Bayview Elementary School

**Continuous School Improvement Plan**

2020 🡪

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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****2020 + (Revised January 2020)** |
| **Bayview Elementary School Priority 1 –** Teachers will improve writing best practices to ensure 80% of all K-5 students meet a minimum of 3 by year-end reporting.**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** |
| ***2019-20 T1 Report Data**** K – 84% at 3
* 1 – 60% at 3
* 2 - 33% at 3
* 3 – 31% at 3
* 4 – 54% at 3
* 5 – 71% at 3

***Classroom Assessment**** Phonological Assessments
* Marked Writing (Monthly)
* K-3 Sight Words
* Spelling/Making Words/Words Their Way
* Guided Writing Groups
* Observations
* Conversations
* Products
 | \*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 before each reporting period.\*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-5 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-5 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-5) will meet with 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/March/June benchmarks \*Co-marking after demand writing (When able)\* On-going formative assessment strategies | \*Quarterly rubric for writingGiven by EST-Literacy (Sept) |

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| **Continuous School Improvement Plan****Bayview Elementary School****2020 + (revised January 2020)** |
| **Bayview Elementary School Priority 2** – Teachers will improve reading best practices to ensure 80% of all K-5 students reach a minimum of 3 by year-end reporting.**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** |
| ***2019-2020 T1 Report Data**** K – 82% at 3
* 1 – 37% at 3
* 2 – 48% at 3
* 3 – 54% at 3
* 4 – 71% at 3
* 5 – 80% at 3

***Classroom Assessment**** Running Records
* Comprehension Kit
* Words Their Way
* Phonological Assessments
* Monthly Comprehension Passages
* Focused Guided Reading
* Observations
* Conversations
* Product

**Resource Assessment*** WIAT III
* PASS
* Precision Reading
 | \*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) along with Blue Box and PM binder.\* Flex Groupings will be incorporated into instruction\* The CAFÉ book by the Sisters (3-5) resources\*Guided Reading weekly\*Read Aloud Modeled Comprehension Strategies\*VOOKS used in K-2 classrooms\*EPIC & VOOKS used in 3-5 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-5 | \*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-5) will meet with 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 |  |

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| **Continuous School Improvement Plan****Bayview Elementary School****2020 + (revised January 2020)** |
| **Bayview Elementary School Priority 3** – Teachers will improve numeracy best practices to maximize results by 80% of K-5 students meeting a minimum of 3 by year-end reporting.**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** |
| ***2019-2020 T1 Report Data**** School – 68% at 3

**Classroom Assessment*** Key Skills Benchmarks
* Pre and Post Assessments
* Math Makes Sense
* ASD-S Diagnostics
* Formative
* Observations
* Conversations
* Product

**Resource Assessment*** KeyMath 3
* PRIME
* WIAT III
 | \*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-5 support\*Technology will be used to help support the learning of basic facts (Xtramath.com, IXL and SUMdog ,Prodigy etc)\*Weekly mental math/facts 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, Cross Curricular opportunties\*Incorporate Math Running Records into Assessment. | \*Teachers will meet in K-2 and 3-5 PLC focused blocks to discuss student progress, analyze data, and best practice strategies.\* K-5 Benchmarks 3x a year (Keysills)\*Academic Pyramid of Interventions and Teaching Process Map include best practices.\*EST-Numeracy (K-5) will meet with teachers and provide resources, strategies, formative assessments, and data tracking forms during PLCs.\*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) | \*Math Running Record By EST-Numeracy (Nov)Grades 3-5\*Keyskills by EST-NumeracyK-2 |

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| **Continuous School Improvement Plan****Bayview Elementary School****2020 + (revised January 2020)** |
| **Bayview Elementary School Priority 4** –Teachers will integrate science into cross curricular areas to increase knowledge and skills of grade level objectives to ensure 90% of Gr 3-5students meet a minimum of 3 by year-end.**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** |
| ***2019 -2020 T1 Data**** Analyze & Explain – 85% at 3
* Knowledge – 83% at 3
* Plan & Perform – 93% at 3
* Society & Environment – 89% at 3

***Classroom Assessment**** Formative
* Pre and Post
* Observations
* Conversations
* Product

***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\*Mystery Science | \*Teachers\*ASD-S Science Subject Coordinator and Lead\*Student Report Cards provide ongoing communication about learning to students, parents and educators. |  | \*PALS in the park field trips (Dec – 3V)\*Holiday STEM Challenge Whole School (Dec)\*Agricultural Society Day (Gr 4 &5) (Oct)\*Science East 3V @ Public Library (Dec)\*Natural Resources Speaker Gr 4\*Crane Mountain Gr 4\*Ducks Unlimited Gr 4 |

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| **Continuous School Improvement Plan****Bayview Elementary School****2020 + (revised January 2020)** |
| **Bayview Elementary School Priority 5** – There will be a 25% decrease in our chronic absenteeism rate (15% - Nov 2019) 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** |
| ***Chronic Absenteeism Nov 2019 Data**** Grade K – 18.4%
* Grade 1 – 2.7%
* Grade 2 – 12.8%
* Grade 3 – 24.3%
* Grade 4 – 11.1%
* Grade 5 – 21.9%
* **Overall – 15.1%**
 | **Increase in student daily attendance and decrease in tardiness.****Reduction in anxiety exhibited by students coming to school.** | \*BES Website as reference for parents on Attendance Policy\*Ready for K presentation\*Parental contact – Attendance calls home. Wellness call after 2 unexcused absences\*Parental Meetings to discuss effects of absenteeism on learning.\*Contact Department of Social Development when chronic.\*Letter home and in file on days 5, 10 and 15+.\*Breakfast when needed\*Safe Arrival Policy\*Student activities – K-3 clubs, student leadership opportunities, Games room, Bucket filling activities, lunch yoga, video announcements\*Positive Learning Environment – all educators making connections with students \*Soft starts in K-5 classrooms each morning\*Mindful Monday, Cosmic yoga, Go Noodle | \*Teachers\*Administrators\*EST-Guidance\*EST-Resource\*EA’s\*Parents | \*On going |  |