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 writing  Given 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-Numeracy  K-2 |

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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 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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| **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 |  |