

Bowmore School Improvement 2018-2019

Achievement	Equity	Well- Being
<p>We are purposefully identifying areas of student need in literacy and numeracy by engaging in collaborative Inquiry to enhance student achievement and teacher practice in areas of Geometry (assessment and gap closing) and Early Literacy.</p>	<p>With use of the data gathered from our student focus group and school council we will plan and implement short term strategies to address areas of concerns and long term solutions particularly for the students who self identify as racialized, marginalized and at risk.</p>	<p>We are coordinating a diverse range of opportunities and experiences for student leaders to lead the school community in building problem solving skills, resiliency, self-esteem and well-being (Wellness Leaders, QSA and Conflict Mediators).</p>
<p>Theory of Action: When we engage in collaborative professional learning then we can strengthen our practice, so that student learning needs become an impactful component of inclusive learning.</p>	<p>Theory of Action: When we critically examine and reflect on data from focus groups then we will be better able to engage students so that their level of participation (voice) and connections to learning is reflected in the school community.</p>	<p>Theory of Action: We are building the capacity of students and using their leadership to create awareness and build resiliency schoolwide.</p>
<p>Guiding Questions: Where are we now? Where are we going? What else do we need to learn? What is the evidence? How do we measure impact?</p>	<p>Guiding Questions: How do we encourage and support student voice? How do ensure that the school environment is welcoming to and inclusive for all? How do we engage in conversations about students`perceptions to determine immediate, short term and long term solutions to improving the school climate for all stakeholders?</p>	

