

Bayside Middle School

School Improvement Plan 2014-17



Mission Statement:

The mission 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 570 students and a staff of 33.6 full-time teachers. We have specialists in the areas of music, art, technology, and physical education. The school has a support team of eleven full-time teacher assistants, a school intervention worker, one full-time and one part 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 530 students are bused to and from school. Classes are inclusive, enabling the school to serve significant special needs population integrated into age appropriate classes.

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,

Bayside fosters partnerships with the Jervis Bay Legion, East Saint John Minor Basketball Association, New Brunswick Music Festival, Community Policing, Social Development, Mental Health, TRC and Irving Oil.

Academically, we follow the New Brunswick Curriculum as designated by the Department of Education and Early Childhood Development; however the school, teachers, parents, and community far exceed this challenge with specially designed curricular and extra-curricular activities.

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

Points of Pride:

- Donations to various charities
- School Band and Choir
- Achievements in Athletics
- Intramurals and other lunch hour activities
- Drama Productions/Fine Arts Nights
- Broad-Based Technology Lab
- Two Computer Labs
- Student Government
- Student of the Month
- Leadership/Student Jobs
- Recycling Program
- Tunes for Tech
- PBIS
- Gay-Straight Alliance
- Enrichment Activities and Assemblies
- Writers in Schools workshop
- Heritage Fair
- Science Fair

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.

15 English Speaking Classes:

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

8 Late French Immersion Classes:

- Mathematics (French)
- Language Arts
- Sciences naturelles
- Sciences humaines
- FI Language Arts
- Education Physique
- Music
- Art
- Technology

Extra-Curricular School Activities

- Athletic Leadership Committee
- Chess Club
- Lego Club
- Pokemon & DS Club
- Art Club
- Drama Club
- Beyond the Hurt
- Intramurals
- Tunes for Tech
- Stage and Sound Crew
- Skiing
- Yearbook Committee
- Recycling Committee
- Student Jobs
- Robotics Club
- Band
- Popcorn Committee
- GSA (Gay Straight Alliance)
- Dungeons & Dragons Club
- Choir
- Musical
- Fine Arts Nights

Sports

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

Math

SMART GOAL #1: 70% of students will reach or exceed expectations on school-based common 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 ways to explain and develop their thinking.</p>	September 2014-June 2017	Math Teachers	<p>Curriculum outcomes and word walls will be posted in all math classrooms.</p> <p>Students will develop and use personal strategies to work with numbers.</p> <p>Overall school success rate on school-based common assessments will be maintained or improved upon.</p> <p>Students will be able to use models to explain their mathematical thinking when appropriate.</p>	
<p>2. Develop common assessment practices and the use of pre and post assessment 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>	September 2014 to June 2017 (with benchmarks and school-based common assessments twice annually)	Math Teachers	<p>Benchmarks and school-based common assessments will be administered and analyzed by teachers to help guide future instructional practices.</p> <p>Teachers and students will be familiar with and understand the general mathematics scoring Achievement Indicators for</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>2.3 Develop the use of achievement indicators to assess student learning and to ensure students are meeting the outcomes at each grade level.</p>			<p>curriculum outcomes are used to assess student understanding.</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 Numeracy Nets training (pre/post assessment)</p> <p>3.4 Use of Smart Board math tools</p> <p>3.5 PLC opportunities</p>	<p>September 2014 to June 2017</p>	<p>Math teachers Administrative leaders Mentors</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>	

Literacy – Reading

SMART GOAL #2: By June 2017, 75% of our students (at all grade levels) will reach or exceed the appropriate standard for reading, as measured by reading screeners. (Consider using Provincial target of 85%?)

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking
<p>1. All teachers in grade 6 will begin using reading screeners to assess the three levels of understanding (comprehension) in October and March 2015.</p>	<p>October 2015 and March 2016</p>	<p>Greg Paterson will be asked to choose appropriate fiction and non-fiction titles and create questions to correspond with the texts. The grade level teachers will meet to create a rubric for marking (1, 2, or 3 on L-I-P)</p>	<p>Teachers will be able to report that at least 75% of students have achieved appropriate (in all three levels of reading comprehension).</p>	<p>Student not meeting target requirement will be:</p> <ul style="list-style-type: none"> Given a full analysis screener within ____ days of the results being shared (decide this as a team) Provided with daily/weekly teacher conferencing/guided reading support; working on 5 fundamental components of literacy (decide this as a team) Progress monitored again within the next 2-3 weeks of this date (Consider setting a reading target with student and sharing update with parent)
<p>2. All teachers in grade 7 & 8 will begin using reading screeners to assess the three levels of understanding in March 2015. (Consider only screening students who were BAA on November report card for</p>	<p>March 2016</p>	<p>Greg Paterson will be asked to choose appropriate fiction and non-fiction titles and create</p>	<p>Teachers will be able to report that at least 75% of students have achieved appropriate (in all three levels of reading comprehension).</p>	<p>Student not meeting target requirement will be:</p> <ul style="list-style-type: none"> Given a full analysis screener within ____ days of

<p>reading and Speaking/Listening or were below a 70-75% in ELA).</p>		<p>questions to correspond with the texts. The grade level teachers will meet to create a rubric for marking (1, 2, or 3 on L-I-P)</p>		<p>the results being shared (decide this as a team)</p> <ul style="list-style-type: none"> • Provided with daily/weekly teacher conferencing/guided reading support; working on 5 fundamental components of literacy (decide this as a team) <p>Progress monitored again within the next 2-3 weeks of this date (Consider setting a reading target with student and sharing update with parent and Admin.)</p>
<p>3. All 8th Grade students not AA in all three levels of reading comprehension and/or scoring _____% for ELA after March report card will be given full analysis screener. Students write ELPA in less than one year.</p>	<p>March, 2016</p>	<p>Classroom Teacher or EST-R to administer full analysis screener.</p>	<ul style="list-style-type: none"> • Consider setting new reading target from screener results. • Consider sharing target with student, Admin and parent. (Inform how conferencing targets are now adjusted). 	<ul style="list-style-type: none"> • Consider screening student end of April and June, 2016. • Provide update in CR in June for Grade 9 teacher. • Update parent and Admin.
<p>4. All 6th grade students not AA in all three levels of reading comprehension after March report card will be given full analysis screener. Students write Provincial Assessment in two months (May, 2016).</p>	<p>March, 2016</p>	<p>Classroom Teacher or EST-R to administer full screener.</p>	<ul style="list-style-type: none"> • Consider setting reading target from screener results. • Consider sharing target with student, Admin and parent. 	<ul style="list-style-type: none"> • Consider screening student end of April and June, 2016. • Consider providing update in CR in June for Grade 7 teacher. • Consider updating parent and Admin. • Consider providing summer reading plan

OLD STRATEGIES:

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking
1. Reading will be seen as a valued activity where everyone in the school stops what they are doing and reads, promoting independent reading.	September 2014	All teachers	Everyone will be reading during SSR	
2. Flexible groupings	September 2015	Within Teams	Improved Results	
3. Reading Buddies	EST-Rs	Ongoing	Improved Results	
4. Accelerated Reader	October 2014	All teachers	Improved Results	
5. Writer's in Schools	TBA	Kathleen Fullerton	Enrichment	
6. Literacy Intervention	October 2014	Tanya Murray	Enrichment	

Literacy – Writing

SMART GOAL #3: By June 2017, _____% of our students (at all grade levels) will reach or exceed the appropriate standard for reading, as measured by _____.

(EACH GRADE TO COME UP WITH 1-2 STRATEGIES AND THE TEAM TO COME UP WITH A TOOL TO MEASURE)

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking

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 lists to communicate assignments, homework or upcoming events.	October 2014	All Staff	Improved Perception Survey Results	
1.2 Three logged home contacts a week	September 2015	All Staff		
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 bilingually sensitive material that is more visible to our students and community as a whole.	January 2015	French PLC/Leadership Team	Community Feedback	

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.

REVIEW TTFM AND PERCEPTION SURVEY RESULTS (QUESTIONS ON FEELING OF BELONGING AND BULLYING) WITH MARK, THEN REWORD GOAL

Strategies	Timeline	Responsibility	Indicators of Success	Progress Tracking
1. Continue to develop our Beyond the Hurt program and make it more visible at Bayside.	January 2015	Alison Smith	-improved student perception survey results -students will be able to identify what they have learned through the BTH program	
2. Continue to educate parents and students on what is “conflict” and what is “bullying.”	November 2014	Leadership Team	-improved student perception survey results -students will be able to identify the difference between conflict and bullying in conversation and when problem solving	
3. Bayside In Action <ul style="list-style-type: none"> • more organized lunch activities • radio station • more recreational opportunities (i.e. hopscotch, tetherball) 	Ongoing	Mark Phinney	-improved student perception survey results	
4. Analyze behavior data from Win School, TTFM, Wellness, and the S drive discipline tracker and use it to drive our planning process.	January 2015	ESS Team	-a system/schedule for analyzing data will be in place	

5. Professional Learning opportunities for staff to use this data to develop initiatives that will be dedicated to make improvements in this area.	Ongoing	PD Committee	-PL opportunities have been offered to staff & there is evidence of initiatives	
6. Create a professional learning package that will provide staff with the tools necessary to implement our PLP strategies.	January 2015	Leadership Team EST-R team	-EST-Rs have created a school-wide tool-kit to guide the creation and review of PLPs and to support the classroom teacher in planning and assessing all students -evidence of co-planning (EST-R and teacher lesson plans) -evidence of differentiation in lesson plans and observed during walkthroughs; -PLPs include teacher created comments on modified goals and end of year comments for all students. -subject teacher taking primary responsibility for all students	
7. Create a Gay Straight Alliance	January 2016	Gina Fifield	-a GSA will be in place	
8. Introduce and implement PBIS	September 2015	Staff and Members of PBIS Committee	-all staff members and students will demonstrate an understanding of STOMP -evidence will be visible throughout the school -improved student, parent, and teacher perception surveys	
9. Create a better understanding of learning styles and how to use when lesson planning				

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. Increase the opportunity for girls to attend programs that will help build their self-esteem.	September 2015	Leadership Team		
3. Continue to develop a more cohesive relationship with mental health professionals	Fall 2015	ESST		
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.	September 2015	Leadership Team	-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	-	