

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 INNOVATION WELL-BEING ENGAGEMENT
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?

SUCCESS

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

Running Records (French Format) (GB+)

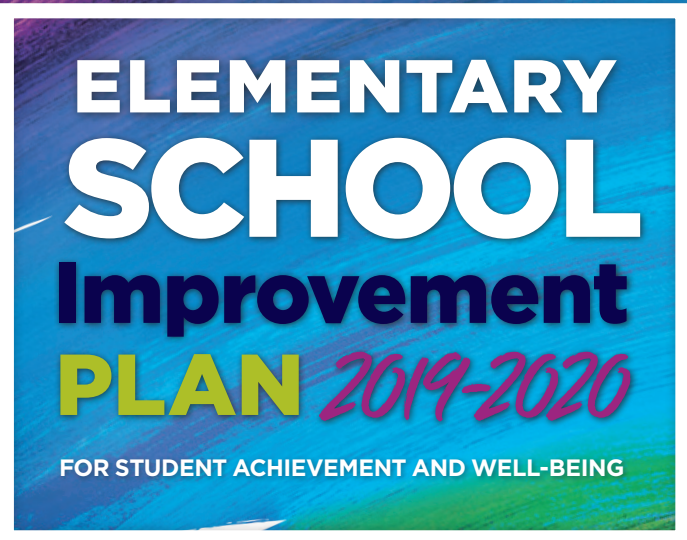
Professional Resources and Instruction for Mathematics Educators (Prime)

Grade(s)	K-1	1-3	3-5	4-6	6+
Phase	P1	P2	P3	P4	P5

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.

- 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 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.



SUCCESS	WELL-BEING	LEADERSHIP	EQUITY	ENGAGEMENT	INNOVATION
We value your achievements.	We value how you feel.	We value how you grow.	We value who you are.	We value your involvement.	We value forward thinking.

DDSB MULTI-YEAR STRATEGIC PRIORITIES

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

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

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.