

BEACONSFIELD MIDDLE SCHOOL



SCHOOL IMPROVEMENT EDUCATION PLAN 2015-2018



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Vision Statement

To create and sustain a learning environment in which the structure, tools and community exist that inspire students and educators to attain the knowledge and skills the 21st century will demand of us all:

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|------------------|-----------------------------------|--------------------------|
| Bulldogs: | Believe | Apprecier |
| | Appreciate | Bonnes relations |
| | Respect | Overture d'esprit |
| | Keep Learning & Trying | Inclusive |
| | | Effort Toujours |

Mission Statement

Beaconsfield Middle School provides a quality educational environment in order for all students to achieve their best and contribute to a positive school community.

Beliefs:

- All students can learn and individual differences must be respected
- The focus of teachers must be to teach students to learn and each student must be approached with high expectations for success
- The school environment must be safe, orderly and inviting for both students and staff
- Learning outside the classroom must be recognized and valued

With this mission in mind, the school staff, students, Parent School Support Committee and the community at large shall continue to work together to improve all aspects of student life at the school and in the community. Particular attention to teaching and learning in language, mathematics, science and active living and wellness provide the focus for all school based decisions and actions.

Purpose: We believe the purpose of public education is to provide learning opportunities to enhance aesthetic awareness, critical thinking skills and a desire for lifelong learning in order for students to contribute to society and respond to a global community.

Relationships: We believe that productive working relationships require a collaborative atmosphere predicated on trust and respect where all individuals are encouraged to take creative risks to move the organization toward achieving its goals.

Leadership: We believe that effective leadership encourages the educational community to thrive individually and collectively while maintaining a focus in support of key improvement areas.

Teaching and Learning: We believe teaching focuses on the development of the whole child who is nurtured by all adults in the educational community. It requires knowledge, flexibility and enthusiasm to inspire in students a strong desire for lifelong learning.

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Curriculum: We are committed to delivering the curriculum in a way that enhances the learning potential of all students and contributes to the acquisition of skills while developing an awareness of the uniqueness and diversity of our community, thus enhancing student success.

Literacy

The school will maintain its strong focus on literacy. The established Professional Learning Communities SMART goals will be monitored and modified according to assessment results and observable learning outcomes. This will proceed according to the scheduled feedback periods for external assessments as received at the school including the developed school based benchmark assessment process as facilitated by the school based Literacy Team. The staff have also made literacy a commitment for Learning Teams. The school, with the support of the District Literacy Lead, had invested in the development of a literacy room that provides opportunities to support teachers in their understanding of the "Workshop Model" & "Conferencing" for promoting more independent learning for students. The school continues to use the Accelerated Reading Program and has enhanced its global use by modifying the accessibility to online quizzes which will result in students being able to read a much larger variety of novels. In addition, the school has integrated the Social Studies curriculum into the Language Arts curriculum maximizing the opportunity to expand on themes and learning opportunities offered in both.

Reading and Writing

Provincial and District Language Arts Assessments results have revealed that Beaconsfield students had been progressing relatively well in reading compared to their peers in the District and Province but results indicate a decrease in performance recently. An area identified as needing improvement is writing and teachers have begun addressing this issue in the scheduled PLC Literacy meetings by sharing new literacy initiatives on how the school can best promote writing in the school. Based on assessment results strands, the teachers have also identified the area of "constructed responses" in need of improvement and assignments are therefore developed around the targeted area.

The literacy teachers are using benchmark assessments in reading and writing to identify students and areas in need of interventions. These "data sweeps" will be administered three times throughout the year and the data received from these data sweeps will be used to enhance learning where needed. In addition the entire staff have been involved in designing a Common Assessment process to focus on identifying particular areas in need of development. The Assessment is to be administered in September, December, March and potentially June.

The school has recently trained staff members on the use of Precision Reading in an effort to support the enhancement of reading that may be having difficulties or are reluctant readers.

Identified resources to guide instruction and learning for teachers are "The Daily Five" (G. Baushey & J. Moser) and The Café (G. Baushey & J Moser), Leading The Way to Assessment for Learning: A Practical Guide, Second Edition 2012 (Davies, Herst & Reynolds), Knowing What Counts: Conferencing and Reporting Second Edition 2011 (Gregory, Cameron & Davies), Knowing What Counts Self-Assessment and Goal Setting 2011 (Gregory, Cameron & Davies), Setting and Using Criteria 2011 (Gregory, Cameron & Davies) "Stepping Out" Resources and a series of Scholastic Resources available on the school's teacher shared drive network.

Mathematics

Mathematics has been a priority at the school and students generally struggle in this area. Staff members are consistently participating in professional development sessions offered and meet during their Professional Learning Community meetings to share and do concept planning. The school has been involved in the UNB Mathematics Competition and the teachers have offered a wide range of school wide initiatives including cross-curricular benchmarks to stimulate interest in Math for all students. The school Math teachers have developed SMART Goals based on the needs outlined in assessment results and utilize the district benchmark process to monitor student progress and direct future learning lessons.

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Science

The school sustains a focus on science by encouraging students at all grade levels to develop a critical sense of wonder and curiosity about scientific and technological endeavors while learning scientific literacy terminology. The school participates in a school wide science fair and has had participants at the annual district science fair, and seek further opportunities to reinforce science concepts and motivate interest. The promotion of cross curricular learning opportunities that touch on science content are continuously explored. Science projects are presented to audiences as part of the cross curriculum opportunity for Language Arts and Science.

French Immersion and Post Intensive French

The school maintains the grade 6 - 8 early French Immersion Program continued from the Early French Immersion program. This presents a genuine opportunity to enrich our school environment with a second language. The school continues to offer the Post Intensive French Program for grades 6, 7, and 8. French teachers will work on implementation of a modified version of precision reading and will monitor and track student progress accordingly.

Technology

The school is equipped with Smart boards and focus projectors in all classrooms. Students have access to a cluster of computers in our technology area. There are also two computers per classroom available for student use. In addition to a variety of online subscriptions to support specific curriculums, the school has students consistently using the STAR Diagnostic Reading Program and Accelerated Reading Program.

As laptops have been provided for teachers, there is a school wide focus to use the computers for tracking academic progress with the program Gradekeeper. Teachers have also been strongly encouraged to use the Provincial Portal System. The teachers visit the site regularly to retrieve school and district based information. This has reduced the length of the scheduled staff meetings and allows for more discussion on important issues. Teachers also actively used BrainPop and other online resources to support instructional needs in the classroom.

Wellness/Active Living

Beaconsfield has continually excelled in the area of active living over the years. The school had achieved a gold level Physical & Health Education Canada (PHE Canada). This is a program designed to promote physical fitness, wellness, and active living throughout all schools in the province of New Brunswick. The school has officially partnered with numerous sports and wellness organizations and continuously offers a wide range of fitness and wellness opportunities for our youth throughout the school year. The school has also applied and received funding from the Government of New Brunswick's Department of Social Development School Wellness Grant over the last few years and this has enabled us to maintain a wide variety of school fitness/wellness equipment and resources. We are truly devoted to this cause and continually try to further expand our opportunities for healthier living for all with a strong focus on community participation. Beaconsfield continues to explore healthy options and alternatives for our hot lunch program.

Parent School Support Committee

The school is fortunate to have a very committed Parent School Support Committee (PSSC). The role of this committee is to advise the Principal, enhance student learning and development and enrich education for all children by increasing family and community involvement. Our group has been extremely supportive particularly with the planning and execution of school based activities. The PSSC meets on a monthly basis and is very involved in the creation and monitoring of this School Improvement Plan.

GOALS AND FOCUS

The Beaconsfield Middle School improvement committee has determined that school improvement activities will focus on:

1. Building parent/guardian curricular engagement by offering parents an opportunity to connect with the different curriculums offered at the school.
2. Continuing strategies to improve literacy, numeracy skills and promoting interests in science at all three grade levels, by strengthening instructional practices (In-services on Assessment for Learning, Professional Reading Groups discussions and subject teacher meetings).
3. Focus on varied and purpose-given assessment that will emphasize the use of the Common Assessment Practices with data sweeps and benchmark assessments on a timely basis to determine target areas for improvement and guide teaching and learning lessons .
4. Collaborative planning and supports for diverse learners by strengthening teacher capacity in developing and monitoring student Personalized Learning Plans.

Provincial “Ends Policies”

Anglophone School District-South (ASSD-S) “Goals”

Beaconsfield Middle School “SMART Goals”: Improving Student Learning

Provincial Commitment: Ends Policy 1 - To Demonstrate continuous progress toward provincial targets in literacy and numeracy.

ASSD-S: To demonstrate continuous progress toward provincial targets in literacy and numeracy, and science (English and French Immersion)

School Based Actions:

LITERACY

- Incorporate the Workshop Model in all literacy classes as a target activity to improve results in literacy
- Utilize “Free Writing” as a strategy to support improvement with the development of constructed responses
- Effectively utilize the Sustained Learning Program every morning to provide timely feedback to students through conferencing
- Focus on improving students’ ability to make inferences and think critically about what they are reading. SMART GOAL: The number of students achieving appropriate or above will improve to 60% on critical questions and to 77% on inferential questions.

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MATHEMATICS

- Focus on Problem Based math questions – connecting math outcomes to solve real life situations
- Concentrate on mental math questions on a daily/weekly basis – focusing on learned strategies
- Coordinate a common school wide time frame to support external assessment processes

| Strategy | Actions | Time | Responsibility |
|---|---|--------------------------|--|
| 1. Ensure a quality literacy education | Sustain a focused Sustained Reading Program for 30 minutes each morning and utilize a Diagnostic form of benchmark to track student progress along with student individual reading goal development process. | Daily – June 2016 | Homeroom teachers, L.A. Teachers, & Support Staff |
| | Tutoring outside of instructional time | October to May | Math team members, Staff supervision for homework club & Resource Methods teacher |
| | Benchmark Assessments | 3 times a year | Currently taking place as benchmark assessments and data sweeps three times throughout the year |
| | Monitoring of Student Developed Reading Goals | September - June | On going and reviewed each term |
| | School Wide extended Math Challenge opportunities | All year | Coordinated by Math teachers. Mad Mathematician Haunted Mansion, Math Challenge activities, Math Bingo, chess and other related activities. |
| | Reading and Learning partners/Volunteers | All year | Resource Methods and Student Support Services Team Precision Reading with trained staff members Reading Buddies |
| | Maintain strong focus on school & district opportunities, Science Fair, Heritage Fair, Oratorical and Math Olympics etc... | March - April | All staff |
| Strategy | Actions | Time | Responsibility |

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| Support all learners in meeting with their full potential | Intervention Programs for students struggling in the areas of Literacy and Numeracy | Daily (modified to meet the needs of different students) | Recourse Methods Support with LiPS program (working on phonological awareness to help students who have difficulty decoding words when reading and spelling words), Precision Reading program (which helps students with reading fluency and comprehension - the student reads a passage out loud for a minute and the number of words read correctly is recorded), SnapWord cards (which helps students remember basic sight words by associating them with a visual and kinesthetic cue - each word has a picture and an action that goes with it) |
| | Promote strong grade teacher teams | As required | Administration |
| | Champion school based focus groups and professional development & reading | Monthly | Administration |
| | Participate in Administration Review Process | Yearly on a 5 year cycle | District Supervisor consultation |
| | Professional growth plan process for all staff | yearly | Peer review & follow up progress reports |
| | Seek P.D. leadership opportunities/mentoring | | Administration Consult Learning DOE Learning Specialists |
| | Participate in DOE School Review Process | | Administration & Staff preparing for School Review Process 2014 |

POSITIVE LEARNING ENVIRONMENT POLICY

Provincial Commitment: Ends Policy 2 - To Provide Positive, Safe and Inclusive Learning and Working Environments for Children, Youth and Staff

ASSD: To Provide Positive, Safe and Inclusive Learning and Working Environments for Children, Youth and Staff

School Based Actions:

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| Maintain a School Pyramid Of Interventions | Reviewed yearly | All staff involved in developmental process | All Staff & PSSC |
| Augment Physical Fitness & Active Living practices for all staff & students | Provide opportunities for staff & students and families to exercise daily such as the school yard trek and fitness/running group | Begin immediately | All staff and community members |
| | 2. Explore new fitness opportunities for staff and students. | School Wide Enrichment Exposure Fitness Opportunities | Staff and community |
| | 3. Research and practice healthy living through proper nutrition and exercise. | Healthy Minds Grant Breakfast For Learning Grant Support Lunch Program Wellness Grant Private Partner Lunch Support | Staff & Community |
| | Consistently refer to the Positive Learning Environment (PLEP) & BEAC Behaviors Program with discipline issues. | On going | Staff & Administration |
| | Seek P.D. Opportunities for Intervention strategies | On going | School & Community |
| | Continue with High 5 Success Program and Pat On The Back | On going | Entire school |
| | Provide ample education on appropriate behaviors and expectations for behaviors through guidance | On going (Harassment/Bully education) B.E.A.C. Behavior Chart | Entire School |

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| | | Cybersafety Community Police Partnership | |
| | Expose students to appropriate use of technology and educate about inappropriate use of technology. | On going | Led in Technology class and reinforced by all teachers. |
| | Role model expected behaviors Kindness Matters Programs | On going | Administration Parents and Teachers 6 Pillars of Character November Kindness Matters Blue Door/Blue Day (Police, Guidance Specialist, At Risk Specialist December Kindness Day March Pink Day Morning Announcements Peer Helpers Pay It Forward/Global Youth Services Day Bark Park (Positive Activity Room of Kindness) |
| | School Educational Student Support Teacher-Behavior | On going | Regular Meetings 2 times per week |
| | Utilize Educational Support Services Team | On going | Administration, Resource Method, SIW, Guidance teacher and District ESST Representative. |
| | Educational Assistant Support | On going | Timely and intensive. Totally focused on early intervention |

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| | Intervention Worker Support | | |
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Provincial Commitment: Ends policy 3 - To Strengthen Engagement of Families and Foster Community Partnerships

ASAD: To Strengthen Engagement of Families and Foster Community Partnerships

School Based Actions: Continue to explore new options and opportunities by engaging potential resources available in our school community

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| 2. Invitational Learning Environment | 1.Pat On The Back Extensive selection of activity options | Ongoing | School & Community |
| | 3. Continue partnerships with Community Resources such as the , West Side PACT, Community Police, Marketplace Wellness Center, University Student Teacher, BARK PARK(Positive Activities Room of Kindness) Beaconsfield Feeder Schools Math Olympics School Wide Science/Heritage Fair and Oratorical Competition Themed Assemblies (Remembrance Day, Sing Song, Community Dinner) | Ongoing | Staff & Community |
| | 4.Continue to promote and provide school wide and team based enrichment activities | Ongoing | Staff |
| | 5. Work to further enhance the appearance of the building by working with the school yard enhancement plan and displaying student work throughout the building. | Ongoing | Staff & Community |
| | 6. Nurture community link with local feeder schools by offering the Halloween Haunted House and Drama, transition meetings, open houses, family movie nights, partner story writing and reading | October-May | Staff & Students |

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| | School Sponsored Community Events | | |
| | 7. Involve community resource people for linking careers and education along with Career Fair April 2017 | Career week in October and when available | Staff and Guidance |
| | 8. Maintain and develop a yearly scrapbook or bulletin board and slideshow | yearly | Staff, students & parents |
| | 9. Focus strategies on respect, appreciation and cooperation (BEAC posters and focus on BARK) | On going | Staff & students |
| | 10. Maintain monthly newsletter/active webpage/PSSC Facebook | On going | Administration |
| | 11. Foster community links with community policing, neighborhood watch etc. | On going | School, PSSC, parents & community |
| | | | |

Provincial Commitment: Ends Policy 4 - To Provide Opportunities For Staff To Learn About Mental Health Issues In Children and Youth and To Promote School and District Wide Initiatives That Promote Mental Fitness

ASSD: Anglophone School District to provide opportunities for staff to learn about mental health issues in children and youth and to promote school and District wide initiatives that promote mental fitness

School Based Actions: Provide ample opportunity for staff, parents and community to learn about mental health issues and their prevalence in children and youth and promote school/community initiatives that promote mental fitness

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| Sustain focus on Multiple Intelligences, Learning Styles & Mental Health | 1. Educate students and staff on Multiple Intelligences | Yearly | Staff & administration |
| | 2. P.D. sessions to occur on Multiple Intelligences and accommodating learning issues | Information provided to teachers and all students tested to determine learning styles | Staff |

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| | 3. Sustain Student Led Conference format | Reporting Periods | Staff |
|--|---|--------------------------|-------------------------------|
| | 4. Stress Reduction Initiatives “Chill Zone” Yoga/Mindful activities | 3 x a week | Guidance, RM & SIW |
| | 5. Access Positive Behavior Intervention funding. (PBIS -) | | |

IMPROVEMENT ACTIONS

The school will focus on meeting with the outlined expectations through the development of actions designed to improve the school’s overall effectiveness.

1. The school will maintain a strong Literacy Focus Program, using the Sustained Reading Period, student developed reading goals and relevant themes such as the school wide oratorical, heritage fair, science fair and other cross curricular opportunities.
2. The school will emphasize the importance of writing and seek strategies to promote writing opportunities and improvement practices. Most recently there is a school wide emphasis on cross-curricular writing opportunities using the “Stepping Out” strategies. All Staff members have been trained with “Stepping Out” and will be activity applying the strategies in their teaching.
3. Teachers will continue to seek unique learning experiences that directly support expected curriculum outcomes. The use of technology and community resources will be strongly encouraged.
4. Teachers will be required to be familiar with curriculum outcomes by consistently reviewing expected curriculum outcomes, accessing the Portal Site for reference purposes and submitting course outlines in conjunction with the District Education Council Policy EL-12 Standards-Based Instructional Program. This will be closely monitored with the administrative walk through process for supervising classroom instruction.
5. Teachers will become familiar with resources such as the “New Brunswick School Improvement Document Indicators Document”. We have recently gone through the School Review Process initiated by the Department of Education to guide the School Improvement Process for all New Brunswick Schools.
6. The school math teachers will be encouraged to continue with their excellent efforts at reinforcing math and its importance, and they will post math curriculum outcomes for reference for students’ parents and teachers.
7. The school will continue to provide enrichment activities, promoting critical thinking and problem solving skills as part of regular classroom activity. The school had hosted over 126 Enrichment type activities last school year and will continue to seek similar opportunities.
8. The school will continue to influence the comprehension of “Multiple Intelligences”. Staff has also been in-serviced on “Assessment for Learning and Formative Assessment” practices.
9. Students will continue to be exposed to diverse enrichment and physical activities in an effort to further educate them on healthy/active choices/lifestyles.

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10. The school will make every effort to further enhance enrichment opportunities for all students such as the learning that occurs in the wood shop, sewing area and foods lab. The school also provides Babysitting certification, guitar lessons, chess, choir, fitness, drama, peer helpers, library workers, hot lunch workers, classroom monitors, peer helpers and many other options.

11. The teachers and school administration will work in conjunction with parents to provide a consistent school discipline approach that truly benefits the development of students. Information resources will be researched and shared so that a uniform system can be followed. The school has implemented a student tracking system to help students receive feedback on behaviors that interfere with them meeting with success. Staff have also worked to coordinate the development of Behavior Expectations Chart that is posted in all classrooms so that everyone in the school fully understands the expectations for behaviors.

MONITORING, ASSESSING AND EVALUATING THE IMPROVEMENT PLAN

The administration and school staff will work in conjunction with the PSSC to monitor the progress of this School Improvement Plan.

1. The school staff will oversee implementation of the plan and be responsible to report progress to the school and the PSSC twice each year.
2. Each year during term three, the school staff will review the school improvement plan and determine the effectiveness of this plan. The staff will make accommodations to the plan accordingly.
3. The school administration through the “walk through” approach to supervision will closely monitor indicators associated with the school’s progress towards meeting with the objectives set forth in this plan. A coaching approach to enhancing professional practice will be sustained.
4. Expectation of success in achieving the improvement goals set forth in this plan will be monitored and reported on as follows:
 - The school will continue to be recognized by external organizations for progress in different areas. (I.e. Science Fair, Heritage Fair, Math Competition Oratorical, etc...).
 - The school progress will be assessed according to all external assessments indicators especially the provincial and district assessments in L. A. and Mathematics along with the district benchmark process.
 - The school will utilize the “Everyone At Their Best” 10 Year Educational Plan agenda as a guide to meeting with provincially shared objectives. The “Everyone At Their Best” agenda framework consists of related policy statements which - encompass the full continuum of learning from childhood through to adult learning.
 - The school will also access as much compiled data to guide the improvement planning process. Examples of the data are; Teacher Perception Surveys, Tell Them From Me Student and Parent surveys, N.B. wellness Surveys, UNBSJ Surveys, Provincial Assessment Results and school benchmark assessments.
5. The school will closely follow the expectations of the district Education Council Policy: Executive Limitations Policy EL-12 Standards-Based Instructional Program. This policy ensures that the superintendent implements a standard-based program of instruction that includes clearly defined and measurable curriculum outcomes and assessment standards.

PYRAMID OF INTERVENTIONS

Individual Alternatives
Out of School Suspension,

In School Intervention Suspension
Community Police Intervention
Alternate Scheduling
Behavior Tracking System

Administrative: External Support

At Risk Initiatives? District Psychologist
Community Police / Probation/Mental Health
Support Services to Education / Social Development/PBIS
ESST District / Student Case Confernce / Community Health Nurse

Administrative: Internal Support

PLP's / Guidance / EA Support / Peer Tutoring/
Literacy Intervention / Alternate Locations / Resource Methods
Walk-Throughs (Administration) / Team Meetings /
ESST / Administration/University Internships/High School Coop Program/
Community in Action School / Precision Reading / Sustained Silent Reading Program /
School-Wide Cross-Curricular Activities /SIW Interventions/PBIS

Teaching Teams

School Policies / High 5 Success Program / EA Support / Resource & Methods /SIW support
Trouble Shooting / Teacher Collaboration / Parent Meetings / Subject Meetings
Peer Mentoring / Common Assessments/SIW Interventions/PBIS

Teacher Student

Christmas Sing Song / School-Wide Christmas Dinner / Fund Raising/Assemblies / Presentations
Breakfast Program / Fruit & Veggies Grant / Academic Sports Awards / Red Cross Babysitting / End of Year Excursions / Newsletter /
Hot Lunch / Drama / Haunted Math Mansion / Math Attack / Tetherball / Four Square / Outdoor Rink / Book Orders / Milk Program / Breakfast For Learning / Community Police Partnership / West Side P.A.C.T. / Library
Workers / Lunch Monitors / Guitar Lessons / Recycling Team / Winter Carnival / Skating / STEP 1 Enrichment Activities / Yearbook / Pat On The Back / Art Club/Peer Helpers / Dances/ Oratorical / Drama / TNB / Chess Club /
Reading Buddies / Year End Video / DAL Med Students - Wacky Science & Amazing Race / Romero House – Trim the Tree / Pancake Breakfast / Yoga /
Math Club / Knitting Club / Card Club / Terry Fox Walk / Brown Bag Lunch Program / Bracelet Club / Movie Night / Coats for Kids / PJs / Wellness Fair / Feeder School Activities / BARK PARK/PBIS

