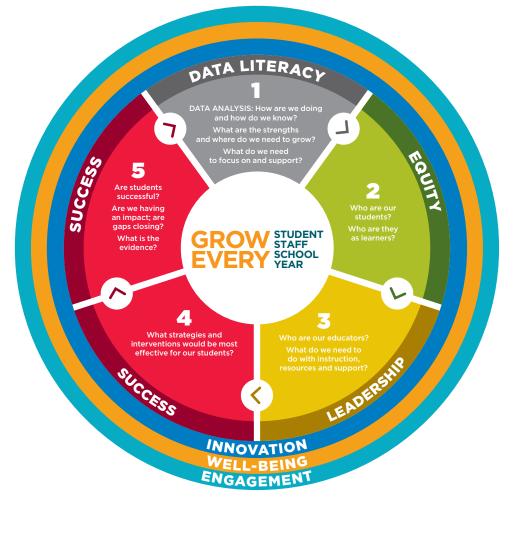
PLANNING AND MONITORING **CYCLE FOR STUDENT SUCCESS**



SECONDARY BENCHMARKS

Credit Accumulation		
Grade 9	8 credits	
Grade 10	16 credits	
Grade 11	24 credits	
	OSSLT pass	

requirement

Graduation Certificates		
	OSSD	Ontario Secondary School Diploma
	0550	Ontario Secondary School Cartificate

rtificate COA **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:

COMMUNICATION

CHARACTER

ENSHIP

CITIZ

UNKING

CRITICAL TI

ΓΙΥΙΤΥ

CREA'

- 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
- COLLABORATION 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.

We acknowledge that Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississaug 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.





SECONDARY SCHOOL Improvement PLAN 2019-2020

FOR STUDENT ACHIEVEMENT AND WELL-BEING

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

GOALS: CONTINUOUS LEARNING AND IMPROVEMENT FOR PROPORTIONAL OUTCOMES

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.



Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.



Identify future leaders, actively develop new leaders and responsively support current leaders.



Engage students, parents and community members to improve student outcomes and build public confidence.



Reimagine learning and teaching spaces through digital technologies and innovative resources.



Literacy:

Proportional Outcomes (Meeting Provincial Standard):

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS

Numeracy:

Proportional Outcomes (Meeting Provincial Standard):

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS

Additional Foci:

Proportional Outcomes (Meeting Provincial Standard):

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS

EMBED IN EVERY GOAL FOR PROPORTIONAL OUTCOMES

EQUITY FOCUS AND INITIATIVES	
INNOVATION FOCUS AND INITIATIVES	
WELL-BEING FOCUS AND INITIATIVES	
ased on data informed school need using (School Mental Health Ontario)	
ased on data informed school need using (School Mental Health Ontano)	

EVIDENCE OF IMPACT FOR STUDENTS

EVIDENCE OF IMPACT FOR STUDENTS

EVIDENCE OF IMPACT FOR STUDENTS