

# Bayside Middle School

## School Improvement Plan 2020-2023



### **Mission Statement:**

The mission of Bayside Middle School is for all students to follow the principles of STOMP (Success, Teamwork, 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 598 students and a staff of 36.3 full-time teachers. We have specialists in the areas of music, art, technology, and physical education. The school has a support team of twenty-three full-time teacher assistants, a school intervention worker, one full-time administrative assistant, one part-time administrative assistant (12 hour per week) 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. (This has been curtailed due Covid-19 restrictions- September 2020).

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. However, many families have opted out and are driving children to school. Although in bubbles, 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 9 members. This elected body as well as school administration, a teacher representative, and a DEC representative, works cooperatively with the school and supports and encourage us in our endeavors.

**Points of Pride:**

- -Please note that many of these items have been impacted by Covid-19 Restrictions
- STOMP Initiatives (PBIS)
- School Bands and Choir
- Drama Productions/Fine Arts Nights
- Broad-Based Technology Lab
- Two Computer Labs
- Leadership/Student Jobs
- Recycling Program (GSA)
- Enrichment Activities and Assemblies
- Writers in Schools workshop
- Heritage Fair
- Staff Exercise Centre
- Maker Space
- Science Fair
- Exceptional Athletes Program
- 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, Animal Rescue League, Empty Stocking Fund, Coverdale Centre, St. Vincent de Paul Society.
- Partnerships: Bayside fosters partnerships with Jervis Bay Legion, East Saint John Minor Basketball Association, New Brunswick Music Festival, Community Policing, The Departments of Social Development and Mental Health, TRC, MADD, Horizon Health, Cooke Aquaculture, and Prude Inc.

**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 Grades 6-8 are met.

**16 English Homerooms**

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

**8 French Immersion Homerooms**

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

Personal Wellness

Personal Wellness

**Extra-Curricular School Activities**

- Many of these activities have been impacted by Covid 19- Restrictions

- Athletic Leadership Committee
- Chess Club
- Lego Club
- Pokémon & DS Club
- Drama Club
- Beyond the Hurt
- Intramurals
- Stage and Sound Crew
- Skiing and Snow Boarding
- Yearbook Committee
- Recycling Committee
- Student Jobs
- Band
- GSA
- Camera Crew
- Concours d'art oratoire
- Dance Committee
- Communities in Bloom
- Entrepreneurial Adventures
- Morning Announcements
- Maker Space
- Renaissance Club
- Fine Arts Nights
- From Me to We
- First Nations Link
- Rainbows
- Cafeteria Helpers

**Sports**

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

# Math

**SMART GOAL #1: 75% of students will reach or exceed expectations on school-based formative and summative assessments. **Note that these indicators may be adjusted due to school closures March- June, 2020.****

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,</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,</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 &amp; 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. <b>Due to Covid-19 restrictions, more manipulatives will be ordered to accommodate classroom bubbles.</b></p> <p>3.2 Guided Math strategies</p> <p>3.3 Continuing “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 & Tools	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.	
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.	

## 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 (process, demand, pieces of texts) will be gathered in September &amp; February and assessed using the standards-based grade level rubrics. Adjusted students will be assessed with rubric that matches their modified goals.</p>	<p>September, February, and May, at minimum.</p>	<p>Language Arts Teachers</p>	<p>Teachers will have a collection of writing samples from each student, to demonstrate achievement based on grade level trait rubrics/writing standards.</p> <p>Teachers will be able to report that at least 90% of students have achieved strong or appropriate on all traits by June.</p> <p>*achievement on traits will be demonstrated overtime, using a collection of writing samples. They may not achieve 3 or 4 on ALL traits on a single piece of writing.</p>	

2. Writing conferences (one-on-one) will occur during LA classes.		Literacy Teachers & EST-Rs	Each teacher will be able to share how they confer and the tools they use to document conferences.	
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.	

## Positive Learning Environment

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

<b>Strategies</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Indicators of Success</b>	<b>Progress Tracking</b>
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 or monthly as needed.	Ongoing	All Staff	Teachers to document home contact.	
1.3 All families will be contacted by homeroom teachers as a means of introduction and will invite parents to share any concerns about their children and to update contact information.	Early September	Homeroom Teachers	Updated information in Power School.	
2. Continued use of “Synervoice” to communicate with parents via talkmail and email.	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 and District Initiative.	Parent Feedback	
5. Commitment to use Microsoft Teams to communicate with students and families about assignments.	September of 2020	All Teaching Staff	Increased Student Engagement On-Line	
6. Positive Referral notes forwarded to the office for administration to share with Parents	September of 2020	All Staff	Increased amounts of these notes being forwarded.	
7. Due to Covid-19 Restrictions, using Microsoft Teams for Parent-Teacher Conferences and other meetings,	December of 2020.	Teaching Staff.	Collecting data on participation rates.	
8. Upgrading Bayside's partnership with Horizon Health re: Community Garden.	September of 2020.	School Garden Committee Members.	Increased use of this resource.	
9. Updating Covid signage as required by Public Health, EECD, or ASDS.	September of 2020.	JHSC.		

**SMART GOAL #5: To provide a positive learning and working environment that promotes health, safety, and indoor/outdoor physical activity.**

<b>Strategies</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Indicators of Success</b>	<b>Progress Tracking</b>
1. Creating and updating monthly of an operational plan which outlines school policies regarding Covid-19 prevention.	Monthly Updates	JHSC	100% compliance from students, staff, and stake holders. Updated plan is posted on the school's website and sent to staff with new information highlighted.	
2. Daily Brain Breaks built into lesson plans.	Daily	All Teachers	Increased use of brain breaks (physical, mindfulness or mental breaks)	
3. Teachers taking students for walks in the neighborhood and participating in walking challenges.	Ongoing	All Teachers	100% participation of students and staff.	
4. Outdoor gym equipment purchased through grant opportunities of by donation.	Ongoing	All Staff	Increased usage of this equipment daily.	

5. Creation of an outdoor learning space.	September of 2020.	School Garden Committee and Horizon Health.	Increased participation of staff and students utilizing this space. Space reservation system shows this area is being booked and used.	
6. Phys. Ed Teachers offering activities which can also be done at home (Snow Shoeing, Yoga, etc.)	Ongoing	Mr. Shephard, Mr. Manuel, and Mr. Bacon.	Increased participation of students in Physical Education.	
7. Picnic in the Park twice annually.	Fall of 2020 and Spring of 2021.	Homeroom Teachers	All grade 8 classes involved in this activity.	
8. Continue a Gay Straight Alliance	Ongoing	Tiffany Sabin	-a GSA will continue to have weekly meetings and plan school wide activities - Alterations will be made to Operational Plan to ensure it continues considering Covid Restrictions. .	
9. Purchasing of or seeking donations for games and materials for each homeroom to enhance lunch hour.	Ongoing	Administration.	- Reduced office referrals regarding lunch time behaviors.	
10. Making outdoor links to curriculum (Rock Painting, Scavenger Hunts, etc.)	Ongoing	All Teachers	-Increased amounts of classes being taught outside.	

11. Planning curriculum relevant field trips within Operational Plan. (Aquatic Centre, YMCA Field House, Huntsman Museum, etc.).	Ongoing	All Teachers	-Increased classes booking these trips when allowed to do so. (Orange Phase lifted). -Teachers may see virtual field trip opportunities in the meantime.	
12. Enhanced role of Wellness Committee to maintain high morale for all staff (Staff Step Challenge, lottos, Treat Trolley, etc.	Ongoing	Wellness Committee	-Greater participation rate of staff in planned activities.	
13. Creation of safe settings outside of the classroom bubbles for students to go.	Ongoing	Alison Smith-Lori's Room Michael Creamer-SIW Room EST-Rs- other available spaces.	-Fewer office referrals for students who need to be removed from homeroom bubble.	
14. Changing of seating plans frequently to support student requests and best learning groups. (When permitted by Operational Plan.)	Ongoing	All Teachers	-Fewer behavior incidents and improved academic achievement in each bubble.	
15. Debriefing with students after a difficult time (student breakdown, hold & secure, lockdown drill, etc.)	Ongoing	All Staff	-Fewer reported cases of stress and anxiety relating to these events.	
16. Creating opportunities to have formal and informal conversations with students	Ongoing	All Teachers	-Fewer behavior incidents and improved academic success.	



to get to know interests, personalities, etc.				
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**SMART GOAL #6: To promote mental fitness through social-emotional learning.**

<b>Strategies</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Indicators of Success</b>	<b>Progress Tracking</b>
1. Teaching, discussing, modeling, and practicing coping strategies.	Ongoing	All Staff	-Perception surveys- students indicate the use of these strategies has been helpful.	
2. Positive Education- STOMP initiatives, Renaissance Program, positive office referral, positive message posters, kindness walls, theme days, etc.	Ongoing	All Staff with support of STOMP Committee.	-Fewer behavior referrals sent to administration.	
3. Implementing weekly community and restorative circles.	Ongoing	All Staff	-Staff and Student perceptions regarding success.	
4. Classroom community building activities (crafts, decorations, bingo, video announcements, bulletin boards, etc.)	Ongoing	All Staff	-Improved participation in classroom activities.	
5. Instituting Philanthropy Challenges (STOMP, Recycling, Snack Bins Hungry Bellies, etc.)	Ongoing	STOMP Committee and individual staff.	-Tracking donations to various charities	
6. Applications for various grants to support student learning (Art, Innovation, Phys. Ed, etc.	Ongoing	All Staff with support of Laura Taylor and/or Gail Crilley	-Reflecting on success of funded activities once completed.	

7. Offering annual events in a virtual format (Remembrance Day, MADD, PRUDE, Heritage Fair, etc.	Ongoing	All staff with support of Dee Arnold and Jeanette Godreau-McCarthy,	-Increased student participation due to this safer format.	
8. Changing Role of Guidance Counselor and SIW.	September 2020.	Alison Smith and Michael Creamer with collaboration with Administration.	-More focus on small groups to eliminate the many individual responsive services.	
9. Introducing Indigenous Week Activities.	Early March, 2021	All staff with support of Tiffany Sabin and Karen Welch.	-Students celebrate Indigenous cultures and value diversity within society. Students will demonstrate increased understanding of and demonstrate respect for Indigenous Peoples.	

**Smart GOAL #7: To promote Global Competencies through S.T.E.A.M. practices.**

<b>Strategies</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Indicators of Success</b>	<b>Progress Tracking</b>
1. Cross-curricular collaboration between staff to promote personalized learning	Ongoing	All Staff	Projects and activities happening in multiple classrooms for more than one teacher	
2. Offering entrepreneurship opportunities for students in classes	Ongoing	Individual Staff	Successful running of funded activities such as Power Play & I-Cubed	
3. Applications for various grants to support student learning (art, innovation, etc.)	Ongoing	All Staff with Support of Gail Crilley & Brilliant Labs	Reflecting on success of funded activities once completed	
4. Offering PL to teachers on integrating S.T.E.A.M. practices in their classes	Ongoing	Individual teachers with support from Jennifer Hickey, Sharon Lucy, and Julie McDermott	Increased number of classrooms using S.T.E.A.M. activities	