



# **SCHOOL IMPROVEMENT EDUCATION PLAN**

**2012-2015**

**BEACONSFIELD MIDDLE SCHOOL**



### **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 21<sup>st</sup> century will demand of us all.

### **Mission Statement**

Beaconsfield Middle School will provide a quality education for all students regardless of ability, in a safe, orderly learning environment. Beaconsfield Middle School will require that all students learn to the best of their abilities, and contribute to the positive climate of the school and community.

### **Beliefs**

The school mission statement is based on the following 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 provide the focus for all school based decisions and actions.

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**Purpose:** We believe the purpose of public education is to provide learning opportunities to enhance aesthetic awareness, critical thinking skills and a desire for life-long 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 life-long learning.

**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 newly 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 recently developed school based bench mark assessment process as facilitated by the School Education Center's Literacy Team and the school based Literacy Lead. The school has developed a Literacy Team supported by a District Literacy Mentor that meet to guide literacy initiatives in the school. The staff have also made literacy a commitment for Learning Teams. Most recently the school with the support of the District Literacy Team has invested in the development of a literacy room that will provide opportunities to teachers to use the "workshop" model 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.

### **Mathematics**

Mathematics has been a priority at the school with the efforts of the staff breeding some very positive results. Staff members are consistently participating in professional development sessions offered and have also hosted sessions with the School District 8 Math Mentor/Lead. The school has been involved in the District “Math Olympics” and a Math Attack Team has organized a wide range of school wide math activities to stimulate interest in math for all students. The school math teachers, with the support of a Math Lead have also developed SMART Goals for math based on the needs outlined in assessment results and aim to expand the use of bench mark assessments to monitor student progress. Chess Club has also been expanded with several school based tournaments and the school participates in the District Tournament in March/April. The school has also recently had a group of students participate in the UNB math Competition.

### **Reading and Writing**

Provincial and District Language Arts Assessments results have revealed that Beaconsfield students are progressing very well in reading compared to their peers in the District and Province. An area identified as needing improvement is writing and teachers have begun addressing this issue by hosting “round table” discussions, forming a literacy committee that will educate all staff on new literacy initiatives on how the school can best promote writing in the school. The staff will take advantage of having the Literacy Lead Teacher available to share strategies and facilitate PD sessions. . 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 bench mark 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.

Identified resources to guide instruction and learning for teachers are “The Daily Five” (G. Baushey & J. Moser) and The Café (G. Baushey & J Moser), “Stepping Out” Resources and a series of Scholastic Resources available on the teachers shared drive network..

### **Science**

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The school has initiated 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 has participated in a school wide science fairs and will seek further opportunities to reinforce science concepts and motivate interest. The promotions of cross curricular learning opportunities that touch on science content are continuously explored. All students in the school participate in a school wide science fair to reinforce the importance of the scientific process and promote a general interest in science. The projects are then presented to audiences as part of the curriculum.

### **French Immersion and Post Intensive French**

The school maintains the grade 6, 7 and 8 early French Immersion Program from Havelock School but there is no grade 6 for this current school year because of a recent entry point change. The program will resume as usual next school year however. 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 that was recently introduced through the grade 5 Post Intensive Program at the elementary feeder schools.

### **Wellness/Active Living**

Beaconsfield has made great gains in the area of Active living over the last few years. The school had achieved “level 5” and better in the provincially initiated “Communities In Action” program for the last six years. This is a program designed to promote physical fitness throughout all schools in the province of New Brunswick. The school has officially partnered with the Golden Gloves Boxing Club, the Shimpokai Judo Club and Carleton Curling Club through the provincial GO NB program for encouraging fitness opportunities for youth in the past and continues to offer a very wide range of wellness opportunities throughout the school year. The school has also applied and received funding from the N.B. Healthy and Inclusive Communities Department 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. Dance has recently become a very popular activity very well facilitated by our physical education teacher. The school has been recognized for its efforts to provide diverse physical fitness opportunities to the students and this will be continued and augmented.

### **Technology**

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Technology has been a focus in the school with an independent improvement document of its own. The school is now equipped with Smart boards and focus projectors in all classrooms. Students have had access to a major cluster of computers in our technology area and another 28 laptops in our “E Library” area. There are also two or three computers per class room available for student use. The school has students using the STAR Diagnostic Reading Program, Accelerated Reading Program and will be using the Accelerated Mathematics program if it is determined by teachers that it is practical and easily available for use.

Whereas the school receives a great deal of feedback from a variety of sources such as external and internal assessments and surveys, a school data team will be created to analyze assessment results and pertinent information in an effort to improve learning in the school.

As laptops have been given to teachers, there is a school wide focus to use the computers for tracking academic progress with the program Grade Keeper. Teachers have also been strongly encouraged to use the 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 have actively used Discover Education and Brain Pop to support instructional needs in the classroom.

### **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 bases 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. 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)

2. Continuing practices to **create an invitational learning environment** for children, staff and parents (Reiterate the Importance of having an invitational environment at staff meetings and reinforced for students. Revision of learning styles and Multiple Intelligences. Consistently referring to the Positive Learning Environment Policy in communicating with parents & community)
3. Continuing a school wide **focus on student learning styles and instructional practices such as assessment for learning** to complement the Student Led Conference model and Accelerated Reading Program (Emphasize the focus on learning when dealing with all students staff and parents or with school related communication sources such as the newsletter)
4. Encourage language Arts teachers to explore **a variety of forms of literacy and the workshop model** to be exposed through instructional practices
5. Continue to encourage **mathematics teachers to attend district in service opportunities and provincial profession development** in line with curriculum outcomes and expectations
6. Emphases on the use of the **Common Assessment Process with data sweeps and bench mark assessments on a timely bases** to determine target areas for improvement.
7. Further **expand technology** focus to involve all students, staff, parents and community. (Seek opportunities to communicate with others within our community and around the world).
8. Sustain the **Student Led Conference and Portfolio Assessment**. The process is currently well integrated in the school.
9. Foster **community links** with the elementary feeder schools as a plan to help facilitate the transition for students from the elementary environments into middle school environment. Also, seek opportunities to facilitate the transition of grade 8 students to high schools
10. Expose all students to opportunities in the **Multi Intelligences Discovery Center and independent learning opportunities**.
11. Utilize available district resources to support students academically at risk or struggling with disruptive behaviors. The school has accessed money to host an Alternate Learning Success/Tutorial with an Educational Student Support Teacher-Behavior. This measure will provide direct support to the students who may be at risk academically for a variety of reasons and may even limit disruption to the learning environment for others.

### 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.**

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1. The school will maintain a strong Literacy Focus Program, using the Accelerated Reader, the Star Reading Diagnostic Programs 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 “Daily Five”, The Café and the “New Brunswick School Improvement Document Indicators Document”. We are currently working with two Education Learning Coordinators and a representative from the Department of Education to guide the School Improvement Process and prepare for the Provincial School Review Process.
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” 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.
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 school staff of teachers, the school administration with the PSSC will work in conjunction 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. Minister’s level as a Community In Action School, Science Fair, Heritage Fair, Oratorical, etc...).
  - The schools 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 bench mark process.
  - The school will utilize the “When Kids Come First” agenda as a guide to meeting with provincially shared objectives. The “When Kids Come First” 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 complied 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 bench mark 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.

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		TARGET 2015	% at or above appropriate 2008	% at or above appropriate 2009	% at or above appropriate 2010	% at or above appropriate 2011	% at or above appropriate 2012	% at or above appropriate 2013
85 % of students reach or exceed the standard in Grades 6-12 on provincial assessments in literacy.	Grade 7 - Reading - Writing	85% 85%	62% 45.6	75.3% 55.6	83.3 62.1	73 47.3	76.3 69.7	61.7 55.0
	Grade 6 - Science	85% if applicable			49.4	NA	NA	NA
	Grade 8 - Math	75%	50%	19%	49.4	39.4	35.1	36.6

### Provincial Objectives

### ASSD Goals

## Beaconsfield Middle School SMART GOALS: Improving Student Learning

**2012 -2015**

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

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

**School Based:**

**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 STAR Diagnostic Reading Program to provide timely feedback to students and teachers**

**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 district and province assessment processes**

<b>Strategy</b>	<b>Actions</b>	<b>Time</b>	<b>Responsibility</b>
1. Ensure a quality literacy & numeracy education	1. Sustain a focused ARP for 30 minutes each morning and utilize the STAR Diagnostic as a form of benchmark.	Daily 2013-15	All teachers

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	Accommodate the process for French novels.		
	2. Morning & after school math tutoring	October to May	Math teachers, Resource teacher
	4. Bench Mark Assessments	All year	Currently taking place as benchmark assessments and data sweeps three times throughout the year
	5. Monitoring of Star Reading Diagnostic	All year	Homeroom teachers are to put a profile in Cumulative Record. Done twice a year.
	School Wide Math Challenges Math Attack	All year	Coordinated by Math teachers. Participation in the 2010 Math Summit, Mad Mathematician Haunted Mansion, Weekly Math Challenges, Math Bingo, chess and other related activities.
	Reading and Learning partners/Volunteers	All year	Recourse Methods and Student Support Services Team
	Maintain strong focus on school & district opportunities, Science Fair, Heritage Fair, Math Olympics etc...	March - April	All Teachers

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Strategy	Actions	Time	Responsibility
Ensure strong school leadership	Support Leadership Development for potential interested teachers.	Consistently	District and Administration
	Promote strong grade teacher teams	Consistently	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

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

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, Market Place , Wellness Center, UNB Teacher Training Program &Nursing, Baby Think It Over, etc...  Bully Free Beaconsfield  Math Olympics  School Wide Science/Heritage Fair	<i>Ongoing</i>	Staff & Community

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	Themed Assemblies (Remembrance Day, Sing Song, Community Dinner)		
	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,	October-May	Staff & Students

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	transition meetings, open houses, family movie nights, partner story writing and reading		
	7. Involve community resource people for linking careers and education	Career week in October and when available	Staff and Guidance
	8. Maintain and develop a yearly scrapbook or bulletin board of student achievements posted in the news	yearly	Staff, students & parents
	9. Focus strategies on respect, appreciation and cooperation (BEAC posters and simulated boot camp in September)	On going	Staff & students
	10. Maintain monthly newsletter/active webpage/Pssc Facebook	On going	Administration



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	11. Foster community links with community policing, neighbourhood 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: 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**

Sustain focus on Multiple Intelligences and Learning Styles	1. Educate students and staff on Multiple Intelligences	Yearly  Discovery Center	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
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### POITIVE 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:**

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	School Wide Enrichment	Staff and community

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	and students.	Creepy Crawl Run/Walk & Fitness Programs	
	3. Research and practice healthy living through proper nutrition and exercise.	Apples Breakfast For Learning Grant Support Lunch Program Wellness Grant Fruit trays	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

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	Continue with 5 STEP Success Program	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  Cybersafe Girl  Go Girl  Community Police Partnership  D.A.R.E	Entire School
	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  Bully Awareness Programs	On going	Administration Parents and Teachers  6 Pillars of Character

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			<p>November Bully Awareness</p> <p>Blue Door/Blue Day (Police, Guidance Specialist, At Risk Specialist)</p> <p>December Bully Free Day</p> <p>March Blue Day</p> <p>Morning Announcements</p> <p>Peer Helpers</p> <p>Pay It Forward/Global Youth Services Day</p> <p>Bully Free Zone</p>
	School Educational Student Support Teacher-Behavior	On going	Regular Meetings 2 times per week
	Utilize Educational Support Services Team	On going	Administration, Resource Methods & Guidance teachers
	Teacher Assistant Support Intervention Worker Support Discovery Education	On going	

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	Brainpop		
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