

# **SCHOOL IMPROVEMENT PLAN**

## **2014 - 2015**

**Back Bay Elementary School**

980 Route 172

Back Bay, NB E5C 1Y1

Phone Number (506)755-4028

Principal: Aldena Higgins-Harris



## Home of the Harbour Seals

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### **School Profile**

Back Bay Elementary School is on a small hill overlooking the community of Back Bay in Charlotte County, New Brunswick, which lies between St. George and the L'Etete Ferry Landing for Deer Island. Residents have relied chiefly upon seasonal work with the inshore fishery, as well as full year employment with local retail and service industries as well as Cooke's Agricultural, Connor's Bros. Ltd. and the Lake Utopia Pulp and Paper Mill. Aquaculture, sea urchin, and seaweed harvesting have permeated the area providing full year employment for many residents and encouraging the development of spin off industries.

The school was originally built as a high school and had it's first graduating class in June 1948. Grade six was moved to St. George Elementary in 2004. Students come from the surrounding areas of L'Etete, Caithness, Mascarene, L'Etang, and the village of Back Bay. Almost all students are bused to the school.

As a grade K-5 school, the teaching staff for 2014-2015 is set at 4.5 FTE and 0.5 Principal's Allotment to ensure there are five fulltime teachers in the building at all times. There will also be three educational assistants assigned for the year. Also, additional teacher time with two 0.2 Resource Teacher (1 day), 0.2 (1 day) Autism Support Teacher, 0.2 (1 day) Music Specialist, 0.4 (2 days) Literacy Support, and lastly, other supports in Math Lead and Behaviour with a School Intervention Worker as time requires upon individual requests throughout the year. There is a part-time secretary/librarian for 30.25 hours per week (secretary 25 hours-librarian 5.25 hours). There is a grade four pre-intensive French combined with a grade five intensive French. There are also flexible groupings in both Literacy and Math. The school also maintains a breakfast/snack program daily and on three days a week, a hot lunch program.

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Home of the  
Harbour Seals

**Be a Leader**  
**Be a Learner**  
**Explore**  
**Succeed**

**MISSION:**

The mission of Back Bay Elementary School is to set goals, make good choices, and work together as a team.

**VISION:**

BBES students and teachers strive to be a **collaborative community of learners**.

**VALUES:**

Respect  
Responsibility  
Confidence  
Honesty and Integrity  
High Expectations

### Priority Goals for 2014 – 2015

1. a&b Improve literacy and math across all grades in reading, writing, and math skills through a number of different techniques as well as universal design for learning strategies with setting very specific goals.
2. Students will understand and be able to articulate the school mission as well as behavior expectations and consequences of misbehaviours.
3. To ensure Wellness/Mindfulness Issues in staff and student population are being discussed and education is occurring.

## 1 a. Literacy Targets

### Strategies/Actions & Measure of Success

#### **Schedule common Language Arts time**

- Flexible groupings for all grades for reading and writing across all grade levels using strategies rather than levels of ability.

#### **Enlist help of parents**

\*Host a Literacy Night during literacy month- January involving community leaders.

#### **Receive Curriculum Support**

\*literacy support for new writing assessment tool- DWA (Developing Writing Assessment) with trained teachers.

**Flexible Groupings** Students are grouped depending on a strategy that needs work and not level of ability as in reading or writing level. In reading they are: comprehension, accuracy, fluency, and expand vocabulary. In writing they are: sentence structure, conventions(word wall, spacing ) organization, and content (ideas, details)

- Strategy Specific groupings 90/minutes per week for intensive short vowel instruction

**Assessments-** The use of data notebooks within the class assists in evaluation procedures

--Student Led Conferences during second reporting period.

**Maintain content literacy** Curriculum outcomes posted in student friendly language as *I Can...* statements

- Provide CAFÉ reading Strategy boards within the classroom

**Word Work (spelling/recognition)-** Word walls in their writing folders for easier reference when working area is outside of classroom

--Writing Folder continuum as they move up into the next grade with a recognition of growth.

**Modeling/Think-alouds Assessment** – Students create their own learning goals

**General monthly mapping-** Literacy meetings held once a month within the school hours and flexible groupings are discussed at that time

**Extra Instructional time-** Within school instructional time for small group intervention for needed K-5 students.

--Additional in school planning time each week with K-2 team meeting 2 hours per week. K-5 Literacy Team Time once a month for a 2 hour session.

<b>Targets</b>	<b>Reached Standard</b>	<b>Exceeded Standard</b>	<b>Responsibility</b>	<b>Monitoring</b>
<p><b><u>Kindergarten</u></b></p> <p>By January 2015, 70% of students will know two short vowel sounds</p> <p>By January 2015, 80% of students will recognize two word families and be able to sort words from those families accordingly</p> <p>By January 2015, 70% of students will be able to create and read up to five CVC words</p> <p>By March 2015, 7/9 grade K students will be able to spell 10 no-excuse spelling words.</p> <p>By March 2015, 7/9 grade K students will know 20 grade K sight words.</p> <p>By March 2015, 6/9 grade K students will be able to use the picture clue strategy to solve unknown text.</p>	<p>100% met the target</p> <p>75% met the target</p> <p>75 % met the target</p>	<p>75% exceeded</p> <p>50% exceeded the target</p> <p>50 % exceeded the target</p>	<p>Individual Teachers with the assistance of the Literacy Team</p>	<p>September -Staff</p> <p>November- Individual Teachers</p> <p>December -Core Leadership Team</p> <p>January –Individual Teachers</p> <p>February -CLT</p> <p>March –Individual Teachers</p> <p>April -CLT</p> <p>June -Staff</p>

<b><u>TARGET</u></b>	<b><u>REACHED STANDARD</u></b>	<b><u>EXCEEDED STANDARD</u></b>	<b><u>RESPONSIBILITY</u></b>	<b><u>MONITORING</u></b>
<p><b><u>Grade One</u></b></p> <p>By the end of November, 75% of Grade 1 students (9 out of 12) will read at least at an D or E level using the Fountas and Pinnell benchmark system.</p> <p>By the end of November, Grade 1 students will write two supporting sentences and a feeling sentence on a single topic using Lucy Calkin’s Framework for Writer’s Workshop.</p> <p>By the end of January, Grade 1 students will write three supporting sentences and a topic sentence on a single topic.</p> <p>By the end of January, 60% of Grade 1 students will be reading at level F or G using the Fountas and Pinnell Benchmark Assessment kit.</p>	<p><b>Not achieved:</b> 67% of the students are reading at level D or higher. 33% (4 students) are reading at C.</p> <p><b>Not achieved:</b> 58% of the students (7 out of 12) can write two supporting sentences and a feeling sentence.</p>	<p><b>Exceeded:</b> 33% of the students are reading above level D</p>	<p>Individual Teachers with the assistance of the Literacy Team</p>	<p>September -Staff</p> <p>November- Individual Teachers</p> <p>December -Core Leadership Team</p> <p>January –Individual Teachers</p> <p>February -CLT</p> <p>March –Individual Teachers</p> <p>April -CLT</p> <p>June -Staff</p>



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<p><b><u>Grade Two</u></b></p> <p>By the end of November, 77% of Grade 2 students will read at least at an I level using the Fountas and Pinnell benchmark system.</p> <p>By the end of November, 100% of Grade 2 students will create a good opening sentence and three or more supporting sentences that stay on topic using Lucy Calkin’s Framework for Writer’s Workshop.</p> <p>By the end of January, 80% of Grade 2 students will be reading at a level J using the Fountas and Pinnell Benchmark Assessment Kit.</p> <p>By the end of January, 90% of grade 2 students will begin their sentences in a variety of ways.</p>	<p><b>Achieved:</b> 7 out of 9 students are reading at level I or above.</p> <p><b>Not achieved:</b> 89% of students can write three or more supporting sentences on a topic.</p>	<p><b>Exceeded:</b> 3 out of 9 students are reading above level I.</p>	<p>Individual Teachers with the assistance of the Literacy Team</p>	<p>September -Staff November- Individual Teachers December -Core Leadership Team January –Individual Teachers February -CLT March –Individual Teachers April -CLT June -Staff</p>

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<p><b><u>Grade Three</u></b></p> <p>By the end of November, 40% of Grade 3 students (will read at least an N level, using the Fountas and Pinnell benchmark system.</p> <p>By the end of November, 70% of Grade 3 students will write a paragraph with a clear beginning, middle and end and will include at least 2 adjectives in the their paragraph using Lucy Calkin's Framework for Writer's Workshop.</p> <p>By the end of January, 40% of students will read at least an N using the Fountas and Pinnell benchmark system.</p> <p>By the end of January, 80% of Grade 3 students will write a paragraph with a clear beginning, middle and end and will include at least 2 adjectives in the their paragraph using Lucy Calkin's Framework for Writer's Workshop.</p>	<p>10% of Grade 3 students are reading at a level N in the Fountas and Pinnell benchmark system.</p> <p>70% of Grade 3 students achieved this goal.</p>	<p>29% of class is reading above P.</p>	<p>Individual Teachers with the assistance of the Literacy Team</p>	<p>September -Staff</p> <p>November- Individual Teachers</p> <p>December -Core Leadership Team</p> <p>January –Individual Teachers</p> <p>February -CLT</p> <p>March –Individual Teachers</p> <p>April -CLT</p> <p>June -Staff</p>

<b><u>TARGET</u></b>				
<p><b><u>Grade Four</u></b></p> <p>By the end of November, 90% of Grade 4 students will read at least at an O level using the Fountas and Pinnell benchmark system.</p> <p>By the end of November, 90% of Grade 4 and 5 students will create a paragraph with one main idea and 3 supporting details. They will plan using a 4 square graphic organizer.</p> <p>By the end of January, 90% Grade 4 students will read at least at an P level using the Fountas and Pinnell benchmark.</p>	<p><b><u>REACHED STANDARD</u></b></p> <p>90% of the class is reading at least at O (one student is not)</p> <p>90% of the class is writing a paragraph with a main idea and 3 details</p>	<p><b><u>EXCEEDED STANDARD</u></b></p>	<p><b><u>RESPONSIBILITY</u></b></p> <p>Individual Teachers with the assistance of the Literacy Team</p>	<p><b><u>MONITORING</u></b></p> <p>September -Staff</p> <p>November- Individual Teachers</p> <p>December -Core Leadership Team</p> <p>January –Individual Teachers</p> <p>February -CLT</p> <p>March –Individual Teachers</p> <p>April -CLT</p> <p>June -Staff</p>

<b><u>TARGET</u></b>	<b><u>REACHED STANDARD</u></b>	<b><u>EXCEEDED STANDARD</u></b>	<b><u>RESPONSIBILITY</u></b>	<b><u>MONITORING</u></b>
<p>By the end of November, 80% of Grade 4 and 5 students will summarize a story with 3-4 sentences that includes information about Who,What, Where, When, Why and How (for non-fiction) or Characters, Setting, Problem, Events, Solution (for fiction).</p> <p>By the end of November, 90% of Grade 4 and 5 students will correctly identify nouns, verbs and adjectives 4 times out of 5.</p> <p>By end of January, 85% of Grade 4 and 5 students will create an essay with 5 paragraph each with one main idea and 3 supporting details. They will plan using a 4 square graphic organizer.</p>	<p>70% of students can summarize a story appropriately.</p> <p>50% of the class can identify nouns, verbs and adjectives.</p>		<p>Individual Teachers with the assistance of the Literacy Team</p>	<p>September -Staff</p> <p>November- Individual Teachers</p> <p>December -Core Leadership Team</p> <p>January –Individual Teachers</p> <p>February -CLT</p> <p>March –Individual Teachers</p> <p>April -CLT</p> <p>June -Staff</p>

<b><u>TARGET</u></b>	<b><u>REACHED STANDARD</u></b>	<b><u>EXCEEDED STANDARD</u></b>	<b><u>RESPONSIBILITY</u></b>	<b><u>MONITORING</u></b>
<p><b><u>Grade Five</u></b></p> <p>By the end of November, 90% of Grade 5 students will read at least at an O level using the Fountas and Pinnell benchmark system.</p> <p>By end of January, 70% of Grade 5 students will read above a level P using the Fountas and Pinnell benchmark</p>	<p>73% of the class is reading at level O (3 students are not).</p>	<p>55% of the class is reading above a level P.</p>	<p>Individual Teachers with the assistance of the Literacy Team</p>	<p>September -Staff</p> <p>November- Individual Teachers</p> <p>December -Core Leadership Team</p> <p>January –Individual Teachers</p> <p>February -CLT</p> <p>March –Individual Teachers</p> <p>April -CLT</p> <p>June -Staff</p>

Strategies continuing to be used for improving literacy: **Receive Curriculum Support**\*Provide PD for content for literacy comprehension strategies through PD days and monthly Literacy meetings.

\*Work as a team for developing Daily Five Instructional Strategy **Maintain content literacy** \*Implement reading response in content areas.\*Implement activities to promote comprehension\*Buddy Reading /Individual Support Groups \*Enrichment/ Individual Support Groups **Word Work (spelling/recognition)**\*Teachers will include word work/making big words as literacy activities a least once per week.\*Model lessons during literacy blocks.\*Display and use word walls. **Modeling/Think-alouds** \*Model new concepts\* Utilize think-alouds, shared reading and shared writing. **Assessment** - Use Standards as a Bench March , STAR/CARS/CAMET kit, -Use Bloom’s taxonomy questioning, Use of Provincial Standards/ Running Records/ Writing Rubric / Report cards **General monthly mapping** \*Plan monthly balanced literacy to list comprehension strategies and reading strategies for K-2\* List fix-up strategies for 3-5\* List word study components K-2: sight words, chunks\*3-5 high frequency/no excuse words, chunks/affixes vocabulary building.\* Use of Loot Binder for resource \*Follow closely the Literacy Plan Model\* Use of Technology for literacy as well as receive appropriate PD\*Daily Five\*Write Traits **Schedule common Language Arts time** \*Establish common Language Arts time for K-5 \*Continue common 90 minute blocks of Language Arts time (uninterrupted daily). **Enlist help of parents** \*Provide reading ideas for parents to use at home\*Listening to their child read nightly\*Attend parent teacher conferences\* If questions occur, always contact teachers

**Enlist help of parents**

**1b. Math Targets:**

<b>Strategies/Actions &amp; Measure of Success</b>
Teacher Training: Participate in Book study: <i>Daily Math</i> Oct-Dec. Continue with a session at Council May 2015 in Fredericton with author of <i>Daily Math</i> .
Use of websites to enhance student learning- ixl.com, extramath.org, rocketmath, timed daily tests
Contract signed by student and parent for practice accountability
Participate in UDL session as a follow-up of members of staff attending UDL conference in November.

<b>Targets</b>	<b>Reached Standard</b>	<b>Exceeded Standard</b>	<b>Responsibility</b>	<b>Monitoring</b>
<p><b><u>Kindergarten</u></b></p> <p>By January 2015, 100% of students will be able to subitize numbers to 6</p> <p>By January 2015, 90% of students will be able to recognize familiar number arrangements to 10</p> <p>By January 2015, 80% of students will be able to represent a number (1-10) in more than 3 ways</p> <p>By March 2015, 9/9 grade K students will be able to count backwards from 10 starting at any given number.</p> <p>By March 2015, 9/9 grade K students will be able to compare quantities up to 10 to tell which ones as the same, fewer or more.</p> <p>By March 2015, 9/9 students will be able to tell what number comes before and after any given number from 0-15.</p>	<p>100 % met this target</p> <p>90 % met this target</p> <p>90 % met this target</p>	<p>25 % exceeded this target</p> <p>25 % exceeded this target</p>		

<b><u>Grade One</u></b>	<b><u>REACHED STANDARD</u></b>	<b><u>EXCEEDED STANDARD</u></b>	<b><u>RESPONSIBILITY</u></b>	<b><u>MONITORING</u></b>
<p>By end of November 80% of Grade 1 students will know their magic 10 facts (addition facts equaling to 10) with 100% accuracy.</p> <p>By the end of December 2014 75% of students will add one more and two more and subtract one less, and two less with 100% accuracy.</p> <p>By the end of January, 70 % of students will know double facts to 20.</p>	<p><b>Not achieved:</b> 67% of the grade 1 students (8 out of 12) know their magic numbers.</p>		<p>Individual Teachers with the assistance of the Math Team</p>	<p>September -Staff November- Individual Teachers December -Core Leadership Team January –Individual Teachers February -CLT March –Individual Teachers April -CLT June -Staff</p>



<p><b><u>Grade Two</u></b></p> <p>By end of November 100% of Grade 2 students will answer 10 questions on addition doubles facts in 2 minutes or less with 100% accuracy.</p> <p>By the end of December 100% of Grade 2 students will answer 10 questions of addition doubles plus one in 2 minutes or less with 100% accuracy.</p> <p>By end of January 100 % of Grade 2 will master doubles and near doubles.</p>	<p><b><u>REACHED STANDARD</u></b></p> <p><b>Achieved:</b> 100% of the grade 2 students answered 10 questions with 100% accuracy.</p>	<p><b><u>EXCEEDED STANDARD</u></b></p>	<p><b><u>RESPONSIBILITY</u></b></p> <p>Individual Teachers with the assistance of the Math Team</p>	<p><b><u>MONITORING</u></b></p> <p>September -Staff November- Individual Teachers December -Core Leadership Team January –Individual Teachers February -CLT March –Individual Teachers April -CLT June -Staff</p>
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<b><u>Grade Three</u></b>	<b><u>REACHED STANDARD</u></b>	<b><u>EXCEEDED STANDARD</u></b>	<b><u>RESPONSIBILITY</u></b>	<b><u>MONITORING</u></b>
<p>By end of November 60% of Grade 3 students will answer 20 questions on addition doubles, near doubles and using tens facts in 2 minutes or less with 100% accuracy.</p> <p>By the end of January, 80% of the Grade 3 students will be able to answer 20 questions on addition doubles, near doubles and using tens facts in 2 minutes or less with 100% accuracy.</p> <p>By the end of January, 50% of Grade 3 students will be able to answer 20 2-digit by 2-digit mental math questions where the number taken away is an even 10.</p>	<p>50% of Grade 3 students achieved this outcome. 20% more achieved but with 95% accuracy.</p>		<p>Individual Teachers with the assistance of the Math Team</p>	<p>September -Staff  November- Individual Teachers  December -Core Leadership Team  January –Individual Teachers  February -CLT  March –Individual Teachers  April -CLT  June -Staff</p>

<b><u>Grade Four</u></b>	<b><u>REACHED STANDARD</u></b>	<b><u>EXCEEDED STANDARD</u></b>	<b><u>RESPONSIBILITY</u></b>	<b><u>MONITORING</u></b>
<p>By the end of November 70% of Grade 4 students will answer 15 questions of addition facts to 20 in one minute or less with 100% accuracy.</p> <p>By the end of November, 80% of Grade 4 and 5 students will correctly subtract 3-digit numbers with trading 4 times out of 5.</p> <p>By the end of December, 60% of Grade 4 students will answer 15 questions of subtraction facts to 15 in one minute or less with 100% accuracy.</p> <p>By the beginning of March, 70% of the Grade 4's will correctly answer 15 questions on multiplication facts to 9 x 9 within 1 1/2 minutes.</p>	<p>70% of Grade 4 students attained the goal.</p> <p>50% of Grade 4 can correctly add and subtract 4-digits 100% of time.</p> <p>90% of Grade 4 can correctly add and subtract 4-digits 80% of the time.</p>	<p>40% of Grade 4 students and exceeded this goal.</p>	<p>Individual Teachers with the assistance of the Math Team</p>	<p>September -Staff</p> <p>November- Individual Teachers</p> <p>December -Core Leadership Team</p> <p>January –Individual Teachers</p> <p>February -CLT</p> <p>March –Individual Teachers</p> <p>April -CLT</p> <p>June -Staff</p>

<b><u>Grade Five</u></b>	<b><u>REACHED STANDARD</u></b>	<b><u>EXCEEDED STANDARD</u></b>	<b><u>RESPONSIBILITY</u></b>	<b><u>MONITORING</u></b>
<p>By the end of November 80% of Grade 5 students will answer 15 questions of addition facts to 20 in one minute or less with 100% accuracy.</p> <p>By the end of November, 70% of Grade 4 and 5 students will correctly add 3-digit numbers with regrouping 4 times out of 5.</p> <p>By end of January 90 % of the Grade 4 &amp; 5 will master subtraction and addition</p> <p>By the beginning of March, 70% of the Grade 5's answer 15 questions on multiplication facts to 9 x 9 within 1 1/2 minutes.</p>	<p>91% of Grade 5 students attained the goal.</p> <p>45% of the Grade 5s attained this goal.</p>	<p>64% of Gr. 5 students exceeded this goal.</p>	<p>Individual Teachers with the assistance of the Math Team</p>	<p>September -Staff</p> <p>November- Individual Teachers</p> <p>December -Core Leadership Team</p> <p>January –Individual Teachers</p> <p>February -CLT</p> <p>March –Individual Teachers</p> <p>April -CLT</p> <p>June -Staff</p>

Strategies used ongoing on a daily/weekly basis by all teachers: Use of K and I Math Binder as a resource \* Units maps for curriculum from Math Makes Sense Utilize “Best Practices” for teaching Math \* Utilize “Learning Essentials” \*Use of Prime Math Assessments for Grade 4 and 5 \* Kindergarten Number Assessment \*Chunked Assessments \* Provincial school Report cards

## 2. Mission Targets:

Mission Targets	Reached Standard	Actions	Responsibility	Timeline	Indicators of Success
90 % of students in Grade 1 - 5 will know where the mission statement is posted in the school and classroom by end of January 2015		Vision and Mission Statements posted as large, visible posters in the halls and classrooms.	Principal	September	posted in school
75 % of students in Grade 1, 2, 3,4, and 5 will be able to articulate the 3 word summary “collaborative community of learners” by end of February 2015		Classroom mission statements developed that support, incorporate or repeat the school mission	Teachers	ongoing	posted in classrooms
		School Mission posted on Newsletters, letter head, email, website, etc.	principal, administrative assistant, teachers	ongoing	parent community is aware of mission
		School mission is recited during the morning announcements by students			familiarity with statements
		School Mission song at school assemblies	Admin Asst. and students	weekly	Understanding in student language
		K-5 Teachers will demonstrate and model behaviours in each of the select areas around the school during the month of Sept. Behaviours will continue to be discussed during guidance classes	Staff and students	monthly	Students following appropriate behaviours
		Survey for Grade 3-5 students	Teachers	Feb 2015	Survey indicates students know appropriate behaviours and consequences.
100% of students will know appropriate behaviours that are listed in the behaviour matrix and appropriate consequences that occur by end of April 2015				Ongoing	

### 3. Mental Health Target

Target	Reached Standard	Actions	Timeline	Indicators of Success
<p>All students and staff (100%) will participate in At Your Best activities for the whole school community that involve group and individual wellness/mindfulness.</p>		<p>Use WITS/LEADS program to educate students and community on the topic of bullying. Launching program at Oct. assembly with community champions a part of the process.</p>	<p>Ongoing</p>	<p>Pamphlets and info on school website made available</p>
		<p>Post WITS info on school website</p>		<p>Less incident behavior reports, students and community members using the common language.</p>
		<p>Use Student Led Clubs</p>		<p>Evidence in TTFM survey results</p>
		<p>Fill our bucket idea</p>		<p>Volunteerism: See students feeling empowerment, appreciating and celebrating differences in others, as well as caring for fellow school community members.</p>
		<p>Monthly Celebrate Map</p>		<p>Focus groups held and feedback</p>
		<p>Celebrate Moments</p>	<p>Ongoing</p>	<p>Service to Others</p>
		<p>Field Trip organization</p>	<p>Nature's Playground</p>	<p>Community Connections: Christmas Caroling</p>
		<p>Socks and heating blankets for Shelters (Warm you Heart)</p>	<p>Ongoing</p>	<p>Coats for Kids</p>
		<p>Food Drives</p>	<p>Use <b>Leader in Me</b> resources to ensure students are together with a common school wide message.</p>	

		<p>K-5 Teachers will use the <i>At My Best</i> program within their classes to ensure ALL students understand and use the program with themes <i>Ability, Belonging, and Caring</i> in the K-3 program and <i>I, We, and Us</i> in the 4-5 program. Students in grade 4-5 would overlap with the K-3 before moving onto the 4-5 program.</p> <p>NBTA School Wellness Rep/School committee will provide wellness activities for ALL staff</p>	<p>Ongoing</p>	<p>collected</p> <p>Surveys distributed amongst students</p> <p>A healthier staff</p>
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