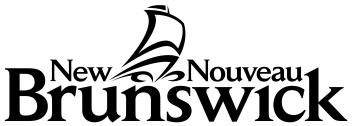
**Park Street School Improvement Plan**

New Brunswick Department of Education and Early Childhood Development

**2017-2018**

**2017**

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| Our School Vision:  Preparing children to achieve their dreams and become model citizens in a global culture. Students will learn the way the world works and how to improve it. |
| Our School SLOGAN: The Best Possible Place to Grow |
| Our School Mission:  Park Street School is dedicated to igniting children’s passions and helping them overcome their challenges. Therefore Park Street staff will demonstrate an extraordinary commitment to educating the whole child through the use of best educational practices, in a world class learning environment. |

**Areas of Focus – Alignment Table**

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| **EECD Areas of Focus (Education Plan)**  **Which are supported by Park Street School SIP** | **District Areas of Focus (DIP) which are supported by Park Street School SIP** | **School Areas of Focus**  **“Personalization”**  **Park Street School Learning Community will continue to develop personalization strategies to ensure that PSS is the best possible place to grow.**  **(3 Year Priorities)** |
| 1. *Improve achievement in language, mathematical and scientific literacies* |  | Flexible Learning Environment: To examine, design and develop operational elements of Park Street School to determine student friendly scheduling, spaces and time allocations which respond and adapt to support students in achieving their goals.  E.G. Physical Classroom Structure, Flexible Groupings, etc. |
| 1. *Improve learning environments and instructional practices to ensure inclusive 21st century education* |  | Competency-Based Progression: To find and use appropriate technology and pedagogical practices which support students learning at their own pace and which create multiple pathways to success.  E.G. DreamBox, RazKids, Flex Grouping etc. |
| 1. *Increase opportunities for youth to develop enterprising habits and to engage in active citizenship* |  | Personal Learning Pathways: To find and use appropriate pedagogy and technology that allows and encourages to set and manage their own learning goals. These pathways will emphasize student voice and student choice in their educational goals.  E.G. Writing Continuum, Fresh Grade Portfolio and Reporting etc. |
|  |  | Learner Profiles: Park Street Staff will use a variety of tools and strategies to develop a good understanding of students interests, passions and strengths in order to help them express themselves.  E.G. Interest Inventories, Passion Projects, LiD, Student Led Clubs, etc. |

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| School Area of Focus 1: Flexible Learning Environment: To examine, design and develop operational elements of Park Street School to determine student friendly scheduling, spaces and time allocations which respond and adapt to support students in achieving their goals.  Justification: | | | | | | |
| Team Smart Goals & PLOP | **Strategies and Actions** | **Responsibility** | **Resources** | **Timelines** | **Monitoring** | **Evidence of Success** |
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| Kinder World :  To make Kindergarten a child centered learning environment (learner centered opportunities available. | 1. **Opening doors between classrooms** 2. **Centre-based rooms** 3. **On-going flexible grouping and team teaching by all classroom teachers** 4. **To have cooperation of fellow staff members.** 5. **Collaboration between K- Team** 6. **Use strength based teaching.** | **Moir, Gorham, Davidson**  **Administration** | **Centre Development**  **Doorway Construction** | **Sept – June**  **Implementation** | **Monthly Team Meetings**  **Daily Team Teacher Planning Sessions.** | 1. **Increased student engagement.** 2. **Students work at their level in all subject areas.** 3. **Students work based on interests and passions.** 4. **Increased stamina.** 5. **For students to discover and develop interests, passions and strengths.** 6. **For students to foster a love of learning and a love for school.** |
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| Flexible Groupings in Numeracy and Literacy  Writing Continuum:  K-2 Teachers will consistently implement the writing continuum as a tool for creating assessment-capable learners in all classes by January 2018.    Coding:  Our students will create a product using their coding skills to showcase at a technology fair on Leadership Day. | **1) Wednesday PL Time co-planning introductory lessons.**  **2)      Weekly review of lessons.**  **3)      Teach 3-4 Mini Lessons between now and Dec to introduce.**     1. **Begin using “unplugged” coding activities in the classroom focusing on coding language.** 2. **Developing beginning coding skills using code.org** | **Literacy PLC, Grade Level PLC**  **Caroline, Melanie, Laura, Rick, Elizabeth, Marc, Josette, Amy, Sara** | **Common lessons for K and for Grade 1-2, Writing Continuum reference material, Map Books**  **Dot ‘N Dash, Mbots, Scratch, The Learning Partnership, Brilliant Labs, Science East, Jeff Whipple, School IPAD Pod, Classroom computers.** | **Sept – Jan 2018**  **Implementation**  **September – June**  **Implementation** | **Literacy PLC, Grade Level PLC, Wednesday afternoon co-planning time.**  **Caroline, Melanie, Laura, Rick, Elizabeth, Marc, Josette, Amy, Sara** | **1)      Team meeting notes indicate planning of lessons occurred**  **2)      Team meeting notes indicate review of the weekly lesson**  **3)      Lesson plans indicate that the mini lessons were completed**  **4)      Students begin using the writing continuum during independent writing time**    **Progress indicated on student accounts on code.org** |

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| School Area of Focus 2: Competency-Based Progression: To find and use appropriate technology and pedagogical practices which support students learning at their own pace and which create multiple pathways to success.  Justification: | | | | | | |
| Team Smart Goals & PLOP | **Strategies and Actions** | **Responsibility** | **Resources** | **Timelines** | **Monitoring** | **Evidence of Success** |
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| DreamBox  To increase K-2 use of Dream Box consistently both in school and at home. | 1. **Base-line Data Assessment** 2. **School-wide Goal development** 3. **Implementation of increased usage** | **K-2 Math PLC**  **Grade Level PLC** | **More Classroom IPADS, Parent Support Letter for Dream Box, Poster for Parent Teacher Interviews to encourage home use and instructions how to use it.** | **September – June**  **Implementation** | **Administration**  **Elizabeth Howlett**  **Math PLC** | 1. **Increased usage of Dream Box.** 2. **Parents will provide opportunities for increased usage at home.** 3. **Teachers will provide more in class time for Dream Box (once a week per student minimum).** |

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| School Area of Focus 3: Personal Learning Pathways: To find and use appropriate pedagogy and technology that allows and encourages students to set and manage their own learning goals. These pathways will emphasize student voice and student choice in their educational goals.  Justification: | | | | | | |
| Team Smart Goals & PLOP | **Strategies and Actions** | **Responsibility** | **Resources** | **Timelines** | **Monitoring** | **Evidence of Success** |
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| Writing Continuums | 1. **Implementation of Writing Continuums in all classrooms.** |  | **Staff Developed Writing Continuum**  **Modeled Lesson Plans** | **September/Oct– Mini lessons on the use of the continuum in every classroom** | **Literacy PLCs Meeting Monthly** |  |
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| Fresh Grade  We will begin using a digital portfolio to inform families of student progress on a consistent basis, and to increase home communication between home and school. | 1. **Exploring the use of Fresh Grade as a model of developing Digital Portfolios and improving home communication.** 2. **Set class dashboard up and begin using program regularly.** 3. **Invite all parents and communicate with parents to ensure they received the invite so they can begin using the program.** | **Classroom teachers using the program** | **Fresh Grade Accounts** | **Begin using Fresh Grade by October 10, 2017**    **Each teacher to upload 1 post every 2 weeks per student (to start)**    **January 2018 create and administer a parent perception survey** |  | 1. **Be able to view the amount of family communication via dashboard for each child as well as posts on each student.** 2. **Send a family survey to receive feedback on their perceptions of the app. (January 2018)** |

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| School Area of Focus 4: Learner Profiles: Park Street Staff will use a variety of tools and strategies to develop a good understanding of students interests, passions and strengths in order to help them express themselves.  Justification: | | | | | | |
| Team Smart Goals & PLOP | **Strategies and Actions** | **Responsibility** | **Resources** | **Timelines** | **Monitoring** | **Evidence of Success** |
| Passion Projects |  |  |  |  |  |  |
| LiD |  |  |  |  |  |  |