

# CHOOSING *my* SUCCESS!

*Focusing our Direction For Intentional  
Transition Planning to Secondary School*

**For Grade 8 Students,  
Parents & Guardians**

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## ***Families are Vital Partners in Education***

*“75% of teens say their parents/guardians  
influence the decisions they make”*

*~Teens Can Be Resilient in High School, 2016*

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## CORE STUDENT SUCCESS BELIEFS

All students can be successful

Success comes in many forms

There are many pathways to success

*success well-being leadership equity engagement innovation success well-being leadership equity engagement innovation*

# Foundations

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EQAO is a province-wide assessment linked to curriculum that all Gr8 graduating students wrote in Grade 3 and Grade 6. The provincial standard is Level 3 or 70%.

Both provincial and Durham District School board data clearly show that if students met the provincial standard in EQAO in Grade 3 and/or Grade 6 that they have a high probability of reaching their potential and being successful in the Academic stream in high school.

Both provincial and Durham District School board data also show that if students did not meet provincial standard in EQAO in Grade 3 and/or Grade 6 that they have the ability to close learning gaps with support from families and schools to reach their potential and be successful in the Academic, Applied, Destreamed or Locally Developed/Essential streams in high school.

**“Choosing My Success” is about ensuring all Grade 8 students are supported through the course selection process for high school in order to make thoughtful, evidence-informed decisions while setting high expectations to reach their potential.”**

# Equitable Outcomes for All

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“...every student has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors.”

~*Achieving Excellence, 2014*

“The public education system has a central responsibility to level the playing field for students who face marginalization and disadvantage.”

~*Still Streaming, Pg. 4*

“...families need access to information and support in a systemized and reliable manner.”

~*Still Streamed, Pg 32*

# DDSB Commitment

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- *Ensuring all Grade 8 students transitioning to Grade 9 will make thoughtful, evidence-informed course selection choices reflective of their commitment to their own potential and success in high school and beyond.*
- *Ensuring all Grade 8 students have the opportunity to learn about their strengths and interests while investigating various viable pathways options for their initial post-secondary destination such as: Apprenticeship, College, Community Living, University, and the World of Work.*

# Activating The Next Steps

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# Family Activation of...

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- Complete Individual Pathways Plan (IPP) through myBlueprint alongside Gr 8 teacher**
- Read the “Choosing My Success” Student Transition Guide with your child**
- Discuss the “Career Life Planning Process” found in the Transition Guide**
- Review the Pre-Populated Course Planning Tool**
- Discuss the Reflection Questions on the Pre-Populated Course Planning Tool with your child**
- Select Courses through Course Planner on myBlueprint**



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## OVERVIEW FOR GRADE 8 STUDENTS AND THEIR FAMILIES



### FOCUSING OUR DIRECTION

for intentional transition planning to secondary school

“ Education directly influences students’ life chances and outcomes. ”  
—Ontario Ministry of Education

Overview for All Gr8 Students & Their Families

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2020-2021

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**Student  
Success**  
GRADES 7-12

## Student Transition GUIDE Planning for Grade 9

 **DDS**  
Ignite Learning



 **DDS**  
Ignite Learning

*Revised  
Transitions Document for  
All Gr8 Students*

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*success well-being leadership equity engagement innovation success well-being leadership equity engagement innovation*

# EDUCATION AND CAREER-LIFE Planning Process




**Creating your PATHWAY to success**

A pathway is your individual journey that includes opportunities and experiences in your school, at your home and in your community. The four step inquiry process is ongoing and cyclical. It helps you to establish your own personal goals and individualized pathway for your future. As you navigate your pathway, you will regularly return to the four questions, equipped with a greater knowledge of yourself and your opportunities and a growing understanding of how they can successfully shape your future.



\*Remember to actively use myBlueprint to explore and map your journey.

Creating Pathways for Success puts students at the centre of their own learning, viewing them as the architects of their own lives.



## Career-Life Planning Process

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**EQAO** is an external accountability measure of achievement linked to the curriculum. The provincial standard is level 3 or 70%. **Report Card** data reflects classroom achievement as demonstrated by students and linked to the curriculum. The provincial standard is level 3 or 70%.

**Learning Skills** are the assessment of demonstrated competencies of effective learners.

- All 3 types of reporting data are predictors of future student success; they are not however determinants of future student success.
- It is important to remember that all students can be successful; success comes in many forms and there are many pathways to success.

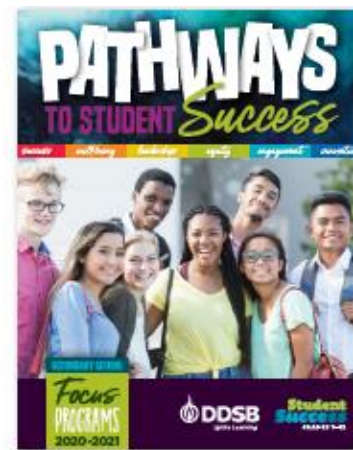
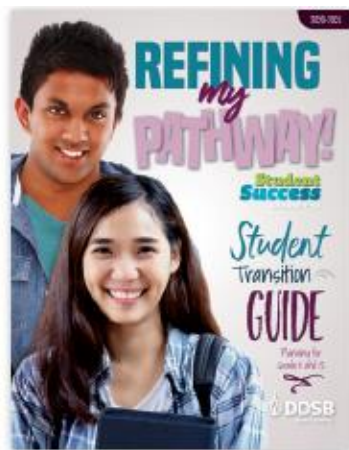
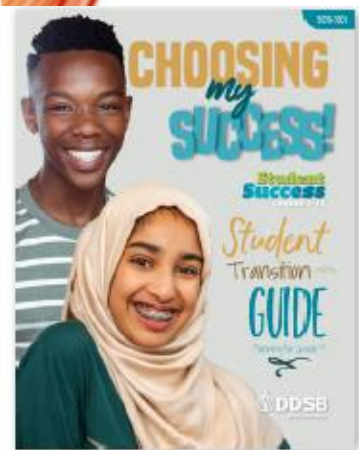
COURSE PLANNING TOOL 2020-2021							
STUDENT NAME		ELEMENTARY SCHOOL NAME					
STUDENT #:							
EQAO		READING		WRITING		NUMERACY	
Grade 3 EQAO Level							
Grade 6 EQAO Level							
GRADE 7 JUNE REPORT CARD % MARK							
Reading	Writing	Oral Communication	Measurement	Number Sense	Patterning and Algebra	Geometry	Data Management and Probability
Language Strand Modifications as per IEP (where applicable)			Mathematics Strand Modifications as per IEP (where applicable)				
Modified at Grade Level (Y/N/A):			Modified at Grade Level (Y/N/A):				
Modified Below Grade Level (Y/N/A):			Modified Below Grade Level (Y/N/A):				
ATTENDANCE		GRADE 8 PROGRESS REPORT LEARNING SKILLS					
Grade 8 Attendance to Date (Jan. 6, 2021)		Legend:		E - Excellent	G - Good	S - Satisfactory	N - Needs Improvement
Days Absent:	Responsibility:	Organization:		Independent Work:			
Lates:	Collaboration:	Initiative:		Self-Regulation:			
IEP:	IEP Identification:	French Immersion:		ELL:			
IMPORTANT REMINDERS							
<p>Please remember that you:</p> <ul style="list-style-type: none"> <li>• may select a variety of course types and that all courses do not have to be the same type (i.e. all at the academic pathway).</li> <li>• are encouraged to select courses that best suit your interests, pathway plan and learning styles.</li> </ul>							
GUIDING QUESTIONS							
<ol style="list-style-type: none"> <li>1. How might my learning skills influence my selection of courses?</li> <li>2. How might my past academic performance influence my course selections?</li> <li>3. How do my course selections reflect my learning style?</li> <li>4. How might my course selections highlight my skills, abilities, and interests?</li> <li>5. What post-secondary pathway am I interested in pursuing?</li> <li>6. Have I chosen courses that align with my post-secondary pathway plan?</li> </ol>							

January 7, 2021

**“Choosing My Success”  
Planning Tool for  
All Gr8 Students**

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**~Ontario Ministry of Education**