

BELLEISLE ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2013-2016



Mission Statement:

"Our BES community believes in success for all."

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 ASD-S District/Provincial Education Plan for 2013-16

Strategies	Action Plan	Indicators of Success	Updates	Timeframe	Responsibilities
Provincial Assessment Grade Level Exemplars	<ul style="list-style-type: none"> 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)	Completed January 2014	2013-2014	Classroom Teachers
Using student friendly writing rubrics aligned with provincial assessment standards		Student Writing Rubrics/Data	By January 2015 Parent Friendly Rubrics implemented	2013-2016 On-going	ESS Team
Student Writing Duotangs		Student marks at reporting periods	BES Writing Rubrics Developed & Implemented January 2014	2013-2016	Administration Team
To support reading:		Provincial Assessment Scores	ASD-S Writing & Reading Benchmarks posted using Year End Standards March 2015	2014-2015	
Usage of the Fountas & Pinnell Resources Assessment Kits Grades K-3		District Elementary Assessment Plan – Literacy	Purchasing of Resources January 2014	2013-2014	
Usage of the Atlantic Canada Reading Assessment Resource Kits Grades 4-5		Curriculum Summative Base Assessments	District Rubrics Implemented for BES Data January 2014	2014-2016	
Usage of ASD-S Guided Reading Grade Level Chart		Pyramids of Intervention (see appendix B)			

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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 ASD-S District/Provincial Education Plan for 2013-16

Strategies	Action Plan	Indicators of Success	Updates	Timeframe	Responsibilities
<p>Knowledge of Curriculum Outcomes for Number Sense / Number & Operations for K-5</p> <p>Create Numeracy Binders/Folders with the Grade Level Math "I Can Statement" Rubrics</p> <p>Usage of District Numeracy Benchmarks for each Reporting Period for appropriate grade levels</p> <p>District Numeracy Maps</p>	<ul style="list-style-type: none"> 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 assess 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 	<p>Classroom and student smart goals achieved (see appendix A)</p> <p>Grade Level "I Can Statements"</p> <p>Pyramids of Intervention (see appendix B)</p> <p>District Numeracy Benchmark Data</p> <p>Student marks at Reporting Period</p> <p>Provincial Assessment Scores</p> <p>Observational Assessing</p>	<p>Completed January 2014</p>	2013-2014	Classroom Teachers
			<p>Implementation of Usage On-going January 2014</p>	2013-2014	ESS Team
			<p>Grade Level Numeracy Outcomes Rubric for each reporting period January 2015</p>	2014-2015 On-going	Administration Team
			<p>Pro. Numeracy Assess. Reviewed Fall 2013/14</p>	2013-2016	EST-Numeracy
			<p>Gr 4 Numeracy Benchmarks completed March 2015 & presented to PSSC/BES</p>	2013-2016	
			<p>Grade Level Mapping Usage 2014-2016</p>	2013-2016 On-going	
			<p>Gr 3-5 PLC Numeracy Word Problems Rubric February 2015</p>	2014-2015 On-going	
			<p>Curriculum Maps Implemented On-going Fall 2013/14</p>	2013-2016	

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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 aligning with the ASD-S District/Provincial Education Plan.

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.

Strategies	Action Plan	Indicators of Success	Updates	Timeframe	Responsibilities
<p>Creating a library of texts on Universal Design Learning (UDL) and Differentiation</p> <p>Student Education Plan Review</p> <p>Professional Development on UDL and Differentiation</p> <p>PLC opportunities pre-scheduled for the year</p> <p>A list of Websites, Webinars etc. on UDL and Differentiation</p>	<ul style="list-style-type: none"> 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 	<p>Library created with teachers signing out texts</p> <p>SEPs reviewed and assessed for differentiated opportunities</p> <p>ESS Team reviewing and revising resource support groups and schedule</p> <p>PD on UDL and Differentiation scheduled</p> <p>PLC opportunities scheduled</p> <p>UDL/Differentiation site listed on the staff share site</p>	<p>Set up for On Going Usage Fall 2013/16</p> <p>PD Sessions 2013-2014</p> <p>UDL Look-fors Reviewed for Success Jan. 2014</p> <p>PLC Schedule Completed and Implemented 2013-2014</p> <p>Due to Drive's Accessibility Issues Not Implemented</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>	<p>PLC Coordinators</p> <p>ESS Team</p> <p>Administration Team</p>

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 formally assessed, 3 times, through the year to collect evidence of implementation of UDL/differentiation techniques and strategies 100% of the time.

Strategies	Action Plan	Indicators of Success	Updates	Timeframe	Responsibilities
Self-Evaluation for teachers	<ul style="list-style-type: none"> Developing a self-evaluation template to evaluate ones performance and/or usage of differentiated strategies/techniques 	Self-evaluation template created and used	Finding this difficult therefore will table September 2016	2013-2016	Classroom Teachers
Class Observational Check List	<ul style="list-style-type: none"> Developing an Administrative Observational Check List for formerly accessing teacher usage of differentiated strategies/techniques 	Class Observational Check List created and used	Classroom Evidence Observation & Evaluation template	2013-2015	ESS Team
Lesson Plan templates for K-2 and 3-5	<ul style="list-style-type: none"> Developing an Administrative Observational Check List for formerly accessing teacher usage of differentiated strategies/techniques 	Lesson Plan templates created and used	implementation for B Teacher Evaluation 2014-2015	2013-2015	EST -Literacy & Numeracy
Instructional Teaming	<ul style="list-style-type: none"> Developing lesson plan templates for K-2 and 3-5 that identify curriculum outcome strands, differentiated strategies/techniques 	PLC opportunities scheduled	PLC opportunities implemented 2014-2015	2013-2015	Administration Team
PLC Discussion Opportunities	<ul style="list-style-type: none"> Developing lesson plan templates for K-2 and 3-5 that identify curriculum outcome strands, differentiated strategies/techniques 	ESS and Administration Teams developing PD opportunities for instructional teaming and peer mentoring	Co-teaching opportunities implement with ESS-Literacy and ESS- Resource 2014-2015	2013-2016	
Lesson Demonstrations	<ul style="list-style-type: none"> Teaming with the ESS and Administration teams regarding differentiated instructional strategies/techniques 	A collection of Lesson Demonstrations illustrating usage of UDL concepts and differentiated instructional strategies/techniques (videos)	BES Team will continue to work towards a stronger understanding of UDL/Differentiated instruction before developing videos	2013-2016	
Peer Mentoring	<ul style="list-style-type: none"> 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 	A collection of Lesson Demonstrations illustrating usage of UDL concepts and differentiated instructional strategies/techniques (videos)			

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.

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	<ul style="list-style-type: none"> 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	Student SMART goals will be implemented for Literacy/Numeracy 2015-2016 BES Team has established templates for all grade levels PLC March Agenda Revisit/Revise Student & Classroom Smart Goals ESS Team Meetings twice monthly implementation 2013-2016	2013-2016 2014-2015 2015-2016 2013-2016	Classroom Teachers ESS Team EST -Literacy & Numeracy Administration Team

Appendices

Appendix A

Belleisle Elementary School Improvement Plan 2013-2016

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 2013-16

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 2013-16

Classroom Smart Goals

Kindergarten F - Literacy Goal Numeracy Goal	80% of my students will be able to say the name and the sound for each letter of the alphabet 100% of the time by the end of May 2016 80% of my students will be able to relate a numeral (0-10) to its respective quantity both concretely and pictorially 100% of the time by the end of May 2016
Kindergarten/Grade 1 K - Literacy Goal Numeracy Goal K - Literacy Goal Numeracy Goal	90% of my K-students will be able to say the name and the sound for each letter of the alphabet 100% of the time by the end of May 2016 90% of my K-students will be able to relate a numeral (0-10) to its respective quantity both concretely and pictorially 100% of the time by the end of May 2016 90% of my Grade 1 students will include compound sentences which will vary in length and/or beginnings 100% of the time by the end of May 2016 90% of my Grade 1 students will have an 80% success on a two minute mental math assessment which will include addition and subtraction problems 100% of the time by the end of May 2016
Grade 1 H - Literacy Goal Numeracy Goal	80% of my Grade 1 students will include compound sentences which will vary in length and/or beginnings 100% of the time by the end of May 2016 80% of my Grade 1 students will have an 80% success on a two minute mental math assessment which will include addition and subtraction problems 100% of the time by the end of May 2016
Grade 2 T- Literacy Goal	80%-85% of my students will independently use proper capitalization and end punctuation in all writing 90% of the time by May 2016

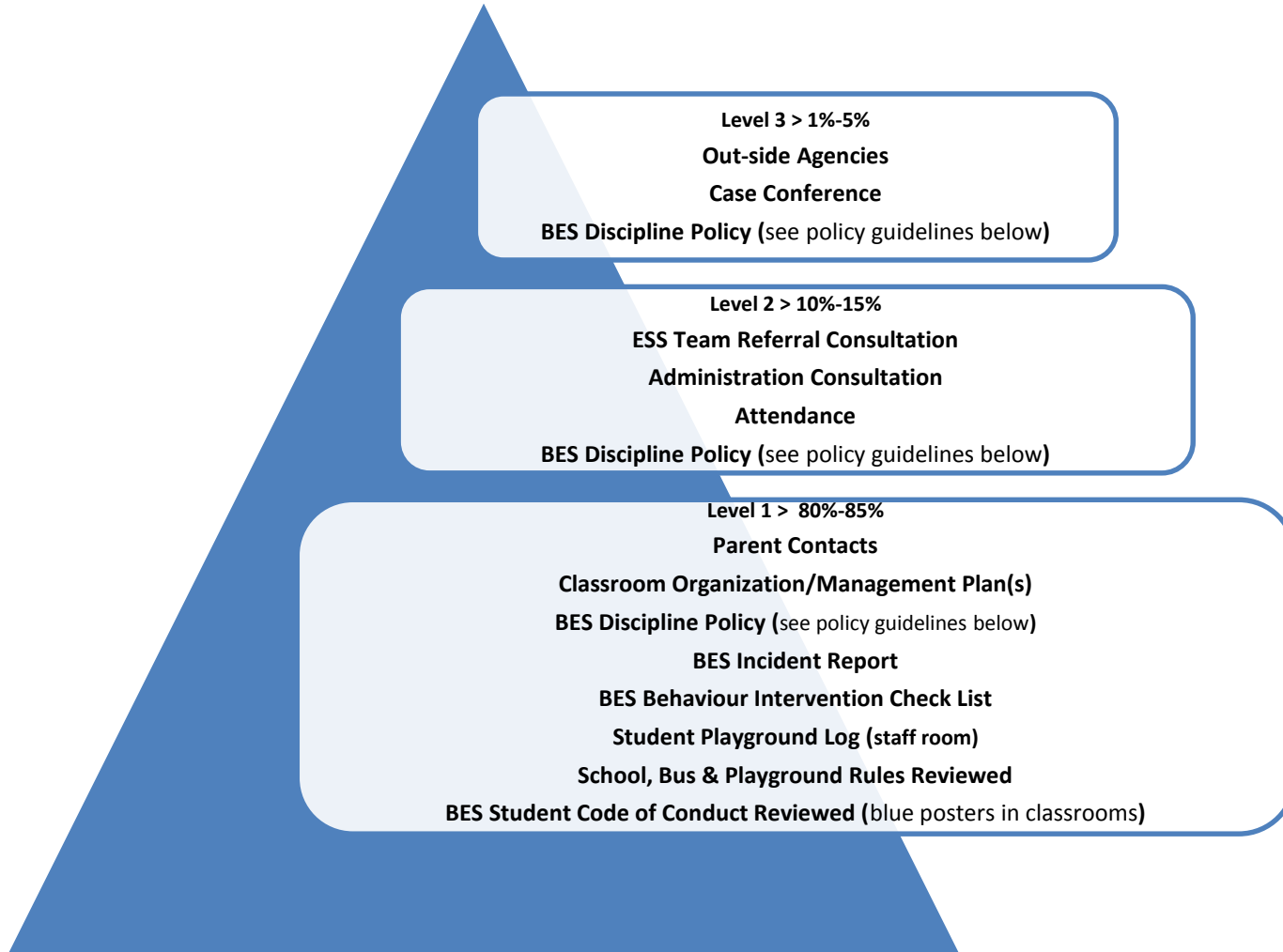
Numeracy Goal	80%-85% of my students will be able to model (in 4 different ways) and explain the value of any number (from 0 to 100) 100% of the time by May 2016
Grade 2/3 S - Literacy Goal Numeracy Goal	80% of students will be writing with appropriate or above using conventions and sentence structure (Write Traits)100% of the time by the end of May 2016 80% of students will understand the mental math strategies o using doubles, making ten and thinking addition for subtraction for grade 2 and 3; using the commutative property and the property of zero for grade 3 100% of the time by May 2016
Grade 3 M - Literacy Goal Numeracy Goal	80% of students will achieve appropriate on all 6 writing traits for Grade 3 end of year standards 100% of the time by the end of May 2016 80% of students will achieve appropriate or above on all number strand concepts 100% of the time by end of May 2016
Grade 4 A - Literacy Goal Numeracy Goal	80% of my students will achieve appropriate or above in understanding and creating appropriate sentences with proper constructs 100% of the time by May 2016 70%-75% of my students will be appropriate or above in the pattern and relations strand regarding pattern comparison 100% of the time by May 2016
Grade 4/5 IF Mc - Literacy Goal Numeracy Goal Mc – Literacy Goal Numeracy Goal	Intensive French 70% of my Grade 4 students will be able to quickly use a mental math strategy to determine unknown multiplication facts 100% of the time by the end of March 2016 Intensive French 70% of my Grade 5 students will have mastered their multiplication facts 100% of the time by the end of March 2016
Grade 5 IF B - Literacy Goal Numeracy Goal	Intensive French 75% of my Grade 5 students will achieve appropriate or above their multiplication facts from 1x1 to 9x9 with 95% accuracy by the end of March 2016; 85% by the end of May 2016

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 Referral Process Pyramid

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

