

BELLEISLE ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2013-2016



Mission Statement:

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

## Belleisle Elementary School - School Improvement Plan 2013-2016

**GOAL- Literacy** - 90% of BES students will reach Appropriate Achievement or above in writing standards 100% of the time to align with the ASD-S District/Provincial Education Plan for 2013-16

Strategies	Action Plan	Indicators of Success	Updates	Timeframe	Responsibilities
<p>Provincial Assessment Grade Level Exemplars</p> <p>Using student friendly writing rubrics aligned with provincial assessment standards</p> <p>Student Writing Duotangs</p> <p>To support reading:</p> <p>Usage of the Fountas &amp; Pinnell Resources Assessment Kits Grades K-3</p> <p>Usage of the Atlantic Canada Reading Assessment Resource Kits Grades 4-5</p> <p>Usage of ASD-S Guided Reading Grade Level Chart</p>	<ul style="list-style-type: none"> <li>Teachers will develop classroom and student smart goals based on previous year's data</li> <li>Collecting 1 or 2 samples of writing for each student to be placed in a student writing duotangs</li> <li>Assessing all student writing using grade level writing rubrics using provincial assessment exemplars during PLC</li> <li>Continue assessing student reading performance to support student writing</li> <li>Send Guided Reading Levels to administration to record levels on classroom data charts</li> <li>To ensure all classes promote the utilization of non-fiction texts (Science Literacy)</li> </ul>	<p>Classroom and student smart goals achieved (see appendix A)</p> <p>Student Writing Rubrics/Data</p> <p>Student marks at reporting periods</p> <p>Provincial Assessment Scores</p> <p>District Elementary Assessment Plan – Literacy</p> <p>Curriculum Summative Base Assessments</p> <p>Pyramids of Intervention ( see appendix B)</p>		<p>2013-2014</p> <p>2013-2016</p> <p>2013-2016</p> <p>2013-2016</p> <p>2013-2014</p> <p>2013-2016</p>	<p>Classroom Teachers</p> <p>ESS Team</p> <p>EST-Literacy</p> <p>Administration Team</p>

## Belleisle Elementary School - School Improvement Plan 2013-2016

**GOAL-Numeracy-** 90% of BES students in each grade level will reach Appropriate Achievement or above in Number Sense/Operations 100% of the time to align with the ASD-S District/Provincial Education Plan for 2013-16

Strategies	Action Plan	Indicators of Success	Updates	Timeframe	Responsibilities
<p>Knowledge of Curriculum Outcomes for Number Sense / Number &amp; Operations for K-5</p> <p>Create Numeracy Binders/Folders with the Grade Level Math “I Can Statement” Rubrics</p> <p>Usage of District Numeracy Benchmarks for each Reporting Period for appropriate grade levels</p> <p>District Numeracy Maps</p>	<ul style="list-style-type: none"> <li>Classroom teachers will develop classroom and student smart goals based on the previous year’s data</li> <li>Usage of Grade Level Math “I Can Statement” rubrics to assess and monitor student progress</li> <li>Usage of District Numeracy Benchmarks to access and monitor student progress to assist with flexible groupings and differentiation</li> <li>Usage of District Grade Level Mapping</li> <li>Usage of Grade Level Numeracy Nets</li> <li>Assess Grade Level “I Can Statements” during PLC to focus on areas of struggle per class and/or per student</li> </ul>	<p>Classroom and student smart goals achieved (see appendix A)</p> <p>Grade Level “I Can Statements”</p> <p>Pyramids of Intervention ( see appendix B)</p> <p>District Numeracy Benchmark Data</p> <p>Student marks at Reporting Period</p> <p>Provincial Assessment Scores</p> <p>Observational Assessing</p>		<p>2013-2014</p> <p>2013-2014</p> <p>2013-2016</p> <p>2013-2016</p> <p>2013-2016</p> <p>2013-2015</p>	<p>Classroom Teachers</p> <p>ESS Team</p> <p>Administration Team</p> <p>EST-Numeracy</p>

## Belleisle Elementary School - School Improvement Plan 2013-2016

**GOAL-** 100% of BES classroom teachers and support staff will increase their knowledge and skills-base regarding Universal Design and adapting differentiated strategies/techniques through classroom instruction and lesson planning to provide an inclusive learning environment for all students aligning with the ASD-S District/Provincial Education Plan.

**Year 1 (2013-14)** – All BES teachers and support staff will participate in professional development to enhance their knowledge of Universal Design for Learning and their instructional understanding of differentiation.

Strategies	Action Plan	Indicators of Success	Updates	Timeframe	Responsibilities
<p>Creating a library of texts on Universal Design Learning (UDL) and Differentiation</p> <p>Student Education Plan Review</p> <p>Professional Development on UDL and Differentiation</p> <p>PLC opportunities pre-scheduled for the year</p> <p>A list of Websites, Webinars etc. on UDL and Differentiation</p>	<ul style="list-style-type: none"> <li>All teachers and support staff will have access to a resource library in the subject areas of UDL and differentiation</li> <li>All teachers and support staff will familiarize themselves with UDL concepts and instructional strategies of differentiation</li> <li>Attend PD opportunities throughout the year</li> <li>Review all SEPs to identify areas that differentiation can be applied to allow the class to be more inclusive</li> <li>PLC opportunities to discuss and experiment with UDL concepts and differentiation</li> <li>Set up a file on staff share drive with a list of websites and/or webinars on UDL and Differentiation</li> </ul>	<p>Library created with teachers signing out texts</p> <p>SEPs reviewed and assessed for differentiated opportunities</p> <p>ESS Team reviewing and revising resource support groups and schedule</p> <p>PD on UDL and Differentiation scheduled</p> <p>PLC opportunities scheduled</p> <p>UDL/Differentiation site listed on the staff share site</p>		<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2016</p> <p>2013-2014</p> <p>2013-2014</p>	<p>PLC Coordinators</p> <p>ESS Team</p> <p>Administration Team</p>

**Year 2 (2014-15)** – All BES teachers and support staff will begin to implement the concepts of Universal Design and instructional strategies for differentiation during classroom instruction and will be formally assessed, 3 times, through the year to collect evidence of implementation of UDL/differentiation techniques and strategies 100% of the time.

Strategies	Action Plan	Indicators of Success	Updates	Timeframe	Responsibilities
Self-Evaluation for teachers	<ul style="list-style-type: none"> <li>Developing a self-evaluation template to evaluate ones performance and/or usage of differentiated strategies/techniques</li> </ul>	Self-evaluation template created and used		2013-2015	Classroom Teachers
Class Observational Check List		Class Observational Check List created and used			ESS Team
Lesson Plan templates for K-2 and 3-5	<ul style="list-style-type: none"> <li>Developing an Administrative Observational Check List for formerly accessing teacher usage of differentiated strategies/techniques</li> </ul>	Lesson Plan templates created and used		2013-2015	EST -Literacy & Numeracy
Instructional Teaming		PLC opportunities scheduled			Administration Team
PLC Discussion Opportunities	<ul style="list-style-type: none"> <li>Developing lesson plan templates for K-2 and 3-5 that identify curriculum outcome strands, differentiated strategies/techniques</li> </ul>	ESS and Administration Teams developing PD opportunities for instructional teaming and peer mentoring		2013-2015	
Lesson Demonstrations					
Peer Mentoring	<ul style="list-style-type: none"> <li>Teaming with the ESS and Administration teams regarding differentiated instructional strategies/techniques</li> </ul>	A collection of Lesson Demonstrations illustrating usage of UDL concepts and differentiated instructional strategies/techniques (videos)		2013-2016	
	<ul style="list-style-type: none"> <li>PLC opportunities to discuss and implement UDL concepts and Differentiation along with peer mentoring</li> </ul>			2013-2016	
	<ul style="list-style-type: none"> <li>Providing opportunities to teachers to observe a lesson using UDL concepts and/or differentiated instruction</li> </ul>			2013-2015	

**Year 3 (2015-16)** – All BES teachers and support staff will develop classroom and student SMART goals incorporating the concepts of Universal Design and differentiated instruction with strategies/techniques present in all lesson plans, 100% of the time.

Strategies	Action Plan	Indicators of Success	Updates	Timeframe	Responsibilities
Classroom/student smart goals based on student data  Usage of BES Lesson Plan template  PLC opportunities scheduled  Instructional Teaming  ESS Team Evaluation of Student Data	<ul style="list-style-type: none"> <li>• Classroom teachers develop classroom and student smart goals using student data each reporting period</li> <li>• Usage of the BES lesson plan template identifying UDL concepts and/or differentiated instructional strategies/techniques</li> <li>• PLC opportunities to review and revise classroom and student smart goals for each reporting period</li> <li>• ESS Team scheduling and providing opportunities for instructional teaming</li> <li>• ESS and Administration Team to evaluate student data at each reporting period to apply supporting resources were needed</li> </ul>	Classroom and student smart goals achieved at each report period (see appendix A)  Pyramids of Intervention ( see appendix B)  BES Lesson Plan Template used  PLC opportunities scheduled  Reviewing and revising student support after analyzing student data at each reporting period		2013-2016  2013-2016  2013-2016  2013-2016  2013-2016	Classroom Teachers  ESS Team  EST -Literacy & Numeracy  Administration Team

# Appendices

# Appendix A

# Belleisle Elementary School Improvement Plan 2013-2016

## School Smart Goals

### Literacy Smart Goal

### Numeracy Smart Goal

90% of BES students will reach appropriate achievement or above in writing standards 100% of the time to align with the Provincial Education Plan for 2013-16

90% of BES students at each grade level will reach appropriate achievement or above in Number Sense/Operations 100% of the time to align with the Provincial Education Plan for 2013-16

## Classroom Smart Goals

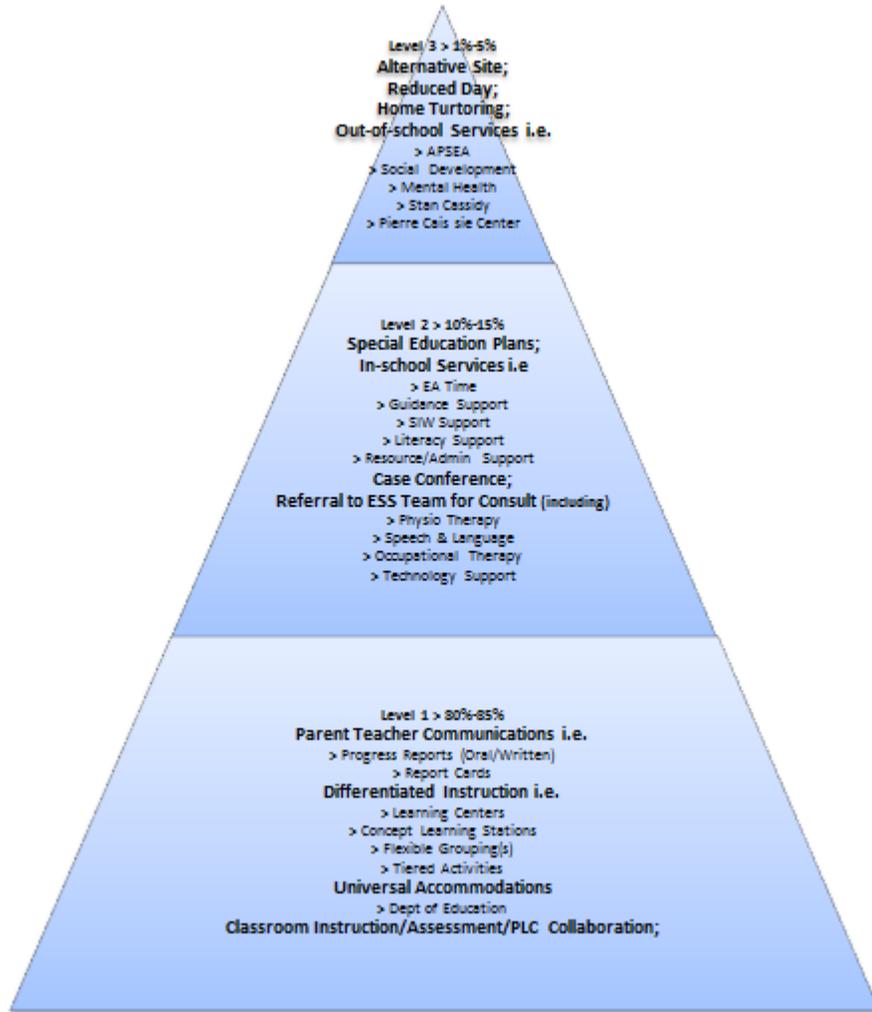
<b>K- Literacy Goal</b>	% of the Kindergarten class will reach
<b>Numeracy Goal</b>	% of the Kindergarten class will reach
<b>W- Literacy Goal</b>	% of the Kindergarten class will reach
<b>Numeracy Goal</b>	% of the Kindergarten class will reach
<b>BG-Literacy Goal</b>	% of the Grade 1 class will reach
<b>Numeracy Goal</b>	% of the Grade 1 class will reach
<b>H- Literacy Goal</b>	% of the Grade 1/2 class will reach
<b>Numeracy Goal</b>	% of the Grade 1 /2 class will reach
<b>W- Literacy Goal</b>	% of the Grade 2 class will reach
<b>Numeracy Goal</b>	% of the Grade 2 class will reach

<b>Mac-Literacy Goal</b>	<b>% of the Grade 3 class will reach</b>
<b>Numeracy Goal</b>	<b>% of the Grade 3 class will reach</b>
<b>F- Literacy Goal</b>	<b>% of the Grade 3/4 class will reach</b>
<b>Numeracy Goal</b>	<b>% of the Grade 3/4 class will reach</b>
<b>T- Literacy Goal</b>	<b>% of the Grade 4 class will reach</b>
<b>Numeracy Goal</b>	<b>% of the Grade 4 class will reach</b>
<b>TBA-Literacy Goal</b>	<b>% of the Grade 5 class will reach</b>
<b>Numeracy Goal</b>	<b>% of the Grade 5 class will reach</b>
<b>TBA-Literacy Goal</b>	<b>% of the Grade 5 class will reach</b>
<b>Numeracy Goal</b>	<b>% of the Grade 5 class will reach</b>

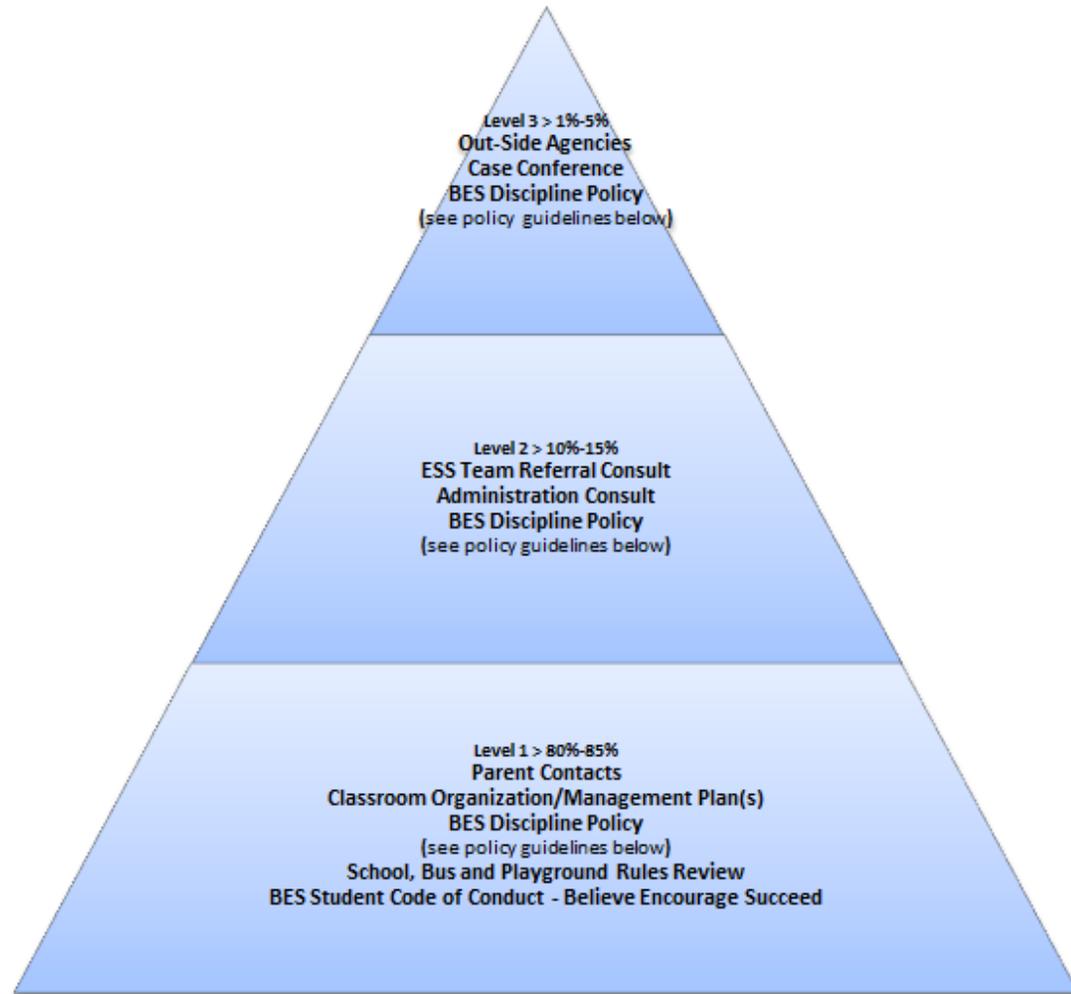
# Appendix B

**Belleisle Elementary School**  
**Pyramids of Intervention**

## Academic



## Behavioral



## 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.