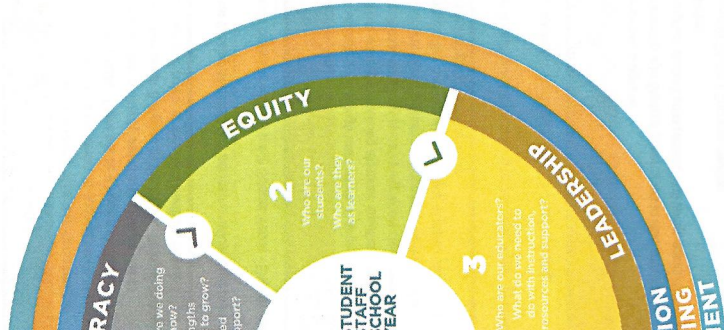


MONITORING STUDENT SUCCESS



STUDENT SUCCESS BENCHMARKS

- Ontario Secondary School Diploma
- Ontario Secondary School Certificate
- Certificate of Accomplishment

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 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.

- 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, identity 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.

Pickering High School



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

We acknowledge that Durham Region forms part of the traditional territory of the Indigenous peoples of the Anishinaabe of Scugog, Iroquois of Scugog, and the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral lands today that we learn, farm and live.

GOALS: CONTINUOUS LEARNING AND IMPROVEMENT FOR PROPORTIONAL OUTCOMES

Updated as of: Sept. 2019

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

Proportional Outcomes (Meeting Provincial Standard): Ensure proportional for our Marginalized Students including: • Student with Special Needs • English Language Learners • Racialized Students • Male Students

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
Reading comprehension that allows students to understand information that is not explicitly stated by the author. Ability to following written / oral instructions independently. Writing with clarity in a formal structure	Continued refinement of the use of LLI and BAS Focused training on in-class interventions CRPP PD so that student lived experiences are connected to classroom learning. On-going training of staff on leveraging technology in the classrooms	Our educators will use a variety of literacy resources that connect to the lived experiences to support the development of their literacy skills. There will be a focus on determining information that is directly stated in the text as well as information which is implied by the author. Student work will be assessed in a variety of ways with feedback provided.	<ul style="list-style-type: none"> Increase in student achievement in terms of literacy scores Walk-throughs continue to be used as a method of monitoring use of goals and success criteria

Numeracy: Problem solving is central to learning mathematics. It helps students to develop mathematical understanding, develop critical thinking skills and connect mathematical ideas to the world around them.

Proportional Outcomes (Meeting Provincial Standard): Ensure proportional outcomes for our Marginalized Students including: • Student with Special Needs • English Language Learners • Racialized Students • Male Students

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
Developing persistence and independence when mathematical problem solving *Selecting tools and strategies to support student ability to connect conceptual mathematical ideas to Linear Relations *Developing proficiency in mathematical operations in order to solve proportional reasoning problems	Developing lessons focused on problem solving that scaffolds the learning to ensure success at each step *Providing a selection of tools and strategies for students to choose from to solve equations and mathematical problems *Designing tasks requiring students to use a variety of mathematical operations for proportional reasoning problems	Our educators will design tasks which engage students in problem solving and solving algebraic equations using proportional reasoning by designing whole class, small group and individualized instruction. Educators will embed the use of manipulatives and digital tools to help students conceptualize their learning and build resiliency.	Increase student achievement with higher number students achieving provincial standard in their math courses. Student become effective problem solvers.

Additional Foci: Credit Accumulation: Providing the necessary tiered interventions to support the credit accumulation of our students at each grade level leading to increased 4 year graduation rates.

Proportional Outcomes (Meeting Provincial Standard): Ensure proportional outcomes with respect to credit accumulation of our Marginalized Students including:

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
Develop a stronger sense of belonging for students who are struggling to engage in school. Develop improved strategies in dealing with stress, anxiety, and failure so that a positive growth mindset can be maintained. Improved sense of well-being	CRPP PD to better understand the varied backgrounds and lived realities of our students. Support in implement mindfulness and well-being activities in all classrooms. Develop strategies and processes to improve the sense of belonging for our students	Mentorship programs Partnership with Student Government to lead activities to strengthen student engagement, well-being, equity and inclusion activities Bi-weekly Student Success meeting Tiered interventions programs	Reduction in absenteeism Improved Credit Accumulation at all grade levels Increased 4 yr graduation rate

EMBED IN EVERY GOAL FOR PROPORTIONAL OUTCOMES

EQUITY FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> PD for all teaching staff on the use/application of the resources available in the CRPP Toolkit and website Implementation of student voice and student's lived experiences to guide teaching practices Focussed interventions for marginalized students Embedding CRPP lessons in the classroom and the school community 	<ul style="list-style-type: none"> Increase in student achievement and student engagement Students see themselves represented in the curriculum and school community Students feel validated, have a sense of belonging and hence are encouraged to voice their opinions

INNOVATION FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<ul style="list-style-type: none"> Innovative design of classrooms and technologies Physical environments in classrooms updated to permit ease of use of technology & student collaboration Increased use of technology in traditionally non-technology areas (i.e. Woodworking/construction) Increase access for students of digital learning tools. (Podcast, on-line simulations, on-line textbooks, gizmos, etc) Increase use of virtual classroom environment at all grade levels (Google Classroom, D2L) Use of technology in the assessment process with effective feedback provided on how students can improve. 	<ul style="list-style-type: none"> Improved student critical thinking and problem solving Improved self-directed learning by students Increase collaboration amongst students Improved communication skills of students Improved awareness by students of the global issues and context

WELL-BEING FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS
<p><i>Based on data informed school need using (School Mental Health Ontario)</i></p> <ul style="list-style-type: none"> Develop student and staff leads from various domains (department, grades, interest groups) so that all well-being strategies are embedded in curricular and co-curricular activities, and modeled by staff and school actions and processes. 	<ul style="list-style-type: none"> Greater Student and Staff awareness of Well-being concerns and supports Improved moral of staff and students Reduced absenteeism

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

The
SCHOOL BOARD

ing goals are a reflection
oice. This input has helped
he next three years.

ities and goals have
focus and commitment
, dynamic and innovative

Success

well-being

leadership

equity

agement

novation