BOARD IMPROVEMENT PLAN
for Student Achievement and Well-being

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

**Strategic Priorities:**
Increase Student Achievement and Well-Being
Constructively Engage the Community
Advance Inspired Leadership

**Strategic Goals:**

**Increase Student Achievement and Well-Being**
- Align resources to where they are most needed to support equitable outcomes for all students
- Focus on continuous improvement in literacy/numeracy and narrowing the achievement gap
- Use data and research to develop programs to support learning
- Provide safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth
- Promote creativity and critical thinking in preparing students to be global citizens
- Provide a range of rich programming options which allow students to pursue multiple pathways

**Constructively Engage the Community**
- Use many ways to communicate with and receive feedback from the community
- Increase parent engagement with schools to promote student achievement and well-being
- Create and sustain partnerships to provide opportunities for students to be engaged and successful

**Advance Inspired Leadership**
- Provide opportunities for students and staff to build their own personal leadership skills
- Foster resilient leaders who inspire creativity, collaboration, and curiosity
- Develop instructional leadership skills and practices
- Encourage, support, and promote student leadership and citizenship
- Demonstrate ethical leadership in all aspects of our work

**We Ignite Learning by:**
Believing that every learner can and will be successful
Welcoming the involvement of parents, caregivers, staff, and students
Valuing the richness in the diversity of our community
Engaging all learners in culturally responsive and relevant learning
Promoting innovative practices in teaching and learning
Integrating technology in the learning environment to support student strengths and needs
Communicating openly and pro-actively throughout the organization

**Communicating a Focused System Direction for Improvement Requires That:**
- A clear and consistent message is articulated and modelled by superintendents, administrators and support staff by the DDSB priorities.

**Support Is Provided to Ensure That:**
- Equity and Inclusive Education are a priority
- Students with special needs receive individualized focused programs
- Digital is used to develop global skills and competencies
- Strategies are in place that guide and support the operationalization of both the BIPSAW and SIPSAW
- Collecting and analyzing relevant and meaningful data is used to make informed program and intervention decisions
- Specific targeted and precise goals are developed, reviewed and refined through regular collaborative activities
- Classroom structures and strategies support global competencies and CRRP
- Identify and define the RMS strategies and work to be done to ensure positive outcomes for all students
- Pedagogical and assessment practices support and align with high yield teaching and learning strategies

**Teaching and Learning K-12: Curriculum and Program Delivery Will:**
- Engage students in the construction and use of learning goals and success criteria
- Provide students with timely and meaningful descriptive feedback connected to curriculum expectations, learning goals and success criteria
- Provide opportunities for participation in peer and self-assessment that informs individual student goal setting
- Ensure modelled, shared, guided and independent activities are used to scaffold learning by emphasizing the use of intentional, precise, shared and guided practice that is designed to support students in their zone of proximal development
- Extend learning beyond knowledge and understanding by implementing inquiry-based learning where thinking, communication and application of knowledge and skills are used to deepen thinking, promote creativity and develop global competencies
- Incorporate teaching and learning activities that are inclusive, where instruction and assessment is differentiated, and that timely and tiered interventions are implemented and monitored to ensure students are successful
- Embed technology to assist students in developing skills within a global context where teaching and learning is collaborative, innovative and creative
- Incorporate common assessment tools such as BAS, PRIME, Numeracy Nets, ONAP, GB+, OWA, Observation Survey, PM Benchmarks, Leaps and Bounds, and assessment FOR, AS and OF learning with an emphasis on LL to plan, support, and improve student achievement
- Provide meaningful contexts for learning where student experiences build authentic connections and engagement through culturally responsive and relevant pedagogy

**School and Classroom Practices Will:**
- Ensure curriculum mapping informs instruction through the use of big ideas and essential understandings that enable students to develop critical thinking skills as they engage in rich, open and parallel tasks
- Leverage the use of technology across the curriculum
- Be refined and supported by the Building Collaborative Inquiry cycles that focus on co-teaching strategies that drive school improvement efforts, build capacity, reduce gaps and increase achievement
- Ensure programming needs are met for students with special needs (Learning for All)
- Support successful student transitions, engagement, retention, achievement and pathway planning for multi-level programs (school, Board and Ministry)
- Embed equity, inclusive education, citizenship, pathways and First Nation, Métis and Inuit perspectives in a bias-free environment as critical elements in all learning experiences
- Provide responsive, high-quality, accessible and integrated services in Kindergarten programs
- Ensure student voice, leadership and engagement are an integral part of program planning and delivery
- Access and incorporate resources, materials and professional development opportunities that are culturally relevant and responsive
- Provide opportunities for parent and family engagement that enrich and support student learning and provide rich experiences for all
- Ensure welcoming, inclusive and safe classroom and school environments that support and enhance students’ readiness to learn

Ensure school-based Student Success teams support and facilitate student engagement, achievement and well-being
School Improvement Cycle

May to June
- Complete staff review and recognize progress and achievement of goals
- Meet with area superintendent to reflect, review and review goals
- Review and share SIP for next year
- Plan for next year's SIP
- Conduct transition planning
- Create, share and distribute SIP to all staff by end of June and submit to superintendent

September
- Establish School Improvement Team (SIT) and other learning teams (safe schools, numeracy…)
- Review Board Improvement Plans (SIP) and review SIP based on new data
- Ongoing data collection and analysis of data
- Plan for marker students
- Identify, practice, and refine evidence and reflect to inform SIP
- Conclude evidence-based SIP
- Conduct self-review and reflect to inform BCI meetings
- Complete and submit BCI Record of Learning, Taking Stock Report

March to May
- Meet with area superintendent to review SIP process and student success
- Contact self and district reviewers
- Complete School Self Assessment (SSA) in March and May
- Area superintendent school walkthroughs and meeting with feedback to SIT
- Engaging learning of SIP and OIP and focus on evidence-based data to support goals
- Complete and submit SIP Review Report

October to December
- Meet with area superintendent to review SIP with support from Programs Department
- Wunder Math Improvement Plan. Data, goals, and targeted instruction goals
- Area superintendent feedback, meeting and feedback to SIT
- Conduct district-wide review of SIP
- Complete School Self Assessment (SSA) in October
- Include SIP and specific school based project
- Review data for targeted student groups
- Identify school-based interventions, developing and submit intervention plan
- Complete and submit BCI Record of Learning, Taking Stock Report

January to March
- Meet with area superintendent to review SIP process and outcomes
- Use ongoing evidence to refine and improve SIP with staff
- Area superintendent feedback and meeting with SIP
- Complete district-wide review (selected schools)
- Complete School Self Assessment (SSA) in October
- Identify SIP and specific school based project
- Review data for targeted student groups
- Identify school-based interventions, developing and submit intervention plan
- Complete and submit SIP Review Report

Implementation

Effective Instruction
- Mathematics assessment and instruction begins with the Mathematics curriculum expectations for the grade level and assessing individual students' knowledge to determine the appropriate approach for each student
- Effective instructional approaches emphasizing problem solving for deep learning of Mathematics concepts and skills
- Focused attention to students individually and in small groups
- Support students' well-being by promoting their ability to learn by differentiating and personalizing instruction, by providing developmentally appropriate student learning, and by using culturally responsive pedagogy (i.e. by incorporating indigenous world views, by using resources that reflect the diversity of students)
- Provide any accommodations and/or modifications described in students' Individual Education Plans (IEP)

Support and Resources
- A variety of differentiated professional learning opportunities for teachers, principals and support staff
- Professional learning will be based on the identified needs of students, and flexibility will be offered in the method of delivery (i.e., through opportunities for face-to-face or virtual learning)

Monitoring, Reporting and Accountability
- Board and school improvement planning and the interim and final reports of these plans will provide important information for monitoring progress throughout the school year
- Review the Education Quality and Accountability Office (EQAO) Teacher Questionnaire for information regarding Mathematics instruction time
- Ministry and Board will continue to collect additional evidence that informs implementation decisions and the choice of further supports

Key Initiatives

Building Collaborative Inquiry Mathematics (Professional Learning Community)
- Teacher Professional Learning—five sessions per year
- Five Practices for Orchestrating Productive Mathematics Discussions grounds the sessions
- Principal and staff engaged in whole-school collaborative professional learning by division
- A focus on using facilitators and coaches in Grade 3, 6, 9 and 9
- Coaches/facilitators assigned to schools work with teacher and leadership teams to develop, implement and model exemplary practices

Projects/Book Clubs
- Throughout the school year
- Collaborative Learning Inquiry—Mathematics (CIL-M)
- Intensive Critical Learning Instructional Pathway for Student Success (ICLIPS)
- Five Practices for Orchestrating Productive Mathematics Discussions (discussed at all area and BCI meetings)

Projects Supported and Funded
- CIL-M—(48) schools
- ICLIPS—(9) schools

Professional Learning Opportunities
- EQAO data analysis and classroom practice
- Use of diagnostic assessment tools (Leaps and Bounds, PRIME)
- Focus on Grade 9 Applied courses (strategies, curriculum delivery and assessment)
- 0.5 coaches assigned to 56 schools to work intensely with students, students, administrators, teachers and superintendents
- Facilitators support schools identified as requiring intensive (8 elementary), and increased (10 elementary and 14 secondary)
- Principal/vice principal program meetings
- Focus on learning resources that provide examples and links to assist in implementing key actions in the classroom

Resources to be Supported and Used
- Scope and Sequence
- Ontario Mathematics Curriculum documents
- Gap Closing materials
- Guides to Effective Instruction, Grades 4 to 6
- Ontario Numeracy Assessment Package (ONAP), Growing Success, Leaps and Bounds
- Making Math Meaningful for Canadian Students, Grades 1 to 8 (Dr. M. Small)
- Good Questions for Great Teaching (Dr. M. Small)
- Open Questions for the Three Part Math Lesson: Number Sense, Pattern and Measurement (Dr. M. Small)
- Teaching Distinctions: Problem Solving (S. O’Connell)
- Number Talks (S. Parrish)
- Number Talks Matter (C. Humphries and R. Parker)
- Math Expressions: Developing Student Thinking and Problem-Solving Through Communication (C. Marks & Ryan)

Diagnostic Assessment Tools
- PRIME
- Leaps and Bounds
- Numeracy Nets
- ONAP
- Gap Closing (Junior and Intermediate)
**IEP Students, excluding Gifted** Staff will be provided with the necessary training, skills and resources to ensure all Durham District School Board students achieve proficiency in critical thinking and problem solving. The District will continue to invest in strategic planning and next steps, ensuring building Collaborative Inquiry cycles that focus on co-teaching strategies that drive school improvement efforts to build capacity, reduce achievement gaps and increase student achievement are planned and made available for staff five times during the school year. The District will provide job embedded professional development for administrators and school teams that focuses on analysing and using data to inform the improvement planning process for individual student needs. The District will focus on providing Instructional EQAO workshops across grades, divisions and families of schools for alignment and precision. Support and enable collaborative inquiry through the BCI cycle area meetings and networks. Expand and support special projects and Ministry initiatives (i.e. Early Years, SSI, ICLIPPS, CILM, FNMI) throughout the District with a focus on collaboration and interdependence. The District will provide opportunities for Students/Parents/Guardians and Caregivers to be meaningfully engaged in and have a voice in the learning process making resources such as use learning goals and success criteria for self and peer assessment and track their learning, readily available. The District will create structured times for Parents/Guardians and Caregivers to collaborate with educators in setting goals and reviewing student achievement and progress. The District will engage students in peer and self-assessment opportunities that are positive and embedded in the learning process. The District will ensure students complete the ‘All About Me’ portfolio (K-6) or Individual Pathways Plan (7-12) to assist them in monitoring their progress toward academic and personal goals. Support a positive learning environment at home and at school by providing on-going communication with educational partners. The District will support a positive learning environment at home and at school by providing on-going communication with educational partners.

*IEP Students excluding Gifted*
SUPERVISORY OFFICERS WILL:

• Provide a clear and consistent strategy for monitoring student achievement and well-being to ensure expectations and procedures align with system initiatives
• Facilitate and guide principal, and leadership team professional learning opportunities for personalizing instruction at the classroom level
• Formally monitor and provide ongoing written feedback on the SIPSAW, improvement planning and marker student intervention and achievement
• Provide, for administrators and their staff and leadership team, an action plan that addresses next steps, implementation strategies and timelines
• Lead FOS meetings and support principal focused leadership development related to their professional growth and development
• Review student achievement and well-being data, (Grades 3, 6, 9, 10) to ensure intervention strategies are strategic, appropriate and are implemented
• Work with support personnel to ensure resources, both human and materials are used effectively and aligned with the BIPSAW

ADMINISTRATION AND SCHOOL TEAMS WILL:

• Provide a clear focus and set direction on the use of evidence-based strategies and intervention tools as outlined in SIPSAW
• Ensure the processes for monitoring the gathering of student achievement and well being data is clear and timelines are established
• Conduct frequent, but at least weekly classroom visits to support the implementation of BIP/SIP strategies that meet the needs of learners (e.g., suggest learning to walk/walking to learn)
• Review school/classroom data once per month in order to address learning gaps and track student achievement
• Identify a problem of practice related to students’ urgent learning needs and articulate next best leadership actions
• Monitor student achievement and well-being during the consolidation years of grade data (3, 6, 9, 10) to inform targeted intervention strategies
• Provide time at staff meetings to review InSite/report card data/EQAO/well-being data and determine next steps for planned interventions that address specific student needs
• Monitor the effectiveness of school improvement and student achievement and well-being through active participation in professional learning
• Ensure teachers, students and parents conference over the portfolio and Individual Pathway Plan
• Gather and assess evidence for the Creating Pathways to Success document from exit surveys of students graduating from elementary to secondary school
• Conduct three school self assessments annually to monitor SIPSAW goals and plan next steps (October, March and May)

TEACHERS WILL:

• Use assessment to inform instruction and gather daily data about student progress
• Embed intentional, precise and guided practice in all subject areas
• Deliver a program that supports individual student learning needs
• Use a variety of assessment tools to identify in risk students (Putting Faces on the Data)
• Determine specific areas of focus for individual learning needs and implement interventions that meet specific student achievement and well-being needs
• Put intervention strategies in place for students who are not meeting curriculum expectations
• Engage in collaborative inquiry to support students’ most urgent learning needs using the professional learning cycle model
Renewed Math STRATEGY UNDERSTANDS MATH CONCEPTS Physical Emotional Cognitive SELF SPIRIT Social DISPLAYS POSITIVE ATTITUDES TOWARDS MATH IS PROFICIENT WITH FACTS, SKILLS AND PROCEDURES ENGAGES IN THE MATHEMATICAL PROCESSES DEVELOPS AUTONOMY AND SELF-REGULATED LEARNING

Foster a mathematical learning culture that is strategically aimed at improving student achievement by providing quality programs and improved Mathematics instruction to ensure all students are able to see themselves as competent in Mathematics, are able to articulate their thinking and reasoning, and are able to apply their knowledge, skills and strategies in different situations.

To foster a mathematical learning culture that is strategically aimed at ensuring students gain the Mathematics knowledge and skills they will need to thrive in an information and technology based society.

Our DDSB Equity and Diversity Strategic Plan ensures opportunities and programs are reflective of our students, staff and communities. All students are supported equitably through the identification and removal of discriminatory barriers that may limit their ability to achieve their full potential.

KINDERGARTEN TO GRADE 12 APPROACH MISSION