

Mission Statement:

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

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| Belleisle Elementary School  School Improvement Plan  2013-2016 |

**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 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) | Completed  January 2014  On going  January 2014  BES Writing Rubrics  Developed and  Implemented  January 2014  Purchasing of Resources  January 2014  District Rubrics  Implemented for BES Data  January 2014 | 2013-2014  2013-2016  2013-2016  2013-2016  2013-2014  2013-2016 | 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 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-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 | Completed  January 2014  Implementation  of Usage  On going  January 2014  Pro. Numeracy Assess. Reviewed  Fall 2013/14  Curriculum Maps  Implemented  On going  Fall 2013/14 | 2013-2014  2013-2014  2013-2016  2013-2016  2013-2016  2013-2015 | 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 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 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 | Set up for On Going Usage  Fall 2013/16  PD Sessions  2013-2014  UDL Look-fors Reviewed for Success Jan. 2014  PLC Schedule Completed and Implemented  2013-2014  Due to Drive’s Accessibility Issues  Not Implemented | 2013-2014  2013-2014  2013-2014  2013-2016  2013-2014  2013-2014 | 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 Evidence Observation & Evaluation template implementation for B Teacher Evaluation 2014-2015  PLC opportunities implemented 2014-2015  Co-teaching opportunities implement with ESS-Literacy and ESS- Resource 2014-2015 | 2013-2015  2013-2015  2013-2015  2013-2016  2013-2016  2013-2015 | 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 SMART goals implementation for Literacy/Numeracy 2013-2015  ESS Team Meetings twice monthly implementation 2013-2015 | 2013-2016  2013-2016  2013-2016  2013-2016  2013-2016 | 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 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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| Kindergarten  K- 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 2015  85% 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 |
| Kindergarten  W- 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 2015  100% 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 1  F- 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 2015  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 |
| Grade 1  H- 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 2015  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 |
| Grade 2  T- 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 2015  75%-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 March  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 2015 |
| Grade 3  M- 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 2014  80% of students will achieve appropriate or above on all number strand concepts 100% of the time by end of May 2014 |
| Grade 4  KW-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 2015  90% 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 5  W- 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 2015  80% 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**

