

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.



ELEMENTARY SCHOOL Improvement PLAN 2019-2020

FOR STUDENT ACHIEVEMENT AND WELL-BEING

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.

LAKESIDE P.S. - 2019-2020

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.

DDSDB MULTI-YEAR STRATEGIC PRIORITIES

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

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.

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 20, 2019

Literacy: Successful literacy learners make meaning from texts using a variety of higher level thinking strategies and skills. Developing the skill of inferencing allows students to move beyond the literal interpretation to a deeper meaning of a text.

Proportional Outcome (Meeting Provincial Standard): Proportional learning outcomes for identified in-risk student groups, with a focus on students identified with a learning disability as well as English Language Learners.

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> * Reading comprehension skills which allow students to think beyond the information directly provided by the author * Combining information from the text with their background knowledge and experiences to determine author's message and varying points of view * Using learning goals, success criteria, and descriptive feedback to set goals for their learning 	<ul style="list-style-type: none"> group, and individual student learning needs, with a focus on reading skills to determine implied ideas in texts * Selecting texts and resources to reflect student identity and background experiences * Providing specific feedback to students which connects to classroom learning goals and success criteria, and supporting students in applying this feedback to increase their success 	<p>Our educators will use a variety of literacy resources, including fiction and non-fiction texts to support students in developing their reading skills, with a focus on determining information that is directly stated in the text as well as information which is implied by the author.</p> <p>Our educators will use reading materials and resources which connect to the background knowledge and lived experiences of our students, and provide reading instruction and assessment to address the individual strengths and needs of each student.</p>	<p>Our students will deepen their understanding of texts (written, oral, and media) by using the information found in the text and their own background knowledge and experiences to notice what is implied by the author, but not explicitly stated.</p> <p>Through this deeper analysis of the text, students will be able to determine the main idea and message the author is sharing. Students will also be able to identify other possible perspectives related to the ideas of the author.</p>

Numeracy: Problem solving is central to learning mathematics. It helps students to develop mathematical understanding and gives meaning to skills and concepts. Through problem solving, students develop critical thinking in mathematics

and connect mathematical ideas to the world around them.

Proportional Outcome (Meeting Provincial Standard): Proportional learning outcomes for identified in-risk student groups, with a focus on students identified with a learning disability as well as English Language Learners

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> * Analyzing their mathematical thinking when approaching, solving, and reflecting on the problem solving process * Developing an understanding of how math thinking tools support the problem solving process and improve their learning * Using learning goals, success criteria, and descriptive feedback to set goals for their learning 	<ul style="list-style-type: none"> * Using the mathematical think-aloud strategy to model/make visible the processes of problem solving (planning, processing, and critical thinking skills) * Supporting students in developing their ability to select classroom resources and thinking tools (including concrete and virtual manipulatives) when engaging in problem solving tasks * Providing specific feedback to students which connects to classroom learning goals and success criteria, and supporting students in applying this feedback to increase their success 	<p>Our educators will engage students in multi-step math problem solving challenges to strengthen our students use of math thinking skills. Educators will teach strategies to read and understand problems, and to develop and implement a problem solving approach to determine a reasonable answer.</p> <p>Using whole class, small group, and individualized teaching approaches, our educators will support students to select and use a variety of math thinking tools throughout the problem solving process.</p>	<p>Our students will demonstrate the ability to solve math problems which require a multi-step process. When approaching these math problems, students will apply strategies to read and understand the problem and develop a plan to determine their answer.</p> <p>When working on a solution, students will select classroom resources and tools which will allow them to show their thinking, and reflect on and justify how they know their answer is reasonable.</p>

EQUITY FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> • Build strong relationships with community, parents, families and elders to truly understand who our students are as learners • School-wide focus on developing a deep knowledge of our students by engaging student voice and identity through social comprehension learning tasks 	<p>Students will:</p> <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 classroom lessons and resources • Respect the values and lived experiences of their peers and community

INNOVATION FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> • The physical environment in the classroom is flexible and supports the use of technology to enhance student assessment and learning • The physical environment is laid out in a way that facilitates peer-to-peer collaboration where students have the opportunity to work in partners and in small groups • Opportunities are provided for students to create new knowledge by accessing multiple relevant resources through the use of digital tools 	<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 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
<ul style="list-style-type: none"> • Establish school based practices that promote a positive tone, safety and belonging, acceptance, inclusion and respect • Maintain classroom practices that promote safety, acceptance, inclusion, and respectful behaviour (e.g., greet each student by name, start each day with a community circle where students are encouraged to share personal stories, thoughts and opinions) • 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 	<p>Students will:</p> <ul style="list-style-type: none"> • Feel a strong sense of belonging • 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.