

Mission Statement:

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

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| Belleisle Elementary School  School Improvement Plan  2013-2016  Draft |

**Belleisle Elementary School - School Improvement Plan 2013-2016**

**GOAL- Literacy** - 90% of BES students will reach Appropriate Achievement or above in writing standards 100% of the time to align with the Provincial Education Plan for 2013-16

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| **Strategies** | **Action Plan** | **Indicators of Success** | **Updates** | **Timeframe** | **Responsibilities** |
| Provincial Assessment Grade Level Exemplars  Using student friendly writing rubrics aligned with provincial assessment standards  Student Writing Duotangs  To support reading:  Usage of the Fountas & Pinnell Resources Assessment Kits Grades K-3  Usage of the Atlantic Canada Reading Assessment Resource Kits Grades 4-5  Usage of ASD-S Guided Reading Grade Level Chart | * Teachers will develop classroom and student smart goals based on previous year’s data * Collecting 1 or 2 samples of writing for each student to be placed in a student writing duotangs * Assessing all student writing using grade level writing rubrics using provincial assessment exemplars during PLC * Continue assessing student reading performance to support student writing * Send Guided Reading Levels to administration to record levels on classroom data charts * To ensure all classes promote the utilization of non-fiction texts (Science Literacy) | Classroom and student smart goals achieved (see appendix A)  Student Writing Rubrics/Data  Student marks at reporting periods  Provincial Assessment Scores  District Elementary Assessment Plan – Literacy  Curriculum Summative Base Assessments  Pyramids of Intervention ( see appendix B) |  | Second & Third reporting period | Classroom Teachers  ESS Team  EST-Literacy  Administration Team |

**Belleisle Elementary School - School Improvement Plan 2013-2016**

**GOAL-Numeracy**- 90% of BES students in each grade level will reach Appropriate Achievement or above in Number Sense/Operations 100% of the time to align with the Provincial Education Plan for 2013-16

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| **Strategies** | **Action Plan** | **Indicators of Success** | **Updates** | **Timeframe** | **Responsibilities** |
| Knowledge of Curriculum Outcomes for Number Sense / Number & Operations for K-5  Create Numeracy Binders/Folders with the Grade Level Math “I Can Statement” Rubrics  Usage of District Numeracy Benchmarks for each Reporting Period for appropriate grade levels  District Numeracy Maps | * Classroom teachers will develop classroom and student smart goals based on the previous year’s data * Usage of Grade Level Math “I Can Statement” rubrics to assess and monitor student progress * Usage of District Numeracy Benchmarks to access and monitor student progress to assist with flexible groupings and differentiation * Usage of District Grade Level Mapping * Usage of Grade Level Numeracy Nets * Assess Grade Level “I Can Statements” during PLC to focus on areas of struggle per class and/or per student | Classroom and student smart goals achieved (see appendix A)  Grade Level “I Can Statements”  Pyramids of Intervention ( see appendix B)  District Numeracy Benchmark Data  Student marks at Reporting Period  Provincial Assessment Scores  Observational Assessing |  | Second & Third Reporting Periods | Classroom Teachers  ESS Team  Administration Team  EST-Numeracy |

**Belleisle Elementary School - School Improvement Plan 2013-2016**

**GOAL-** 100% of BES classroom teachers and support staff will increase their knowledge and skills-base regarding Universal Design and adapting differentiated strategies/techniques through classroom instruction and lesson planning to provide an inclusive learning environment for all students.

**Year 1 (2013-14) –** All BES teachers and support staff will participate in professional development to enhance their knowledge of Universal Design for Learning and their instructional understanding of differentiation.

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| **Strategies** | **Action Plan** | **Indicators of Success** | **Updates** | **Timeframe** | **Responsibilities** |
| Creating a library of texts on Universal Design Learning (UDL) and Differentiation  Student Education Plan Review  Professional Development on UDL and Differentiation  PLC opportunities pre-scheduled for the year  A list of Websites, Webinars etc. on UDL and Differentiation | * All teachers and support staff will have access to a resource library in the subject areas of UDL and differentiation * All teachers and support staff will familiarize themselves with UDL concepts and instructional strategies of differentiation * Attend PD opportunities throughout the year * Review all SEPs to identify areas that differentiation can be applied to allow the class to be more inclusive * PLC opportunities to discuss and experiment with UDL concepts and differentiation * Set up a file on staff share drive with a list of websites and/or webinars on UDL and Differentiation | Library created with teachers signing out texts  SEPs reviewed and assessed for differentiated opportunities  ESS Team reviewing and revising resource support groups and schedule  PD on UDL and Differentiation scheduled  PLC opportunities scheduled  UDL/Differentiation site listed on the staff share site |  | 2013-14 | PLC Coordinators  ESS Team  Administration Team |

**Year 2 (2014-15) –** All BES teachers and support staff will begin to implement the concepts of Universal Design and instructional strategies for differentiation during classroom instruction and will be formerly accessed, 3 times, through the year to collect evidence of implementation of UDL/differentiation techniques and strategies 100% of the time.

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| **Strategies** | **Action Plan** | **Indicators of Success** | **Updates** | **Timeframe** | **Responsibilities** |
| Self-Evaluation for teachers  Class Observational Check List  Lesson Plan templates for  K-2 and 3-5  Instructional Teaming  PLC Discussion Opportunities  Lesson Demonstrations  Peer Mentoring | * Developing a self-evaluation template to evaluate ones performance and/or usage of differentiated strategies/techniques * Developing an Administrative Observational Check List for formerly accessing teacher usage of differentiated strategies/techniques * Developing lesson plan templates for K-2 and 3-5 that identify curriculum outcome strands, differentiated strategies/techniques * Teaming with the ESS and Administration teams regarding differentiated instructional strategies/techniques * PLC opportunities to discuss and implement UDL concepts and Differentiation along with peer mentoring * Providing opportunities to teachers to observe a   lesson using UDL concepts and/or differentiated instruction | Self-evaluation template created and used  Class Observational Check List created and used  Lesson Plan templates created and used  PLC opportunities scheduled  ESS and Administration Teams developing PD opportunities for instructional teaming and peer mentoring  A collection of Lesson Demonstrations illustrating usage of UDL concepts and differentiated instructional strategies/techniques (videos) |  |  | Classroom Teachers  ESS Team  EST -Literacy & Numeracy  Administration Team |

**Year 3 (2015-16) –** All BES teachers and support staff will develop classroom and student SMART goals incorporating the concepts of Universal Design and differentiated instruction with strategies/techniques present in all lesson plans, 100% of the time.

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| **Strategies** | **Action Plan** | **Indicators of Success** | **Updates** | **Timeframe** | **Responsibilities** |
| Classroom/student smart goals based on student data  Usage of BES Lesson Plan template  PLC opportunities scheduled  Instructional Teaming  ESS Team Evaluation of Student Data | * Classroom teachers develop classroom and student smart goals using student data each reporting period * Usage of the BES lesson plan template identifying UDL concepts and/or differentiated instructional strategies/techniques * PLC opportunities to review and revise classroom and student smart goals for each reporting period * ESS Team scheduling and providing opportunities for instructional teaming * ESS and Administration Team to evaluate student data at each reporting period to apply supporting resources were needed | Classroom and student smart goals achieved at each report period (see appendix A)  Pyramids of Intervention ( see appendix B)  BES Lesson Plan Template used  PLC opportunities scheduled  Reviewing and revising student support after analyzing student data at each reporting period |  |  | Classroom Teachers  ESS Team  EST -Literacy & Numeracy  Administration Team |

Appendices

Appendix A

Belleisle Elementary School Improvement Plan 2013-2016

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School Smart Goals

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Literacy Smart Goal Numeracy Smart Goal

90% of BES students will reach appropriate achievement 90% of BES students at each grade level will reach appropriate

or above in writing standards 100% of the time to align with achievement or above in Number Sense/Operations 100% of the time

the Provincial Education Plan for 2013-16 to align with the Provincial Education Plan for 2013-16

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Classroom Smart Goals

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| K- Literacy Goal  Numeracy Goal | % of the Kindergarten class will reach  % of the Kindergarten class will reach |
| W- Literacy Goal  Numeracy Goal | % of the Kindergarten class will reach  % of the Kindergarten class will reach |
| BG-Literacy Goal  Numeracy Goal | % of the Grade 1 class will reach  % of the Grade 1 class will reach |
| H- Literacy Goal  Numeracy Goal | % of the Grade 1/2 class will reach  % of the Grade 1 /2 class will reach |
| W- Literacy Goal  Numeracy Goal | % of the Grade 2 class will reach  % of the Grade 2 class will reach |
| Mac-Literacy Goal  Numeracy Goal | % of the Grade 3 class will reach  % of the Grade 3 class will reach |
| F- Literacy Goal  Numeracy Goal | % of the Grade 3/4 class will reach  % of the Grade 3/4 class will reach |
| T- Literacy Goal  Numeracy Goal | % of the Grade 4 class will reach  % of the Grade 4 class will reach |
| TBA-Literacy Goal  Numeracy Goal | % of the Grade 5 class will reach  % of the Grade 5 class will reach |
| TBA-Literacy Goal  Numeracy Goal | % of the Grade 5 class will reach  % of the Grade 5 class will reach |

Appendix B