



# Somerset Primary School Improvement Plan 2015-2018



# Introduction

## Vision

Our vision at Somerset Primary School is to teach students to think, take responsibility for their own learning and empower them to produce knowledge through understanding ; we expect students to internalize and be life-long practitioners of our 'Bee-attitudes' (Core Values) .

## Mission

At Somerset Primary School, our mission is to provide quality education in a caring environment that will recognize various cultural, intellectual and social differences, with the sole aim of developing the whole child

## School Profile

### Student Enrollment – 2015 – 16

Year	Total	Gender	
2015 – 16	<b>122</b>	Boys	63
		Girls	59
2016 – 17		Boys	
		Girls	
2017 – 18		Boys	
		Girls	

### Student Ethnicity – 2015 -16

Year	Gender	Black	White	Other
2015 – 16	Boys	38	17	8
	Girls	48	4	7
	<b>Total</b>	<b>86 (70%)</b>	<b>21 (17%)</b>	<b>15 (12%)</b>
2016 – 17	Boys			
	Girls			
	<b>Total</b>			
2017 – 18	Boys			
	Girls			
	<b>Total</b>			

**Special Education 2015-16**

Year	Students with disabilities	Students with IEPs	English as a 2 <sup>nd</sup> Language (ESL)
2015 – 16	<b>2 (16%)</b>	<b>17 (14%)</b>	<b>1 (.8%)</b>
2016 – 17			
2017 – 18			

**Teaching Staff Ethnicity, Gender & Degree 2015-16**

Ethnicity	Gender		Bachelors	Masters +	Paras	Custodial	Administrative Assistant
Black	Male	3	-	1	-	2	-
	Female	11	2	5	3	-	1
White	Male	1	1	-	-	-	-
	Female	5	3	2	-	-	-
Other	Male		-		-	-	-
	Female	1	-	1	-	-	-
<b>TOTAL</b>		<b>21</b>	<b>6</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Student Attendance**

Year	Total
2014 – 2015	93%
2015 - 2016	
2016 - 2017	

**Teacher Attendance**

Year	This School %	BPSS Average %
2014 - 2015		
2015 - 2016		
2016 - 2017		

**Suspensions/Behavioral Infractions**

Year	Suspension	Fighting	Non-compliance	Morals	Destruction of Property	Theft
<b>2015 – 2016</b>						
<b>2016 – 2017</b>						
<b>2017 – 2018</b>						





# Bermuda Public School System Profile

---

The Ministry of Education is committed to transforming the education system to ensure all children have access to a challenging curriculum with caring educators. At the heart of the Ministry's reform efforts is the focus on improving teaching and learning. The Ministry of Education has responsibility to provide public education of all children up to the age of 18. Our vision has been to deliver a first class education of global standards ensuring students reach their full potential. Currently, there are 37 institutions of learning that comprise the Bermuda Public Schools. These are 10 preschools, 18 primary schools, 5 middle schools, 2 Senior Schools; one special school and an Alternative Education Programme. These programs service approximately 5500 students.

## **Vision**

To deliver a first class education of global standards ensuring students reach their full potential.

## **Mission**

The Bermuda Public School System will deliver a rigorous curriculum customized to meet the needs of individual students, using challenging learning experiences, appropriate assessments, and efficient support that holds us all accountable for a quality education in the 21st Century.

## **Core Values**

- *Each individual has dignity and worth.*
- *Education is for all and learning never stops.*
- *High expectations and challenging curriculum lead to greater achievement.*
- *Our cultural heritage is important and diversity enriches our lives.*
- *Parental and community involvement is essential for successful schools.*
- *Outstanding, highly trained and dedicated personnel are critical for student success.*
- *Technology must be used to enhance education.*
- *Every person has the right to be safe.*
- *Service to others is a moral imperative.*
- *Facilities must support achievement in academics, activities, athletics and the Arts.*

# System Improvement Priorities

---

## **Improving Mathematics and Literacy Outcomes**

*Implement the National Mathematics and National Literacy Strategies with fidelity in all schools to ensure that at least 75% of all classrooms proficiently model Teaching through Problem Solving teaching by June 2018.*

---

## **High quality instruction for every child, in every classroom, at every level, every day**

*Establish a core instructional framework in all schools that will increase the quality of teaching as evidenced by the Danielson Framework for Effective Teaching and Learning by June 2018.*

---

## **Building a foundation for Early Childhood inquiry**

*Establish an inquiry model of teaching in 100% of Preschool, P1 and P2 classrooms which will foster creative thinking and strengthen implementation of the designated curriculum.*

---

## **Supporting all students to succeed utilizing a Multi- Tiered System of Supports**

*Implement a Multi-Tiered System of Supports (MTSS) to improve school culture and positive behavior and academic outcomes by ensuring that 100% of schools implement MTSS Tiers 1 to 3 with high fidelity as measured by the adopted system Benchmark of Quality by June 2018.*

---

## **Increasing the overall energy efficiency of schools**

*Ensure that 100% of schools and Department create and implement individualized energy plans aligned with the Department of Energy's Energy Policy which will decrease energy expenditures by 15% by March 2018.*

---

## **Promoting healthy schools and lifestyles for all students**

*Ensure that 70% of students in primary and middle will attain the Healthy Fitness Zone in three out of five areas for their age and gender based on Fitness Gram assessments by June 2018.*

---

# BPSS System Improvement Goals and School Improvement Targets 2015 - 2018

**Goal #1: Math:** Increase the percent of **P5, M2 and S1** students achieving a **3** in the three components of the **Problem Solving Rubric** (including Mathematical Knowledge, Strategic Knowledge and Communication) for the Problem Solving Task by 5% each year.

	System's Current Data - 2015 P5			System's Current Data - 2015 M2			System's Current Data-2015 S1		
	MK	SK	C	MK	SK	C	MK	SK	C
<b>Prob #1</b>	<b>21%</b>	<b>30%</b>	<b>14%</b>	<b>3%</b>	<b>3%</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>	<b>0%</b>
<b>Prob #2</b>	<b>14%</b>	<b>18%</b>	<b>13%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>3%</b>	<b>2%</b>
<p><b>School's Data Points:</b></p> <p style="text-align: center;"><b>Problem #1</b></p> <ul style="list-style-type: none"> <li>• Mathematical Knowledge: 22% of the 2015 cohort achieved a 3 or higher in Problem 1</li> <li>• Strategic Knowledge: 33% of the 2015 cohort achieved a 3 or higher in Problem 1</li> <li>• Communication: 11% of the 2015 cohort achieved a 3 or higher in Problem 1</li> </ul> <p style="text-align: center;"><b>Problem #2</b></p> <ul style="list-style-type: none"> <li>• Mathematical Knowledge: 17% of the 2015 cohort achieved a 3 or higher in Problem 2</li> <li>• Strategic Knowledge: 17% of the 2015 cohort achieved a 3 or higher in Problem 2</li> <li>• Communication: 17% of the 2015 cohort achieved a 3 or higher in Problem 2</li> </ul>									
Year 1 Target %students - 2016			Year 2 Target -%students - 2017			Year 3 Target - %students 2018			
MK	SK	C	MK	SK	C	MK	SK	C	
25% of the 2016 cohort will achieve a 3 or higher	35% of the 2016 cohort will achieve a 3 or higher	15% of the 2016 cohort will achieve a 3 or higher	20% of the 2016 cohort will achieve a 3 or higher	20% of the 2016 cohort will achieve a 3 or higher	10% of the 2016 cohort will achieve a 3 or higher	30% of the 2016 cohort will achieve a 3 or higher	40% of the 2016 cohort will achieve a 3 or higher	25% of the 2016 cohort will achieve a 3 or higher	



**Goal #2: Literacy:** Increase the percent of 1) **P5, M2, and S1** students achieving proficiency in the **System-wide Writing Prompt** and 2) **P4, P6, M3 and S3** students reading on grade level as indicated by the **GRADE assessment** by 5% each year.

<b>Current Data per 2015 System-wide Writing Prompt (percent (%) proficient):</b>			
<b>P5</b>	<b>M2</b>	<b>S1</b>	
<b>21%</b>	<b>19%</b>	<b>21%</b>	
<b>Current Data per 2015 System-wide GRADE assessment (percent (%) on or above grade):</b>			
<b>P4</b>	<b>P6</b>	<b>M3</b>	<b>S3</b>
<b>60%</b>	<b>51%</b>	<b>46%</b>	<b>52%</b>
<b>School's Data Points:</b> <ul style="list-style-type: none"> <li>5/18(28%) of the 2015 P5 cohort achieved proficiency in BPSS System-wide Writing Prompt.</li> <li>17/27(63%) of the 2015 P4 cohort read on or above grade level, as indicated by the GRADE assessment.</li> <li>11/17(65%) of the 2015 P6 cohort read on or above grade level, as indicated by the GRADE assessment.</li> </ul>			
<b>Year 1 Target – #/%students achieving 3 on Writing Prompt 2016</b>	<b>Year 2 Target - #/%students achieving 3 on Writing Prompt 2017</b>	<b>Year 3 Target - #/%students achieving 3 on Writing Prompt 2018</b>	
<ul style="list-style-type: none"> <li>14/26 (54%) of the 2016 P5 cohort will achieve proficiency (3+) in BPSS System-wide Writing Prompt.</li> </ul>	<ul style="list-style-type: none"> <li>6/12 (50%) of the 2017 P5 cohort will achieve proficiency (3+) in BPSS System-wide Writing Prompt.</li> </ul>	<ul style="list-style-type: none"> <li>10/17 (59%) of the 2018 P5 cohort will achieve proficiency (3+) in BPSS System-wide Writing Prompt.</li> </ul>	
<b>Year 1 Target – #/%students achieving on/above on GRADE 2016</b>	<b>Year 1 Target – #/%students achieving on/above on GRADE 2017</b>	<b>Year 1 Target – #/%students achieving on/above on GRADE 2018</b>	
<ul style="list-style-type: none"> <li>7/12 (58%) of the 2016 P4 cohort read on or above grade level, as indicated by the GRADE assessment.</li> <li>10/18 (56%) of the 2016 P6 cohort read on or above grade level, as indicated by the GRADE assessment.</li> </ul>	<ul style="list-style-type: none"> <li>11/17(65%) of the 2017 P4 cohort read on or above grade level, as indicated by the GRADE assessment.</li> <li>14/26 (54%) of the 2017 P6 cohort read on or above grade level, as indicated by the GRADE assessment.</li> </ul>	<ul style="list-style-type: none"> <li>14/21(67%) of the 2018 P4 cohort read on or above grade level, as indicated by the GRADE assessment.</li> <li>8/12 (67%) of the 2018 P6 cohort read on or above grade level, as indicated by the GRADE assessment.</li> </ul>	

**Goal#3: Classroom Instruction:** Increase the percent of lessons observed in PreSchool through S4 receiving a proficient or distinguished rating in the Instruction Domain of the Danielson Framework by 10% each year.

<b>System's Current Data:</b>		
<ul style="list-style-type: none"> <li>▪ <b>Thirty percent (30%)</b> of lessons observed (through benchmark data in the Primary Review &amp; Middle School Audits) received a rating equivalent to proficient or distinguished in the Instruction Domain of the Danielson Framework.</li> </ul>		
<b>School's Current Data Points:</b>		
<ul style="list-style-type: none"> <li>• 44% of lessons observed received a rating equivalent to proficient or distinguished in the Instruction Domain of the Danielson Framework</li> <li>•</li> </ul>		
<b>Year 1 Target - %lessons – 2016</b>	<b>Year 2 Target - %lessons – 2017</b>	<b>Year 3 Target - %lessons – 2018</b>
54%	64%	74%

**Goal#4: Inquiry** - Increase the number/percent of Preschool through P2 lessons receiving a proficient rating in **3b:** Teacher questions, **3e:** teacher responsiveness, and **3c:** student engagement of the Instruction Domain of Danielson by 10% each year

<b>Current System Data:</b>		
<ul style="list-style-type: none"> <li>▪ <b>Thirty percent (30%)</b> of lessons observed (through benchmark data in the Primary Review &amp; Middle School Audits) received a rating equivalent to proficient or distinguished in the Instruction Domain of the Danielson Framework.</li> </ul>		
<b>School's Current Data Points:</b>		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
<b>Year 1 Target - #/%lessons - 2016</b>	<b>Year 2 Target - #/%lessons - 2017</b>	<b>Year 3 Target - #/%lessons - 2018</b>
50%	60%	70%

**Goal #5: MTSS - Decrease the percent of In- and Out-of-School Suspensions and Out-of-Class Referrals** reported in PowerSchool and to the School Office for P3 through S4 and PreS through S4 respectively by 5% each year.

System's Current (2015) In- and Out-School Suspension (I/OSS) Data:													
	Tot.	M/F	P3	P4	P5	P6	M1	M2	M3	S1	S2	S3	S4
ISS	219	M-158 F- 61	0	3	3	8	42	29	54	33	26	11	8
OSS	132	M-99 F-33	0	0	0	0	4	14	45	32	22	10	5
<b>TOT/%</b>	<b>351</b>	<b>M-257 F-94</b>	<b>0</b>	<b>3 1%</b>	<b>3 1%</b>	<b>8 2%</b>	<b>46 13%</b>	<b>43 12%</b>	<b>99 28%</b>	<b>65 19%</b>	<b>48 14%</b>	<b>21 6%</b>	<b>13 4%</b>
Referrals	To be benchmarked in 2016-2017 (possible to benchmark March – June 2016).												
<b>School's Current Data Points:</b> <ul style="list-style-type: none"> <li>• There were no in/out-of school suspensions for the 2014-2015 school year.</li> <li>• There were ~20 out-of-class referrals for the 2014-2015 school year.</li> </ul>													
<b>Year 1 Target - #I/OSS/Ref - 2016</b>				<b>Year 2 Target - #I/OSS/Ref - 2017</b>				<b>Year 3 Target – #I/OSS/Ref 2018</b>					
3% decrease in out-of-class referrals				3% decrease in out-of-class referrals				4% decrease in out-of-class referrals					

**Goal #6: Healthy Students** - By June 2018, ensure that 70% of students in P5 through S3 attain the Healthy Fitness Zone in three (3) out of five (5) areas (i.e., for their age and gender) based on the Fitness Gram assessments.

Current System Data:															
P5		P6		M1		M2		M3		S1		S2		S3	
B	G	B	G	B	G	B	G	B	G	1 <sup>st</sup>	39%	1 <sup>st</sup>	53%	1 <sup>st</sup>	41%
154	158	166	123	137	144	94	124	106	109						
120	104	121	72	74	69	46	55	67	50	2 <sup>nd</sup>		2 <sup>nd</sup>		2 <sup>nd</sup>	
78%	66%	73%	59%	54%	48%	49%	44%	63%	46%						
<b>72%</b>		<b>67%</b>		<b>51%</b>		<b>46%</b>		<b>54%</b>							
<b>Year 1 Target -2016</b> 70% of students in P5 and P6 will attain the Healthy Fitness Zone in three (3) out of five (5) areas after post-test.				<b>Year 2 Target – 2017</b> 70% of students in P5 and P6 will attain the Healthy Fitness Zone in three (3) out of five (5) areas after post-test.				<b>Year 3 Target– 2018</b> 70% of students in P5 and P6 will attain the Healthy Fitness Zone in three (3) out of five (5) areas after post-test.							

**Goal#7: Energy Efficiency:** Reduce the Department’s energy expenditure in preschool (PreS), primary (PS), and middle schools (MS) by 15% by March 2018.

<b>PreSchool BELCo Expenditure - 2015</b>	<b>Primary BELCo Expenditure - 2015</b>	<b>Middle BELCo Expenditure - 2015</b>
<b>\$96,223</b>	<b>\$723,871</b>	<b>\$606,176</b>
<b>School Current Data Points:</b> <ul style="list-style-type: none"> <li>• A total of 27,907 was spent on electricity</li> <li>•</li> <li>•</li> </ul>		
<b>Year 1 Target – E/reduction 2016</b>	<b>Year 2 Target – E/reduction 2017</b>	<b>Year 3 Target – E/reduction 2018</b>
Reduce energy expenditure by 5% (12,558.15+)	Reduce energy expenditure by 5%	Reduce energy expenditure by 5%

## **BPSS School Action Plan Template 2015 – 2018**

	<b>System Goal</b>	<b>Year</b>	<b>Lead</b>	<b>Resources/Tools</b>	<b>Monitoring</b>	<b>Results Indicator</b>
--	--------------------	-------------	-------------	------------------------	-------------------	--------------------------

Please indicate actions you will take to improve your individual school's results in the 5 goal areas in the next three years. These actions should demonstrate the following:

- Critical reflective thinking about your school's data and demographic,
- Consist of high leverage adult actions as highlighted in the system improvement frameworks (i.e., National Math & Literacy Strategy, MTSS Framework, Inquiry Framework, etc.)
- Continuous improvement (getting better with each year) AND
- Staff, Parental (PTA) and or School Council Involvement.

## BPSS School Action Plan Template 2015 – 2018

									Person	Needed		
Action and Strategy	1	2	3	4	5	'16	'17	'18				
<b>Instruction</b>	X	X	X	X	X	X	X	X				
Use differentiated instruction models to guide planning and instruction									Math Leadership Team/ Principal	Carol Ann Tomlinson: Leading and Managing a Differentiated Class-room	Daily Class-room Observations Individualized lesson plans	75% Mastery of concepts flagged for 'Extended Day' lessons  100 % Individual Gains in June 2016 G-MADE Assessment
<b>Math</b>	x		x			x	x					
<p>Improve students' ability to read and respond to problems by showing, explaining and demonstrating, how they arrived at their, solution(s) by:</p> <ol style="list-style-type: none"> <li>1. Linking math to all content areas, specifically reading.</li> <li>2. Providing students with the opportunity to journal their responses to questions modeled on the Cambridge format.</li> <li>3. Employing inquiry/task based model of instruction for all Thursday Mathematics lessons.</li> <li>4. Extended-day learning for under-performing students</li> <li>5. Teachers will engage in Professional Learning Community</li> <li>6. Improve teacher performance /Align classroom observations with Charlotte Danielson's Framework for Teaching</li> </ol>									Math Leadership Team/ Principal	DOE Mathematics Resource Page  Math Advantage: Problem Solving Tasks & Rubric  Cambridge Progression Tests  Past Checkpoint Exam Papers <u>Making Sense:</u> Teaching and Learning mathematics with Under-standing  Danielson Evaluation Form	Common Assessment Results  Students' responses in Math journals Improvement in students' on task/alignment in responses to formative and summative assessments Classroom Observations Bi-weekly PLC sessions	50% of P5 students will demonstrate sophisticated or in-depth understanding in all areas of problem solving  75% Mastery of End-of-Unit Task assessments  100% compliance in facilitating inquiry/ task based instruction  80% of observed lessons at proficient/ distinguished performance ratings (Danielson)

# BPSS School Action Plan Template 2015 – 2018

Action and Strategy	System Goal					Year			Lead Person	Resources/ Tools Needed	Monitoring	Results Indicator
	1	2	3	4	5	16	17	18				
<b>Literacy</b>		X	X	X		X	X	X				
<p>Improve reading comprehension by:</p> <ol style="list-style-type: none"> <li>Hiring a reading teacher</li> <li>Provide teachers with Professional development</li> <li>Use Bloom's Taxonomy to plan lessons that foster convergent and divergent Thinking</li> <li>Create lists of essential words for units of study, for each year level, across all subjects</li> <li>Teachers will receive training in instructional strategies that will improve reading comprehension skills among students"</li> <li>Utilize mentor readers for struggling readers and introduce an 'After School Reading Club' for struggling readers</li> <li>Improve teacher performance /Align classroom observations with Charlotte Danielson's Framework for Teaching</li> </ol>								Principal/HR Department  A. Russell/ Reading Teacher	Bloom's Taxonomy of Cognitive Processes Bloom's Taxonomy Verb Chart  readworks.org  High Interest low ability books Timeline novels Lit Pro  Danielson Evaluation Form  Computer Internet access	Fall Pre and Spring Post Test Assessments Six-week Assessment  Record of taught strategies will be kept in binder/ Lesson Plans	Reading Teacher employed  On-grade achievement in vocabulary portion of the GRADE assessment (P3-P6)  80 % mastery on Six-week/termly vocabulary assessment  Improvement in students' oral and written communication in formative and summative assessments  Graph of books read / Graph of Attendance  Increase in proficient and distinguished performance ratings (Danielson) Improved benchmark data in "beyond" and "about" the text comprehension.  Individualized growth in P3-P6 students' reading comprehension, as measured by GRADE assessment  100% Teachers' lessons plans include 'HO' action verbs from Bloom's Taxonomy	

## BPSS School Action Plan Template 2015 – 2018

Action and Strategy	System Goal					Year			Lead Person	Resources Needed	Monitoring	Results Indicator
	1	2	3	4	5	16	17	18				
<b>MTSS</b>												
1. Teach the core rules and behavioral expectations in each class 2. Post the 4 core school rules and Expectations throughout the school					X	X	X	X	Principal	MTSS hand-book/documents	Bi-weekly meetings	Conduct MTSS team meetings with an established agenda and adheres to action plan. Review of academic and behavior issues.
Share the school's behavioral expectations and core rules with parents (letter home, PTA meetings, newsletter, etc.)					X	X	X	X	Principal/MTSS Team			100% staff attendance
1. Identify key school-wide positive activities and events to reinforce expected conduct 2. Record positive conduct / accomplishments in PowerSchool					X	X	X	X	Mrs. Edwards	1. Poster of SPS Expectations/Rules 2. 'Bee Safe' outdoor crosswalk		100% teacher compliance 50% decrease in behavioral infractions
1. Identify the major (principal managed) and minor (staff managed) infractions and behaviors for the school 2. Ensure that all infractions are entered into PowerSchool					X	X	X	X	Principal	Power Point presentation SPS Wrong vs. Right MTSS Video		1. 100% PTA Attendance 2. 100% P1 Orientation Attendance
1. Teach the core rules and behavioral expectations in each class 2. Post the 4 core school rules and Expectations throughout the school					X	X	X	X	Mrs. Edwards/MTS S Team	1. Caught "Bee-ing" Good Certificates 2. Excellence Award 3. Honours Award		1. 50% increase in students being recognized for positive behaviour.
Share the school's behavioral expectations and core rules with parents (letter home, PTA meetings, newsletter, etc.)										1. Keeping you Informed (note to parents) 2. MOED Infraction Form		1. 95% decrease in students sent to the office 2. 100% reported infractions recorded in PowerSchool

Energy Efficiency Goal:	Year			Lead Person	Resources/ Tools Needed	Monitoring	Results Indicator
Action and Strategy	16	17	'18				
Band the BULB ; Minimize Air Conditioner Usage	X	x	x	Edwards Burch			
Use of LED Bulbs throughout the school		X		L. Siese			
Classroom Sensor lighting Monitor Wattage used monthly			X	S. DiMeglio			



## BPSS School Action Plan Template 2015 – 2018

<b>School Improvement Planning Team Members</b>		
<b>Name</b>	<b>Signature</b>	<b>Position/Representation</b>
O'Brien Osborne		Principal
Angela Edwards		Deputy Principal
Petra Barclay		Parent
Dawn Berry		Parent (Parent Council Chair)
Eddie Fisher		Parent
Sophia Burch		Counselor
Richard Campbell		Teacher (PE & IT)
Sabrina DiMeglio		Teacher (LS)
Alethia Gooden-Young		Teacher Leader (SS)
Beverly Monk		Teacher
Alicia Russell		Teacher Leader (ELA)
Lisa Siese		Teacher Leader (Science)
Rebecca Ward		Teacher
Karen Whitecross-Smith		Administrative Assistant
Winsome Wilson-Place		Teacher