STRATEGIC PRIORITIES AND ACTIONS

Parent Focus Group Meeting
January 31, 2019 – Cairine Wilson High School

CURRICULUM	STUDENT SUPPORTS	TEACHING & LEARNING
Math & Literacy: • Improve math outcomes • Exceed historical academic and provincial average performance **Academic Core Curriculum Science and technology teaching:** • Introduce high quality STEM courses, especially computer science starting in grade 7 **Life Skills:** • Develop specific curriculum content/strategy around life skills (financial literacy, nutrition, citizenship, preparation for successful adult hood)	**Mental Health:** • Promote well-being of the students to promote success • Student and teachers well-being interconnected • Being more aware about teen and kids mental health issues • Ensure supports for building resilience **Learning Support Programs:** • Provide integrated/balance/specialized programs (learners needs, interest and abilities) • Adequate supports to a favourable and integrated classroom environment • Teachers Training **IEP:** • Taking IEP process more seriously and support staff • Effective learning and functional tools and resources • Well trained staff **Educational Assistants & Support Staff:** • More resources • Increase professionalization • Reduce turnover of the EA's **Classroom Supports:** • Ensures adequate funding • Links to student well-being and not depend as much to technology, rather focus on creating a positive healthy learning environment	• Montessori approach • Clustering of like ability students and approach differently • Trading and reporting • Pilot programs on a different paradigm, try new things, unlearning concept, mixed stage • Hub and network models e.g. inner-school model • Engagement • Not imposed • How to raise the bar **Explore:** • Create a clear goal • Schools that promote like-creativity minded teachers • Innovation, start small and grow e.g. models for the inner city Toronto District School Board **Creating:** • School hubs (family of schools working/learning together) • Sharing successes • Creating safe learning environments • Supports for teachers/students (training for teachers) • Belong, sense of community • Meeting the needs of students **High Expectations for teachers and students:** • Acknowledgement that change is slow • Planning for implementation is very important