



Belleisle Elementary School Improvement Plan 2007-2010

Launched August, 2007
Updated: September, 2008

District 6 Mission Statement

Our mission is to work in partnership with parents and the community to create a safe, nurturing learning environment that provides a high quality education which prepares all students to be productive, well-rounded, life-long learners.

Beliefs and Values

We believe every individual has value.

We believe nurturing is a basic human need.

We believe everyone can learn.

We believe learning is life-long.

We believe in the contribution of the community.

We believe with rights come responsibilities.

Parameters

In pursuit of our Objectives and Mission, we will never:

Sacrifice the balanced curriculum

Compromise our value for staff and students

Compromise our value for parental/community involvement

Belleisle Elementary School Mission Statement

“Belleisle Elementary School fosters a love of learning in a safe, caring and innovative environment that encourages the full development of each person’s potential.”

Belleisle Elementary School Improvement Plan

Ends Policy 1 Students will learn in a safe, nurturing and healthy learning environment with the support of school staff, parents and the community.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
1.1 Students will learn in a safe and nurturing environment.	a. Implement the new Provincial Behavior Tracking Form and follow the School's Pyramid of Interventions.	In-service teachers and other support staff. Encourage use of BTF at Monthly BES Staff Meetings. Input forms on Win School monthly and utilize data to analyze behaviour incidents at BES and identify remedies.	2007-2010 Ongoing. Ongoing.	Principal, Teachers and SST.
	b. Tech Mentor will deliver a 30-minute presentation on internet safety at BES during a Staff Meeting. Mentors will also be available to do presentations for the Home & School and PSSC.	Increased awareness on internet safety issues by staff.	Fall 2007	Tech Mentor and Principal.
	c. Prepare and present internet safety lessons for grade 3-5 students.	Decreased incidents of inappropriate computer use. Students practice and acquire safe use computer skills.	Fall Each Year	Tech Mentor, Teachers, Principal and ultimately the students.
	d. Provide adequate supervision of students at all times during the school day: Bus, Classroom, Playground, Pool, Intra-murals and on Field Trips. Also 3 Step Plan for Conflict Resolution.	When ever there is an incident there is a staff person in the immediate area to assist students in resolving any problems and to address any safety concerns. This will require ongoing monitoring and assessment.	2007-2010	Principal, Teachers and other Support Staff.
	e. Field Trips: co-curricular, cross-curricular and extra-curricular students will be transported in school buses only.	This guideline is not breeched.	2007-2010	Principal.
	f. Bus Safety Presentations will be conducted for all students.	That they take place early each fall.	Each Fall 2007-2010	Principal and District Transportation.

1.2 An active and healthy lifestyle will be promoted.	a. Implementation, monitoring and following the nutrition guidelines. New Canada Food Guide.	Monitoring of fund raisers, hot lunch programmes, vending machine etc.	2007-2010	Principal, Teachers Volunteers.
	b. Provision of a range of extra-curricular activities during the school day to maximize participation (structured and unstructured).	Participation rates and the number of activities and range of activities offered.	2007-2010	Principal, Teachers and Teaching Assistants.
	c. Provision of the maximum amount of Physical Education time to all students.	Maximum time guidelines met.	2007-2010	Principal, P.E.Mentor and Teachers.
	d. Physical Education Teacher to work with Staff on implementing P.E. Curriculum.	Participation by Teachers.	2007-2010	P.E. Teacher, Teachers and Principal.
	e. Utilize Community Pool at School for swimming lessons.	Provision of two 10 week blocks of swimming instruction for each class each year on top of P.E. Instruction. Fall and Spring.	2007-2010	Principal and Swimming Instructor/Lifeguard.
1.3 Students and staff will work in healthy facilities.	a. Implement a preventative maintenance plan for the school.	Plan is developed with input from Principal, with time lines. A copy of plan is provided to schools. Monitoring and completion of plan.	2007-2010	Director of Finance, Principal and Facilities Manager.
	b. Utilize Computer Work Request System for all Maintenance and Health and Safety requests.	Repairs are completed in a timely fashion especially with respect to Health and Safety.	2007-2010	Custodians and Principal.
	c. BES Health and Safety Committee Monthly Meetings and Reports.	Regular Meetings, Reports submitted on time and concerns are addressed.	2007-2010	Health and Safety Committee.
	d. Practice emergency procedures and constantly update, troubleshoot and refine. All Staff will have a key and whistle.	Number of Fire Drills (3), Lockdowns (1) and Off Site Evacuations (1) per year.	2007-2010	Principal, Custodian and Teachers.
	e. Maintain a list of students with Medical Conditions and their medications in the Office. Staff will be familiar with Epi-Pens and trained on how to use one. Two extra Epi-Pens will be kept in the Office which are not specific to any one student.	It will be done and all staff will be familiar with the location of these. Also support Staff such as Bus Drivers will know which students have serious medical conditions.	2007-2010	Principal.

Continuing Programmes/Initiatives - Positive Learning Environment

- Student of the Month
- Monthly Birthday Recognition Parties
- Celebrate Assemblies
- Bully Prevention
- Conflict Resolution Workshops for Students
- School Intervention Worker/Behaviour Mentor
- Behavior Tracking Form
- Monthly Healthy Learners Snacks

- Breakfast For Learning Programme Grant: Daily Classroom Fruit/Snack Bowl
- Student Leaders Programme
- Student Recognition via Announcements
- School-Based Guidance
- Student Services Team Meetings (Bi-weekly)
- Hot Lunch Programmes (Parent Volunteers)
- Caught You At Your Best!

Continuing Programmes/Initiatives - Health:

- Roots of Empathy: Grade 3
- Elementary Physical Education Specialist
- Schools Communities in Action Grant for P.E. Equipment for Students
- Healthy Learners Nurse
- Peer Helpers

Continuing Programmes/Initiatives – Facilities

- School EMO Plan
- Meet with community groups and municipalities on a regular basis to seek partnerships in relation to beautification of school grounds (e.g., playground, green spaces, maintenance of playing fields, etc.)
- Focus on a healthy school in relation to facility issues, e.g., ventilation upgrade projects emphasized on Capital Construction Projects, ventilation filters changed on a regular basis, ventilation systems (including duct work) inspected on a regular basis and cleaned/repaired as needed, removal of carpets in schools continues, etc.
- Assign specific areas of the school to specific custodians.

Ends Policy 2 Students will demonstrate continuous improvement in literacy skills (French and English), meeting or exceeding the targets set by the New Brunswick Department of Education. Areas of focus for 2007-2010 will include Intensive French, writing, boys and literacy and literacy across the curriculum.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
2.1 BES will continue with teams that focus on learning and student success following a Professional Learning Communities (PLC) Model.	a. Continue to provide teachers with in-service on PLC's through Leadership at Work (LAW), Professional Seminar Series (PSS) and School-Based PD.	Number of in-service opportunities offered to administrators and teachers. Participation of staff in these P.D. opportunities.	2007-2010	Professional Development Learning Specialist. LAW Team. Principal.
	b. Bi-Weekly Team PLC Meetings Intermediate, Primary, Resource and Methods (includes T.A.'s) and SST. PLC's will focus on literacy one term and numeracy the next.	Frequency of meetings. Content of the meetings is focused on the improvement of student learning in the target areas. The four essential questions.	2007-2010	Principal PLC's
2.3 To increase the achievement level of all students on literacy assessments	a. Continue to work with the classroom teachers, literacy teachers, resource teachers and administrators to share resources and strategies schools can use. Have high school students paired with BES students to read and write together	Increased assessment scores Number of initiatives. Student survey. Increased interest in reading and writing	2007-2010	Principal, Literacy Mentor, Classroom Teachers and Parents, BRHS school teachers and students
	b. Utilization of the reading list of titles identified as being of interest and access via Portal.	Use of the list by Literacy Mentor and Teachers. Feedback from students.	2007-2010	Literacy Mentor and Teachers.
	c. Continue with Bob Devos and perhaps other males coming into the school to read (e.g., community male readers, library displays, resources, information in newsletters.	Number of school initiatives. Increased performance of males on assessments.	2007-2010	Principal, Literacy Mentor and Teachers.
2.4 Literacy skills will be taught across all areas of	a. Modeling of lessons/units to teach reading/writing processes across the curriculum for teachers.	School PD sessions and classroom visits, PSS Improved literacy results.	2007-2010	Literacy Mentor and Teachers, R & M teacher Secondary Literacy. Consultant
	b. Continue PD focus on forms of writing, use of standards/rubrics, using available resources such as Write Traits and First	Number of sessions. Feedback from participants.	2007-2010	Principals, Teachers and Literacy Mentors, R & M Teacher

	Steps.	Increased writing achievement		
	c. Use writing portfolios so teachers, parents and students can see the progress in the students' writing skills throughout the year.	Use of the portfolios and student involvement in what goes in it. Use of portfolio at Student Involved Conference in March of each year.	2007-2010	Teachers
	d. Collect samples of writing and identify for students and teachers examples of appropriate and strong performance or use Provincial Standards samples as they become available.	Teachers discussing writing samples during Grade level Meetings. Samples being used in class with students.	2007-2010	Teachers, Literacy Mentor and Principal.

Ongoing - French Second Language:

- IF Programme
- exposure to French in Primary Grades

Ongoing - Literacy:

- Purchase of new books for the Library on an ongoing basis.
- Purchase of Guided Reading resources to keep students interests in books.
- School wide book study- the Daily five

Ongoing: Writing:

- Literacy Mentor interventions K-5.
- Collaborative approach between resource and classroom teachers to accommodate, modify or individualize language arts programmes.
- Integration of technology.

Ends Policy 3 Students will demonstrate continuous improvement in mathematics skills, meeting or exceeding the targets described in the New Brunswick When Kids Come First.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
3.1 BES will continue with teams that focus on learning and student success following a Professional Learning Communities (PLC) Model.	a. Continue to provide teachers with in-service on PLCs through Leadership at Work (LAW), Professional Seminar Series (PSS) and School-Based PD.	Number of in-service opportunities offered to administrators and teachers. Participation of staff in these P.D. opportunities.	2007-2010	Professional Development Learning Specialist. LAW Team. Principal and Vice-Principal.
	b. Move toward regular Bi-Weekly Team Meetings Administration, Custodians, French, Intermediate, Primary and SST. The Intermediate and primary Teams will eventually alter their focus from meeting to meeting addressing Literacy one meeting and Math the next.	Frequency of meetings. Content of the meetings is focused on the improvement of student learning in the target areas. The four essential questions.	2007-2010	Principal, Vice-Principal and the Teams.
3.2 To demonstrate continuous improvement in mathematics through teacher professional development and enhanced assessment data.	a. Encourage teachers to take advantage of P. D. that has a Math focus on how to plan lessons using the Mathematics curriculum document as a primary resource, and the use of mapping. Some P.D. may be targeted for teachers who have identified numeracy as a growth goal.	Number of teachers attending in-service sessions. Use of document in classes as observed by administrators/mentors during Walk-Throughs. Use of suggested teaching strategies as observed by administrators and mentors. Results on Mathematics assessments (Provincial/District 6).	2007-2010	Teachers, Principal and District Math Mentor.
	b. Provide support to new teachers in the use of all resources which support the Mathematics Curriculum Document through in-service (K-5).	Number of new teachers attending in-service provided by Math Mentors. Use of the District 6 website Mathematics Link. Results on assessments.	2007-2010	Principal.
	c. Principal and Vice-Principal will participate in a PD session on what to look for in a math classroom (mapping, resources, and assessment).	Completion of sessions. Walk-Throughs by school leaders. Teacher growth plans.	2007-2010	Principal and Vice-Principal.
	d. Identify a “Math Representative” for BES.	Increased communication of numeracy	2007-2010	Principal and Math

		information. In-house expertise.		Representative.
	e. Participate in year-end tests for grades 2, 3 and 4 to assess student achievement in Mathematics at the District level and use data to inform instruction. Grades 2, 3 and 4 were administered May 2007.	Number of tests administered. Baseline results and yearly scores. Teacher feedback while marking. Improved grade 5 results.	2005-2008	Teachers, Principals and Math Mentor.
	f. Implementation of the new Mathematics P.D. Programmes Prime. Have a school representative trained as a facilitator.	Implementation with school team. Teacher feedback. Improved results on District and Provincial assessments.	2007-2010	Math Mentor, School Facilitator Teachers and Principal.
	g. Provide opportunities at grades 3-5 for small groups of teachers to observe the mentor delivering a lesson, with an Opportunities to debrief and discuss.	Walk-Through observations by Principals and Vice-Principals. Use of mapping by all teachers, use of appropriate math resources for each grade level.		Math Mentors, Math Teachers and Principals and Vice-Principals.
	h. Purchase Math to the Max Math Resource for grades K-3 with the financial support of Home and School Association.	Purchase of the resources. Use of the resources by teachers. Improvement of test scores on assessments.	2007-2010	Principal, Home and School Association and Teachers K-3.
3.3 To demonstrate continuous improvement in Mathematics through increased parental support and understanding.	a. BES will hold a bi-annual Mathematics event to demonstrate the strategies that are being used to teach mathematics, or selected strands in math.	Math event held. Number of parents attending Math event. Parent feedback from Math event.	2007-2010	Principals, Teachers and Parents.

Ongoing:

- Math Lead Support to BES Staff.
- Collaboration between resource and classroom teachers to accommodate, modify or individualize strategies and programming
- Professional Growth Plan Process
- Chess Club, School Tournament, District Tournament and Provincial Tournament.
- Organization, inventory and labeling of all school Math Resources for easy location, use and to encourage teachers to use the manipulatives... for the respective Units and lessons.
- Prioritize the expenditure of Instructional resources monies for the purchase of a wide range of math resources and manipulatives.

Ends Policy 4 Planned transition processes for students, parents and staff will be enhanced (e.g., pre-school into kindergarten, between elementary/middle/high school, international students, school to work, new staff).

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>4.1 Students and parents are well prepared for school entry.</p> <p style="text-align: center;">Strategies (a) – (e) could change pending results of Kindergarten Parent Surveys (September 2006).</p>	<p>a. Conduct at least two meetings prior to children entering kindergarten to provide information about expectations and experiences necessary for successful transition.</p>	<p>Two meetings are held. Attendance at meetings. Evaluation by parents and Kindergarten Teachers</p>	<p>2007-2010</p>	<p>Principals and Kindergarten Teachers.</p>
	<p>b. Conduct Kindergarten screening clinics to determine student needs.</p>	<p>Clinics held. Number of children attending. Number of students identified for further assistance. Teacher feedback.</p>	<p>2007-2010</p>	<p>Principals and Kindergarten Teachers.</p>
	<p>c. Offer Kindergarten readiness programmes to parents of students identified as at-risk.</p>	<p>Number of students participating. Feedback from Principals and Teachers short and long term.</p>	<p>2007-2010</p>	<p>Principals and Kindergarten Teachers with the Community Capacity Group Coordinators.</p>
	<p>d. Develop closer partnership with community capacity group (PACK) and the Family Resource Centre to provide support to families.</p>	<p>Number of projects developed. Number of students involved. Feedback from teachers and community capacity groups.</p>	<p>2007-2010</p>	<p>Principals and Community Capacity Group Coordinators.</p>
	<p>e. Conduct two half-day or one full day Kindergarten readiness session in the spring prior to school entry. Parents will accompany students and receive information and activities that they can work on with their children before they enter school.</p>	<p>Number of students and parents participating. Data from Simner Readiness screening. Surveys of Kindergarten teachers. Parent feedback surveys.</p>	<p>2007-2010</p>	<p>Principals and Kindergarten Teachers.</p>
<p>4.2 Transition programs between levels will be enhanced (elementary to middle school).</p>				
	<p>b. Schedule visits to feeder schools by receiving teachers (grade 6 go to grade 5; grade 9 go to grade 8) visits by students from 5 to 6, and 8 to 9, build on 2005/06</p>	<p>Feedback following visits. Number of visits.</p>	<p>2007-2010</p>	<p>Learning Specialists. Director of Education.</p>

	experience.			Administrators.
	C Schedule school-based transitional activities during first week of school. Corn Boil Social and Picnic.	Feedback from schools. Parent and student feedback.	2007-2010	School Administrators and Staff.
4.6 Staff will receive the support necessary to make successful transitions into new positions.	a. Continue to conduct a District 6 orientation for new teachers to become familiar with District policy and expectations for continued professional growth.	Number of teachers attending orientation session. Feedback from teachers concerning relevance of information.	2007-2010	Director of Human Resources. Professional Development Specialist.
	b. Extend the Beginning Teacher Induction Program to a two year program to provide new teachers with ongoing support.	Feedback from participants, administrators, mentors and NBTA representatives. Statistics on staff retention.	2007-2010	Professional Development Specialist. BTIP Mentors. School Administrators.
	c. Visitation of beginning teachers by the PD Specialist to discuss professional concerns and make observations.	Feedback from participants. Number of visits made by the Supervisor. (cont'd) Feedback from Supervisor.	2007-2010	Professional Development Specialist.
	d. Include topics relevant to beginning teachers in the Professional Seminar Series.	Number of beginning teachers participating. Feedback from in-service sessions.	2007-2010	Professional Development Specialist.
	e. Collect and analyze statistics concerning beginning teacher teaching assignments.	Report on beginning teacher assignments.	2007-2010	Professional Development Specialist.
	f. Develop for District 6 a Supply Teacher Handbook with general information. Also develop one for the School and a standardized Lesson Plan Format.	Completion of handbooks. Feedback from supply teachers.	2007-2010	Professional Development Specialist. Director of Human Resources. School Administrator and Staff.
	g. Provide new staff in all employee groups with training and orientation sessions with information specific to their new responsibilities.	Number of sessions held. Number of training modules developed. Employee feedback surveys. Supervisor feedback surveys.	2007-2010	Director of Finance and Administration. Director of Human Resources. Managers. Professional Development

				Specialist.
	h. Establish a buddy programme for all new employees.	Number of buddy pairs. Employee feedback surveys. Supervisor feedback surveys.	2007-2010	Director of Finance and Administration. Director of Human Resources. Managers. Professional Development Specialist. Principal and Staff.

Ongoing - Kindergarten:

- October Kindergarten registration and communication plan
- Distribution of Parent Kit (October)
- School based meetings for special needs students as identified by Public Health (ECI)

Ongoing – Elementary to Middle:

- Parent Information Sessions and Open Houses
- Programme Information Meetings – Grade 1 and Grade 6
- Student Services Transition Meetings

Ongoing – Staff Transitions

- BTIP
- Beginning Administrator Programme
- Supply Teacher Orientation