

School Statement of Needs - Section 1

Lawrence Park Collegiate Institute, Ward 8, Learning Cluster 1

Superintendent: Vicky Branco

Trustee: Jennifer Arp

School Council Chair/Parent Representative: Michele Schummer, Erika Boone, Susan Paetkau

The parent section of the School Statement of Needs document is to be developed annually in the fall by the parent representative in consultation with the school community and the trustee (when available). The superintendent will complete his/her section when it becomes known that there may be a principal vacancy. The School Statement of Needs document shall reflect needs that are specific to the school and community. Please see the attached SSON Parent User Guide which is also found at www.torontopiac.com.

To be completed by Parent Rep(s)

School & Community Needs (placed in rank order)	Comments
Strategic, thoughtful and acts to build a great high school that inspires and engages students, teachers, parents and the community to achieve excellence in academics, athletics, arts, languages (english and french) and wellness.	<ul style="list-style-type: none"> -Builds and communicates a shared vision, goals and priorities -Facilitates engagement, collaboration and action of students, teachers, parents and the community to deliver on vision, goals and priorities. -Measures engagement, progress and contribution -Invites and acts on new ideas and corrective actions that will accelerate positive change and remove barriers
Builds a welcoming school climate of learning, wellbeing, collaboration, innovation, openness and accountability through strong relationships with and among students, teachers, parents and community	<ul style="list-style-type: none"> -Practices shared leadership to establish trust and partnership -Visible, accessible, and proactive communicator -Leads by example and empowers students, teachers, parents and the community to contribute actively with their ideas and actions in classrooms, extracurricular activities and the school -Ensures that roles, relationships and action are clear, align with goals and priorities and produce personal and collective gain -Empathetic flexible and responsive.

<p>Continually improves teaching and learning processes, student achievement and wellbeing through high performing staff and engaging, relevant learning experiences for all students in classrooms, extracurricularly and in the community.</p>	<ul style="list-style-type: none"> -Recruits and retains high performing teachers in academic subjects, athletics, arts, languages (English & French streams) and supports their professional development and collaboration to provide best and consistent practices -Promotes and supports focus on equity, 21st century competencies, experiential learning -Guides teachers to use teamwork, more variety in teaching methods, technology, school trips and assignments that student can relate to, provide extra help, more feedback on classroom participation, homework and projects, encouragement to take risks and try new things -Champions student voice, citizenship and leadership opportunities, parent and community partnerships and technology -Champions strategies for successful transition into high school, remediation and enhancement programs, and successful pathways into postsecondary/ workplace -Implements a collaborative performance review process for all staff
<p>Builds school leadership and capacity for delivery of excellent learning processes and results and a safe, healthy, inclusive and happy school climate</p>	<ul style="list-style-type: none"> -Develops structures and processes that foster respect and collaboration among staff, build best and consistent course content, pedagogy and assessment, strong extracurriculars and positive school climate -Models shared leadership, 21st century competencies and practices, equity and action learning -Collaborates with parents, community resources, other schools and board leaders -Creates a transparent and participatory school improvement and budget process
<p>Builds accountability of school administration and staff to students, parents, the board and community for student achievement and wellbeing</p>	<ul style="list-style-type: none"> - Engages and collaborates with staff, students, parents, board and community on school vision, goals, priorities, programs, courses, extracurriculars, school calendar, student achievement and wellbeing, school improvement plan and budget - Communicates this information, changes in school programming and weekly activities on school website, at school council meetings, and via direct communication -Listens respectfully and facilitates individual and broader responses to concerns of students, teachers, parents - Focuses on improvement actions, collects updated data and reviews progress each term - Implements a collaborative performance review process for all staff

SCHOOL STATEMENT OF NEEDS - SECTION 2

To be completed by the Superintendent of Education

Academic needs, based on school data	Comments

Verification that School Statement of Needs is developed according to agreed process

Parent Representative (Please Print)	Parent Representative (Signature)	Date
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Superintendent (Please Print)	Superintendent (Signature)	Date
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