

BELLEISLE ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2016-2019



Mission Statement:

*"Our BES community believes in success for all."*

**GOAL - Literacy** – 80% of BES students will reach Appropriate Achievement or above in writing standards 100% of the time to align with the ASD-S District/Provincial Education Plan for 2016-19

Strategies	Action Plan	Indicators of Success	Updates	Time Frames	Responsibilities
<p>Provincial Assessment Grade Level Exemplars</p> <p>Using student friendly writing rubrics aligned with provincial assessment standards</p> <p>Using the Provincial Writing Standards Rubric that aligns with the resource Writing Traits</p> <p>To support reading:</p> <p>Using the Fountas &amp; Pinnell Resource Assessment Kits for Grade K-3 &amp; 3-4 students receiving support</p> <p>Utilizing the Blue Box Resource at non-reporting periods</p> <p>Using the Atlantic Canada Reading Assessment Resource Kit for Grades 4-5</p> <p>Using the Provincial Draft Reading Grade Level</p>	<ul style="list-style-type: none"> <li>Teachers will use classroom/student smart goals based on previous year's data (Kindergarten's goals based on 1<sup>st</sup> reporting period)</li> <li>Assessing all student writing using the NB Writing Standards &amp; Assessment Exemplars</li> <li>Teachers will provide 2 demand (unassisted) writing pieces for each reporting period to support school/district data</li> <li>Continue assessing student performance in reading &amp; writing every 6 weeks</li> <li>Student reading levels will be included on the district data charts</li> <li>Tracking reading assessment indicating fiction &amp; non-fiction to achieve a balance assessment</li> </ul>	<p>Classroom smart goals achieved (see appendix A)</p> <p>Student writing rubrics</p> <p>School and District data</p> <p>District Elementary Plan – Literacy</p> <p>Curriculum Summative Base Assessment</p> <p>Pyramids of Intervention (see appendix B)</p>	<p>All classroom teachers received class data end of Sept</p> <p>All classroom teachers have the NB Writing Standards document</p> <p>Demand writing pieces collected for reporting periods</p> <p>Reading &amp; writing data inputted into dashboard</p>	<p>September 2016</p> <p>October 2016</p> <p>Nov – June 2017 On-going</p> <p>Nov - June 2017 On-going</p>	<p>Classroom teachers</p> <p>BES Administration Team</p> <p>ESS-Literacy</p> <p>ESS Team</p>

**GOAL - Numeracy-** 80%-85%of BES students will reach Appropriate Achievement or above in Number Sense, Number Operations and Patterns & Relations 100% of the time to align with the ASD-S District/Provincial Education Plan for 2016-19

Strategies	Action Plan	Indicators of Success	Updates	Time Frames	Responsibilities
<p>Knowledge of Curriculum Outcomes for Number Sense, Number Operations, Patterns &amp; Relations from Grade K-5</p> <p>Utilizing the grade level Math “I Can Statements” rubric in all grades</p> <p>Providing the K-5 Numeracy Continuum for Grade K-5 to be posted in all classrooms</p> <p>Lesson planning using the District Numeracy Mapping</p> <p>District Grade Level Numeracy Benchmarks for Grade 4</p> <p>District Numeracy Leads for PD and PLC sessions</p> <p>Numeracy Vocabulary Checklists</p>	<ul style="list-style-type: none"> <li>Classroom teachers will develop classroom smart goals based on the previous year’s data</li> <li>Using the grade level “I Can Statement” rubric monitor student progress in numeracy</li> <li>Using school data monitor student progress in numeracy</li> <li>Using District Grade Level Mapping to support lesson planning</li> <li>Analyze the District Grade 4 Numeracy Benchmarks to identify outcomes that need to be revisited/reviewed for Numeracy 3-5</li> <li>Having Numeracy Leads support teachers with Numeracy PD, PLC, and co-teaching opportunities</li> <li>Teachers will use grade level Numeracy vocabulary checklist to promote the understanding of numeracy language</li> <li>Classroom teachers will have a clear understanding of the Grade K-5 Math Continuum</li> </ul>	<p>Classroom smart goals achieved (see appendix A)</p> <p>Grade Level “I Can Statements” rubrics</p> <p>District Numeracy Benchmarks Data</p> <p>Utilizing Math Outcomes Tracking Charts</p> <p>School Reporting Period Data</p> <p>Numeracy Word Walls for student use</p> <p>Pyramids of Intervention (see appendix B)</p>	<p>All classroom teachers received class data end of Sept</p> <p>3-5 Grades are now participating in Numeracy Benchmarks</p> <p>All classroom teachers have received PD on tracking charts</p> <p>Numeracy Lead provided all teachers with their grade level tracking chart</p>	<p>September 2016</p> <p>Sept – June 2017 On-going</p> <p>January 2017 On-going</p> <p>November 2016</p>	<p>Classroom teachers</p> <p>BES Administration Team</p> <p>ESS-Numeracy Leads</p> <p>ESS Team</p>

**GOAL - Science** - 75% of BES students will be become proficient at using scientific skills when exploring concepts and problems (questioning, predicting, observing, gathering, recording & analyzing data & stating conclusions) 100% of the time to align with the ASD-S District/Provincial Education Plan for 2016-19

Strategies	Action Plan	Indicators of Success	Updates	Time Frames	Responsibilities
<p>Developing an understanding of the You and Your World outcomes that relate to Science to enhance student learning</p> <p>Developing an understanding of the Grade 3-5 Science Outcomes to enhance student learning</p> <p>Professional Development in Inquiry Based Science</p> <p>Identifying the needed resources for the Science Outcomes for K-5</p> <p>Teachers will utilize the new document for their grade level "Spotlight on Science Skills"</p> <p>Grade K-5 teachers to utilize the DOE Learning Packages to support Inquiry Based Science</p>	<ul style="list-style-type: none"> <li>Reviewing the You and Your World and Grade 3-5 Science Outcomes for lesson planning</li> <li>Applying inquiry based learning techniques to the You and Your World/Science outcomes</li> <li>Purchasing K-5 resources that align with all grade level Science Outcomes</li> <li>Provide the Grade 3-5 teachers with the Spotlight on Science Skills document</li> <li>Provide the Grade 3-5 teachers with professional development regarding the Scientific Method and the concepts found within the Spotlight on Science Skills document</li> <li>Provide PD on Inquiry Based Science lessons (Science Lead)</li> <li>Will review the DOE Learning Packages</li> </ul>	<ul style="list-style-type: none"> <li>List of resources generated</li> <li>Inquiry planned Science</li> <li>Model lessons with Science Lead</li> <li>Teachers using DOE Learning packages to support inquiry lessons</li> <li>Teachers using rubrics in Spot Light on Skills document to assess Science skills</li> <li>Students develop and conduct their own investigations for the purpose of entering a grades 3-5 Science Fair at BES</li> </ul>	<p>K-5 PLC on You &amp; Your World &amp; Science outcomes to develop a team understanding &amp; need</p> <p>K-5 Science resources being purchased</p> <p>Grs 3-5 Teachers received the Spotlight Documents</p> <p>Grs 3-4 Teachers received PD from Science Subject Lead</p> <p>All classroom teachers received PD the new Science documents &amp; are using the DOE packages for Grs 3-5</p>	<p>Sept – June 2017 On-going</p> <p>Sept – June 2017 On-going</p> <p>October 2016</p> <p>February 2017</p> <p>October 2016</p> <p>October 2016</p>	<p>Classroom teachers</p> <p>BES Administration Team</p> <p>Core Leadership Team</p> <p>ASD-S Science Leads</p>

**Goal - Mental Fitness** - 75% of BES students will participate in a number of mental fitness activities that will be implemented whole school, within individual classrooms and with individual students 100% of the time and will align with ASD-S District/Provincial Education Plan for 2016-2019

Strategies	Action Plan	Indicators of Success	Updates	Time Frames	Responsibilities
Classroom Teachers Resilience Training  Implementation of the Student Leadership Program  Wellness Committee Promotions of Mental Fitness  2016-17 NB Elementary Student Wellness Survey  Restful Awareness Program (RAP) Training/Therapeutic Hypnosis Techniques  Promotion of the BES Be a Buddy Not a Bully Initiative Promotion of the Placement of BES Buddy Benches  Promoting the 7 Habits of Happy Kids  Zones of Regulations Program	<ul style="list-style-type: none"> <li>• Grade K-1 teachers have received the Resilience Training</li> <li>• Review of the Student Leadership program regarding student accountability and responsibility</li> <li>• Promote the WOW Program Magazine and Newsletter</li> <li>• NB Survey Data Analysis</li> <li>• Promote Mental Fitness programs such as Restful Awareness (RAP) for staff and students &amp; therapeutic hypnosis relaxation techniques</li> <li>• All students to receive a Be a Buddy Not a Bully Badge</li> <li>• New Bullying or Conflict classroom posters that align with the Buddy Badges</li> <li>• Ordering BES Buddy Benches to arrive by June 2016</li> <li>• Implementing the 7 Habits of Happy Kids</li> <li>• Researching the Zones of Regulations Program</li> </ul>		Implemented in You & Your World           Survey Completed   Ms. Guitard received training for RAP Summer 2016 /Mrs. Musgrave training completion 2017   All students received their BES Buddy Badges Spring 2016  BES Buddy Benches arrived June 2016   Resource available  PD by Mr. Kearney on Zones of Regulations	2015 - 2019           Feb 2017   2016 – 2017   2015 – 2016  2016 – 2017  2014 – 2019  Nov 2016	Classroom teachers  BES Administration Team  Wellness Committee  BES Administration Team  Physical Education Team  ESS-Literacy  ESS - Numeracy  ESS Team  ISD and C & Youth Teams  Classroom teachers  BES Administration Team

# Appendices

# Appendix A

# Belleisle Elementary School Improvement Plan 2016-2019

## School Smart Goals

### Literacy Smart Goal

90% of BES students will reach appropriate achievement or above in writing standards 100% of the time to align with the District/Provincial Education Plan for 2016-19

### Numeracy Smart Goal

90% of BES students at each grade level will reach appropriate achievement or above in Number Sense/Operations 100% of the time to align with the District/Provincial Education Plan for 2016-19

## Classroom Smart Goals 2017 2018

<p>Kindergarten</p> <p><b>K - Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p>60% of the Kindergarten students will recognize, name and produce sounds for all letters in the alphabet, read the 32 sight words for this grade level, print a sentence independently 100% of the time by March, 2018</p> <p>75% of the Kindergarten students will recognize , name &amp; quantify numbers 1-10, identify, reproduce &amp; extend a repeating pattern with 3 elements, sort &amp; describe 3D objects, compare length, mass &amp; volume of 2 objects 100% of the time by March 2018</p>
<p>Grade 1</p> <p><b>F - Literacy Goal</b></p> <p><b>Numeracy Goal</b></p> <p><b>H – Literacy Goal</b></p> <p><b>Numeracy Goal</b></p> <p><b>K – Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p>80% of the Kindergarten students will read 32 sight words and know how to spell no excuse words for this level 100% of time by March 2018</p> <p>80% of the Kindergarten students will be able to recognize, name and create sets 1-10 100% of the time by March 2018</p> <p>95% of Grade 1 students will include sentences which vary in length and/or beginnings 100% of the time by March, 2018</p> <p>80% of Grade 1 students will have a 90% success rate on a two minute mental math assessment which includes addition/subtraction problems 100% of the time by March, 2018</p> <p>65% of the Grade 1 students will be at appropriate or above writing sentences which will vary in beginnings and/or length 100% of the time by March 2018</p> <p>75% of Grade 1 students will have a 90% success rate on a two minute mental math assessment which includes addition and subtraction problems 100% of the time by March 2018</p>



<p>Grade 2  <b>H - Literacy Goal</b></p> <p><b>Numeracy Goal</b></p> <p><b>T – Literacy Goal</b></p> <p><b>Numeracy Goal</b></p> <p><b>S – Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p>100% of Grade 2 students will include juicy words in their everyday writing 80% of the time by March, 2018</p> <p>100% of Grade 2 students will have a 95% success rate on a two minute mental math assessment which includes addition/subtraction problems 100% of the time by March, 2018</p> <p>80% of the Grade 2 students will independently write in complete sentences using proper capitalization and end punctuation in all writing 90% of the time by March, 2018</p> <p>85% of the Grade 2 students will be able to model (in for different ways) and explain the value of any number from 0 to 100, 100% of the time by March, 2018</p> <p>80% of Grade 2 students will be writing with appropriate or above (3 3+) sentence structure and conventions 100% of the time by March 2018</p> <p>80% of Grade 2 students will understand how to efficiently solve a math problem using pictures, numbers, and/or words !00% of the time by March, 2018</p>
<p>Grade 3  <b>S - Literacy Goal</b></p> <p><b>Numeracy Goal</b></p> <p><b>C - Literacy Goal</b></p> <p><b>T - Numeracy Goal</b></p>	<p>80% of Grade 3 students will be writing with appropriate or above (3 3+) sentence structure and conventions 100% of the time by March 2018</p> <p>80% of Grade 3 students will understand how to efficiently solve a math problem using pictures, numbers, and/or words !00% of the time by March, 2018</p> <p>80% of Grade 3 students will be writing with appropriate of above (3, 3+) word choice and organization 100% of the time by March 2018</p> <p>75%-80% of my Grade 3 students will be able to answer and explain their mental math strategies with basic addition, subtraction &amp; multiplication equations 90% of the time by March, 2018</p>
<p>Grade 4  <b>W - Literacy Goal</b></p> <p><b>Numeracy Goal</b></p> <p><b>A - Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p>70% of Grade 4 students will be writing with appropriate or above using conventions and sentence structure (Write Traits) 100% of the time by the end of March, 2018</p> <p>70% of Grade 4 students will be able to answer basic addition, subtraction &amp; multiplication facts from 5 to 9 mentally 90% of the time by March, 2018</p> <p>80% of Grade 4 students will be writing with appropriate or above using conventions and sentence structure (Write Traits) 100% of the time by the end of March, 2018</p> <p>80% of Grade 4 students will understand the mental math strategies of using doubles, making ten &amp; thinking addition for subtraction, the commutative property in addition/subtraction, skip counting, doubling/halving, adding/subtracting one more group, and using patterns of 9 in multiplication/subtraction 100% of the time by March, 2018</p>

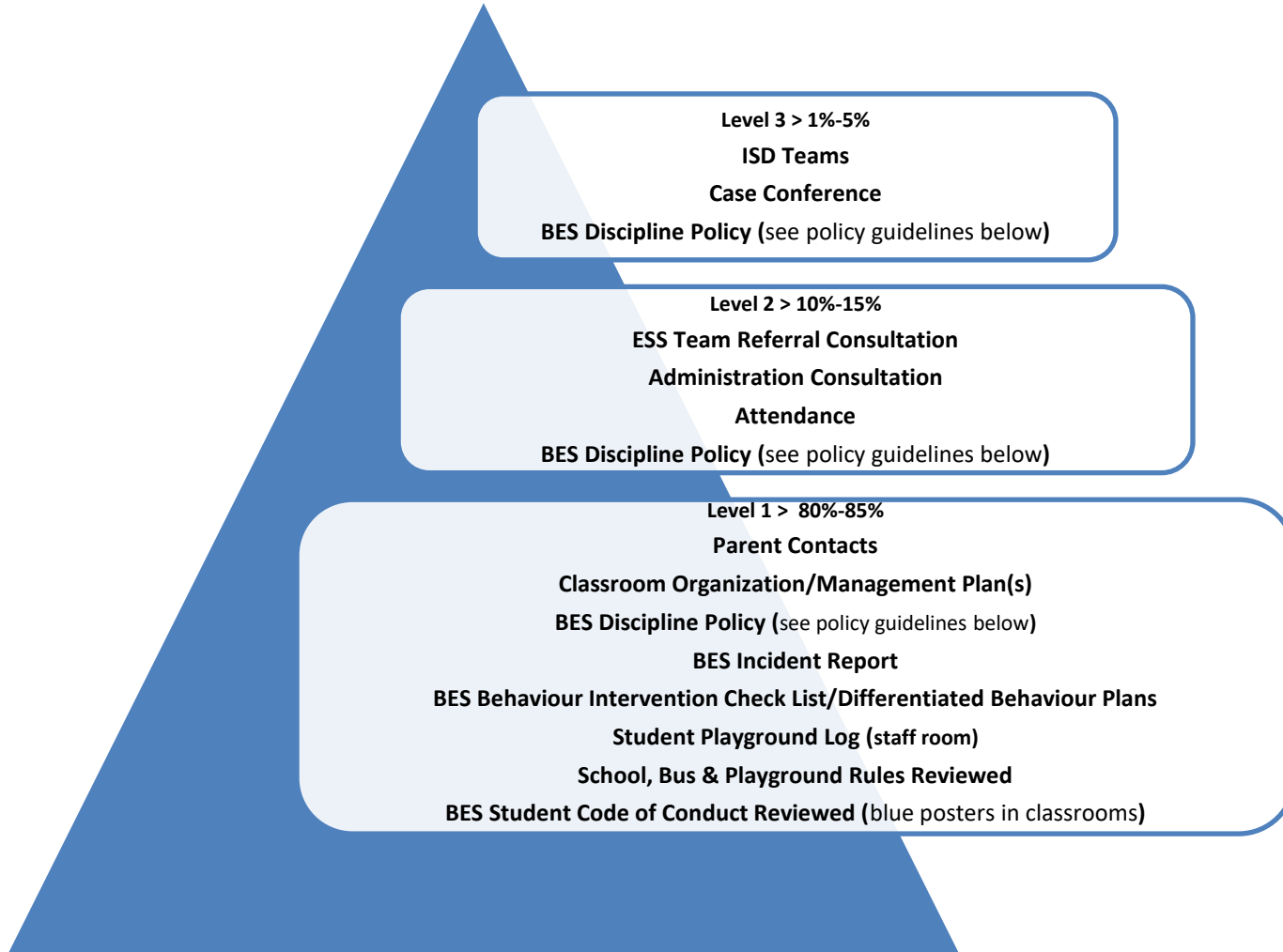
Grade 5 A - Literacy Goal	80% of Grade 5 students will be writing with appropriate or above using conventions and sentence structure (Write Traits) 100% of the time by the end of March, 2018
Numeracy Goal	75% of Grade 5 students will be at appropriate or above in timed mental math assessments, selecting and using “personal Best Fit” strategies 100% of the time by March 2018 (this math goal takes into account that the class has a number of students working at a grade 3 to 4 math level)
B - Literacy Goal	80% of Grade 5 IF students will achieve appropriate level in Oral speaking situations as measured on the CAMET scale for French proficiency 100% of the time by the end of March, 2018
Numeracy Goal	80%-85% of Grade 5 students will achieve 75%-85% accuracy or above on timed Multiplication and Division facts assessments using formative assessment strategies such as daily operation minutes, math warm ups, exit slips and Santos responder quizzes 100% of the time by the end of March, 2018

# Appendix B

**Belleisle Elementary School**  
**Pyramids of Intervention**

# Belleisle Elementary School Pyramid of Interventions

## Behaviour



## 5 Steps to Responsible Behaviour

**Step 1:** The student is spoken to, made aware of the consequences of his/her inappropriate behaviour and if the behaviour continues a 5 minute time-out follows. **Step 2:** After a second inappropriate behaviour and warning a 10 minute time-out follows. **Step 3:** After a third inappropriate behaviour and warning a 15 minute time-out is implemented. Parents will receive a letter of concern and a copy forwarded to the principal. **Step 4:** After a fourth inappropriate behaviour and warning a 20 minute time-out is implemented. Parents are contacted by the principal. **Step 5:** Parents are asked to meet with the teacher. The school administrator may be asked to meet at this time and, if necessary, appropriate steps will be taken. This may include a suspension.

**Notes:** Time-outs involve a discussion between teachers(s)-student(s) addressing the behaviour and appropriate choices along with providing opportunities to work with the teacher to identify models of appropriate behaviour on the playground, the school bus, in the classroom, and hallways of the school. A student may be removed from the program or be placed on a lower step based on improved behaviour. The length of time a student is placed on any given Step will be determined by those involved and the student will be informed.

**Incidents of an extreme nature may necessitate the student starting the program at Steps 3, 4 or 5. At any time, the team may outline a plan for the student to change his/her behaviour. This may be in the form of a contract, or a behaviour management plan.** Types of inappropriate behaviour and consequences have been discussed with the students. This program works on a weekly basis and a fresh start begins each Monday.

# Belleisle Elementary School Pyramid of Interventions

## Academic

**Level 3 > 1%-5%**

**Alternative Site; Reduced Day; Out-of-School Services**

> APSEA, Social Development, Mental Health, Stan Cassidy

**Personal Learning Plan (SEP)**

**Level 2 > 10%-15%**

**Case Conference:**

**Referral to ESS Team for Consultation**

> Physio Therapy, Speech/ Language, Occupational Therapy, Technology Support

**In-school Services i.e.**

> EA Time, Guidance/SIW Support, Literacy/Numeracy Support, Resource Support

**Level 1 > 80%-85%**

**Parent Teacher Communication i.e.**

> Progress Reports (Oral/Written), Report Cards, Attendance

**Universal Accommodations**

> Refer to Universal Accommodations Dept of Education

**UDL/Differentiated Instruction i.e.**

> Student Learning Profiles, Daily 5, Concept Learning Stations, Flexible Grouping,  
Tiered Activities

**Classroom Instruction/Assessment Data/PLC Collaboration**

> Step-by-step Instructions, Visual Schedule, First Then Chart, Read Directions,  
Reduction of Tasks, Learning Tools, Technology Support, Scribes, Mini Offices,  
Personal Dictionaries, Manipulatives

## Belleisle Elementary School ESS Team Pyramid- Referral Process

The ESST Referral Process Pyramid identifies the steps for the application of an ESS Team referral.

