts that students can refer to in order to help them with their problem solving, students should be a part of constructing the anchor charts so they have a personal connection to what is around them | -students will use the reading, background knowledge to figure out the author's message<br>-students will be able to analyze their reading and identify the different perspectives represented in the text<br>-students will see their interests, cultures, and backgrounds represented in the readings and resources used, and can therefore make connections to what they are reading<br>-students use the classroom walls to become more independent and use their critical thinking skills |

**Numeracy:** Improve Number Sense and Numeration skills with a focus on reasoning, Encourage students to see themselves as confident math learners and problem solvers

Proportional Outcome (Meeting Provincial Standard): _____

| STUDENT LEARNING NEEDS | EDUCATOR LEARNING NEEDS | EVIDENCE-INFORMED STRATEGIES | EVIDENCE OF IMPACT FOR STUDENTS |
|---|---|---|---|
| - understand the problem and make a plan to solve the problem<br>-carry out the plan by testing, modeling, solving and forming answers<br>-look back at their answer and decide if the answer makes sense, have they answered all parts of the question<br>-communicate their thinking/solutions in discussions as well as in written forms (pictures/charts/numbers/words) | -select questions that are multi step, require thinking in order to create a plan<br>-provide explicit instruction in the use of different strategies and tools like manipulatives to test out plans when problem solving<br>-provide opportunities for students to work together and talk about problem solving, the plans they make, the tools/strategies they use, and if their answers make sense | -use a variety of strategies (modelled, shared, guided instruction, math talks) to meet the needs of all learners<br>-use multi step and EQAO style questions for instruction and assessment<br>-use the classroom walls to post anchor charts that students can refer to in order to help them with their problem solving, students should be a part of constructing the anchor charts so they have a personal connection to what is around them | -students are more independent when problem solving, use the walls in the classroom before asking the teacher for help<br>-students are talking about their problem solving plans and solutions with their peers and teacher<br>-students are understanding the problem and therefore choosing appropriate strategies and communication tools to show their answer is reasonable |

| EQUITY FOCUS AND INITIATIVES | EVIDENCE OF IMPACT FOR STUDENTS |
|---|---|
| -school wide focus on student voice to find out their interests, background and culture and incorporate these into the lessons teachers develop | -students see their interests, cultures and backgrounds reflected in the classroom and school, helping them know they matter here at Highbush PS<br>-teachers use a variety of resources for lessons that reflect the culture, background and interests of all students<br>-students use their interests as a focus for topic development in writing |

| INNOVATION FOCUS AND INITIATIVES | EVIDENCE OF IMPACT FOR STUDENTS |
|---|---|
| -classrooms have a variety of seating options to accommodate different styles of learning<br>-students have the opportunity to work individually, in partners, and small groups<br>-technology is used to drive instruction, not just as a word processing tool<br>-technology is used for research and inquiry activities | -students use the flexible seating in the classroom to help regulate their behaviour, to collaborate with peers, and focus on their learning<br>-technology is used to reflect on and improve their work<br>-students use technology to create and communicate new and imaginative ideas and solutions<br>-students demonstrate digital citizenship and responsibility while using technology/digital tools |

| WELL-BEING FOCUS AND INITIATIVES | EVIDENCE OF IMPACT FOR STUDENTS |
|---|---|
| -Character Education practices are used by the school to promote safety, acceptance, inclusion and respectful behaviour<br>-all staff will create safe spaces throughout the school where students are supported by caring adults<br>-self-regulation strategies are taught and promoted though a whole school approach | - students feel safe and respected<br>-students have a sense of belonging, they know they matter here at Highbush<br>- students have a trusted and caring adult to go to when needed<br>-students have the ability to regulate and manage their emotions and behaviours to put themselves in the best position to focus on their learning |

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