

Mission Statement:

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

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| Belleisle Elementary SchoolSchool Improvement Plan2013-2016 |

**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

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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 standardsStudent Writing DuotangsTo 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/DataStudent marks at reporting periodsProvincial Assessment ScoresDistrict Elementary Assessment Plan – LiteracyCurriculum Summative Base AssessmentsPyramids of Intervention ( see appendix B) | CompletedJanuary 2014On goingJanuary 2014BES Writing RubricsDeveloped andImplemented January 2014 Purchasing of Resources January 2014District RubricsImplemented for BES DataJanuary 2014 | 2013-20142013-20162013-20162013-20162013-20142013-2016 | Classroom TeachersESS TeamEST-LiteracyAdministration 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 ASD-S District/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-5Create Numeracy Binders/Folders with the Grade Level Math “I Can Statement” RubricsUsage of District Numeracy Benchmarks for each Reporting Period for appropriate grade levelsDistrict 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 DataStudent marks at Reporting PeriodProvincial Assessment ScoresObservational Assessing | CompletedJanuary 2014Implementationof Usage On goingJanuary 2014Pro. Numeracy Assess. ReviewedFall 2013/14Curriculum MapsImplementedOn goingFall 2013/14 | 2013-20142013-20142013-20162013-20162013-20162013-2015 | Classroom TeachersESS TeamAdministration TeamEST-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 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.

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| **Strategies** | **Action Plan** | **Indicators of Success** | **Updates** | **Timeframe** | **Responsibilities** |
| Creating a library of texts on Universal Design Learning (UDL) and DifferentiationStudent Education Plan ReviewProfessional Development on UDL and DifferentiationPLC opportunities pre-scheduled for the yearA 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 textsSEPs reviewed and assessed for differentiated opportunitiesESS Team reviewing and revising resource support groups and schedulePD on UDL and Differentiation scheduledPLC opportunities scheduledUDL/Differentiation site listed on the staff share site | Set up for On Going UsageFall 2013/16PD Sessions2013-2014UDL Look-fors Reviewed for Success Jan. 2014PLC Schedule Completed and Implemented2013-2014Due to Drive’s Accessibility IssuesNot Implemented | 2013-20142013-20142013-20142013-20162013-20142013-2014 | PLC CoordinatorsESS TeamAdministration 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 teachersClass Observational Check ListLesson Plan templates forK-2 and 3-5 Instructional TeamingPLC Discussion OpportunitiesLesson DemonstrationsPeer 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 usedClass Observational Check List created and usedLesson Plan templates created and usedPLC opportunities scheduledESS and Administration Teams developing PD opportunities for instructional teaming and peer mentoringA collection of Lesson Demonstrations illustrating usage of UDL concepts and differentiated instructional strategies/techniques (videos)  | Classroom Evidence Observation & Evaluation template implementation for B Teacher Evaluation 2014-2015PLC opportunities implemented 2014-2015 Co-teaching opportunities implement with ESS-Literacy and ESS- Resource 2014-2015 | 2013-20152013-20152013-20152013-20162013-20162013-2015 | Classroom TeachersESS TeamEST -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 dataUsage of BES Lesson Plan templatePLC opportunities scheduledInstructional TeamingESS 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 usedPLC opportunities scheduledReviewing and revising student support after analyzing student data at each reporting period | Classroom SMART goals implementation for Literacy/Numeracy 2013-2015 ESS Team Meetings twice monthly implementation 2013-2015 | 2013-20162013-20162013-20162013-20162013-2016 | Classroom TeachersESS TeamEST -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 District/Provincial Education Plan for 2013-16 to align with the District/Provincial Education Plan for 2013-16

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Classroom Smart Goals

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| KindergartenK- Literacy Goal Numeracy Goal | 85% 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 March 201585% 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 2014 |
| KindergartenW- Literacy Goal Numeracy Goal | 100% 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 March 2015100% 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 2014 |
| Grade 1F- Literacy Goal Numeracy Goal | 85% 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 March 201580% 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 |
| Grade 1H- Literacy Goal Numeracy Goal | 85% 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 March 201580% 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 |
| Grade 2T- Literacy Goal Numeracy Goal | 75%-80% of my students will be able to model (in 3 different ways) and explain the value of any number (from 0 to 100) 100% of the time by May 201575%-80% of my students will independently use proper capitalization and end punctuation in all writing 90% of the time by March 2015 |
| 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 March80% 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 2015 |
| Grade 3M- Literacy Goal Numeracy Goal | 85% 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 201480% of students will achieve appropriate or above on all number strand concepts 100% of the time by end of May 2014 |
| Grade 4KW-Literacy Goal Numeracy Goal | 85% of grade 4 students will be appropriate or above in the area of sentence structure and conventions (Write Traits) 100% of the time by March 201590% of grade 4 students will be appropriate or above answering basic addition, subtraction and multiplication facts to 9 mentally 100% of the time by May 2015 |
| Grade 5W- Literacy Goal Numeracy Goal | 90% of the grade 5 class will reach appropriate achievement within the organization working on the written conclusion (Write Traits) 100% of the time by March 201580% of the grade 5 class will have a strong understanding of the usage of mental math strategies 100% of the time by May 2015 |
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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**

