's
School Plan
2022-2023

GOAL 1

Data Snapshot Summary:	Through Products, Observations and Conversations as a school staff it became apparent that a large number of students were leaving Park Street at the end of Grade 5 without the appropriate language skills (English/French) to meet target proficiencies. Data will be collected in the new approach that will allow us to narrow the focus and have more specific data points. This will come after the first school assessments are completed and analyzed.
Goal:	Goal/Focus – To provide learning opportunities for ALL Students in both English and French that increase competency to a standard where students gain the necessary skills, confidence and pride to become bilingual.
Positive Learning and Working Environment (PLWE) Component:	
Indicators of Success:	1) Increased student literacy skills in both English and French for ALL students. (Oral, Reading, Writing) 2) Increased appreciation of both languages and importance of being bilingual. 3) Increased teacher efficacy and collaboration in a full school initiative. 4) Increased Staff Capacity in instruction of languages

STRATEGIES / ACTIONS			MONITORING PLAN			MONITORING UPDATES	
Strategies / Actions *(List the strategies and actions for realizing this goal, each in a new row.)*	**Responsibility** *(Who is implementing this strategy/action?)*	**Timeframe** *(In what timeframe/date range will implementation occur?)*	**Evidence** *(What evidence will be examined?)*	**Accountability** *(Who is examining the evidence?)*	**Frequency** *(At what frequency will the evidence be examined?)*	**Impact** *(What has been the impact of this strategy /action toward achievement of the goal?)*	**Next Steps**

Daily instruction for all students K-5 in both English and French	ALL Leadership Team	October -June	Scheduled time in all classes Walkthroughs/Observations	PLC Teams	Weekly Meetings	August - plan for 1hour for 3-5 and 1/2 hour for K-2 September - staff concern for 1hr, move to 1/2 hour for all, next 2 weeks to find assessments to target instruction. October - Different teachers working on different areas, all aligned but a sense of disconnect - time for each team of teacher supply days etc to tighten focus.	
Literacy Data Collection (K-5)	ALL Leadership Team	September 1-3 Weeks	Completed Data Tracking Tool	PLC Teams	Weekly Meeting to discuss progress	Teachers will have a better understanding of where students are in both languages and what they need to move forward in their learning. This will be revisited and revised at the end of the first 6-8 week cycle.	Refine or revise this action
Professional Learning to meet the needs of the Prototype	R. Meesters	August, Sept-June	PL Plan that meets the needs of the prototype	R. Meesters and Wendy Hartt	weekly admin meeting	Teachers will have the necessary skills to help student reach/exceed the target outcomes.	

Focus on Phonemic Awareness and Skill Building	3-5 English Teachers to FI	October - December	Increased skills using Words Their Way Assessment	3-5 Team	Daily instruction 30mins/day	Students will score better on post assessments using Word their Way Students will have increased confidence in reading and writing	Refine or revise this action
EGLA Assessment for all 3-5 Students	3-5 English Team	December - January	Completed EGLA Assesments	3-5 Teaam	Daily between Dec and Jan	Teachers will have a better understanding of the skills missing and provide targets for block 2 instruction	
Early French Language Instruction	1-5 FI Teachers	October - December	Daily Instruction scheduled English Students learning French daily Adding new sounds, vocabulary and themed units	1-5 FI Teachers	Daily 30mins	Exposure to French Language Comfort in French Environment Confidence with some French Vocabulary	Refine or revise this action
50/50 Grade 5 Intensive French Program	Sarah Benson	Sept-Dec	Daily schedule that provides 50/50 English/French Instruction	Sarah Benson	Daily	Increased student engagement and resiliency around French Language Increased oral language skills compared to traditional model.	Refine or revise this action

Phonological Awareness	K-2 English Teachers to 1-2 FI	October - December	Daily instruction using Heggerty Oral Language Daily Word Work on letters, sounds and Phonics Read Alouds	K-2 English Teachers	Daily Instruction	Increase Oral Language Skills 1-2 FI Students Knowledge of Letter Sounds and Blends Exposure to reading in English	Refine or revise this action

GOAL 2

Data Snapshot Summary:	Teacher Perception Data and conversations with staff during staff meetings indicate a need to continue to develop, implement, monitor and adjust PBIS Strategies to help the school have consistent expectations and reactions to behaviors that are not-expected. Student Perception Data on Our School Survey also indicated the same need for consistent expectations and reactions. Continuation of the use of our ARCC Code is a focus that has helped in the last few years.
Goal:	Students will build A.R.C.C. (Awareness, Resiliency, Community and Compassion) in order to help create a positive learning and working environment and become better citizens.
Positive Learning and Working Environment (PLWE) Component:	Teaching and Learning
Indicators of Success:	1) Students will be able to name and describe the ARCC Code. 2) Students will receive weekly praise slips for ARCC Behaviors. 3) Office Discipline slips and referrals will be reduced.

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Regular focus on Teaching, Modelling and Reinforcing Expected Behaviors.	CORE Team	Sept -Octo	Students demonstrating expected behaviors Reduction in unexpected behaviors Teachers teaching, modeling and reinforcing behaviors. Praise slips provide to office for reinforcement.	Shauna Kelly (SPR)	Weekly	Students understand the components of the ARCC Code Students making better decisions Adults are consistent in their approach to isues	
Monthly ARCC Assemblies	Core Team	Sept - June	Planned Monthly Assembly Calendar	Sarah Benson	Monthly	Students exposed to the different components of the ARCC Code with examples and readings	Continue this action
Weekly Praise Slips	Administrator Team	Sept - June	Praise Slip Tracking Sheet Weekly announcements	R. Meesters	Weekly	Students receive praise and recognition for efforts in the ARCC Code Students know the different codes	Embedded action
Restorative Action Reflections	Angela D'Entremont	Sept-Dec	New restorative action reflection developed Reflection process used to discuss behaviors	Angela D'Entremont ESS Team	As needed	Students have opportunities to consider their actions and they impacts they have on others. Students learn from their actions without a sense of guilt or shame	Continue this action