

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>Completed January 2014</p> <p>By January 2015 Parent Friendly Rubrics implemented</p> <p>BES Writing Rubrics Developed &amp; Implemented January 2014</p> <p>ASD-S Writing &amp; Reading Benchmarks posted using Year End Standards March 2015</p> <p>Purchasing of Resources January 2014</p> <p>District Rubrics Implemented for BES Data January 2014</p>	<p>2013-2014</p> <p>2013-2016 On-going</p> <p>2013-2016</p> <p>2014-2015</p> <p>2013-2014</p> <p>2014-2016</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 assess 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>	Classroom and student smart goals achieved (see appendix A)	Completed January 2014	2013-2014	Classroom Teachers
		Grade Level "I Can Statements"	Implementation of Usage On-going January 2014	2013-2014	ESS Team
		Pyramids of Intervention ( see appendix B)	Grade Level Numeracy Outcomes Rubric for each reporting period January 2015	2014-2015 On-going	Administration Team
		District Numeracy Benchmark Data	Pro. Numeracy Assess. Reviewed Fall 2013/14	2013-2016	EST-Numeracy
		Student marks at Reporting Period	Gr 4 Numeracy Benchmarks completed March 2015 & presented to PSSC/BES	2013-2016	
		Provincial Assessment Scores	Grade Level Mapping Usage 2014-2016	2013-2016 On-going	
		Observational Assessing	Gr 3-5 PLC Numeracy Word Problems Rubric February 2015	2014-2015 On-going	
			Curriculum Maps Implemented On-going Fall 2013/14	2013-2016	

## 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>Set up for On Going Usage Fall 2013/16</p> <p>PD Sessions 2013-2014</p> <p>UDL Look-fors Reviewed for Success Jan. 2014</p> <p>PLC Schedule Completed and Implemented 2013-2014</p> <p>Due to Drive's Accessibility Issues Not Implemented</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</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	Finding this difficult therefore will table September 2016	2013-2016	Classroom Teachers
Class Observational Check List	<ul style="list-style-type: none"> <li>Developing an Administrative Observational Check List for formerly accessing teacher usage of differentiated strategies/techniques</li> </ul>	Class Observational Check List created and used	Classroom Evidence Observation & Evaluation template	2013-2015	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	implementation for B Teacher Evaluation 2014-2015	2013-2015	EST -Literacy & Numeracy
Instructional Teaming	<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>	PLC opportunities scheduled	PLC opportunities implemented 2014-2015	2013-2015	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	Co-teaching opportunities implement with ESS-Literacy and ESS- Resource 2014-2015	2013-2016	
Lesson Demonstrations	<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)	BES Team will continue to work towards a stronger understanding of UDL/Differentiated instruction before developing videos	2013-2016	
Peer Mentoring	<ul style="list-style-type: none"> <li>PLC opportunities to discuss and implement UDL concepts and Differentiation along with peer mentoring</li> <li>Providing opportunities to teachers to observe a lesson using UDL concepts and/or differentiated instruction</li> </ul>	A collection of Lesson Demonstrations illustrating usage of UDL concepts and differentiated instructional strategies/techniques (videos)			

**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	Student SMART goals will be implemented for Literacy/Numeracy 2015-2016  BES Team has established templates for all grade levels  PLC March Agenda Revisit/Revise Student & Classroom Smart Goals  ESS Team Meetings twice monthly implementation 2013-2016	2013-2016  2014-2015  2015-2016  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 District/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 District/Provincial Education Plan for 2013-16**

**Classroom Smart Goals**

<p>Kindergarten <b>K- Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p><b>85% of my students will be able to say the name and the sound for each letter of the alphabet 100% of the time by the end of March 2015</b></p> <p><b>85% of my students will be able to relate a numeral (0-10) to its respective quantity both concretely and pictorially 100% of the time by the end of May 2015</b></p>
<p>Kindergarten <b>W- Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p><b>85% of my students will be able to say the name and the sound for each letter of the alphabet 100% of the time by the end of March 2015</b></p> <p><b>95% of my students will be able to relate a numeral (0-10) to its respective quantity both concretely and pictorially 100% of the time by the end of May 2015</b></p>
<p>Grade 1 <b>F- Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p><b>85% of my Grade 1 students will include compound sentences which will vary in length and/or beginnings 100% of the time by the end of March 2015</b></p> <p><b>80% of my Grade 1 students will have an 80% success on a two minute mental math assessment which will include addition and subtraction problems 100% of the time by the end of May 2015</b></p>
<p>Grade 1 <b>H- Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p><b>85% of my Grade 1 students will include compound sentences which will vary in length and/or beginnings 100% of the time by the end of March 2015</b></p> <p><b>80% of my Grade 1 students will have an 80% success on a two minute mental math assessment which will include addition and subtraction problems 100% of the time by the end of May 2015</b></p>

<p>Grade 2 <b>T- Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p>75%-80% of my students will be able to model (in 3 different ways) and explain the value of any number (from 0 to 100) 100% of the time by May 2015</p> <p>75%-80% of my students will independently use proper capitalization and end punctuation in all writing 90% of the time by March 2015</p>
<p>Grade 2/3 <b>S -Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p>80% of students will be writing with appropriate or above using conventions and sentence structure (Write Traits)100% of the time by the end of May 2015</p> <p>80% of students will understand the mental math strategies o using doubles, making ten and thinking addition for subtraction for grade 2 and 3; using the commutative property and the property of zero for grade 3 100% of the time by May 2015</p>
<p>Grade 3 <b>M- Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p>85% of students will achieve appropriate on all 6 writing traits for Grade 3 end of year standards 100% of the time by the end of May 2015</p> <p>80% of students will achieve appropriate or above on all number strand concepts 100% of the time by end of May 2015</p>
<p>Grade 4 <b>KW-Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p>75%-85% of grade 4 students will be appropriate or above in the area of sentence structure and conventions (Write Traits) 100% of the time by March 2015</p> <p>85%-90% of grade 4 students will be appropriate or above answering basic addition, subtraction and multiplication facts to 9 mentally 100% of the time by May 2015</p>
<p>Grade 5 <b>W- Literacy Goal</b></p> <p><b>Numeracy Goal</b></p>	<p>90% of the grade 5 class will reach appropriate achievement within the organization trait working on the written conclusion (Write Traits) 100% of the time by March 2015</p> <p>80% of the grade 5 class will have a strong understanding of the usage of mental math strategies 100% of the time by May 2015</p>

# Appendix B

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

# Belleisle Elementary School Pyramid of Interventions

## Behaviour

**Level 3 > 1%-5%**  
**Out-side Agencies**  
**Case Conference**  
**BES Discipline Policy (see policy guidelines below)**

**Level 2 > 10%-15%**  
**ESS Team Referral Consultation**  
**Administration Consultation**  
**Attendance**  
**BES Discipline Policy (see policy guidelines below)**

**Level 1 > 80%-85%**  
**Parent Contacts**  
**Classroom Organization/Management Plan(s)**  
**BES Discipline Policy (see policy guidelines below)**  
**BES Incident Report**  
**BES Behaviour Intervention Check List**  
**Student Playground Log (staff room)**  
**School, Bus & Playground Rules Reviewed**  
**BES Student Code of Conduct Reviewed (blue posters in classrooms)**

## 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.

# Belleisle Elementary School Pyramid of Interventions

## Academic

**Level 3 > 1%-5%**

**Alternative Site; Reduced Day; Out-of-School Services**

> APSEA, Social Development, Mental Health, Stan Cassidy

**Personal Learning Plan (SEP)**

**Level 2 > 10%-15%**

**Case Conference:**

**Referral to ESS Team for Consultation**

> Physio Therapy, Speech/ Language, Occupational Therapy, Technology Support

**In-school Services i.e.**

> EA Time, Guidance/SIW Support, Literacy/Numeracy Support, Resource Support

**Level 1 > 80%-85%**

**Parent Teacher Communication i.e.**

> Progress Reports (Oral/Written), Report Cards, Attendance

**Universal Accommodations**

> Refer to Universal Accommodations Dept of Education

**UDL/Differentiated Instruction i.e.**

> Student Learning Profiles, Daily 5, Concept Learning Stations, Flexible Grouping,  
Tiered Activities

**Classroom Instruction/Assessment Data/PLC Collaboration**

> Step-by-step Instructions, Visual Schedule, First Then Chart, Read Directions,  
Reduction of Tasks, Learning Tools, Technology Support, Scribes, Mini Offices,  
Personal Dictionaries, Manipulatives

## Belleisle Elementary School ESS Team Referral Process Pyramid

The ESST Referral Process Pyramid identifies the steps for the application of an ESS Team referral.

