



Belleisle Elementary School

Anglophone School District-South

School Improvement Review
Draft Final Report

May 14, 2014

New Brunswick School Improvement Service

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Descriptors

The labels for the ratings are: **Very Evident (VE), Mostly Evident (ME), Somewhat Evident (SE) and Not Evident (NE).**

The following is proposed as a guide for determining ratings. Only **Very Evident** is defined. This approach was chosen in order to avoid inflexible rubrics while providing sufficient guidance to support uniform rating decisions.

Very Evident

The evidence indicates that this look-for is consistently demonstrated, well-established, and sustainable (processes, knowledge, skills, data, etc. required for this are in place).

Questions to consider when using the ratings

- Is this part of the way we do business (pervasive, routine, part of the school culture)?
- Would this survive if the leadership changed?
- Is there a process for induction of new staff members?
- Is this a school-wide approach?
- Is it consistently demonstrated by staff – or just pockets of staff, or certain groups of staff?
- Is it documented with data or artifacts?
- Would your staff be able to explain/speak to this practice?

Notes:

- When discussing indicator ratings, school teams are urged to be mindful of the purpose of this document as a vehicle for formative dialogue.
- To find the explanatory notes (included in the School Improvement Indicators document) and other supporting resources, please visit the *New Brunswick School Improvement Service* portal site at: <https://portal.nbed.nb.ca/pd/sii/default.aspx>.
- Indicators are rated by triangulating data from a variety of sources including products, conversations and observations.
- For the 2013-2014 school reviews we have highlighted 22 indicators, these indicators have been grouped and repeated at the end of the document to provide further focus and discussion on the school's progress on inclusion.

Overview

Belleisle Elementary School participated in a *School Improvement Review* on May 6-8, 2014. The following persons participated as members of the Internal and External Review Teams to complete this review.

Internal Team		External Team	
Administrators	Carol Trainor (P), Heather Wilson (VP)	EECD Lead Reviewer	Jason Burns
Staff	Shelley Grant, Dianne Keith, Robert Mather, Robyn McLean, Maggie Titus, Alison Smith	Principal, Sussex Middle School	Robin Baird
		Subject Area Coordinator, Literacy, ASD-S	Suzanne Leblanc-Healey
		Subject Area Coordinator, Mathematics, ASD-S	Beverlee MacDonald

A *Collaborative Dialogue* between the Internal and External Teams was held on May 13, 2014 to discuss key findings and, most importantly, to identify areas of strength and challenge and make initial recommendations for growth strategies.

The following report summarizes the Collaborative Dialogue and provides the indicator ratings of the Internal Team (I) and the External Team (E). Ratings that were common for both teams are indicated by a checkmark (✓). An asterisk (*) denotes that a rating was moved or changed during the follow-up meeting as a result of the discussion of additional evidence.

Not all indicators could be discussed during the Collaborative Dialogue due to the duration of such meetings. Indicators that were not discussed during that meeting, particularly if the ratings were relatively high or low, could be the subject of celebration or further discussion by the school team. Some may warrant consideration during school improvement planning for future years.

Strengths

Area	Elaboration
Communication	<p>School policies and procedures are clearly communicated to students, staff, and parents/guardians. The Code of Conduct, Parent Handbook, and PSSC meeting minutes are available on the school web-site.</p> <p>Administrators keep parents/guardians informed about important school events through a combined monthly calendar and newsletter which are written in clear, plain language. Parent/Guardian Forum feedback indicated that frequent Talk Mail content can be accessed via email and the school sends requested print copies to specific homes.</p> <p>Staff receive an adapted version of the combined monthly calendar and newsletter. The principal hosts quick early morning “stand-up” staff meetings, when required. Teacher and Support Staff Forums indicated a high level of satisfaction with the timeliness and completeness of communication. Universally, staff reported that the principal has an “open door policy.”</p> <p>Students view meaningful current events on a bulletin board and posted throughout the school are: the month’s 7 Habits of Happy Kids theme, The Three Step Plan (conflict response), and student-generated anti-bullying posters (i.e., enlarged Pink Shirts).</p>
Culture of Cooperation and Collegiality	<p>Relationships between staff are characterized by mutual support and cooperation. Teacher Forum feedback indicated that teachers frequently and informally share instructional ideas/resources and co-develop lesson plans/long-term curricular plans. The Grade Kindergarten teachers often co-teach and identify students for flexible instructional groupings between classes.</p> <p>Parents/Guardians reported that staff members greet them by name when they visit the school. Volunteers prepare hot lunches and support library operations. Funds raised from the Home and School-sponsored annual community auction have been used to purchase: SMART Boards, a class set of netbooks, and a presentation by Science East.</p> <p>Educational Assistants reported that they debrief daily with teachers about exceptional learner growth and next steps.</p>

<p><i>Instructional Practices</i></p>	<p>In-class observations indicated that teachers use a variety of instructional practices (e.g., whole-class mini-lesson, collaborative partners, purposeful discussion, hands-on activities). Grades 3-5 Student Forum feedback indicated that teachers read mentor texts to show students various text form structures. Teachers successfully use The Daily Five structure to support independent and engaged learning, while they provide guided instruction to small groups of students.</p> <p>The SIP contains a 3-year UDL-based goal. A UDL-based resource library is available for all staff. Viewed lesson plans indicated that all teachers consider multiple means of representation (e.g., video, print, models) during their planning.</p> <p>Grade 2 provincial literacy reading assessment scores are high (i.e., 2012: 100%, 2013: 88.5%; appropriate or above). The CAFÉ instructional resource is being used properly. Conversations with students indicated that many were self-aware of what strategies they needed to improve upon.</p> <p>Teachers are focusing on student-directed mathematics instruction. Grade 5 provincial mathematics assessment scores demonstrate a steady increase in achievement (2010: 53%, 2011: 56%, 2012: 61%).</p>
<p><i>Academic Supports for Exceptional Learners</i></p>	<p>Viewed SEPs indicated that goals and outcomes are SMART-based. Specific instructional methods and resources are provided.</p> <p>Educational Assistants reported that teachers and EST-Resource communicate the goals for exceptional learners and collaborate on the best strategies to support the outcomes. Some teachers and Educational Assistants mark-up a “Working SEP” (i.e. printed copy) to support continuous monitoring of student growth.</p> <p>EST-Resource and Literacy schedules reflect in- and out-of-class academic interventions supports.</p> <p>ESS Forum feedback indicated that teachers and EST-Resource meet regularly to discuss student progress. Viewed SEPs had comments about outcomes.</p>

<p>Teacher Formative Feedback</p>	<p>The principal frequently visits classrooms to observe the learning.</p> <p>Teacher Forum feedback indicated that the principal regularly reviews teacher-identified growth goals. The principal uses frequent <i>Walkthroughs</i> to provide teachers formative feedback on self-identified areas of interest.</p> <p>When teachers were asked who would like to sign-up for a formal evaluation process, one third of the teachers volunteered. These teachers receive pre-conferencing, observations, a series of 4-page comprehensive write-ups, and post-conferencing, all on a predictable cycle.</p> <p>Administrator Forum feedback indicated that the principal has a deep understanding of adult learning principles and recognizes that teacher self-reflection is required in order for sustainable, long-term pedagogical changes to occur.</p>
<p>Positive Student Behavior</p>	<p>Students and parents/guardians reported that the expectations relating to behaviour are well-understood. Teacher perception survey data indicated that 100% agreed that administrators and teachers address inappropriate behaviour whenever it is encountered.</p> <p>The Three-Step Plan (conflict response) was universally referred to by students. Hallway transitions were orderly and efficient.</p> <p>Positive interactions between the staff and students were observed. Students were courteous, orderly, and happy.</p> <p>In response to a rise in reported bullying, the administrators and EST-Guidance developed an immediate action plan. The plan supports awareness and prevention, involving the community (e.g., EST-G contribution to the BES Family Newsletter/Calendar), whole-school (e.g., Bullying Awareness and Prevention Presentation), and individual classrooms (e.g., EST-G presentations using the 7 Habits of Happy Kids, Thumbody (Self-Esteem) Program).</p>

Collaboratively Developed Areas of Focus and Potential Strategies

Area of Focus: Instructional Targets: SIP	Potential strategies include:
<p>The development, monitoring, and response to SMART goals was identified as a possible priority at Belleisle Elementary School.</p> <p>The general SIP contains a school-wide literacy (writing) and mathematics (number sense/operations) goal. Most strategies/actions reflect curricula expectations (e.g., using non-fiction texts), pedagogy (e.g., using student-friendly rubrics), and resources/materials (e.g., UDL resource library).</p> <p>Classroom-specific SMART goals are not based upon a present level of performance (PLOP) but instead, on previous year's data. Although writing improvement is the school-wide literacy target, some literacy goals are reading-based. The identified targets "all 6 Write Traits", "all number strand concepts" and "multiplication facts" are too broad.</p> <p>The timeline for each of the classroom-specific targets are May, with no identified monitoring dates. Teachers should consider shortening the timeline to only 2-3 months, at which point the target should be either revised when not met, or replaced with a new one when met.</p> <p>Specific strategies/actions should be limited to only 2-3, each of which allow teachers to measure student progress towards the SMART targets. Specific resources should be identified.</p>	<p>In the fall, the administrators will support the school-wide development of literacy and numeracy priorities.</p> <p>The Core Leadership Team (CLT) will support teacher/team completion of SMART learning target templates:</p> <ul style="list-style-type: none"> – View EECD-provided SIP PowerPoint – Revise SMART learning target template provided by Jason Burns – Plan professional learning (PL) for teachers on how to: select appropriate assessment(s), collect data, analyze data, and identify SMART-based learning targets – Complete the SMART learning target templates with teachers/teams, ensuring short timelines (e.g., November-March) with 2-3 monitoring dates (i.e., PLC meeting dates) <p>Administrators and teachers will define PLC compositions, once fall PLOP data has been analyzed to determine students' instructional needs (e.g., Grades 2-3 PLC: 80% of students will use a variety of sentence beginnings and lengths by March 2015).</p> <p>The CLT will develop a PLC agenda template, including: review norms, SMART target, and relevant data, identify actions (e.g., EST-Literacy in-class provided interventions, high-impact mini-lessons), and administrator reflection/question.</p> <p>The CLT will revise and continually update the school-wide SIP, to include newly developed SMART targets.</p> <p>The PLC teams will meet monthly, and measure student progress towards SMART learning targets.</p>

Area of Focus: Strengthening Collaborative Structures	Potential strategies include:
<p>The development of intentional teaming structures to support continuous improvement was identified as a possible priority at Belleisle Elementary School.</p> <p>The ESS team meets every two weeks during instructional time. All ESTs and the principal attend meetings, which are blocked K-2 and 3-5. Teachers do not attend. Teachers used to make ESS referrals via informal conversation and brief notes (i.e., sticky notes). ESS referral protocols have recently been developed. ESS Forum feedback indicated that teachers complete referral forms approximately 60% of the time. Additional high-impact universal, targeted, and specialized interventions should be added to the academic pyramid of interventions. Several existing tier 2 supports are referral-based in nature. Feedback from the Teacher and ESS Forums indicated that continued staff growth in: available tiered services, intervention profiling, and progress monitoring, should occur.</p> <p>The Core Leadership Team has met three times this year. The team does not meet regularly to analyze data, monitor student progress towards SIP goals, and plan professional learning. The structure should move from a consultative function, to a representative/consensus building one, to support school-wide decision-making and shared ownership and accountability.</p> <p>Grades K-2 and 3-5 PLCs meet once a month. The principal and ESTs do not attend. Agendas and minutes are not created, stored, and monitored. The use of achievement data to monitor student progress towards SMART class targets and strategic intervention planning are not consistent team norms.</p>	<p>The ESS will: Examine current ESS functions, and monitor its support of frequent and collaborative intervention and assessment to support students in reaching their academic goals.</p> <p>Revise existing Academic Pyramid of Interventions:</p> <ul style="list-style-type: none"> – Collect sample pyramids, consider BES data, and add high-impact BES-based interventions to each tier – Create the following edits: add 30 minute Problem Solving Meeting to tier 2, remove “SEPs” from tier 2 and place at the top of the pyramid, include “EST Supports” as a tier 1 universal intervention support <p>When appropriate, consider how teachers could be released to attend specific meetings.</p> <p>Support all teachers in completing the ESS referral form (e.g., provide examples of completed forms, EST-Resource co-complete form with referring teacher).</p> <p>The CLT will: Define its purpose (i.e., analyze data, monitor school progress towards goals, and plan PL).</p> <p>Consider the following items: attendance, student-led clubs, BRHS student partnerships, parental/ guardian involvement, and Five Step Program.</p> <p>The PLCs will: Use the CLT team-developed SMART learning target and PLC agenda templates.</p> <p>Create, use, and update PLC binders which contain: completed SMART learning target template, curricula (e.g., mappings), exemplars, data, and instructional planning decisions.</p> <p>Include the participation of administrators (when appropriate).</p> <p>Involve ESTs in order to co-plan tier 1 and 2 interventions for students not progressing and/or meeting SMART learning targets.</p>

Area of Focus: Student-Directed Assessment	Potential strategies include:
<p>Building student self-assessment capacity was identified as a possible priority at Belleisle Elementary School.</p> <p>Feedback from ESS and Teacher Forums indicated that teachers have not profiled interests, strengths, intelligences, learning styles, etc... Although teachers reported that they know their students' preferred modes of learning, the use of this data to inform lesson planning is not a school-wide norm.</p> <p>Student Forum feedback indicated that some teachers provide them choice in how they will represent their learning (e.g., posters, PowerPoints).</p> <p>In-class observations indicated teacher-use of curricular-aligned rubrics and checklists. Some students have outcomes-based checklists which teachers update. Some students have reading, writing, and mathematics goals taped to their desks.</p> <p>Opportunities for response journaling, learning logs, exit slips, etc..., to support self-reflection on: what was learned, how thinking has changed, and next learning steps and/or interests were limited.</p>	<p>The Core Leadership Team (CLT) will plan professional learning (PL) in teacher-student creation of co-constructed criteria, using: in-house experts, Subject-Area Coordinators, and Partner Schools (e.g., in-class observations).</p> <p>The ESS and CLT will support teacher completion, use, and sharing of learner profiles.</p> <ul style="list-style-type: none"> – Collect student profile templates and create a BES version – Identify student-friendly surveys (e.g., multiple intelligences) and share with teachers – Examine preferred intelligences data and model relevant assessment options (e.g., poem, rap, models) – Include learner profiles in PLC binders and share profiles at year-end to support within-school transitions <p>The ESTs will support strengthened opportunities for self and peer-assessment.</p> <ul style="list-style-type: none"> – Revise existing rubrics and checklists to include student-friendly language – Support all teachers in co-developing reading, writing, and mathematics goals with students – Embed opportunities for self-assessment into existing guided instructional practices – Create and showcase models which show different levels of performance – Teach students how to peer conference <p>The CLT will include student-directed assessment into the PL Plan and consider opportunities for teachers to share strategies/tools (e.g., learning logs) that reflect metacognition.</p> <p>Principal will set <i>Walkthrough</i> observation target “student use of rubrics, checklists, etc...,” share data (individual and group-based) and celebrate teacher growth.</p>

Vision, Mission and Goals

The continuing work of successful schools is anchored in their vision, mission and goals. All improvement efforts intentionally originate from, and are linked to, these three foundational elements. Everyone throughout the school community shares a clear and common vision focused on the inclusion and success of every student. The school's improvement plan is informed by data and is the vehicle for putting the mission into practice.

2014	Vision, Mission and Goals	VE	ME	SE	NE
1	The school has a clear vision and mission focused on meeting the needs of 21 st century learners.	I	E		
2	The school vision, mission, and school improvement goals are shared with students, staff, parents, the PSSC, and the community to ensure continuity and ownership.	I	E		
3	Staff members know their roles and work toward the realization of the school vision, mission and goals.		I	E	
4	The School Improvement Plan is developed based on the review of student achievement and other data.	✓			
5	The School Improvement Plan includes objectives that are strategic, measureable, achievable, results oriented and timely (SMART).		I	E	
6	The School Improvement Plan is monitored routinely to gauge progress and adjust strategies based on the review of data.			✓	

Notes: The mission statement could be further developed to reflect the school's purpose, why it exists, and what it hopes to achieve.

The PSSC meets regularly. Viewed meeting meetings indicated that members viewed the SIP and classroom-based SMART goals, received provincial assessment and TTFM data, and received information on current foci (e.g., differentiation, numeracy benchmarking).

Instructional Practice & Curriculum

Successful schools are characterized by instructional practices and strategies designed to meet the diverse needs of students and engage the learner. These practices are continually modified according to existing data. Learning outcomes are focused on the application of information and depth of understanding drawing upon a mastery of foundational skills and content knowledge. Consistent and high expectations for student achievement are clearly communicated.

2014	Instructional Practice & Curriculum	VE	ME	SE	NE
7	High academic expectations are held for each student and students know these expectations.		✓		
8	New Brunswick curriculum outcomes, achievement standards/indicators and available look-fors are the foundation for teacher planning (daily and long term).	*			
9	Teachers create and refer to daily lesson plans designed to address and assess the diverse needs of learners.		I	E	
10	Teachers communicate learning outcomes to students in student-friendly language and these are current and prominent within the learning environment.		E	I	
11	Teachers model expectations for, and provide examples of, quality work reflecting provincial standards (where available).	I	E		
12	Teachers use strategies and provide resources to strengthen students' literacy levels in their subject area.	✓			
13	Communication in French and additional language classes are in the target language.			*	
14	Learners of French and additional languages apply language skills in authentic contexts in and out of the classroom.			I	E
15	Teachers incorporate strategies into their instructional practice in their subject area to support numeracy development.		E	I	
16	Numeracy and science concepts are initially introduced using concrete models before progressing to pictorial and symbolic representations.		*		
17	Cross-curricular connections are used in planning and instruction.	✓			
18	Short-term planning and instruction are based on ongoing, formative assessment.		I	E	
19	There is an appropriate balance of teacher- and student- directed instruction.		✓		

2014	Instructional Practice & Curriculum, continued	VE	ME	SE	NE
20	New information is linked to existing and personal knowledge and previously learned concepts.		✓		
21	Learning opportunities are designed to maximize relevance, make real-world connections, and encourage and recognize learning beyond the school.		I	E	
22	Learning experiences promote inquiry and include problem-based opportunities.				*
23	Learning experiences include higher-order thinking skills, such as: <ul style="list-style-type: none"> • Comparing and classifying • Generating and testing hypotheses • Engaging in-depth analysis and synthesis of information (e.g., note making) • Evaluating text (i.e., using developmentally appropriate critical literacy skills) 		I	E	
24	Opportunities for stretch learning are provided.		I	E	
25	Teachers use a variety of questioning techniques (e.g., use of open-ended questions, probing) to engage student thinking.	I	E		
26	Teachers provide opportunities for students to work collaboratively and co-operatively.		✓		
27	Students engage in purposeful discussion and formal and informal sharing to gain a deeper understanding of their learning, to respect and build on the ideas of others, and to articulate their views effectively.	E	I		
28	Students are engaged in their learning.		I	E	
29	In order to ensure that learning opportunities are accessible to all students, teachers, from the outset: <ul style="list-style-type: none"> – plan and present information and ideas in multiple ways; – provide students with opportunities to demonstrate knowledge and skills in a variety of ways; and – provide students with multiple opportunities for engagement 		*	E	
30	Instruction of curriculum outcomes is differentiated to meet the diversity of learners' needs.		I	E	
31	Learning experiences are varied and provide choice by taking into account student interests, talents, and backgrounds.		I	E	
32	Flexible groupings are routinely used for intervention and classroom instruction, are varied, inclusive, data-informed and appropriate for learning.		✓		

2014	Instructional Practice & Curriculum, continued	VE	ME	SE	NE
33	Teachers explicitly teach students metacognitive strategies to self-regulate their learning.		I	E	
34	Students have opportunities to reflect on and consolidate their learning.			✓	
35	Teachers teach students to assess their own and others' learning.		I	E	
36	Students use non-linguistic representations (e.g., graphic organizers, pictures, pictographs, concrete representations and kinesthetic activity) in their learning.	I	E		
37	Interventions to support curriculum outcomes are applied in classrooms.		✓		
38	Classroom teachers take primary responsibility for teaching students with exceptionalities and ensuring that appropriate accommodations and interventions are in place.		I	E	
39	Educational Support Services team members collaborate with classroom teachers to determine methodologies that best suit student skills and needs.		I	E	
40	Teachers consult with experts such as learning specialists and mentors to help determine methodologies that best suit student skills and needs.	I	E		
41	Educational plans for students with exceptionalities are collaboratively developed and used by classroom teachers for lesson planning.		✓		
42	Students with diverse needs have the supports and assistive technology needed to participate fully in the learning environment.		E	I	

Notes: Pictures of student-created Lego models serve as springboards for instructional/procedural writing and numeracy skill teaching.

In-class observations indicated teachers use of district-provided mathematics curriculum mappings. Teachers requested additional instructional resources that were aligned to the curricula.

Teachers universally reported that they do not feel confident supporting enrichment.

Administrators should set "Time on Task" as a *Walkthrough* observation target to ensure that minutes of instruction are adhered to.

Continuous Monitoring of Progress

A fundamental characteristic of all successful schools is their embedded practice of routinely collecting, interpreting and using data to inform decisions. Data encompasses student growth in all areas of development. Student assessment is varied, including formative and summative practices, and ensures the student's personal best achievement and improvements are documented. The resulting data drive short- and long-term planning at the student, classroom, and school system levels.

2014	Continuous Monitoring of Progress	VE	ME	SE	NE
43	Student achievement data are routinely gathered and monitored (i.e., school, district and provincial data, and external data as available).	✓			
44	Collected data are available to all staff members and used on an ongoing basis for discussions on driving instructional strategies and instructional interventions.	I	E		
45	Data on other areas of student development (e.g., stretch learning, personal development, and student engagement) are gathered and monitored to support school goals and priorities.			✓	
46	Classroom observation data are collected by teachers and/or administrators, analyzed, and shared to inform and monitor school-wide strategies.		✓		
47	Individual and class profiles are developed and shared with other teachers in order to monitor student learning (e.g., writing, learning style, behaviour, attendance, running records, student interest profiles).		I	E	
48	Examination and tracking of data related to behaviour has led to the development of strategies and interventions (e.g., pyramid of intervention).	I		E	
49	Results from targeted improvement initiatives are shared and used to inform decisions.			I	E
50	There is a positive correlation between student results on school-based and external assessments. Discrepancies are examined.		E	I	
51	Assessment results of students who receive justified accommodations for assessments are comparable to the results of their non-accommodated peers.		✓		
52	Special education plans for students with exceptionalities are monitored by teachers on an ongoing basis to ensure progress in meeting identified goals and outcomes.		✓		
53	Students with Special Education Plans are meeting identified learning outcomes.		✓		
54	Assessment techniques and formats are varied.	I	E		
55	There is a balanced use of formative and summative assessment (for learning/ of learning) to guide instructional practices. (T18)	I	E		

2014	Continuous Monitoring of Progress, continued	VE	ME	SE	NE
56	Effective common assessment practices are in place.		✓		
57	Teachers develop and use rubrics, indicators, exemplars and performance levels to create a common understanding of quality work with students.	I		E	
58	Students are given descriptive feedback that is ongoing, timely, explicit, meaningful and constructive.	I	E		

Notes: Teachers use grade-level writing rubrics and provincial exemplars to assess student writing.

District-provided Numeracy Nets are used for formative purposes. Grade level math “I can...” statement-based rubrics are used to assess and monitor student progress. Low achievement trends by class are identified.

In response to a decrease in male engagement levels, EST-Guidance will be coordinating Friendship Groups.

Currently, the principal collects, monitors, and responds to attendance data. The Core Leadership Team should examine data, identify and implement strategies and gather data to measure their effectiveness.

Educational Leadership

Leaders in successful schools persistently focus on learners, their needs and subsequent teaching and assessment practices. School leaders have a commitment to strive for continuous improvement and support change management. Shared and collaborative leadership is embedded in the culture of the school.

2014	Commitment to Improvement	VE	ME	SE	NE
59	The school has a distributive leadership structure in place, such as a Core Leadership Team, to facilitate continuous improvement.		I	E	
60	The school leaders demonstrate continuous improvement through research, planning and evaluation and an understanding of current pedagogy and methodology.	I	E		
61	The school leaders work with teachers in gathering and interpreting data on student performance to inform decisions including setting targets to close achievement gaps.	I	E		
62	The school leaders create an atmosphere of high expectations collaboratively with teachers, staff, parents and students.	I	E		
63	The school leaders demonstrate commitment to bringing about an inclusive school culture.	I		E	
64	Teaching-assignment and scheduling decisions are based on teacher expertise, competencies, and experience.		✓		

2014	Empowering Others	VE	ME	SE	NE
65	School administrators are visible in the school and model quality interactions with staff members and students.	I	E		
66	There is effective two-way communication between school administrators and staff members.	I	E		
67	The principal encourages, welcomes and employs feedback from teachers, students and parents.	I	E		
68	Shared decision-making is an established practice in the school.	I		E	
69	The school leaders provide staff members with thanks and other recognition for contributions and accomplishments.	I	E		

2014	Staff Performance	VE	ME	SE	NE
70	School leaders are knowledgeable about, and work with individual teachers and teams on curriculum planning, instruction, and assessment.	I	E		
71	School leaders monitor the implementation of curricula.	I	E		
72	School leaders monitor the effectiveness of team practices and their impact on student learning.	I		E	
73	The principal ensures structures are in place to observe and provide ongoing feedback for teachers, through walkthroughs and observations, using available look-fors and standards.		✓		
74	All teachers receive a formal performance evaluation on a predetermined cycle. This includes observations and conferencing using a structured format.	E	I		
75	Supports are in place for staff members who are new to a subject area or assignment, or who are struggling.	I	E		

Notes: There is a culture of trust of professional judgment. Teachers reported that the principal supports shared decision making.

The principal identified that school-based writing assessment scores were not aligned to provincial scores. Through teacher common writing assessment sessions using grade-specific provincial achievement standards and writing exemplars, she and her teachers closed the discrepancy gap.

The principal has a very strong student improvement orientation. Teachers administer and evaluate assessments. Teachers send data (e.g., instructional reading levels, district mathematics benchmarks scores) to the principal for school-wide data analysis. The principal inputs data into spreadsheets which are then returned to the teachers. The principal maintains a comprehensive data wall on her office wall. The principal meets individually with teachers to discuss and plan required academic interventions. Administrator Forum feedback indicated principal recognition that as teachers develop specific assessment literacy skills, she will increasingly support shared responsibility and accountability with data management.

The Vice Principal teaches full-time, and supports her colleagues via partnership learning (i.e., co-planning).

Parent/Guardian Forum feedback indicated interest from PSSC members in strengthening their role.

Learning Environments

Successful schools work attentively to create caring and engaging environments that are conducive to 21st century learning. Members of the school community celebrate individual successes and respond to individual challenges. Routines, structures and procedures are in place to maximize learning time and opportunities for collaboration.

2014	Learning Environments	VE	ME	SE	NE
76	The school staff ensures that the learning environment is a healthy and safe.	E	I		
77	Staff members are present and visible during unstructured time within the school day.	I	E		
78	Structures for pre-school, school-to-school, and within-school transitions are in place.	I		E	
79	The school provides diverse experiences to address the needs of the whole child.			✓	
80	The school day is managed in a manner that maximizes time for learning.	I		E	
81	Teachers design and use instructional time to maximize learning.			✓	
82	Curriculum-based samples of strong student work are on display.		E	I	
83	Celebration of successes occurs in a variety of ways.	I		E	
84	The school offers opportunities for students to develop and demonstrate leadership skills.	I		E	
85	Students demonstrate a commitment to creating an inclusive school culture.		I	E	
86	Boundaries and expectations are modeled, taught, and communicated to students, parents and others in the school community (e.g., school code of conduct, student handbook).	I	E		
87	School-wide responses with varied strategies for academic intervention are systematically employed.	I		E	

2014	Learning Environments, continued	VE	ME	SE	NE
88	The academic pyramid of interventions is developed and monitored, based on data.	I		E	
89	School-wide responses with varied strategies for behavioural intervention are systematically employed.	I	E		
90	The behavioural pyramid of interventions is developed and monitored, based on data.	I		E	
91	The school has a proactive, systematic strategy for dealing with bullying.	I	E		
92	School personnel ensure academic and behaviour intervention strategies are in place for vulnerable groups of students.	I	E		
93	Staff members consistently respond to inappropriate behaviour whenever it is encountered.	I	E		
94	Protocols and processes are in place for resolution of conflict involving students and/or adults within the school community.			✓	
95	Students participate fully in a common learning environment that is designed for all students, typical for the student's age and grade, and is shared with his/her neighbourhood peers.		✓		
96	The school demonstrates innovative use of physical space and scheduling to maximize student learning experiences.	I	E		
97	Technology is used effectively to enhance learning.		I	E	
98	Online learning opportunities are in place to meet the needs of students.	I		E	
99	A variety of programs, courses and other learning opportunities are provided to expose and engage students in school-to-life and school-to-post-secondary learning transitions.	I	E		

Notes: When asked where bullying occurs, 31% of students reported outside the school. When asked when bullying occurs, 40% of students reported during recess. When asked why students feel excluded, 13% of students reported high or low grades. (Tell Them From Me)
 During the fall and spring, all students swim for 30 minutes weekly, in the attached community pool.
 Teacher and Support Staff Forums indicated that Grades 3-5 students travel a steep and dangerous hill to access the playground.
 The Core Leadership Team should revise the Five Step Program for behavior intervention, to reflect principles associated with PBIS.

Professional Learning

High-performing schools are learning communities where professional growth and a culture of inquiry are well-established. Professional development is embedded in the work of teaching, reflecting and refining. Professional development is connected to improving student learning and is differentiated to address both school-wide and individual needs. Professional learning empowers teachers to deepen their knowledge and skills, innovate, and inspire students to reach their full potential.

2014	Professional Learning	VE	ME	SE	NE
100	There is a culture of inquiry, innovation, and risk-taking towards improvement in student achievement.		✓		
101	Job-embedded professional learning opportunities exist to respond to student learning needs on an ongoing basis.		I	E	
102	Teacher knowledge of subject area and teaching practices is current and enhanced by ongoing study and professional learning.	I	E		
103	Common language, understanding, and practices emerge from professional dialogue based on research literature and learning in the field.	I	E		
104	School personnel participate in observation, coaching, and structured feedback opportunities with peers.	I		E	
105	Staff members design, share, and work toward their professional growth plans which are aligned with their assignments and the School Improvement Plan.	I		E	
106	Professional learning opportunities and the school's PL Plan are aligned with the goals in the School Improvement Plan.		I	E	
107	Professional learning opportunities are based on the needs of the staff and are developed and implemented collaboratively by staff members and school leaders.		E	I	
108	Staff professional learning is differentiated to meet individual learning needs.			E	I
109	Administrators facilitate and support engagement in professional learning and leadership activities by staff members. (T49)	I		E	
110	Processes are in place for monitoring the impact of professional learning opportunities for professional and paraprofessional staff members.			✓	

Notes: Only 70% of teachers agreed that department and district organized professional learning opportunities are consistent with their school goals. EST-L and EST-R schedules mainly reflect student intervention supports. Only one teacher receives in-class support. Educational Assistants researched in-class supports for autistic students and prepared a poster display for the upcoming Education Center-based Learning Fair. Some requested further differentiated training in this learning disability.

Relationships

In successful schools there is a culture of caring, collegiality, trust and professionalism. Schools intentionally nurture relationships among staff, students, and the community. Collaboration, with its emphasis on goals, relationships, and mutual interdependence is a way to build community as well as being a way of life within a school community.

2014	Student Relationships	VE	ME	SE	NE
111	The learning environment encourages and supports the active involvement and inclusion of every student <i>physically</i> .	I	E		
112	The learning environment encourages and supports the active involvement and inclusion of every student <i>academically</i> .		I	E	
113	The learning environment encourages and supports the active involvement and inclusion of every student <i>socially</i> .	I		E	
114	Students have opportunities to be heard and to influence decisions made in the school.			✓	
115	Students feel that teachers and staff assist them when they need help.		✓		
116	Students feel safe.		✓		
117	Students feel like they belong in this school.		✓		
118	Interactions between students are respectful.		✓		
119	Interactions between students and teachers are respectful.		✓		
120	Teachers provide students with encouragement and recognition for their learning and for contributing to the learning of others.		✓		
121	Staff members build a strong relationship with individual students in order to foster connectedness.	I	E		

2014	Parent Relationships	VE	ME	SE	NE
122	Teachers use a variety of informative evidence of learning (e.g., portfolios, assessment results, report cards, work samples) to make ongoing contact with parents about their child's academic and social progress.		I	E	
123	The school communicates high academic and behavioural expectations to parents and the community.		I	E	
124	Teachers provide parents with ongoing information about what their children are expected to learn.	I		E	
125	Parent School Support Committee (PSSC) members understand the role of the PSSC and contribute to the achievement of school improvement goals.	I	E		
126	A variety of opportunities are hosted by the school to enable parents to assist their children's learning (e.g., information sessions, workshops, guest speakers).			✓	
127	Parents feel they are treated with respect and that staff members are approachable and open.	I	E		
128	Individual behaviour plans and SEPs are developed in collaboration with parents and reviewed regularly to ensure they are well-understood.		I	E	

2014	Local, Regional and Global Relationships	VE	ME	SE	NE
129	Schools expose students to, and involve parents with, student career and life goals.		I		E
130	Varied means of communication are in place to ensure parents and key stakeholders are well informed.	✓			
131	Parents and community members are actively involved in the school.	I		E	
132	Processes are in place to provide access for all families to be involved in the school.	I		E	
133	Opportunities are provided for students to participate in real-world citizenship-building activities involving the local community and beyond.			✓	
134	The school collaborates with businesses, community groups, and others to support students, school goals, curricular outcomes, and 21 st century competencies.			✓	

2014	Staff relationships	VE	ME	SE	NE
135	Teams meet regularly to discuss teaching methods, strategies, ideas, and innovations.	I		E	
136	Staff members meet regularly to discuss the progress of individual students using student profile data.			✓	
137	Staff members model professionalism in ethics, language and appearance.	I	E		
138	Staff members feel included and respected by colleagues and can rely on colleagues for assistance and support.	✓			

Notes: The Grade 4 and 5 students reported higher rates of “advocacy at school” than the Canadian norm. (Tell Them From Me). The Grade K-2 students reported discomfort with the noises made by the morning high school bus passengers. They also reported that their peers play soccer “too rough” during outdoor lunch break. Frequent academic, athletic, artistic, and music achievement-based celebrations do not occur. Grades 4 and 5 students reported lower rates of participation in sports and clubs, compared to the Canadian norm. (Tell Them From Me) Only 21 of 178 students participated in the Soccer Jamboree and Cross Country, the only organized sports. Lego Club is a structure used to release teachers to participate in PLCs. Parent/Guardian Forum feedback indicated interest in strengthened music opportunities and co- and extra-curricular/opportunities. The Core Leadership Team should consider the development of Student-Led Clubs, to support student sense of belonging, positive relationships, and self-exploration of interests. Feedback from the ESS and Parent/Guardian Forums indicated interest in exploring student partnerships with the local Grades 6-12 school. Structures which support student input into decisions (e.g., focus groups, expanded role of Student Leaders) should be considered.

The school web-site provides a link to the Belleisle Literacy web-site, which advertises a number of Canadian writing contests and provides families a list of web-sites (e.g., interactive on-line reading programs, NB Public Libraries). The viewed combined monthly calendars and newsletters did not contain curricular topics (e.g., tips on how to support specific skills at home). Only one teacher has a class web-site. It features literacy and numeracy games. The Parent/Guardian Forum feedback indicated interest in additional Numeracy Nights, in which they learn curricula expectations and how to support outcomes at home. Only 67% of parents/guardians agreed that their childrens’ teachers let them know regularly how their children are progressing in school subjects.

Students wrote letters to a local award-winning author, prior to her visit, as part of the Writer’s in Schools Program. Leadership Students worked with the local Volunteer Fire Department to provide peers information about the department and fire prevention. The NB College of Craft and Design supported First Nations cultural arts though an Arts Smarts grant. Teacher Forum feedback indicated that Belleisle Elementary School partnerships with local community members, agencies, and businesses are limited.

Focus for 2013-14: Inclusive Practice (Summary)

2014	Inclusive Practice	VE	ME	SE	NE
29	In order to ensure that learning opportunities are accessible to all students, teachers from the outset: plan and present information and ideas in multiple ways; provide students with opportunities to demonstrate knowledge and skills in a variety of ways; and provide students with multiple opportunities for engagement.	I		E	
30	Instruction of curriculum outcomes is differentiated to meet the diversity of learners' needs.		I	E	
32	Flexible groupings are routinely used for intervention and classroom instruction, and are varied, inclusive, data-informed and appropriate for learning.		✓		
38	Classroom teachers take primary responsibility for teaching students with exceptionalities and ensuring that appropriate accommodations and interventions are in place. (T21, 28)		I	E	
39	Educational Support Services team members collaborate with classroom teachers to determine methodologies that best suit student skills and needs.		I	E	
41	Educational plans for students with exceptionalities are collaboratively developed and used by classroom teachers for lesson planning.		✓		
42	Students with diverse needs have the supports and assistive technology needed to participate fully in the learning environment.		E	I	
51	Assessment results of students who receive justified accommodations for assessments are comparable to the results of their non-accommodated peers.		✓		
52	Special education plans for students with exceptionalities are monitored by teachers on an ongoing basis to ensure progress in meeting identified goals and outcomes.		✓		
53	Students with Special Education Plans are meeting identified learning outcomes.		✓		
63	The school leaders demonstrate commitment to bringing about an inclusive school culture.	I		E	
79	The school provides diverse experiences to address the needs of the whole child.			✓	
85	Students demonstrate a commitment to creating an inclusive school culture.		I	E	

2014	Inclusive Practice	VE	ME	SE	NE
88	The academic pyramid of interventions is developed and monitored, based on data.	I		E	
90	The behavioural pyramid of interventions is developed and monitored, based on data.	I		E	
95	Students participate fully in a common learning environment that is designed for all students, typical for the student's age and grade, and is shared with his/her neighbourhood peers.		✓		
111	The learning environment encourages and supports the active involvement and inclusion of every student physically.	I	E		
112	The learning environment encourages and supports the active involvement and inclusion of every student academically.		I	E	
113	The learning environment encourages and supports the active involvement and inclusion of every student socially.	I		E	
128	Individual behaviour plans and SEPs are developed in collaboration with parents and reviewed regularly to ensure they are well-understood.		I	E	
132	Processes are in place to provide access for all families to be involved in the school.	I		E	
138	Staff members feel included and respected by colleagues and can rely on colleagues for assistance and support.	✓			

Notes: Grades K-2 Student Forum indicated a student perception that students who struggle in mathematics use the computer-based IXL program.