**Mission Statement:**

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

**Vision:**

***Believe Encourage Succeed***



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| *Belleisle Elementary School**School Improvement Plan**2019-2022* |

**GOAL – *To provide a positive, safe, healthy and inclusive learning and working environments for students and staff*** (This goal aligns with ASD-S Ends 1 & 4 2017-2020 & BES Positive Learning & Working Environment Plan for 2018-2021)

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| **Strategies** | **Action Plan** | **Measurement of Success** | **Updates** | **Time Frames**  | **Responsibilities** |
| Monitor school procedures and policy through the analysis of data provided by the school, district and dept.Continue with the collection of teacher’s self-assessment data in Literacy and NumeracySupport the K-3 team with collecting of Literacy & Numeracy Benchmark data.Continue to promote and support mental fitness opportunities implemented by the BES Team for both students and staffPromote and support First Nation’s Culture within our school | # Results will be reviewed by the team and PSSC for reviewing, revisiting, revising where necessary# K-3 teachers will submit their self-assessment data to the administration for analysis and consultation for their professional growth plans# Data will be used to support instruction and resource supports# BES ESS Team will review data to ensure student success# Allow opportunities for student & staff to participate in mental fitness activities, events and training to support this initiative # Allowing opportunities for students & staff to participate in events & training to support our First Nations Communities | Dept. of Education School Reviews Teacher’s Perception SurveyNB Elementary Student Wellness surveyTell Them From Me SurveySubmission of the BLNA and the Formative Assessment To Inform Instruction Teacher’s Professional Growth PlansTeacher Evaluations/Walk-ThroughsBenchmark dataTeachers Professional Growth PlansTeacher’s Perception SurveyClassroom Smart GoalsBES Wellness CommitteeNB Elementary Student Wellness SurveyTeacher’s Perception SurveyTell Them From Me SurveyUsage of new First Nations CurMeetings with First Nations Co-ord.Usage of resource in school libraryGuest Speaker events | Nov 2018Sept 2018Sept 2018 | Annually starting September 2019Annually starting September 2019Annually starting September 2018Annually starting September 2018Annually startingSeptember 2018 | BES AdministrationBES Core LeadershipBES AdministrationBES K-3 TeamsBES K-3 Team; 4-5 TeachersBES AdministrationBES ESS TeamBES Wellness CommitteeBES AdministrationBES Student PopulationBES PSSCBES AdministrationCore Leadership TeamHEC First Nations Coordinator |

**GOAL – T*o demonstrate continuous improvement in literacy, numeracy and science*** (This goal aligns with ASD-S Ends 2 & 3 2017-2020)

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| **Strategies** | **Action Plan** | **Measurement of Success** | **Updates** | **Time Frames**  | **Responsibilities** |
| Continue to monitor and collection of teacher self-assessment data for both school and district using the BLNA and Inform Instruction K-12 documentsContinuing the monitoring and collection of Literacy and Numeracy benchmark data for all grade levelsContinue to promote & develop project/discovering/STEAM based learning, enhanced with technology in all subject areas K-5Continue to enhance the school’s technology support for student learningIntroduce/develop coding language and skills at all grade levels | # K-3 teachers will submit their self-assessment data to the administration for analysis and consultation for their professional growth plans and teacher evaluations# Benchmark data will be collected as a monitoring tool to assist with the alignment of student, classroom and resource support# Celebrating the use of project & discovery base learning with technology in all subject areas and promoting professional learning opportunities for teachers in technology and instruction# Promote an inclusive learning environment through the use of technology# Promoting the understanding and usage of coding | Submission of teacher self-assessment data documentsPriority Delivery Unity ReportTeachers Professional Growth PlansTeacher Evaluations Classroom ObservationsStudent Literacy and Numeracy benchmark dataDept. of Education Provincial Assessment Data Professional Learning for TeachersDept. of Education Provincial Assessment DataPurchasing new technology equipmentProfessional Learning for Teachers Professional Learning for K-5 teachersProv./Dist. & Community supportsIntegrating coding into lesson planning/instructionStudent and staff using the language | Oct 2018 | Submission on a3 Month BasisStarting December 2018Submission on a3 Month BasisStarting December 2018Monitor Project Based Learning Opportunities Starting September 2018New Purchases Starting September 2018Attending professional learning as soon as it is available | BES AdministrationBES Core LeadershipBES K-3 TeamBES AdministrationBES ESS TeamBES AdministrationBES Core LeadershipBES AdministrationBES K-5 TeamsBES AdministrationBES K-5 Teams |

**Goal – Mental Fitness - *BES Staff and student will demonstrate continuous knowledge and understanding of mental fitness through classroom and whole school activities which aligns with ASD-S District/Provincial Education Plan for 2016-2019.*** (This goal aligns with ASD-S Ends 4, 2017-2020 & BES Positive Learning & Working Environment Plan for 2018-2021)

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| **Strategies** | **Action Plan** | **Measurement of Success** | **Updates** | **Time Frames**  | **Responsibilities** |
| Continuous implementation of the Student Leadership ProgramWellness Committee Promotions of Mental FitnessContinue to analyze the NB Elementary Student Wellness SurveyRestful Awareness Program (RAP) Training/Therapeutic Hypnosis TechniquesContinue to promote an understanding of what bulling is and align with our Buddy BenchesPromote 7 Habits of Happy KidsContinue with the K-2 Fun Friends Program initiativeContinue with the 3-5 Mental Fitness Health Program initiative | # Review Student Leadership program-student accountability and responsibility# Promote the In-Confidence & WOW Magazine/ Newsletters# NB Survey Data Analysis # Promote Mental Fitness programs-Restful Awareness for staff and students & therapeutic hypnosis relaxation techniques# New Bullying or Conflict classroom posters that align with initiative. Promote usage of Playground Buddy Benches# Implementing the 7 Habits of Happy Kids monthly theme# Training for the teaching staff provided by BES teachers who have the training# Grades 3-5 teachers will follow the new 3-5 Personal Wellness Cur. with support from all members of the 3-5 team | Implementation of student driven initiatives to promote the programPromote annually at staff meetings/bulletin board and wellness activities planned yearlyUse of the NB Survey Wellness data to review/revisit/revise policyTrained staff implement programs to both students & staffPromoted through GuidancePromoted through GuidancePromote through GuidanceMonitoring the implementation of the curriculum & provide resources to enhance the program | Sept/June2018-19 | Starting September 2018Starting September2018On-going 2018-2019 Starting September2018Starting September2018Starting September2018Starting September2018Starting September2018 | BES Teaching StaffWellness CommitteeBES Administration BES Phys. Ed and Music TeachersBES Administration BES Teaching StaffBES GuidanceBES Teaching StaffBES Teaching Staff |

Appendices

**Belleisle Elementary School**

**Pyramids of Intervention**

Appendix A

**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.**

Appendix B

**Belleisle Elementary School Pyramid of Interventions**

**Academic**

Appendix C

**Belleisle Elementary School ESS Team Pyramid- Referral Process**

**The ESST Referral Process Pyramid identifies the steps for the**

**application of an ESS Team referral.**