

Bayside Middle School

School Improvement Plan 2017-2020



Mission Statement:

The mission of Bayside Middle School is for all students to follow the principles of STOMP (Success, Team Work, Ownership, Motivation, and Preparedness) in their daily lives and in the future.

Vision Statement

The vision of Bayside Middle School is to provide a safe and inclusive learning environment, a diverse curriculum and the development of overall student well-being.

School Profile

Bayside Middle School consists of grades 6, 7, and 8. We have a student population of 545 students and a staff of 32.4 full-time teachers. We have specialists in the areas of music, art, technology, and physical education. The school has a support team of thirteen full-time teacher assistants, a school intervention worker, one full-time administrative assistant, and a part-time librarian (3 days per week). We have many volunteers who help with coaching, transporting students, fundraising, offering presentations, and serving as guest speakers.

The student population is diverse and is drawn from the general East Saint John and outlying areas. Approximately 500 students are eligible for busing to and from school. Classes are inclusive, enabling the school to serve significant special needs population integrated into age appropriate classes. .

Our Parent School Committee (PSSC) currently consists of 13 members. This elected body works cooperatively with the school and supports and encourage us in our endeavors.

Points of Pride:

- STOMP Initiatives (PBIS)
- School Bands and Choir
- Drama Productions/Fine Arts Nights
- Broad-Based Technology Lab
- Two Computer Labs
- Charitable Donations: Bayside Middle School is proud to be associated with the following charitable causes: Children’s Wish Foundation, Romero House, N.B. Police Association, East Saint John Food Bank, JDRF, African School Project, Animal Rescue League, Josh Gunn Memorial Bursary.
- Partnerships: Bayside fosters partnerships with King’s Church, Subway- Bayside Drive, Jervis Bay Legion, East Saint John Minor Basketball Association, New Brunswick Music Festival, Community Policing, The Departments of Social Development and Mental Health, TRC, Irving Oil, The Learning Exchange, 97.3- The Wave, Subway- Bayside Drive, New Brunswick Youth Orchestra (NBYO).
- Student Council
- Leadership/Student Jobs
- Recycling Program
- Chefs Program
- Youth Equality Alliance (GSA)
- Enrichment Activities and Assemblies
- Writers in Schools workshop
- Heritage Fair
- Best Buddies
- Staff Exercise Centre
- Maker Space

Programs: Bayside Middle School offers both English and Late French Immersion programs, ensuring courses are scheduled in a manner that ensures New Brunswick Instructional Time Guidelines for K-8 are met.

14 English Homerooms

Mathematics
Language Arts
Science
Social Studies
French
Physical Education
Music
Art
Technology
PDCP

8 French Immersion Homerooms

Mathematiques
English Language Arts
Sciences naturelles
Sciences humaines
Francais
Physical Education
Music
Art
Technology

Extra-Curricular School Activities

- Athletic Leadership Committee
- Chess Club
- Lego Club
- Pokemon & DS Club
- Drama Club
- Beyond the Hurt
- Intramurals
- Stage and Sound Crew
- Café Francais
- Skiing and Snow Boarding
- Yearbook Committee
- Recycling Committee
- Student Jobs
- Robotics Club
- Band
- YEA (Gay Straight Alliance)
- Chefs Program
- Camera Crew
- Concours d'art oratoire
- Dance Committee
- Communities in Bloom
- Entrepreneurial Adventures
- Radio Show
- Maker Space
- Student Council
- Best Buddies
- Musical
- Fine Arts Nights
- From Me to We
- First Nation Link

Sports

- Soccer
- Cross Country
- Basketball
- Flag Football
- Volleyball
- Badminton
- Track and Field
- Cheerleading
- Girls Softball
- Rugby

Math

SMART GOAL #1: 75% of students will reach or exceed expectations on school-based formative and summative assessments.

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking
<p>1. Promote strong number sense and develop flexibility with numbers.</p> <p>1.1 Model and encourage the daily use of estimation to determine the reasonableness of an answer.</p> <p>1.2 Review, model and encourage the use of mental math strategies in daily classroom activities to develop flexibility with numbers.</p> <p>1.3 Use a variety of instructional strategies in daily instruction (concrete, pictorial and symbolic) to allow students a variety of</p>	<p>January 2018- January 2021</p>	<p>Math Teachers, ESS-R, ESS-N, Curriculum Document</p>	<p>Curriculum outcomes and word walls will be posted in all math classrooms.</p> <p>Overall school success rate on individual formative and summative assessments will be maintained or improved upon.</p> <p>Learners will be able to use models to explain their mathematical thinking when appropriate. They will also develop and use personal strategies to work with numbers.</p>	<p>*insert to be added at a later date</p>

<p>ways to explain and develop their thinking.</p> <p>1.4 Ensure that all learners develop automaticity of basic facts</p>				
<p>2. Develop effective formative and summative assessments to guide instructional practices.</p> <p>2.1 Implement district benchmark assessments twice annually at the grade 6 level and school-based common assessments at the grade 7 and 8 level.</p> <p>2.2 Develop teacher/student awareness of the provincial general mathematics rubric used to evaluate student understanding in each of the competencies (knowledge, problem solving and communication) being assessed.</p>	<p>January 2018- January 2021</p>	<p>Math Teachers, ESS-R, ESS-N, Curriculum Document</p>	<p>Benchmarks and school-based assessments will be administered and analyzed by teachers to help guide future instructional practices.</p> <p>Teachers and learners will be familiar with and understand the general mathematics scoring Achievement Indicators for curriculum outcomes can be used to assess student understanding.</p>	<p>*Grade 6 Math Benchmark completed in November and March</p> <p>*Grade 7 & 8 voluntary benchmark provided on the portal is also available for November and March</p> <p>*Achievement Indicators introduced in a “exit ticket” format at PLC in December. Grade 6 Math teachers using achievement indicator questions to review previously learned outcomes in the form of openers.</p> <p>*Using effective systems for the collection of data (either electronically or as hard copy)</p>

<p>2.3 Continue to use achievement indicators to assess student learning and to ensure students are meeting the outcomes at each grade level.</p>				
<p>3. Provide appropriate professional development opportunities for math teachers to further develop and enhance their teaching</p> <p>3.1 Use of math models for instructions</p> <p>3.2 Guided Math strategies</p> <p>3.3 Continuing with the pilot project “Leaps and Bounds” providing pre/post assessments to direct ability groups in classrooms</p> <p>3.4 Continue to use Smart Board math tools to guide instructions.</p> <p>3.5 PLC opportunities</p>	<p>January 2018- January 2021</p>	<p>Math teachers, Administrative leaders, ESS-N</p>	<p>Math models will be used in classrooms when appropriate to support instruction.</p> <p>Professional development opportunities for math teachers to further enhance their teaching practices will have taken place.</p>	<p>*Monthly PLCs are scheduled after school.</p>

Literacy – Reading

SMART GOAL #2: By June 2020, 90% of our students (at all grade levels) will reach a 3 (Meeting) or 4 (Excelling) in the Reading & Viewing strand of their June Report Card. On the November report card, 106/175 students reached this goal (61%).

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking
1. Review previous year's report card data. Complete a running record with anyone who has a 1 or 2 in reading at the end of grade 5. (Tier 2 & 3 students)	September of each year.	Classroom teachers with the support of the literacy lead.	Teachers will be able to identify students who are working below expectations and begin planning for instruction, based on data.	
2. All teachers in grade 6 will begin using reading screeners to assess the three levels of comprehension in September and February.	September and February, yearly.	Teachers, using OCA, White Boxes (ACRAR), and Standards document for texts.	There will be a record of the data, with at least 75% of students reaching a 3 or above on the June 2018 Report card. (80% by June 2019) (90% by June 2020)	
3. All students who are identified as "1" (working below) or "2" (approaching) will be grouped for small group, targeted instruction with texts at their level.	Early October		Groups will be set up. Discussions of grouping and regrouping will be included during PLC time.	

Lessons on “Good Fit Books” will support these students in choosing independent books.				
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Literacy – Writing

SMART GOAL #3: By June 2020, 90% of our students (at all grade levels) will reach a 3 (Meeting) or 4 (Excelling) in the Writing & Representing strand of their June Report Card.

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking
<p>1. Writing samples will be gathered in September & February and assessed using the standards-based grade level rubrics. Modified students will be assessed with rubric that matches their modified goals.</p>	<p>September: Demand piece of writing (Assessed by Trait)</p> <p>February: Demand or process piece of writing (Assessed by Trait)</p> <p>May: Demand or process piece of writing (Assessed overall)</p>	<p>Language Arts Teachers</p>	<p>Teachers will have an assessed writing sample for each student and data will be compiled.</p> <p>Teachers will be able to report that at least 90% of students have achieved appropriate on all traits.</p> <p>2018 – 75% 2019 – 80% 2020 – 90%</p>	
<p>2. Writing conferences (one-on-one) will occur during LA classes.</p>		<p>Literacy Teachers & EST-Rs</p>	<p>Each teacher will be able to share how they confer and the tools they use to document conferences.</p>	

3. Targeted mini lessons will be planned to address areas of weakness for the class.		Literacy Teachers	Lesson plans will match areas of difficulty noted from assessments results.	
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Positive Learning Environment

SMART GOAL #4: To strengthen engagement of families and foster community partnerships. To increase communication with parents so that they are aware of both academic and social activities at the school.

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking
1.1 All teachers will create homeroom distribution e-mail lists to communicate assignments, homework or upcoming events.	Yearly	All Staff	Teachers “cc” administrators on emails.	
1.2 Logged home contacts weekly.	Ongoing	All Staff	Teachers to log contacts on “S” Drive. Administration to monitor.	
2. Continued use of “Synervoice” to communicate with parents and students.	Ongoing	Pat Laskey	Improved Perception Survey Results	
3. Monthly newsletters available electronically and in hard copy by request.	Ongoing	Pat Laskey	Improved Perception Survey Results	
4. Increase the use of Twitter, district and school websites by parents.	Ongoing	All Staff	PSSC Feedback	
5. Promotion of bilingual material that is visible to our students and community as a whole	Ongoing	French PLC/Leadership Team	Community Feedback	

<p>(ex: posters in both French and English). 6. PSSC to host a yearly information evening based on a relevant topic (ex: drug awareness, mental health, etc.</p>	<p>Yearly</p>	<p>Parent School Support Committee</p>	<p>Tracking attendance and gathering feedback from those who attend.</p>	
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SMART GOAL #5: To provide positive and safe learning and working environments for children, youth, and staff. Although over 90% of our students reported they feel safe at school 30% said they had experienced moderate to severe bullying. The majority of this occurs outside at lunch, in the hallway or locker rooms. To increase the perception of our students that lunch is a time to enjoy a variety of activities geared to their personal needs.

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking
1. Continue to develop our Beyond the Hurt program and make it more visible at Bayside.	Ongoing	Alison Smith & Michele Pelletier (SIW)	-improved student perception survey results -students will be able to identify what they have learned through the BTH program and be able to identify trained peer mentors.	
2. Continue to educate parents and students on what is “conflict” and what is “bullying.”	Ongoing	All Staff	-improved student perception survey results -students will be able to identify the difference between conflict and bullying in conversation and when problem solving	

<p>3. Bayside In Action</p> <ul style="list-style-type: none"> • more organized lunch activities • radio station • more recreational opportunities (i.e. hopscotch, tetherball) <p>.- Use of Intervention Spaces (DS Club & Lego Club) - Open Gym and lunch hours</p>	<p>Ongoing</p>	<p>Mark Phinney and ESST Members</p>	<p>-improved student perception survey results</p>	
<p>4. Analyze behavior data from Power School, TTFM, Wellness, and the S drive discipline tracker and use it to drive our planning process.</p>	<p>Ongoing</p>	<p>ESS Team</p>	<p>-a system/schedule for analyzing data will be in place</p>	
<p>5. Professional Learning opportunities for staff to use this data to develop initiatives that will be dedicated to make improvements in this area.</p>	<p>Ongoing</p>	<p>PD Committee</p>	<p>-PL opportunities have been offered to staff & there is evidence of initiatives</p>	
<p>6. Continue a Gay Straight Alliance</p>	<p>Ongoing</p>	<p>Tiffany Sabin & Alison Smith</p>	<p>-a GSA will continue to have weekly meetings and plan school wide activities - Professional Learning for teachers and support staff. - Specific training for Guidance.</p>	

<p>7. Continue PBIS with Bayside's STOMP initiative.</p>	<p>Ongoing</p>	<p>Staff and Members of PBIS Committee</p>	<p>-all staff members and students will promote STOMP -evidence will be visible throughout the school -improved student, parent, and teacher perception surveys</p>	
<p>8. Create a better understanding of learning styles and how to use when lesson planning.</p>	<p>Ongoing</p>	<p>Subject teachers and EST-Rs</p>	<p>Improved academic achievement. Evidence via "walk thrus" that multiple learning styles are visible. Thorough identification of students' PLPs. Evidence of CARR Model- Competency, Autonomy, Relevance, and Relatedness.</p>	

SMART GOAL #6: To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and district wide initiatives that promote mental fitness. Teachers and administration are observing more mental health issues in our students. The latest TTFM survey supports this with 22% of students stating that they suffer from anxiety and 19% expressing that they feel depressed. This is most prevalent in our female students. (31% and 25% respectively) To increase the educational opportunities for both teachers and students in the area of mental fitness.

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking
1. Get more staff trained in Mental Health First Aid and increase awareness.	Ongoing	ASD-S Summer Institutes	-more staff will be trained in Mental First Aid	
2. Provide access to resources to support children, youth, and families	Ongoing	Leadership Team & Guidance Counselor.	Direct parents to user friendly sites. More promotion of Link Program	
3. Continue to develop a more cohesive relationship with mental health professionals	Ongoing	ESST	Collaboration with ISD in getting more referrals completed.	
4. Continue to get data from our students using TTFM.	Ongoing	Mark Phinney	-TTFM data will be gathered and analyzed	
5. Develop a “new student” entry protocol to make the transition into Bayside more streamlined and consistent.	Ongoing	Leadership Team, Student Council, Tiffany Sabin.	-a protocol will be in place, with a new student package updated.	

6. Celebrate multicultural diversity and further develop a plan for our ELA students.	Ongoing	Leadership Team	These students find Bayside to be a welcoming environment and their cultures are valued and respected.	
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Other Improvement Initiatives:

1. Policy 711- Provincial policy outlining healthy eating strategies in schools. This will have implications on what is served in the cafeteria and vending machines. It will have impact on fundraising and how students are rewarded. On-going discussion and professional learning will be offered on this.
2. Concussion Management Protocol- in accordance to ASD-S Improvement Plan- All Bayside staff will be offered professional learning on this topic in November of 2018.
3. Allergies and Anaphylaxis- Bayside will development a partnership with the Sweet Caroline Foundation . Representatives will be invited to come to the school and offer presentations on these topics. This will be done by January, 2019
4. Implications regarding the legalization of marijuana- Bayside will work closely with Public Safety in the education of our students in regards to health and legalities of using this drug.
5. Celebrates- Bayside will continue with celebrating the accomplishments of staff and students at school and in the community. A Celebrate Representative will be appointed yearly to identify the many great things being done in our school community.
6. Cashless Schools- In order to alleviate the amount of cash coming into the schools, Bayside will offer the Cashless Schools System to parents. The goal is 80-85% of families take advantage of this service.