

Lambton-Kingsway JMS 2025-2028 School Improvement Plan

The school level School Improvement Plan is guided by the Ministry of Education Key Performance Indicators and the Toronto District School Board System Strategic Directions for the Multi-Year Strategic Plan (MYSP) 2025-2027. The plan is divided into four areas of focus: Indigenous Education, Achieve, Thrive, and Belong. The school provides a school focus, classroom actions, and indicators. The plan is reviewed each year, and progress is determined by analyzing the available data. MYSP goals in each focus area are in italics.

<p><i>Indigenous Education:</i> All students, both Indigenous and not Indigenous reach high levels of achievement and success.</p> <p>(whole school all year round)</p>	<p><i>Achieve:</i> All students reach high levels of achievement, success, and personal development levels.</p> <p>(2 focus students – monthly)</p>	<p><i>Thrive:</i> All students graduate with the confidence, skill, and knowledge to thrive.</p> <p>(main focus Grade 6-8)</p>	<p><i>Belong:</i> All students belong, are engaged, and are valued in an inclusive environment.</p> <p>(whole school all year round)</p>
<p>Ministry of Education KPI (Key Performance Indicator) Identify key actions taken to improve sense of belonging and well-being (e.g. cultural safety) of First Nations, Metis, and Inuit students.</p> <p>MYSP: System Direction: All students both Indigenous and non-Indigenous reach high levels of achievement, success. A commitment to implementing the Truth and Reconciliation Commissions of Canada's Calls to Action and United Nations Declaration of the Rights of Indigenous People.</p> <p>System Goal: To collaboratively create the condition that enhance First nations, Metis, and Inuit students' success. Building relationships with First nation, Metis and Inuit students' families and staff.</p> <p>System Implementation Indicator: Increased knowledge of Indigenous perspectives. Enhancing awareness of Indigenous histories, cultures, contemporary realities, perspectives for all students. Improve wellbeing for First nation, Metis and Inuit students.</p>	<p>Ministry KPI (Key Performance Indicator) % of students who meet or exceed the provincial standard on EQAO Reading & Writing in Grade 3 and 6</p> <p>MYSP: System Strategic Direction: All students reach high achievement, success, and personal development levels.</p> <p>System Goal: We will raise literacy achievement of all students and close disproportionate outcomes</p> <p>System Implementation Indicator: Effective Implementation of the Language Curriculum</p>	<p>Ministry KPI (Key Performance Indicator) % of students who believe their learning has prepared them for the next step in their learning experience (i.e., next grade, post-secondary, etc.)</p> <p>MYSP: System Strategic Direction: All students graduate with confidence, skills, and knowledge to thrive.</p> <p>System Goal: We will increase access to courses and programs that reflect student interests and support transitions to maximize post-secondary opportunities.</p> <p>System Implementation Indicator: Student access to Program Pathways (Specialist High Skills Major, Dual Credits, eLearning and Ontario Youth Apprenticeship Programs) and effective student outcome monitoring</p>	<p>Ministry KPI (Key Performance Indicator) Increase the % of students in Grades 1-8, whose individual attendance rate is equal to or greater than 90%</p> <p>MYSP: System Strategic Direction: All students belong, are engaged, and are valued in an inclusive environment.</p> <p>System Goal: We will improve the attendance of students experiencing disengagement.</p> <p>System Implementation Indicator: System adherence to student attendance procedures and effective re-engagement strategies; effective instruction of mental health curriculum.</p>

<p>School Focus: At Lambton-Kingsway JMS, we will embrace Truth and Reconciliation by educating ourselves and our students to better understand Indigenous culture, the way of life, and contributions to Canada with the goal of creating a safer and more inclusive environment.</p> <p>Consistent Classroom Actions</p> <ul style="list-style-type: none"> ○ Identify self and student learning needs in Indigenous Education ○ Co-create whole school, division, and department-focused actions to build staff capacity in implementing Indigenous Education. 	<p>School Focus: Increase literacy achievement on report cards of all students to the provincial standard and close disproportionate outcomes.</p> <p>Increase math achievement on report cards of all students to provincial standard and close disproportionate outcomes.</p> <p>Consistent Classroom Actions</p> <ul style="list-style-type: none"> ○ Review Student data monthly, determine specific students experiencing disproportionate outcomes and implement appropriate interventions for success ○ Explicit instructions ○ Learning goals and success criteria ○ High Expectations ○ Inquiry-Based Learning ○ Small group instruction ○ Culturally responsive resources 	<p>School Focus: Improve the % of students who believe that their present learning has prepared them for the next step in the learning experience.</p> <p>All students' well-being will be supported through a positive mindset, explicit teaching of learning skills and work habits, and incorporating strategies to reduce anxiety.</p> <p>Consistent Classroom Actions</p> <ul style="list-style-type: none"> ○ Use myBlueprint to explore future opportunities ○ Incorporate age-appropriate strategies to support anxiety and stress in students ○ Continue to provide a wide range of extra-curricular offerings to students ○ Learning skills and work habits instruction incorporated into daily classroom teaching 	<p>School Focus: Create, provide and sustain a learning environment and community that increases students' level of engagement in school as indicated by students saying they enjoy school.</p> <p>Increase the % of students in Grades 1-8, whose individual attendance rate is equal to or greater than 90%.</p> <p>Consistent Classroom Actions</p> <ul style="list-style-type: none"> ○ Implement PR707A/B (Student Attendance and Safe Arrival) effectively ○ Foster joyful, inclusive learning where students feel valued, engaged, and belonging ○ Empower student voice & leadership to allow them to shape education & contribute to school
<p>Indicators/Actions/Look-Fors</p> <p>1. Identify self and student learning needs in Indigenous Education</p> <ul style="list-style-type: none"> • Educators reflect on their own learning needs (visible in planning notes, PD goals, conversations). • Classroom activities/tasks that help identify student understanding of Indigenous histories, cultures, and perspectives. • Students expressing what they know, wonder, or need to learn about Indigenous topics. • Use of diagnostic tools, discussions, or entry tasks related to Indigenous Education. • Evidence of educators seeking resources or support to address identified gaps. 	<p>Indicators/Actions/Look-Fors</p> <p>1. Review student data monthly, identify students experiencing disproportionate outcomes, and implement interventions</p> <ul style="list-style-type: none"> • Teachers reference current student data during planning (marks, observations, conversations). • Evidence of targeted interventions for identified students (accommodations, small-group tasks, check-ins). • Tracking tools, conference notes, or student monitoring forms. • Adjustments to instruction based on ongoing data. <p>2. Explicit Instruction</p> <ul style="list-style-type: none"> • Clear, step-by-step modelling of skills or strategies. 	<p>Indicators/Actions/Look-Fors</p> <p>1. Use myBlueprint to explore future opportunities</p> <p>Look-Fors:</p> <ul style="list-style-type: none"> • Students actively using myBlueprint to set goals, explore careers, and plan pathways. • Teachers integrating myBlueprint tasks into classroom instruction and guidance lessons. • Evidence of student reflection and documentation of learning or career exploration. • Connections made between students' interests, strengths, and future academic or career opportunities. • Support for students in navigating myBlueprint tools and resources effectively. 	<p>Indicators/Actions/Look-Fors:</p> <p>1. Implement PR707A/B</p> <ul style="list-style-type: none"> • Teachers and staff consistently following the PR707A/B process for student support and interventions. • Documentation of actions taken in accordance with PR707A/B procedures. • Evidence of timely communication with students, parents/guardians, and relevant staff as outlined in PR707A/B. • Tracking of interventions and follow-ups to ensure alignment with policy expectations. <p>2. Foster joyful, inclusive learning where students feel valued, engaged, and belonging</p>

<ul style="list-style-type: none"> • Incorporating Indigenous perspectives in read aloud, music, poetry and more <p>2. Co-create whole-school, division, and department-focused actions to build staff capacity in Indigenous Education</p> <ul style="list-style-type: none"> • Educators participating in collaborative planning focused on Indigenous Education. • Shared strategies or resources being used across classrooms or grade teams. • Notes, agendas, or visible outcomes from team/division meetings tied to Indigenous Education goals. • Be purposeful in teaching Indigenous excellence, not just historical trauma • Consistent approaches emerging across the school (e.g., common language, shared inquiry questions, aligned learning tasks). • Evidence of staff contributing to schoolwide Indigenous Education initiatives or planning. 	<ul style="list-style-type: none"> • Teachers thinking aloud to demonstrate processes. • Scaffolded tasks that gradually release responsibility to students. • Examples, anchor charts, and visuals used to clarify learning. <p>3. Learning Goals & Success Criteria</p> <ul style="list-style-type: none"> • Learning goals posted, visible, and referenced during the lesson. • Success criteria co-created or reviewed with students. • Students able to explain what they are learning and how to be successful. • Work aligned directly to the posted goal. <p>4. High Expectations</p> <ul style="list-style-type: none"> • Rigorous tasks accessible to all learners. • Educators communicating belief in every student's ability to meet expectations. • Opportunities for students to extend thinking and demonstrate deeper understanding. • Feedback prompting students to revise, refine, and improve their work. <p>5. Inquiry-Based Learning</p> <ul style="list-style-type: none"> • Students asking questions, exploring problems, and investigating concepts. • Learning tasks promoting curiosity, discussion, and multiple ways to show understanding. • Teachers facilitating rather than directing; prompting students to think critically. • Evidence of student voice and choice in learning pathways. <p>6. Small-Group Instruction</p> <ul style="list-style-type: none"> • Students grouped intentionally based on current learning needs. • Teacher-led small-group lessons focused on specific skills or gaps. 	<p>2. Incorporate age-appropriate strategies to support anxiety and stress in students</p> <ul style="list-style-type: none"> • A range of planning and calming strategies are provided and taught from which students can choose including growth mindset • Students identifying personal strategies to manage anxiety and stress with support of teachers <p>3. Continue to provide a wide range of extra-curricular offerings to students</p> <ul style="list-style-type: none"> • A wide range of opportunities (leadership, athletics, arts, community building, etc.) available to students outside the classroom throughout the year • Breadth of student participation in activities as opposed to a small number of students participating in many activities <p>4. Learning skills and work habits instruction incorporated into daily classroom teaching</p> <ul style="list-style-type: none"> • Learning skills are explicitly taught, named, and modeled during lessons. • Success criteria and feedback include LSWH (e.g., collaboration, self-regulation, responsibility). • Students regularly reflect on their learning strategies, behaviors, and goals. • Classroom routines consistently promote independence, responsibility, and organization. • Students demonstrate growing independence in managing materials, time, and task initiation. 	<ul style="list-style-type: none"> • Posting of student work throughout the classroom and school. • Regular positive interactions between students and the student and teacher highlighting daily/weekly/monthly success. • Modelling and highlighting positive actions and behaviours • Inclusion of student voice in the classroom and school (i.e., class leaders, classroom input, student announcers) <p>3. Empower student voice & leadership to allow them to shape education & contribute to school</p> <ul style="list-style-type: none"> • Leadership opportunities are available to all students, not just high achievers • Student feedback is used to adapt instruction • Diverse groups of students feel safe to express their opinions • Student lead initiatives on inclusion, well-being, school values and more • Students are empowered rather than directed
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	<ul style="list-style-type: none"> • Other students engaged in meaningful independent or collaborative tasks while groups run. • Flexible grouping that changes based on data. <p>7. Culturally Responsive Resources</p> <ul style="list-style-type: none"> • Learning materials reflecting diverse cultural identities, including Indigenous perspectives. • Resources that are authentic, relevant, and free from stereotypes. • Lessons connecting student lived experiences to curriculum content • Classroom environment representing and celebrating diversity. 		
<p>Data Sources for Review</p> <ul style="list-style-type: none"> • Long range plans including Indigenous learning at appropriate grade level 	<p>Data Sources for Review</p> <ul style="list-style-type: none"> • Nelson Early Reading Screener • EQAO – Grade 3 and 6 • Report Card Data 	<p>Data Sources for Review</p> <ul style="list-style-type: none"> • Student census • EQAO survey 	<p>Data Sources for Review</p> <ul style="list-style-type: none"> • Student Census • EQAO survey