Bayview Elementary School

**Continuous School Improvement Plan**

2019+

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***Mission*:** The mission of Bayview Elementary School is to provide each student a diverse education in a safe, supportive environment that promotes responsible citizenship, leadership, and dedication to learning.

***Vision:*** Be responsible. Learn by doing. We are Future Leaders In Progress.

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| **Continuous School Improvement Plan**  **Bayview Elementary School**  **2019 +** | | | | | |
| **Bayview Elementary School Priority 1 –** Teachers will improve writing best practices to maximize results by 10-20% of those students in each class that are not meeting benchmarks in writing.  **District Ends Policy 1** – To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science.  **10 Year Education Plan Objective 3** – Improve literacy skills for all learners. | | | | | |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress Notes** |
| **Tell Them from Me Survey 2018**   * 74.3% of student feel what they learn in school is useful in their everyday life.   **Teacher Perception Survey 2018**   * 70% of teachers feel confident in their gradual release of responsibility to support eventual independence of the learner. * 90% of teachers have established ongoing feedback to students in their practice.   **Classroom Assessment**   * Running Records * K Phonological Assessment * Marked Writing (Each Month) * K-3 Sight Words * Spelling/Making Words * Formative   **Provincial Assessments**   * Grade 4 | \*Teachers will gather and interpret data on student performance to inform decision making, including setting targets to close achievement gaps.  \*Teachers will work on short and long term planning based on data from ongoing assessments and common assessments.  \*Students will be engaged in their learning while taking ownership in their education.  \*Students will become more confident in self-assessing their writing.  \*Transfer skills cross-curricular | \*Demand writing pieces will be assessed each month.  \*Teachers will gather and interpret data during PLC on student performance and record.  \*Teachers will use formative assessment to guide instruction.  \*Flex groupings will be incorporated into instruction (Grades 3-5)  \*Teachers will use the Balanced Literacy Approach incorporating CAFÉ and/or Daily 5 writing, along with Write Traits.  \*Teachers will model for students how to assess a piece of writing according to the trait and using a rubric.  \*K-3 teachers will make EST-Literacy requests for writing support.  \*K-2 Students will effectively demonstrate 5 Star writing.  \*Discovery Learning will be implemented in K-3 classrooms to help with engagement in writing. | \*Teachers will meet after demand writing in grade levels and co-mark student writing.  \*Marks will be calculated on the six traits after each demand piece.  \*Writer’s celebration by grade level.  \*Academic Pyramid of Interventions and Teaching Process Map include best practices.  \*EST-Literacy (K-3) will meet with the K-2 PLC/Grade 3 Teachers and provide resources, strategies, formative assessments, and data tracking forms.  \*Student Report Cards provide ongoing communication about learning to students, parents and educators.  \*Personalized Learning Plan (PLP) goals are updated regularly to reflect progress of exceptional learners. | \*Sept/Nov/Jan/  March/June benchmarks  \*Co-marking after demand writing  \* On-going formative assessment strategies | Book Study -  EST-L – requests for  Writing in Grade 3.  K-5 Discovery learning  PL (Jan 2019) with EST-R  Jocelyn Roy.  Visit to Chris Saunders  Elementary to observe  Purposeful Play room and  Connections to writing. |

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| **Bayview Elementary School Priority 2** – Teachers will improve reading best practices to maximize student learning resulting in an 10-20% increase of students reaching year-end benchmarks in reading comprehension as compared to the previous year results.  **District Ends Policy 1** – To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science.  **10 Year Education Plan Objective 3** – Improve literacy skills for all learners. | | | | | |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress Notes** |
| **Tell them from me Survey 2018**   * 62.3% of students feel that things that they learn in school are interesting to them.   **Teacher Perception Survey 2018**   * 90 % of staff feel they work within a team. * 70% of staff are involved in long term instructional planning with colleagues. * 90% participate in cross-curricular and interdisciplinary planning with their colleagues   **Classroom Assessment**   * Running Records * Comprehension Kit * Formative * Written Assessment * Words Their Way * Monthly Comprehension Passages   **Resource Assessment**   * WIAT III   **Provincial Assessment**  Grade 4 | \*Teachers will work on gathering and interpreting data on student performance to inform decision making, including setting targets to close achievement gaps.  \*Teachers will work on short and long term planning based on data from ongoing assessments and common assessments. | \*Fontas and Pinell Reading comprehension kits (K-2) & (3-5)  \* Flex Groupings will be incorporated into instruction  \* The CAFÉ book by the Sisters (3-5) resources  \* Monthly Comprehension Assessments Gr 2 (Binder)  \*Guided Reading weekly  \*Read Aloud Modeled Comprehension Strategies  \*RAZ KIDS used in all K-5 classrooms  \*Students will self-assess their reading and comprehension skills  \*Focus will be placed on a variety of responses, including inferential, critical thinking.  \*Engagement – student interest with reading topics – Discovery Learning K-3 | \*Teachers will meet in K-2 and 3-5 PLC focused blocks to discuss student progress, analyze data, and best practice strategies.  \*Monthly Running Records – collecting data on students who are on the bubble or below grade level and planning interventions  \*Academic Pyramid of Interventions & Teaching Process Map include best practices.  \*EST-Literacy (K-3) will meet with the K-2 PLC /Grade 3 teachers and provide resources, strategies, formative assessments, and data tracking forms.  \*Student Report Cards provide ongoing communication about learning to students, parents and educators.  \*Personalized Learning Plan (PLP) goals are updated regularly to reflect progress of exceptional learners. | \*Monthly Assessments  \*Monthly Running Records  \*PLC discussions weekly  \*Flex Groupings  (K -2 & 3-5) ongoing | EST-L Sonya Groves Reynolds  And Jocelyn Roy  Participating in K-2 PLC –  Providing Resources &  Strategies.  Requests have been  submitted by the K-2  Team along with the  Grade 3Team.  Scheduled  Co-planning and  Co- teaching with select  K-3 teachers. |

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| **Bayview Elementary School Priority 3** – Teachers will improve numeracy best practices to maximize results by 10-20% of those students in each class that are not meeting benchmarks in mathematics.  **District Ends Policy 1** – To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science.  **10 Year Education Plan Objective 4** – Improve numeracy skills for all learners. | | | | | |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress Notes** |
| **Tell Them from Me Survey 2018**   * 64.3% of students feel that they are given work that is “just right”.   **Teacher Perception Survey 2018**   * 90 % of teachers feel they work within a team. * 70% of teachers are involved in long term instructional planning with colleagues. * 100% of teachers feel confident teaching math.   **Classroom Assessment**   * Key Skills * Pre and Post Assessments * Math Makes Sense * ASD-S Diagnostics * Formative   **Resource Assessment**   * KeyMath 3 * PRIME * WIAT III   **K-5 Benchmarks**  **Provincial Assessments**   * Grade 4 | \*Teachers will work on gathering and interpreting data on student performance to inform decision making, including setting targets to close achievement gaps.  \*Teachers will work on short and long term planning based on data from ongoing assessments and common assessments.  \*Improvement of basic addition and subtraction math facts to 18 with 90% accuracy.  \*Student knowledge of math vocabulary will increase.  \*Teachers will effectively use formative assessment and analyze data to guide instruction to increase student achievement by meeting students at their level. | \*Teachers will use the “LOOK FORS” and provided Curriculum Documents, along with K-5 benchmarks when planning instruction.  \*Provide access to a variety of manipulatives during instruction.  \*Increase the amount of books used in the classroom with math content.  \*Numeracy Lead for K-3 support  \*Technology will be used to help support the learning of basic facts (Xtramath.com, IXL and SUMdog, etc)  \*Weekly mental math assessments  \*Pre and post assessments  \*Math word wall incorporated in each classroom.  \*Data analyzed and interpreted by teams (3-5) so flex groupings will be incorporated into instruction for differentiation.  \*Develop a range of assessment tools to gauge learning (eg, interview, written tests, rubrics, etc).  \*Guided Math - Small group instruction offered to those student who have not acquired concept.  \*Stretch learning for those students who excel in concepts being taught.  \*Problem Based Learning – NHL Challenge Tiered Math Problems | \*Teachers will meet in K-2 and 3-5 PLC focused blocks to discuss student progress, analyze data, and best practice strategies.  \* K-3 Benchmarks 3x a year  \*Academic Pyramid of Interventions and Teaching Process Map include best practices.  \*EST-Numeracy (K-3) will meet with the K-2 PLC/Grade 3 teachers and provide resources, strategies, formative assessments, and data tracking forms.  \*Student Report Cards provide ongoing communication about learning to students, parents and educators  \*Personalized Learning Plan (PLP) goals are updated regularly to reflect progress of exceptional learners. | \* Formative Assessments on- going  \*PLC discussions  \*Flex Groupings  ( 3-5) | EST-N Robyn Watson -  Participating in K-2 PLC –  Providing Resources &  Strategies.  Scheduled  Co-planning and  Co- teaching with select  K-3 teachers through  ESS requests. |

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| **Bayview Elementary School Priority 4** – Teachers will integrate science into cross curricular areas to increase knowledge and skills of grade level objectives and maximize results by 10-20% of those students in each class that are not meeting benchmarks in science.  **District Ends Policy 1-** To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science.  **10 Year Education Plan Objective 5** – Improve learning in, and application of, the arts, science, trades and technology for all learners. | | | | | |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress Notes** |
| **Tell Them From Me Survey 2018**   * 73.9% of students feel that they use their strengths to learn at school.   **Teacher Perception Survey 2018**   * In our school, 40% of teachers feel that their students apply conceptual understanding in about ¾ of their lessons. * 40% of teachers use higher-order, open-ended questions to engage students to “read between the lines and beyond the lines” in almost every lesson. * 90% participate in cross-curricular and interdisciplinary planning with their colleagues   **Classroom Assessment**   * Formative * Pre and Post   **Provincial Assessments**   * Grade 4 | \*Increase in student achievement results.  \*Noticeable increase in student engagement in the area of science.  \*Students demonstrate their understanding of the scientific process.  \*Students demonstrate their confidence and comfort level of inquiry based questioning | **\***Teachers will become familiar with the portal and surrounding community resources.  \*Foster local partnerships that will bring real life STEM experiences to students - Pals in the Park, Huntsman Marine, Hammond River Angling Association, Rockwood Park, Elmhurst, Science East, Crane Mountain, Ducks Unlimited, SJ Fire Dept.  \*Increase in Inquiry Based Learning and Discovery Learning in K-5 classrooms.  \*Real Life Experiences for engagement - Astronomy Night & Learning Garden  \*STEM boxes to be used in all K-5 classrooms | \*Teachers  \*ASD-S Science Subject Coordinator and Lead  \*Student Report Cards provide ongoing communication about learning to students, parents and educators. |  | \*Science East week (November 26-30)  \*PALS in the park field trips (Oct, Dec, Mar)  \*Grade 4 Train Ride (Oct 16)  \*Astronomy Night (spring)  \*Learning Garden – plant, harvest, whole school meal preparation (June – Oct)  \*PL with Julie Lizotte and Darren White on STEM boxes (November 23rd) |

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| **Bayview Elementary School Priority 5** – There will be a 10-20% increase in attendance with all stakeholders working collaboratively to ensure that students arrive to school safe every day.  **District Ends Policy 2** – To provide positive, safe and inclusive learning and working environments for children, youth, and staff.  **10 Year Plan Objective 1:** Ensure all learners value diversity and have a strong sense of belonging. | | | | | |
| **Baseline** | **Indicators of Success** | **Targeted Research-Based Strategies/Actions** | **Monitoring & Accountability** | **Responsibility/**  **Timeline** | **Progress Notes** |
| **Tell Them From Me Survey 2018**   * 82.6% of students feel that teachers/adults in this building listen to their thoughts and opinions. * 76.8% of students feel that they can express themselves at school. * 79.7% of students feel that they can succeed in their school work. * 62.3% of students feel that things they learn in school are interesting to them.   **Teacher Perception Survey 2018**   * 100% of teachers feel that the response to bullying at this school is effective. * 100% of teachers feel that this school has high expectations for all students. | **Increase in student daily attendance and decrease in tardiness.** | \*BES Website as reference for parents on Attendance Policy  \*Ready for K presentation  \*Parental contact – Attendance calls home  \* Wellness call after 2 unexcused absences  \*Breakfast when needed  \*Safe Arrival Policy  \*Student activities – K-3 clubs, Girl Power luncheons, student leadership opportunities, Games room, Bucketfilling activities  \*Positive Learning Environment – all educators making connections with students  \*Soft starts in K-5 classrooms each morning  \*Mindful Monday | \*Teachers  \*Administrators  \*EST-Guidance  \*EST-Resource  \*EA’s  \*Parents | \*On going |  |