

**GROW EVERY STUDENT, STAFF, SCHOOL YEAR**

**1 DATA LITERACY**  
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?

**2 EQUITY**  
Who are our students?  
Who are they as learners?

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

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

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

## Benchmark Assessment System (BAS) Levels and Guideline for Levelled Literacy Intervention (LLI) Levels

## Running Records (French Format) (GB+)

## Professional Resources and Instruction for Mathematics Educators (Prime)

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.	
GLOBAL COMPETENCIES: CREATIVITY • CRITICAL THINKING • COLLABORATION • CHARACTER • COMMUNICATION	<b>Instructional Focus on:</b> <ul style="list-style-type: none"><li>Curriculum strands and expectations, including the achievement chart categories.</li><li>Scope and sequence.</li><li>Learning goals, success criteria, and descriptive feedback.</li><li>Assessment for, as, and of learning through an analysis of conversations, observations and products.</li><li>Uninterrupted learning blocks focused on balanced programming (modeled, shared, guided, independent approaches).</li><li>Gap closing and interventions, including the use of guided groups.</li><li>Cross-curricular, integrated, and inquiry-based learning.</li><li>Technology-rich learning environments that embed the use of digital tools, platforms, and resources and the development of digital citizenship.</li></ul>
	<b>Fundamentals of Math Focus on:</b> <ul style="list-style-type: none"><li>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.</li><li>Math tools and representations to support student learning, including manipulatives and calculators.</li><li>Patterns and relationships within and across math strands.</li></ul>
	<b>Fundamental Math Skills and Concepts are categorized as:</b> <ul style="list-style-type: none"><li>Working with numbers: Understanding and using numbers (e.g., being able to read, represent, count, order, estimate, compare, compose, decompose and recompose numbers).</li><li>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.</li><li>Mastering math facts: Understanding and recalling math facts, using a wide variety of strategies.</li><li>Developing mental math skills: Doing calculations in the mind, with little or no use of paper and pencil or calculator.</li><li>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.</li></ul>
	<ul style="list-style-type: none"><li>Equip and support school and system leaders to create and sustain mentally healthy schools.</li><li>Equip and support educators to deliver grade-appropriate social-emotional learning and mental health learning, and notice when students might be struggling.</li><li>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.</li></ul>
	<ul style="list-style-type: none"><li>Systematic identification and recruitment of teachers into the Aspiring Leadership Program, with an emphasis on attracting Indigenous and racialized candidates.</li><li>Creation of a formalized On-Boarding Program for new principals and vice-principals focused on coaching and mentoring.</li><li>Expansion of the Aspiring Supervisory Officer Leadership Program to develop a core group of strong system-level leaders.</li><li>Strategic placement of principals and vice principals into schools based on a multi-step criteria designed to enhance student outcomes.</li></ul>
	<ul style="list-style-type: none"><li>Differentiated instruction and assessment to meet the diversity of students' learning needs.</li><li>Culturally Relevant and Responsive Pedagogy (CRRP), instruction, resources, and digital tools.</li><li>Equitable practices and the use of anti-oppression pedagogy to identify and eliminate barriers to ensure proportional learning outcomes.</li><li>Student voice, stories, identity and realities reflected in learning spaces and opportunities.</li></ul>
	<ul style="list-style-type: none"><li>Engage voice of students, parents, staff and community to ensure all students reach their full potential.</li><li>Create welcoming, responsive and engaging environments through collaboration with parents, staff and community partners.</li><li>Build capacity of parents to support student achievement and well-being.</li></ul>
<ul style="list-style-type: none"><li>Technology-rich and enhanced learning environments.</li><li>Inquiry led and resource-rich learning explorations.</li><li>Personalized and differentiated learning spaces and experiences.</li><li>Digital citizenship and responsibility.</li></ul>	
	SUCCESS
	WELL-BEING
	LEADERSHIP
	EQUITY
	ENGAGEMENT
	INNOVATION

# 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:

Literacy:

Proportional Outcome (Meeting Provincial Standard):

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

Numeracy:

Proportional Outcome (Meeting Provincial Standard):

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

EQUITY FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS

INNOVATION FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS

WELL-BEING FOCUS AND INITIATIVES	EVIDENCE OF IMPACT FOR STUDENTS

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