

SCHOOL IMPROVEMENT PLAN
2018-2019
BACK BAY ELEMENTARY SCHOOL

ASD-S



School Improvement Plan
Back Bay Elementary School
2018-2019

We Value:

Respect

Responsibility

Safety

Confidence

Honesty and Integrity

At Back Bay Elementary School...

Our mission is to:

set goals, make good choices, and work together as a team.

We envision:

All students and staff at Back Bay Elementary School to be a collaborative community of learners.

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EECD Areas of Focus	District Areas of Focus	School Areas of Focus
Improve achievement in language, mathematical and scientific literacies	To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science.	Improvement in student achievement in reading, writing, and number.
Increase opportunities for learners to develop entrepreneurial competencies and to engage in active citizenship	To provide a positive and safe learning environment for children, youth, and staff	Promoting a Positive Learning Environment
Integrate the early childhood and k – 12 school sectors	To strengthen engagement of families and foster community partnerships	To strengthen engagement of families and foster community partnerships

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AREA OF FOCUS: Improvement in student achievement in **reading**

JUSTIFICATION STATEMENT: Reading is an essential skill.

SCHOOL SMART GOAL:	STRATEGIES AND ACTIONS	RESPONSIBILITY	TIMELINES	MONITORING	EVIDENCE OF SUCCESS																																																																
<p>70% of our K- 2 students will receive AA or better on their November, March and June report cards in reading PLOP: APPROPRIATE OR BETTER</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">READING 2017- 2018</th> </tr> <tr> <th></th> <th>TERM 1</th> <th>TERM 2</th> <th>TERM 3</th> </tr> </thead> <tbody> <tr><td>K</td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> </tbody> </table> <p style="text-align: right;">=></p>	READING 2017- 2018					TERM 1	TERM 2	TERM 3	K				1				2				3				4				5				<p>ACTION 1: To better know and understand phonological development as well as reading behaviors in our K-3 students. As of June 2018, 50% of our K-2 students were reading below grade level.</p> <p>We will use the data collected to identify and provide interventions for students who are not meeting their reading goals.</p> <p>We will use the K-3 reading behavior's wall and phonological assessments to guide student learning.</p>	<p>TEAM:</p> <p>Stephanie Jennifer Abbie Fiona Debbie</p> <p>Aldena observing</p>	<p>FORMAL BENCHMARKS:</p> <p>Baseline -Sept. 25th: K- not assessed 1-2</p> <p>1st term - Nov. 24th K-2</p> <p>2nd term -March 29th K-2</p> <p>3rd term -June 15th K-2</p> <p>Weekly Check-ins individually Monthly check-ins at team meetings</p> <p>Interventions will be flexible in nature, dependent upon student needs.</p>	<p>Discussions of student progress, best instructional practices and parental involvement at each team meeting</p> <p>Formative classroom assessments throughout each term</p> <p>Formal assessments each reporting period.</p> <p>Team meeting discussions surrounding student progress and best practices for interventions.</p> <p>Monthly Literacy meetings to check-in and develop interventions with Literacy Support and Resource Support.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">READING 2018- 2019</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> </tr> </thead> <tbody> <tr><td>K</td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Data Notebooks and class composites will reflect student progress.</p>	READING 2018- 2019					T1	T2	T3	K				1				2				3				4				5			
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AREA OF FOCUS: Improvement in student achievement in **mathematics** [Number Strand]

JUSTIFICATION STATEMENT: Number is an essential strand and must be mastered for continued success.

SCHOOL SMART GOAL:	STRATEGIES AND ACTIONS	RESPONSIBILITY	TIMELINES	MONITORING	EVIDENCE OF SUCCESS																																																
<p>80% of our K – 2 students will receive AA or better on their November, March and June report cards in number and operations</p> <p>APPROPRIATE OR BETTER</p> <table border="1"> <thead> <tr> <th colspan="4">NUMBER 2017-2018</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	NUMBER 2017-2018					T 1	T 2	T 3	K				1				2				3				<p>ACTIONS: GRADES K-3 FOCUS: Number Sense</p> <p>We will use our formative data collection sheets for monitoring student progress in number sense.</p> <p>We will work with ESS-Numeracy lead to model, co-teach, plan and assess students.</p> <p>We will use tasks from the Math Improvement Initiative to supplement what we have been doing.</p>	<p>TEAM:</p> <p>Stephanie Jennifer Abbie Fiona Lana</p> <p>Aldena observing</p>	<p>Monitoring tool decided upon by Sept. 26th</p> <p>Formal Benchmarks: <u>Baseline – Oct. 6th:</u> K-2 Key Skills <u>1st term - Nov. 24th</u> K-2 formative data/summative assessments <u>2nd term -January</u> K-2 Key Skills <u>2nd term – March</u> K-2 formative data <u>3rd term -June 15th</u> K-2 Key Skills and K-2 formative data</p>	<p>Discussions and resource sharing about the tool, student progress, best instructional practices and parental involvement at each team meeting</p> <p>Formative Classroom Assessments throughout each term</p> <p>Formal Assessments each reporting period.</p>	<table border="1"> <thead> <tr> <th colspan="4">NUMBER 2018-2019</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>We will have a common assessment/ monitoring tool for K-3 students</p>	NUMBER 2018-2019					T 1	T 2	T 3	K				1				2				3			
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	<p>ACTIONS: GRADES 4-5 FOCUS: MENTAL MATH</p> <p>Create a benchmark assessment for grades 3-6 and have a baseline for each student.</p> <p>Give the same assessment in Sept., Nov., Jan., March and June to track progress.</p> <p>Create a progress page for each data binder.</p> <p>Purchase flashcards for all students (through Amanda)</p> <p>Have a “Numbers Night” to kick-off this initiative with parents</p>	<p>TEAM:</p> <p>Fiona Lana</p> <p>Aldena observing</p>	<p>Benchmark and page for data binder will be created at the first team meeting.</p> <p>Assessments given 5 times a year / discussed at the team meetings</p> <p>Proposal for funding to Amanda by Sept. 30th</p> <p>“Number Night” by mid-October</p>	<p>Benchmark and data binder page completed.</p> <p>5 assessments complete</p> <p>Progress tracked in data binders</p>	<table border="1"> <thead> <tr> <th colspan="4">NUMBER 2018-2019</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Progress will be shown through improvement of assessment score.</p>	NUMBER 2018-2019					T 1	T 2	T 3	4				5																																			
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AREA OF FOCUS: Promoting a Positive Learning Environment

JUSTIFICATION STATEMENT: Looking at attendance for last 3 years, continued room for improvement is expected.

SMART GOAL #1

By June 2019, data will show the number of students who miss 11- 20 absences will be reduced to 10%

2015- 2016 ATTENDANCE DATA Sept-J Feb-J Year			
ABSENT 1-5	38	38	26
ABSENT 6-10	13	14	20
ABSENT 11-20	1	6	13
ABSENT 21+	0	0	0

2016- 2017 ATTENDANCE DATA Sept-Jan Feb-June		
ABSENT 1-5	32	20
ABSENT 6-10	15	10
ABSENT 11-20	4	5
ABSENT 21+	2	0

STRATEGIES AND ACTIONS

ACTION:

- Attendance Matters Campaign
- Keep focus with Synervoice and Monthly newsletters
- ESST to monitor attendance data monthly
- ESST to ensure BBES attendance protocol is being followed
- Monthly Draws
- Incentive Programs per individual case
- End of year recognitions for top 5 attendance

RESPONSIBILITY

TEAM:

Stephanie
Jennifer
Abbie
Fiona
Aldena
Support Staff
ISD
SLP

TIMELINES

Sept. 2018 – June 2019

MONITORING

Monthly at ESS Team will analyze monthly attendance

Comparison reports re: Attendance provided by District – Sept. Jan., Jan.- June, and Sept. - June

EVIDENCE OF SUCCESS

2018-2019 ATTENDANCE DATA Sept-Jan Feb-June		
ABSENT 1-5		
ABSENT 6-10		
ABSENT 11-20		
ABSENT 21+		

2017-2018 ATTENDANCE DATA Sept-J Feb-J Year		
ABSENT 1-5		
ABSENT 6-10		
ABSENT 11-20		
ABSENT 21+		

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AREA OF FOCUS: To strengthen engagement of families and foster community partnerships					
JUSTIFICATION STATEMENT:					
SMART GOAL:	STRATEGIES AND ACTIONS	RESPONSIBILITY	TIMELINES	MONITORING	EVIDENCE OF SUCCESS
By June 2019 data will indicate 100% of the student population has participated in at least one PLEP action item resulting in an increase in the reported level of school connectedness on the 2016-2017 wellness survey by 10%	ACTION: To maintain our present initiatives centered on student and family engagement and make additions as we are able. Teams/Fitness Competitions Spirit Days Monthly Awards WITS SEAL Teams (Student & Adult) Grade 5 Leadership Math/Literacy/Wellness Nights ELF program Outdoor classroom Heritage Food Trials	TEAM: Stephanie Jennifer Abbie Fiona Aldena	Sept. 2018 – June 2019	ESST minutes Staff minutes PSSC minutes H&S minutes	Results of TTFM and wellness survey will indicate a high level of connectedness for students and families
PLOP: TTFM /Wellness Surveys as well as Communication Survey 2015-2017					

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