

School Improvement Plan Report

School Name: Dr. A.T. Leatherbarrow Primary School

Principal and/or Designate: Lisa Jardine

Date Modified: June 22, 2022

School Strengths	Evidence and Rationale in Brief (What were you using for evidence and why were you using it?)
<p>Indicator 7 – School based staff members create and maintain a learning environment that celebrates diversity, is focused on equity and are vigilant in eliminating barriers and reducing inequities 7.1, 7.2. 7.3 (physically, academically, socially, emotionally)</p>	<ul style="list-style-type: none"> • Information sent home has intentional use of inclusive language • Investment in children’s literature on diverse families • Intentional use of inclusive language • Sponsor and support families in need • Upgraded playground with inclusive structures and ground cover • Ramp built for field • Sledges for skating • Wagons purchased for walks • Alternate seating and resources for classroom accommodations • Kids’ stationary bikes • Chill Room (Sensory Room) • Phys Ed classes modified • TRACKS program • Staggered outdoor playtime • Increased outdoor learning time • Pyramid of Intervention • Short Term Interventions Documentation • Incident Management Data and use of school-wide emergency response team (A-Team) • Soft Entry • Request for Service • Bi-weekly whole school PLC based on Science of Reading • Weekly Grade level PLC • ESST minutes • STEAM lessons • Technology and Innovation Grant • Friday Funnies by Kids

	<ul style="list-style-type: none"> • Kindness Initiatives • Code of Conduct charms
<p>Indicator 9 – Processes are in place to ensure the school community is invitational, accessible, and affirming for families 9.1 Families feel they are heard and treated with respect and that staff members are approachable and open.</p>	<ul style="list-style-type: none"> • Copies of student report cards and other important information is provided to both families when they are separated (custody order permitting) • Information is sent to parents in many ways • Year End parent survey • Attendance data from school events • Up to date website • Weekly school-wide talk-mail • Monthly school-wide newsletter and calendar • Weekly classroom newsletter • Principal calls to families Back to School Meet the Teacher (2019) • Parent information nights (academic and mental health themed) • Mandatory calls prior to report cards for students not meeting expectations and information provided on how they can help at home • Information being shared about the Science of Reading and how parents can help • Common plan meetings, transition meetings etc. for students with additional needs

First Potential Area of Focus for Growth Identified Through Self-Assessment Process

<p>Briefly Describe the Potential Area of Focus:</p>	<p>Indicator 18: There is a culture of reflection, evidence informed inquiry, and innovation designed to achieve positive student outcomes and to advance individual collective effective 18.1 Staff members engage in ongoing professional learning and research to improve their understanding of current pedagogy, methods and use of approved online tools</p>
<p>Evidence & Rationale for your potential area of focus:</p>	<ul style="list-style-type: none"> • Grade 4 English Reading assessment results from Hampton Elementary • Final report card data • Switch to research-based Science of Reading to teach and inform literacy instruction. • Students are arriving at school with very little pre-alphabetic skills as evidenced as evidenced by baseline data • EYE-DA data

	<ul style="list-style-type: none"> • New report cards coming based on Science of Reading
Suggested professional learning opportunities or action items needed to support progress.	<ul style="list-style-type: none"> • Meet with Staci Bain - Literacy Expert • School wide PLC focused on Science of Reading • EECD Modules • Purchase of Resources • Request for support from Literacy Coach • VP/Kindergarten teacher to take LETRS course • EAs using PL time to understand and align their intervention based on the research with the students with whom they work • Parent Night explaining the change • Parent communication on how to help their child using Science of Reading • Gain a familiarity and use the companion document given by EECD • Purchase and use Heggerty resource • Literacy Cafes • Learn about assessment and data needed in order to move to a new skill
Link to PLWEP (if applicable).	
Second Potential Area of Focus for Growth Identified Through Self-Assessment Process	
Briefly Describe the Potential Area of Focus:	<p>Culture and Diversity</p> <p>Indicator 7.4 – The school environment encourages and supports engagement, active involvement and inclusion of each student culturally</p>
Evidence & Rationale for your potential area of focus:	<p>Over the last couple of years, we have had an increase in students with diverse families and cultures. This school year, we have had a 4% increase. It is important that these students and their families feel welcome and supported. Equally as important is that all students understand the importance of welcoming, celebrating, and including all students. First Nation and LGBTQ2S+ education are a priority.</p>
Suggested professional learning opportunities or action items needed to support progress.	<p>Contact Laura Taylor (Subject Coordinator First Nation Education)</p> <p>Arrange First Nations PL to teach staff appropriate First Nations teaching at K-2</p> <p>Purchase First Nations literature K-2 appropriate</p> <p>Arrange school visit by First Nations Elder</p> <p>Morning announcements to include multicultural information and greetings</p> <p>PL and teach about different cultures and celebrations</p> <p>Engage families in the community to support learning about different cultures</p>

	Create parent question on information form
Link to PLWEP (if applicable).	
Third Potential Area of Focus for Growth Identified Through Self-Assessment Process	
Briefly Describe the Potential Area of Focus:	
Evidence & Rationale for your potential area of focus:	
Suggested professional learning opportunities or action items needed to support progress.	
Link to PLWEP (if applicable).	
Fourth Potential Area of Focus for Growth Identified Through Self-Assessment Process	
Briefly Describe the Potential Area of Focus:	
Evidence & Rationale for your potential area of focus:	
Suggested professional learning opportunities or action items needed to support progress.	
Link to PLWEP (if applicable).	