

# SCHOOL IMPROVEMENT PLAN

## PRIMARY



2020-2021



**GOVERNMENT OF BERMUDA**  
The Ministry of Education

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## DATA ANALYSIS & COMPREHENSIVE NEEDS ASSESSMENT SUMMARY REPORT

### SCHOOL FOCUS – MATHEMATICS:

**Goal 1:** Percentage of students meeting proficiency in Mathematics as measured by the CSA administered in June 2021.

Projection	Strand	Theory of Action: Using an if then statement	Actions / Activities	Person (s) Responsible	Monitoring Checks	Target Achieved
P1 60 %	Number Sense	<ul style="list-style-type: none"> <li>If students are given daily opportunities to reflect on their learning experience either written or orally, then 60% of students should attain level 3 in Number Sense.</li> <li>If students are provided opportunities to grapple with tasks via high order questions, then 60% of students should attain level 3 in Number Sense.</li> <li>If students are provided with daily opportunities to discuss how they found an answer and what they actually did, emphasizing the relationships between numbers that students used, then 60% of students should attain level 3 in Number Sense.</li> <li>If students are given daily opportunities to discuss the different ways they used to compute in varied situations, encouraging students to explain their reasoning out loud so that other students are exposed to many different ways, then 60% of students should attain level 3 in Number Sense.</li> <li>If students are provided with regular opportunities that connect mathematics to the real world, inside and outside the classroom (such as when collecting money</li> </ul>	<ul style="list-style-type: none"> <li>Daily opportunities to develop mental math reflexes</li> <li>Hands-on learning experiences</li> <li>Construction projects</li> <li>Games</li> <li>Utilizing Math Centers</li> <li>Rich class discourse</li> <li>Writing Journals</li> </ul> Utilization of Common Formative Pre-and Post-Assessments	Classroom teacher- Ms. Bassett, Principal, Mathematics Teacher Leader	<ul style="list-style-type: none"> <li>Daily use of “dirty papers” Formative assessment checklist</li> <li>Monthly End of Unit assessments</li> <li>Bi-weekly check-in assessments</li> </ul>	Choose an item.
P2 60 %	Number Sense			Classroom teacher- Ms. Asha, Principal, Mathematics Teacher Leader		Choose an item.
P3 60 %	Number Sense			Classroom teacher- Ms. Smith, Principal, Mathematics Teacher Leader,		Choose an item.
P4 60 %	Number Sense			Classroom teacher- Mrs. Wales, Principal, Mathematics Teacher Leader		Choose an item.
P5 60 %	Number Sense			Classroom teacher- Mrs. Soares-Chan, Principal, Mathematics Teacher Leader		Choose an item.

P6 60 %	Number Sense	for excursions ask students how much change they may require, or when going on an excursion discuss how many buses may be required to transport all the students and teachers), then 60% of students should		Classroom teacher- Mrs. Lambe, Principal	Choose an item.
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Note any specific resources that will be used

**Improvement Strategies Differentiated:** Detail the interventions that will occur for students that are not projected to meet the standard. A statement of student profiles can also be used as a rationale for another area of focus based on student needs

**Theory of Action statement:**

If students are...

- regularly given concrete experiences with numbers along with the more abstract lessons,
- exposed to and posed high level probing questions daily where they grapple with tasks, and
- taught to talk, write and understand words related to math, having conversations with them about mathematics, using the new terms,

Then, 60% of students should attain level 2 in Number Sense.

Action/ Activities	Person (s) responsible	Monitoring checks	Results Indicators
<ul style="list-style-type: none"> <li>• Ensure students with IEPs have updated goals</li> <li>• Push-in and Pull-out of students who need supplemental support</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers in collaboration with Learning Support teacher, Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Daily use of “dirty paper” formative assessment checklists</li> <li>• Bi-weekly check-ins</li> <li>• Monthly End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in computation skills</li> <li>• Improvement in students’ knowledge of mathematical terminology</li> <li>• Increase in students explaining their thinking</li> <li>• Increase in formative and summative in-class scores</li> </ul>

**SCHOOL FOCUS: WRITING PROFICIENCY:**

**Goal 2:** Increasing the percentage of students achieving proficiency in writing over the course of the school year and evidenced by a writing prompt assessment using the six traits marking rubric administered in June 2021.

The minimum expectation is that 3 year levels are selected based on data of improvement needs.

Projection	Strand	Theory of Action: Using an if then statement	Actions / Activities	Person (s) Responsible	Monitoring Checks	Goal Achieved
P2 60 %	Non-Fiction	<ul style="list-style-type: none"> <li>If shared writing is performed in the classroom at least <u>once a week</u>, then writing concepts and conventions are reinforced, and 60% of students should attain level 3 in Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Shared writing /editing</li> <li>Daily Writing Workshop</li> <li>Daily Read Alouds</li> </ul>	Classroom Teacher Ms. Asha, Principal, ELA Teacher Leader	<ul style="list-style-type: none"> <li>Daily use of “dirty paper” formative assessment checklists</li> <li>Bi-weekly check-ins assessments</li> <li>Monthly End of unit</li> </ul>	Choose an item.
P3 60 %	Choose an item.	<ul style="list-style-type: none"> <li>If students participate in <u>daily</u> writing assignments, then both their skill (sentence fluency) and comfort level with revealing and relating their own thoughts and feelings will improve, and 60% of students should attain level 3 in Writing.</li> </ul>		Classroom Teacher Ms. Smith, Principal, ELA Teacher Leader		Choose an item.
P4 60 %	Choose an item.	<ul style="list-style-type: none"> <li>If students are involved in listening to <u>daily</u> read alouds, then they are able to hear new words in new contexts, and build their vocabulary and sentence fluency, and 60% of students should attain level 3 in Writing. When children hear words read aloud, they also begin to see how printed words are closely</li> </ul>		Classroom Teacher Mrs. Wales Principal, ELA Teacher Leader,		Choose an item.

P5 60 %	Choose an item.	connected to spoken words. This helps them recognize the difference between the arrangement of spoken language and printed text.		Classroom Teacher Mrs. Soares-Chan, Principal, ELA Teacher Leader	assessment  • Quarterly writing samples	Choose an item.
P6 60 %	Choose an item.		Classroom Teacher Mrs. Lambe, Principal, ELA Teacher Leader	Choose an item.		

Note any specific resources that will be used

**Improvement Strategies Differentiated:** Detail the interventions that will occur for students that are not projected to meet the goal. A statement of student profiles can also be used as a rationale for another area of focus based on student needs /data.

**Theory of Action statement:**

If students...

- receive extra support through small group work or one-on-one conferences
- receive guided practice and explicit modeling with revising their writing pieces during writing workshop,

Then 60% of students should attain level 2 in Writing.

Action/ Activities	Person (s) responsible	Monitoring checks	Results Indicators
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<ul style="list-style-type: none"> <li>• Learning Support Lessons (students with IEPs) <ul style="list-style-type: none"> <li>- Use 5-senses to create more details in writing</li> <li>- Modeling- I do, we do, you do</li> <li>- Graphic Organizers (hamburger model)</li> <li>- Explicit one-on-one teaching</li> <li>- Sentence Building</li> </ul> </li> </ul>	Learning Support Teacher Ms. T. Bean	<ul style="list-style-type: none"> <li>• Daily use of “dirty paper” formative assessment checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Increase use of writing conventions</li> <li>• Improved vocabulary</li> <li>• Increase use of a range of sentence structures and punctuation accurately to convey meaning</li> </ul>
<ul style="list-style-type: none"> <li>• Guided Writing/Small Group Instruction</li> </ul>	Classroom Teachers	<ul style="list-style-type: none"> <li>• Monthly End of unit assessments</li> <li>• Quarterly writing samples</li> </ul>	

**System Focus: Reading**

**Goal 3:** Increasing the percentage of students per year level reading on or above grade level by June 2021 as measured by the Fountas and Pinnell reading system.

Grade Level	Above Grade			On Grade			Below Grade			Random Audit Dates
	Date	Baseline Data	Raw &%	Date	Baseline Data	Raw &%	Date	Baseline Data	Raw &% year	
Total Number of P1 of Students	Dec 2020		4/13 31%	Dec 2020		0/13 0%	Dec 2020		9/13 69%	
	Mar 2021			Mar 2021			Mar 2021			
	Jun 2021			Jun 2021			Jun 2021			
Total Number of P2 of Students	Baseline Dec 2019 or Mar 2020	P1 data	2/13 15%	Baseline Dec 2019 or Mar 2020	P1 data	0/13 0%	Baseline Dec 2019 or Mar 2020	P1 data	11/13 85%	
	Dec 2020		3/15	Dec 2020		1/15	Dec 2020		11/15	

			20%			7%			73%	
	Mar 2021			Mar 2021			Mar 2021			
	Jun 2021			Jun 2021			Jun 2021			
Total Number of P3 of Students	Baseline Dec 2019 or Mar 2020	P2 data	1/10 10%	Baseline Dec 2019 or Mar 2020	P2 data	2/10 20%	Baseline Dec 2019 or Mar 2020	P2 data	7/10 70%	
	Dec 2020		1/8 13%	Dec 2020		2/8 25%	Dec 2020		5/8 62%	
	Mar 2021			Mar 2021			Mar 2021			
	Jun 2021			Jun 2021			Jun 2021			
Total Number of P4 of Students	Baseline Dec 2019 or Mar 2020	P3 Data	2/6 33%	Baseline Dec 2019 or Mar 2020	P3 Data	0/6 0%	Baseline Dec 2019 or Mar 2020	P3 Data	4/6 66%	
	Dec 2020		1/7 14%	Dec 2020		2/7 29%	Dec 2020		4/7 57%	
	Mar 2021			Mar 2021			Mar 2021			
	Jun 2021			Jun 2021			Jun 2021			
Total Number of P5 of Students	Baseline Dec 2019 or Mar 2020	P4 Data	5/14 36%	Baseline Dec 2019 or Mar 2020	P4 Data	1/14 7%	Baseline Dec 2019 or Mar 2020	P4 Data	8/14 57%	
	Dec 2020		6/14 43%	Dec 2020		0/14 0%	Dec 2020			
	Mar 2021			Mar 2021			Mar 2021			
	Jun 2021			Jun 2021			Jun 2021			
Total Number of P6 of Students	Baseline Dec 2019 or Mar 2020	P5 Data	4/9 44%	Baseline Dec 2019 or Mar 2020	P5 Data	1/9 11%	Baseline Dec 2019 or Mar 2020	P5 Data	4/9 45%	
	Dec 2020		4/10 40%	Dec 2020		0/10 0%	Dec 2020		6/10 60%	
	Mar 2021			Mar 2021			Mar 2021			
	Jun 2021			Jun 2021			Jun 2021			

**Goal 3 Cont'd:** Strategies: How will the school team increase the percentages of students reading on grade level or making gains so that it is reflected in the reading data by June 2021?

**Theory of Action using an If/then statement**

<p><b>Theory of Action statement:</b></p> <p>If each student who is approaching grade level in reading receives guided reading and Leveled Literacy Intervention lessons that incorporate phonics, reading fluency/decoding, and reading comprehension strategies, then students should reach their respective grade level benchmarks.</p>			
Action/ Activities	Person (s) responsible	Monitoring checks	Results Indicators
<ul style="list-style-type: none"> <li>• Daily Guided Reading for students reading below grade level</li> <li>• Students on grade level will have guided reading twice a week</li> <li>• Students above grade level will have guided reading twice a week</li> </ul>	<p>Classroom Teachers</p>	<ul style="list-style-type: none"> <li>• Daily use of “dirty paper” formative assessment checklists</li> <li>• Guided Reading Checklist</li> <li>• Termly Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in reading levels</li> <li>• Improved vocabulary</li> <li>• Improved word attack skills</li> <li>• Improved demonstration of understanding implicit and explicit meaning in texts</li> </ul> <p>Increased ability to explain, comment on and analyze the way writers use stylistic and features of language and structure in texts</p>
<ul style="list-style-type: none"> <li>• Leveled- Literacy Interventions (LLI) 4 times per week for lower school students, twice a week for upper school students</li> </ul>	<p>Reading Teacher Ms. Lombardo</p>		
<ul style="list-style-type: none"> <li>• Push-in support for students on an IEP twice a week</li> </ul>	<p>Learning Support Teacher Ms. T. Bean</p>		

**Goal 4:** Developing a culture of professional learning communities and connected supervision practices to support the CIE 10-part lesson of mathematics instruction. Required 5 areas: Quality of task at the standard, CPA, higher order questions, use of math language both teacher and student and feedback to teachers

State your professional learning community plan and intentional supervision practices to support this area as well as the intended impact on the quality of instruction and student achievement that you anticipate for the 2020-2021 period as a result of your leadership in this area.

**Theory of Action statement:**

- If we increase our mathematical content and pedagogical expertise, then teachers will have greater understanding of how to teach to develop students' conceptual understanding
- If we engage in (1.) responsive, systemic pedagogy and (2.) a math program that includes sound assessment practices (for learning, as learning, and of learning), then (1.) teachers will be able to employ prescriptive/differentiated methods to remediate level 1 and level 2 learners; and (2) students will have greater ownership regarding their learning, what they need to focus on to be successful, and they will increase their ability to apply their mathematical knowledge/skills in varying mathematical concepts.
- Supervision and evaluation practices around the high quality and relevant professional learning and their delivery are designed to give specific and timely feedback, then the overall quality of teaching will improve and student learning will increase.

Action/ Activities	Person (s) responsible	Monitoring checks	Results Indicators
Professional learning around effectively planning instruction with the use of proficiency scales (unit and daily plans)(Feb. 10, 2021)	Principal, SBGSC Team Member- Tamicia Darrell	Unit plan submission with weekly check-ins for pacing	<ul style="list-style-type: none"> <li>• Increased student engagement</li> <li>• Clear student expectations which leads to more success</li> </ul>
Professional learning around the analysis of the level of questions and tasks in mathematics <ul style="list-style-type: none"> <li>• Definition/Importance of Critical &amp; Creative Thinking (12/2/20)</li> <li>• Types of Questions (1/6/21)</li> <li>• Developing Critical/Creative Questions (2/10/21)</li> <li>• Unit planning (2/17/21)</li> <li>• Analyze students' tasks (2/24/21-3/10/21)</li> <li>• Analyze assessment items (3/17-24/21)</li> <li>• Write unit assessment (3/31/21)</li> <li>•</li> </ul>	Principal, Mathematics Teacher Leader	<ul style="list-style-type: none"> <li>• Monthly Unit plans</li> <li>• Daily classroom observations</li> <li>• Weekly sharing during PLCs</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the number of students moving to the next level of proficiency</li> </ul>

Professional learning around tracking progress and setting goals by both teachers and students (Feb. 10, 2021)	Principal, SBGSC Team Member- Tamicia Darrell	<ul style="list-style-type: none"> <li>Monthly progress checks in Grade Book</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the number of students moving to the next level of proficiency</li> </ul>
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**Goal 5:** Increasing the effective usage of **ONE** researched based Instructional Strategy to enhance the quality of learning experiences for students in all subjects and at all levels and the impact on student outcomes as measured by data from instructional rounds and/or teacher supervision reports termly. (approved source -Marzano 's work)

Instructional Strategy(ies)	Supervision Action	Person (s) Responsible	Result Indicators
Generating and Testing Hypothesis Questioning	Regular monitoring of consistency and daily use in all classrooms in all subject areas via a subject specific rubric	Principal-Mrs. McMahon	<ul style="list-style-type: none"> <li>Increase in students generating, explaining, test and defending their thinking</li> <li>Increase in students defending hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention,</li> </ul>

			experimental inquiry, and decision-making.
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<b>Theory of Action statement:</b>			
If teachers consistently and regularly incorporate meaningful discourse during all learning blocks in which students are given varied opportunities to investigate, explore, practice social construction of knowledge, and use of inductive and deductive reasoning, then students' performance on end of unit and end of year assessments will improve.			
Action/ Activities	Person (s) responsible	Monitoring checks	Results Indicators
Engage students in activities that involve high order questioning and making judgments about books, writing pieces, scientific theory etc.	Classroom Teachers	Daily use of 'dirty papers' formative assessment checklist	Increase in writing, critical thinking and logical reasoning
Engage students in regular practice of exploring multiple ways to solve the same math problems, or provide explanations of why or why not sample results are correct	Classroom Teachers		

Engage students in daily practice of writing out their explanations/reasoning	Classroom Teachers		

**Goal 6:** Initiating an area of innovation and transformation for the school  
**(this statement is to be developed and worded by the principal and the plan included)**

## Place/Project-Based Learning (PBL)- School Garden

If students engage in PBL, then they will gain skills that will help them solve a wide array of problems inside and outside of school. The garden experience will offer opportunities to integrate curriculum across subject areas, work cooperatively on real tasks, allows students to make connections to their school and provide opportunities for community involvement- with neighbors, volunteers, parents and community businesses.

Research states: 1) When students use their bare hands to work in the garden, it increases the serotonin in their brain. Serotonin is a natural anti-depressant which also strengthens the immune system. A lack of serotonin in the brain causes depression. 2) There is a release of dopamine in the brain when we harvest products from the garden. This response evolved from hunter gathering, that when food was found (gathered or hunted) a flush of dopamine released in the reward center of the brain triggered a state of bliss or mild euphoria. The dopamine release can be triggered by sight (seeing a fruit or berry) and smell as by the action of actually plucking the fruit.

Action/Activities	Person Responsible	Monitoring checks	Results Indicators
Make a list of all of the tools and materials needed to create the garden as well as which vegetables/ or herbs they will grow	Classroom teacher and students	Week one	Students will build vocabulary skills
Research which vegetables/ herbs will be best to plant for that specific time of the year, how to plant them, how long they will take to sprout, how to care for them	Classroom teacher and students	Week three	<ul style="list-style-type: none"> <li>Students gain an understanding of where food really comes from</li> <li>Students gain an understanding of seasonality</li> </ul>
Brainstorm and make a drawing of their garden, indicating what they will plant and the spacing of the seedlings (draw to scale for upper school students)	Classroom teacher and students	Week five	Students will increase their mathematical skills in measuring, area, perimeter, scale drawing
Plant the seedlings, make predictions on when to harvest the vegetables/herbs and observe their growth through measuring. Draw pictures or take photos of the stages and create a booklet.	Classroom teacher and students	Weeks six to harvest time	Students will enhance their prediction and observation skills
Create signs to advertise days the vegetables/herbs will be sold, where and time	Classroom teacher and students		Students will use persuasion to attract customers to purchase produce

**Goal 7: Collecting System Measures**

System Measures	Required by December 11 <sup>th</sup> 2020			Required by March 26 <sup>th</sup> 2021			Required by June 11 <sup>th</sup> 2021			Overall average July 7 <sup>th</sup> 2021		
	Raw Data	%		Raw Data	%		Raw Data	%		Raw Data	%	
Attendance Data for students termly System Target 95%		91%										
Attendance data for staff termly system Target 97%												
School population reading on and above grade level (benchmarks) Fountas and Pinnell	24/67	36%										
School population on IEPs termly	9/67	13%										
Suspensions desegregated data termly Gender OSS, ISS	Gender	Out of School Suspension	In School Suspension	Gender	Out of School Suspension	In School Suspension	Gender	Out of School Suspension	In School Suspension	Gender	Out of School Suspension	In School Suspension
	Male	0	0	Male			Male			Male		
	Female	0	0	Female			Female			Female		
# of MTSS meetings held termly	3											
Health and Safety meetings & Minutes submitted termly	4											

**Site Based Professional Learning Outline**

**Goal 8:** Customizing a professional learning plan for teachers to support the Instructional Core areas of the School Improvement Plan requiring improvements (Professional Development Plan)

Date of PL session	Focus of PL session	Anticipated change in practice	Type of Artifacts for review What and How	Results Indicator - Impact
12/2/2020	Discuss the importance of critical and creative thinking for student engagement and rigor in the classroom	Develop critical and creative questions  Pose more questions through facilitation rather than providing information for students. Students ascertain answers on their own.	<b>What:</b> <del>Handout on Thinking Questions by Kagan Publishing</del> <b>How:</b>  Discussion	Student engagement increases as they grapple with tasks
1/6/2021	Types of Thinking Questions  - Fat vs. Skinny - High Consensus vs. Low Consensus - True vs. Review	Increase in use of fat, high-consensus and true questions	<b>What:</b>  Handout  <b>How:</b>  Identify the 3 different types of questions and state	Teachers will create a more stimulating classroom environment that encourages increased student participation
11/17/2020	Developing Critical and Creative Questions	Use a variety of types of critical and creative questions	<b>What:</b>  Handout	Teachers will create a more stimulating classroom environment that encourages increased student participation

			<b>How:</b>  Create questions for their upcoming unit of study	
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