**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 Numeracy  Support 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 staff  Promote 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 Survey  NB Elementary Student Wellness survey  Tell Them From Me Survey  Submission of the BLNA and the Formative Assessment To Inform Instruction  Teacher’s Professional Growth Plans  Teacher Evaluations/Walk-Throughs  Benchmark data  Teachers Professional Growth Plans  Teacher’s Perception Survey  Classroom Smart Goals  BES Wellness Committee  NB Elementary Student Wellness Survey  Teacher’s Perception Survey  Tell Them From Me Survey  Usage of new First Nations Cur  Meetings with First Nations Co-ord.  Usage of resource in school library  Guest Speaker events | Nov 2018  Sept 2018  Sept 2018 | Annually starting September 2019  Annually starting September 2019  Annually starting September 2018  Annually starting September 2018  Annually starting  September 2018 | BES Administration  BES Core Leadership  BES Administration  BES K-3 Teams  BES K-3 Team; 4-5 Teachers  BES Administration  BES ESS Team  BES Wellness Committee  BES Administration  BES Student Population  BES PSSC  BES Administration  Core Leadership Team  HEC 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 documents  Continuing the monitoring and collection of Literacy and Numeracy benchmark data for all grade levels  Continue to promote & develop project/discovering/STEAM based learning, enhanced with technology in all subject areas K-5  Continue to enhance the school’s technology support for student learning  Introduce/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 documents  Priority Delivery Unity Report  Teachers Professional Growth Plans  Teacher Evaluations  Classroom Observations  Student Literacy and Numeracy benchmark data  Dept. of Education Provincial Assessment Data  Professional Learning for Teachers  Dept. of Education Provincial Assessment Data  Purchasing new technology equipment  Professional Learning for Teachers    Professional Learning for K-5 teachers  Prov./Dist. & Community supports  Integrating coding into lesson planning/instruction  Student and staff using the language | Oct 2018 | Submission on a  3 Month Basis  Starting December 2018  Submission on a  3 Month Basis  Starting December 2018  Monitor Project Based Learning Opportunities Starting September 2018  New Purchases Starting September 2018  Attending professional learning as soon as it is available | BES Administration  BES Core Leadership  BES K-3 Team  BES Administration  BES ESS Team  BES Administration  BES Core Leadership  BES Administration  BES K-5 Teams  BES Administration  BES 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 Program  Wellness Committee Promotions of Mental Fitness  Continue to analyze the NB Elementary Student Wellness Survey  Restful Awareness Program (RAP) Training/Therapeutic Hypnosis Techniques  Continue to promote an understanding of what bulling is and align with our Buddy Benches  Promote 7 Habits of Happy Kids  Continue with the K-2 Fun Friends Program initiative  Continue 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 program  Promote annually at staff meetings/bulletin board and wellness activities planned yearly  Use of the NB Survey Wellness data to review/revisit/revise policy  Trained staff implement programs to both students & staff  Promoted through Guidance  Promoted through Guidance  Promote through Guidance  Monitoring the implementation of the curriculum & provide resources to enhance the program | Sept/June  2018-19 | Starting September 2018  Starting September  2018  On-going 2018-2019    Starting September  2018  Starting September  2018  Starting September  2018  Starting September  2018  Starting September  2018 | BES Teaching Staff  Wellness Committee  BES Administration  BES Phys. Ed and Music Teachers  BES Administration BES Teaching Staff  BES Guidance  BES Teaching Staff  BES 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.**