



# École Bastion Elementary School Improvement Plan 2022 - 2023



## CONTEXT:

*Describe your school: students, FTE, geographic location, community values, demographics, unique needs, etc.*

École Bastion Elementary is a dual track elementary school, providing English and French Immersion opportunities to students in Kindergarten to Grade 5. Our school continues to be held in high regard by the community of Salmon Arm and maintains a healthy relationship with community members in the Salmon Arm area. The facility includes seventeen divisions, a large gym, a library, a multi-purpose room and a music room. Our library is well-located at the front of our school and hosts student/parent centered activities. Our school also offers the One-to-One Children's Literacy program, as well as an early intervention reading program, for both our English and French Immersion students. These programs are designed to increase the motivation and interest in reading and books.

The students of École Bastion Elementary demonstrate interest in leadership, sporting activities, service projects and cultural events. Many experiences are offered at the school, such as student leadership, choir, chess, volleyball, basketball, cross country running, track & field, cross country skiing, and the Bastion Fun Floor Hockey League. When possible, we try to create a sense of community by supporting multi-age activities. All these events help develop student relationships in positive ways.

We continue to focus on healthy living with a daily classroom-based Physical Education program. We encourage healthy eating through the BC School Fruit and Vegetable Nutritional Program, a PAC sponsored monthly Hot Lunch Program, as well as a breakfast/lunch program financially supported by the PAC and the Salmon Arm and Shuswap Rotary clubs.

The Parent Advisory Council (PAC) plays an integral part in helping to make this school a vibrant learning community. The parents assist by hosting school-wide events, providing thoughtful and constructive feedback on educational matters and support school initiatives with significant financial aid. The PAC consistently has 10 - 12 members in attendance at monthly meetings (in-person or virtual) and is a positive and energetic team.

The student population has declined since 2017, with some fluctuation from year to year. In 2017 there were over 400 students, as compared to the current enrolment of 360 students for 2022-2023. There are 121 students currently enrolled in our English program, and 239 students enrolled in the French Immersion program. The student population is 51% male and 49% female. Students who are of Indigenous ancestry make up 9% of the population and students with special needs account for 7% of the population (low incidence = 58%, high incidence/gifted = 19%, behaviour/mental health = 23%). 260 families are part of our school community.

École Bastion Elementary is currently staffed with eighteen classroom teachers (18.4 FTE), two Learning Resource Teachers (1.8 FTE), two Music Teachers (1.2 FTE), a Teacher-Librarian (0.80 FTE), seven Certified Education Assistants (270 hrs/week), two secretaries (46 hrs/week) and two custodians. Itinerant staff members include a Literacy Support Teacher, a Speech and Language Pathologist, an Area Counsellor, and an Indigenous Education Worker (12 hrs/week). The principal is assigned 1.0 FTE administration. The vice-principal is assigned 0.2 FTE administration, 0.4 FTE classroom teaching, and 0.4 FTE District French Language Co-ordinator.

## GOALS:

*Must be specific, measurable achievement goals that can be supported by data. Include specific targets for data.*

### LITERACY

To develop all students' ability to read and write with accuracy and fluency, by creating classrooms of highly engaged readers, writers, and learners.

### NUMERACY

To develop all students' foundational skills and concepts in Numeracy (number sense, patterns and relations, spatial sense, and statistics and probability), enabling students to successfully apply those skills and concepts to a wide range of real-life situations.

## RATIONALE

*Discuss why your school has chosen to focus on these specific goal areas. Include a summary of information based on your work with the **Observable Impact** tools or other data-driven dialogue tools you have used.*

### LITERACY

Literacy "equips students with the language skills they will need for success in school, community, career, and life. It provides students with the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others," (Ministry of Education, 2019).

Based on English PM Benchmarks, Bastion staff would like to see a significant increase in the number of students who are "Proficient" or "Extending" in reading, especially in Grades 1 – 3.

There is currently no school-wide assessment to measure our students' ability to communicate as writers. However, based on Grade 4 FSA Writing results, the students are not achieving high levels of success in writing.

### NUMERACY

"Through the study of mathematics, students learn how to make accurate, informed, and ethical choices relating to the collection, analysis, and presentation of data. They learn how to make sound inferences and decisions through their experiences with problem solving in situational contexts. Throughout the Mathematics curriculum, students foster a strong numeracy foundation that is applicable in all areas of their lives," (Ministry of Education, 2019).

Based on the Middle Years Development Instrument and the Student Learning Survey, students at Bastion have identified Math as a significant source of stress and worry.

## DATA SUMMARY

*Part 1: Provide data that illustrates your goal and areas for continued focus. This may include a blend of quantitative and qualitative information.  
Part 2: Data analysis: summarize what the data currently shows, celebrations/improvement and areas for further growth.*

### LITERACY

Click on the following link to view a .pdf of data for Bastion Elementary:  
[https://bassd83.files.wordpress.com/2022/09/bas\\_sip-data-2022-2023-3.pdf](https://bassd83.files.wordpress.com/2022/09/bas_sip-data-2022-2023-3.pdf)

- Page 4: Grade 4 Student Learning Survey (Literacy)
- Page 5: Grade 4 FSA Reading Trends
- Page 6: PM Benchmarks (English)
- Page 7: GB+ Benchmarks (French)
- Page 8: Grade 4 FSA Writing Trends

#### Data analysis:

- In October 2022, 69% of our Gr. 4 students were shown to be “On Track” or “Extending” on the Literacy portion of the FSA. Please note: the new format of the FSA combines Reading and Writing, as a literacy component and score. Our goal is to continue to improve our Grade 4 students reading skills, so 85% or more of our students are “On Track” or “Extending”.
- Based on PM Benchmark results, 66% of our English students were “Proficient” or “Extending” in Gr. 1 – 5. This is a 10% increase from 2020-21. A specific target for improvement has not been set, as we would like to see consistent improvement over the next two years.
- French Immersion reading data was collected for the first time. Based on GB+ benchmark results, 49% of the students were “Proficient” in Gr. 1-5. A specific target for improvement has not been set, as we would like to see consistent improvement over the next two years.
- Bastion does not have data specific to Writing, as there was a change in the way the FSA was scored. School staff is considering implementing a School Wide Write to collect some data on our students’ writing.

### NUMERACY

Click on the following link to view a .pdf of data for Bastion Elementary:  
[https://bassd83.files.wordpress.com/2022/09/bas\\_sip-data-2022-2023-3.pdf](https://bassd83.files.wordpress.com/2022/09/bas_sip-data-2022-2023-3.pdf)

- Page 10: Grade 4 Student Learning Survey (Numeracy)
- Page 11: Grade 4 FSA Numeracy
- Page 12 – 17: Grade 1 – 5 SNACC Results

#### Data analysis:

- The FSA results show our Grade 4 students have been improving their numeracy skills and problem-solving. Results show 63% of our Gr. 4 students are “On Track” or “Extending” in 2022, which is decline of 25% from last year. The goal is to improve the percent of students who are “On Track” or “Extending”, so Bastion Gr. 4 students are back at the 85% - 90% success range.
- Based on the SNACC results, the following areas will be a focus at Bastion:
  - Grade 1: decomposition/recomposition, doubles, adding/subtracting,
  - Grade 2: subtraction, problem-solving,
  - Grade 3: addition, subtraction, problem-solving,
  - Grade 4: multiplication, proportional reasoning,
  - Grade 5: multiplication/division, perimeter, problem-solving.
- By focusing on addition/subtraction in the primary grades and multiplication/division in the intermediate grades, our goal is to see improvement in these areas, as well as problem-solving where the skills of addition, subtraction, multiplication, and division are used.

## STRATEGIES AND SUPPORTS

*Identify specific strategies and supports for both **students** and **staff** that will support the goals.*

### LITERACY

- **Develop a Literacy Team made up of Bastion teachers to focus on initiatives and organize resources.**
- Receive support from the SD83 Literacy Support Teacher program.
- **Purchase books for an English and a French Home Reading Program. Books will be shared between classes and made available for students to practice reading at home, using levelled books.**
- Encourage specific families to enrol students in virtual or face-to-face One-to-One Children's Literacy Program (LASS).
- Using federal French funds, hire a CEA to support reading in the French Immersion program.
- **Train high school volunteers to focus on specific reading strategies, then work one-on-one with students (similar to One-to-One program).**
- Provide parent information sessions on supporting reading at home, via Teams or face-to-face.
- Ensure teachers are using the same benchmark assessment systems (eg. PM Benchmarks - English and GB+ - French).
- Implement a school-based Writing assessment (eg. School Wide Write).
- Foster cross-curricular literacy to emphasize the importance of communication.
- Purchase online French reading resources, for families to use at home
- Develop a writing continuum.

*Bold items are top priority action items.*

### NUMERACY

- **Develop a Numeracy Team made up of Bastion teachers to focus on initiatives and organize resources.**
- **Teachers will continue to make 60 minutes/day of numeracy a priority. Students will be exposed to numeracy through direct instruction, exploration, inquiry, as well as being integrated with other parts of the curriculum.**
- Ensure all interested teachers receive Learning Carpet training, related to Numeracy.
- **Continue with the Math Problem of the Week and start to display student solutions/strategies on a hall bulletin board.**
- Implement school-wide Math Talk Tuesday.
- Continue to use the SNACC.
- **Implement the Peer Coaching math program, with student leaders helping strengthen younger students' math skills. Provide opportunities within Learning Cohorts.**
- Foster cross-curricular connections between Music and Math, as they are closely linked.

*Bold items are top priority action items.*

## PROFESSIONAL LEARNING

*Identify specific learning or initiatives at the school and/or district level that will build the staff capacity in the goal areas.*

### LITERACY

- French Immersion teachers will receive in-service on the use of GB+ as an assessment tool.
- Eight teachers will participate in the Powerful Writing Structures Cohort Series.
- Five teachers will participate in a school-based book club, using the book Shifting the Balance.
- Teachers will collaborate with the Literacy Support Teacher.
- Teachers will share strategies and celebrations at monthly staff meetings.

### NUMERACY

- Teachers will participate in Box Cars and One-eyed Jacks workshops.
- Teachers will work alongside a Numeracy Helping Teacher to review SNACC results and develop plans for next steps.
- Teachers will share strategies and celebrations at monthly staff meetings.

## EQUITY, DIVERSITY, AND INCLUSION

### **EQUITY:**

How are Indigenous ways of knowing and being embedded in curriculum?

1. *Learning is connected to land, culture, and spirit.*
  - Outdoor learning with a focus on nature (identification, conservation, respect, value of).
  - *Further discussion required.*
2. *Learning honours our Ancestors, Elders, Knowledge Keepers, and Descendants.*
  - *Further discussion required.*
3. *Learning involves developing relationships, respecting distinct cultures, and honouring the perspective of others in our communities.*
  - *Further discussion required.*
4. *Learning is a journey that takes courage, patience, and humility.*
  - *Further discussion required.*

What initiatives are being implemented to support the Truth and Reconciliation Calls to Action?

- Acknowledgement of the territory/land at the beginning of meetings and assemblies.
- School-wide support for Orange Shirt Day, with age-appropriate stories and discussions about residential schools.
- School-wide participation in Indigenous Traditional Games Day, facilitated by Indigenous Education Worker and Grade 4/5 students.
- Past participation in Secwepemc language lessons with Sandra Eustache.

**DIVERSITY:**

What strategies and structures are being implemented to embrace diversity with regards to ethnicity and gender identity?

- Purchase of several Black, Indigenous, and People of Colour (BIPOC) books and Sexual Orientation Gender Identity (SOGI) books in our library.
- Recognize different cultures/ethnicities during months of focus (eg. Black History Month, Asian Heritage Month, Indigenous Storytelling Month).
- Form a SOGI team of teachers who promote the SD83 Goals for SOGI Inclusive Education and model/highlight best practices.
- Focus on gender-neutral ways to address groups of students.
- Purchase Pride flags to display in the school's library.
- Showcase Pride projects created by students, during Pride Month.

**INCLUSION:**

What strategies, supports and professional learning is being implemented to enhance classroom teachers' capacity to differentiate instruction?

- Teachers work closely with Learning Resource Teachers to develop inclusive practices to differentiate instruction.
- Many teachers implement a Centers based approach to learning, so all students can participate and work at their own level.

**SOCIAL EMOTIONAL LEARNING**

What strategies and supports are being implemented to increase a sense of belonging, with a particular focus on Indigenous learners and their families?

- Create a very welcoming and supportive culture, where are comfortable being at the school and feel they have a voice.
- Support families with food security.
- Indigenous Education Worker making early contact with students' families and maintaining contact throughout the school year.

What strategies and supports promote increased proficiency in the Core Competencies?

- Teachers consistently focus of the Core Competencies of Communication, Thinking, and Personal & Social.
- Each year, students become comfortable doing self-assessments, with a focus on providing evidence to support their goals and self-evaluation.