

Lynnwood Heights School Improvement Plan (2023/2024)

Needs Assessment and Data Analysis	SMART Goal	Multi-Year Strategic Plan	Targeted, Evidence-Based Strategies/Actions/Community Engagement	Professional Learning	Resources	Timeline: Monitoring of the Achievement of the SMART Goals	Responsibility
<p>Student Achievement Primary: DRA data (high percentage of Gr. 1 students reading below level 6)</p> <p>Junior: CASI data</p> <p>EQAO data</p> <p>Report Card Data</p> <p>Census Data</p>	<p>READING: By June 2024, we will close the gaps in reading with the mindset that students have the capacity to achieve success at the academic level as measured by triangulated assessment data (conversations, observations, and products), progress reports and standardized tests (CCAT, EQAO)</p>	<p>Transform Student Learning: - All students in Grade 1, regardless of their social identity, will be able to read with confidence, fluency, understanding and enjoyment Equity of Access: - Identify and eliminate embedded systemic barriers and discriminatory institutional and instructional practices that negatively impact the achievement and well-being of students and staff and lead to inequitable outcomes Relationships with Partners: - To strengthen the processes by which all parents and caregivers have opportunities to contribute to the direction of the Board and their local school's improvement planning efforts -To strengthen the engagement of all stakeholders as we determine and implement systemic and equitable change Leadership: - To support educators and leaders to have the knowledge, skills, and resources to ensure anti-oppressive and equitable practices are in place to support student learning, well-being, effective instruction and service excellence</p>	<ul style="list-style-type: none"> - Gather information to determine which students are not achieving (using diagnostic assessments), using assessment as and for learning to drive instruction: DRA3, Observation Survey, Flynt-Cooter, CASI, Running Records, COP (conversations, observations, and student products) to eliminate Disproportionate Outcomes - Model the use of data from diagnostic and formative assessments to identify gaps in achievement, and the application of Differentiated Instruction /Universal Design ILPs/ IEPs to drive instruction towards reframing for educational debt - Provide reading interventions through small group support - Develop a deeper understanding of Culturally Relevant and Responsive/ Anti-Oppressive Pedagogy (CRRP) to drive instruction and use CRRP to engage student learning by activating students' prior knowledge, inducing higher order thinking skills and engaging in joyful learning - Implement Pearson DRA online that provides instructional feedback and next steps for individual children - Participate in collaborative reviews of student assessments to provide consistent baseline data - Learning the theoretical underpinnings of the I-Think pedagogy during PLCs and staff meetings developing capacity of staff to implement I-Think within classrooms - Centring Student Achievement in All Conversations: What are the students learning? Why is this learning important? How will we know if the learning was successful? - Develop increased augmented and alternative communication for students with a DD exceptionality possible use of assistive technology in addition to PECS - Digital technology and media texts are integrated into learning experiences to enhance students' opportunities to communicate to real audiences for authentic purposes (e.g. videos, presentations, etc.) - Students' lived experiences and identities should be integrated into teaching reading and writing cross-curricular - Utilize Brightspace portfolio to empower students in demonstrating their learning through documenting their own work - Reading Buddies - with older students as mentors to striving younger readers; use CRR texts and activities to practice early reading strategies - Get students K-6 involved in choosing a book each month and give the opportunity to read the book during the assembly. This would increase leadership through public speaking as well as inspire the students and staff listening - Plan, organize and implement a Family Literacy Event to foster students reading with enjoyment and confidence. - Utilize integrative learning by using CRR texts; tracking data through CASI-like questions; during PLC and staff meetings - Integrate reading and writing into a Family Literacy Night - Implementation of Parent-Volunteer Program including training - Implementation of new language curriculum - Deepen use of Read and Write Gold to empower students 	<p>PD – analysis of running records to focus instructional decisions</p> <p>Sharing of Board PD using <i>Effective Early Reading Instruction: A Teacher's Guide/The Science of Reading</i></p> <p>How to choose and use mentor texts in all grades</p> <p>PD in UDL, Inclusive Design</p> <p>PD in CRRP and anti-oppressive pedagogy</p> <p>PD - ILPs and Equity and Inclusion</p> <p>PD on new assessment tools from the Early Years</p> <p>Brightspace Portfolio</p> <p>Training in new Language Curriculum</p> <p>Sharing I-Think strategies</p>	<p>DRA 3</p> <p>Observation Survey</p> <p>Phonemic Awareness and Decoding inventories</p> <p>Mentor texts at all reading levels</p> <p>Technology (ensuring students have access to tech for reading and math purposes)</p> <p>Culturally relevant texts in reading</p> <p>Pearson online recording of DRA3 - charts progress and suggests interventions</p> <p>Data Walls for primary and junior</p> <p>Volunteer Reading Program 2x a week for Grade 1</p>	<ul style="list-style-type: none"> - Data Wall Cyclical review of primary students' DRA3 reading levels - use data from beginning of assessment, middle, and end to compare - Cyclical review of CASI data (pre- and post- assessments) Sept., Feb., June - Conversations, observations, products -EQAO, CCAT4 and 7 results - Monitoring of authentic PLCs in order to generate professional, accountable dialogue surrounding the use of high yield strategies to increase student achievement Collaborative Inquiries Outcomes 	<p>Educators</p> <p>Support Staff</p> <p>Administration</p> <p>SERT/ESL Teachers</p> <p>Early Reading Coach</p> <p>Community Support Worker</p>

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<u>Student Achievement</u>	MATH: By June 2024, we will close the gaps in mathematics with the mindset that students have the capacity to achieve success at the academic level as measured by triangulated assessment data (conversations, observations, and products), progress reports and standardized tests (CCAT, EQAO)	Transform Student Learning: - To build teacher and leader capacity in mathematics through the School Improvement Process. - To use research-informed instructional and assessment practices to help all students develop strong math skills.	<ul style="list-style-type: none"> - Make math meaningful through a social justice lens by examining real-world problems - Use of three-part math lessons/Implement MathUP/continue implementation of new math curriculum - Integration of coding/robotics to develop computational thinking and analytical thinking - Family STEAM Night to engage the community in real-world ways to incorporate math into time at home - Build teacher capacity and address student needs through a range of Professional Learning offerings that focus on mathematics content and instructional practices - Ongoing Math professional learning in staff newsletters - Professional learning regarding transdisciplinary integration of math and literacy - Review existing mathematics assessment tools and provide professional learning on their effective use - Support school leaders to build their capacity in mathematics content knowledge and identify effective mathematics classroom practices - Staff to use student achievement data (EQAO, diagnostic assessments) to inform instruction - More connections of numeracy instructional strategies to IEP strengths, needs, accommodations and modifications, leading to deeper student engagement - Student Survey on attitudes towards math - Building the capacity of educators to successfully implement inclusion with historically marginalized groups; deepen staff awareness of the principles of anti-racism and culturally relevant pedagogy and with regards to current research in relationship to their practice; improve staff ability to use instructional approaches such as Inclusive Design to meet the diverse needs of a range of students 	<p>Webinars for MathUP</p> <p>PD in UDL, Inclusive Design</p> <p>PD in CRRP and anti-oppressive pedagogy</p> <p>PD - ILPs and Equity and Inclusion</p> <p>Engage in Board offered PD</p>	<p>MathUP</p> <p>Technology (ensuring students have access to tech for reading and math purposes)</p> <p>Manipulatives</p>	<ul style="list-style-type: none"> - Conversations, observations, products -EQAO, CCAT4 and 7 results MathUP assessments 	<ul style="list-style-type: none"> Educators Support Staff Administration SERT/ESL Teachers Community Support Worker

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<p><u>School Belonging, Joy and Well-Being:</u></p>	<p>By June 2024, increase students' feeling of self-efficacy, positive relationships and well-being through the use of Trauma-Informed Practices, Student Voice and Mindfulness strategies</p>	<p><u>Student and Staff:</u> - To improve mental health and well-being for all students by ensuring that students experience a sense of belonging at school and that they are engaged in their learning. - To connect every student to at least one caring adult at their school. - To build collaborative workplaces that promote and support the overall well-being of our staff - To increase the influence of students' individual and collective insights on decision-making, particularly as it relates to improving engagement, academic achievement, equity, well-being and school climate <u>Transform Student Learning:</u> - To strengthen collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being - use restorative practices in the resolution of student discipline matters</p>	<ul style="list-style-type: none"> -Teach and practice on an on-going basis skills in deep breathing, muscle relaxation, visualization, and growth mindset - Scaffold the learning of students to explicitly teach self-advocacy skills - Use of Trauma-Informed lens, engaging students' voice and lived experiences - Develop a dedicated and strategic collection of literature (picture books and other print/electronic resources) to support the well-being and mental health of students through resources that are CRRP - Continue to engage existing and new staff in ongoing professional learning regarding use of trauma-informed practice, mindfulness, and mental health resources - Provide students with real world experiences and experiential learning that is free from access barriers - Identify areas in the curriculum where topics related to mental health can be examined and identify curricular opportunities to incorporate mindfulness practices - Provide staff in-service training on recognizing signs and symptoms and use appropriate intervention strategies when dealing with issues of mental health - Students have input into topics being learned in classroom, activities (learning styles, learning profiles, student reflection, student surveys) - Celebrating student successes and nurturing feelings of gratitude - Understanding behaviour as student voice; allow students brave space to communicate and take risks - Establish a culture in which student voice is welcomed, honoured, validated - Facilitate a "caring adult" program for students to access when needed - Develop and build capacity in our Student Leadership Club/ Student Council - meet once a week - Spirit Days - Parent Involvement Nights such as the Arcade Game Night - Increased focus on teaching the learning skills, every day adaptive skills (daily living); (self-reflection and self-awareness) especially for students with special education needs - Link character education assemblies to the Seven Grandfather Teachings - Flexible seating/alternative seating - Mindful breaks - Mental health and well-being choice board (TDSB) - Empower and garner the support of both caregivers and communities, providing pathways for social and emotional advocacy for all learners - Increase student mental health, well-being, school spirit, movement, inclusivity and engagement at the school-wide level. This will also indirectly help students get ready for learning (i.e., refreshed / positive mindset) - Celebrate students' creativity, diversity, and engagement through sharing art creations with the entire school and the community at an Art Show at the end of the school year. - Create a STEM night that will strengthen collaboration with parents/guardians - Student empowerment in finding Pro-Pro solutions to Real-World problems - Students engage in critical thinking as they sketch opposing models using I-Think - Meet and Greets with parents and support staff 	<ul style="list-style-type: none"> - Public health nurse for parents, families, staff - Link with Strides Toronto for agency- based program availability - School Psychologist/Social Worker presentation on trauma informed practices - How to sustain a Trauma-Informed classroom 	<p>The Hub community learning resources TDSBhub.ca</p> <p>Mental health choice board https://docs.google.com/document/d/1E2HHtow0PkpygUCaRxX5otszsXZFL3vIOLz8JVTSK1w/edit</p> <p>Telehealth Ontario at 1-866-797-0000</p> <p>Kids Help Phone at 1-800-668-6868 or texting CONNECT to 686868 Website kidshelpphone.ca</p> <p>Inuit and First Nations Hope for Wellness Line at 1-855-242-3310</p> <p>Trans Lifeline at 1-877-330-6366</p> <p>LGBT Youth Line at 1-888-687-9688</p> <p>Nisa Helpline at 1-888-315-6472</p> <p>Help Ahead is the centralized phone line to access child, youth and family mental health and well-being resources in Toronto. 1-866-585-6486 www.Helpahead.ca</p>	<p>Improved engagement</p> <p>Report card Learning Skills November, February and June</p> <p>Student survey pre and post; review of and reflection on survey data, including the staff and student census</p> <p>Staff Classroom Climate and Equity Survey Data</p> <p>Through regular communication and feedback (i.e. Family Consultation letter/conversation, meeting, Family/Teacher Interview, regular email/phone contact), ascertain and ensure that families have access to a higher level of collaborative engagement as measured through increased communication</p>	<p>Educators</p> <p>Support Staff</p> <p>Administration</p> <p>SERT/ESL Teacher</p> <p>Early Reading Coach</p> <p>Social Worker</p> <p>Community Support Worker</p> <p>Public Health Nurse</p>

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<p>Indigenous Education and Sovereignty:</p>	<p>To embed Indigenous ways of knowing and being into the curriculum, learning about First Nations, Métis, and Inuit perspectives, history, culture and contributions and to impact outcomes that align with the Calls to Action #63ii building student capacity for intercultural understanding, empathy and mutual respect</p>	<p>Leadership:</p> <ul style="list-style-type: none"> - To support educators and leaders to have the knowledge, skills, and resources to ensure anti-oppressive and equitable practices are in place to support student learning, well-being, effective instruction and service excellence <p>Transform Student Learning:</p> <ul style="list-style-type: none"> - To help students build knowledge and skills by: <ul style="list-style-type: none"> • Investigating the world beyond their immediate environment • Recognizing their own and others' perspectives • Communicating their ideas effectively with diverse audiences • Translating their ideas into appropriate action to improve conditions - To build leadership capacity among Indigenous and Non-Indigenous leaders in centering Indigenous knowledges and challenging anti-Indigenous discrimination in schools and the Board 	<ul style="list-style-type: none"> - Understand what Culturally Relevant and Responsive Pedagogy is in the context of curriculum and implement Culturally Relevant Pedagogy that confronts and dismantles anti-Indigenous Racism - Participate in professional learning sessions and implement what is learned - Build relationships based on respect, responsibility and reciprocity for themselves, their peers and the environment - Critical look with students at the truth of Canada's past and present to understand the history of the lands we live on and the harm that has been done to its original peoples - Address issues of injustice through Critical Literacy and Social Justice inquiry-based learning, etc. - Work with students to acknowledge the impacts of colonization in Canada and taking action to make change - Build relationships with Indigenous peoples and communities and work together to make changes; solving real-world problems using integrative thinking - Increase awareness of who has the power, who is in the room, which voices are being heard, who is making decisions and then thinking about who is not there - nothing about us without us - Create a learning environment which affirms and validates the diversity and complexity of human experiences in meaningful ways - environment as third teacher and Indigenous ways of knowing and being - Use Indigenous Principles of Learning such as experiential and lifelong learning approaches: <ul style="list-style-type: none"> • Invite guest speakers such as Elders, Knowledge Keepers, and community leaders • Make available through intentional purchasing Indigenous authored texts and books. • Teach about the 7 Sacred Grandfather Teachings and use them as foundational in the classrooms - Wisdom, Love, Respect, Bravery, Honesty, Humility and Truth - look into PL for staff - School-wide performance organized to further understanding of Indigenous ways of knowing and being - Community member providing a session for staff on Indigenous ways of knowing and integration into curriculum - School Council organizing a grant application linking food and culture - Using the causal model to explain and understand the 7 Grandfather Teachings - Deepen feelings of joy, belonging and engagement by using I-Think to strengthen community and feelings of affirmation - Build critical consciousness and take action to prove that another world is possible through using I-Think strategies 	<ul style="list-style-type: none"> - 7 Grandfather Teaching training - Utilize resource through Early Years website - Engage in professional learning through the UIEC - Learn more about how to embed into the curriculum Indigenous Principles of Learning such as: <ol style="list-style-type: none"> 1. Oral traditions 2. Storytelling 3. Why it is important to have guest speakers such as Elders, Knowledge Keepers and community leaders 4. Indigenous research methodologies 5. Indigenous authored texts, articles and books - Learning on how to decolonize the classroom through diversified resources and content and teaching with outcomes that address social justice books· Indigenous research methodologies 	<p>Urban Indigenous Education Centre</p> <p>CRR texts</p> <p>Books/posters on 7 Grandfather Teachings</p> <p>https://docs.google.com/presentation/d/1xEhg4gpOo6Ty-KYmNv5mVg0NfUaDEN_wcfJq30niMws/edit#slide=id.g6b95c52bd_0_1199</p> <p>Weekly Updates (Focus: student well-being, check-ins, trauma-informed learning, Indigenous PL)</p>	<p>Where are we on the James Banks continuum? Slides 24-33</p> <p>Staff and student survey: Staff slides 14-23 Student slides 18-19</p> <p>Repeat staff & student surveys; consolidate data Revisit SIP 2023/2024</p>	<p>Educators</p> <p>Support Staff</p> <p>Administration</p> <p>SERT/ESL Teacher</p> <p>Early Reading Coach</p> <p>Community Support Worker</p>