# Bayview 2020

# 1 Step 1) General School story (who we are)

What are the unique, positive characteristics of our school?

Bayview is privileged to be situated on the traditional, unceded territory of the Snuneymuxw First Nation. On this territory, we listen to understand local Coast Salish culture, traditions, values and language.

Bayview staff, students and community all "Paddle Together" in a shared vision of safety, belonging and learning for all. Together, we have identified the following Mission Statement: We are a safe, caring and inclusive learning community built on respect and trust. We provide our diverse students with opportunities for spiritual, emotional, physical and mental development. Staff are committed to providing effective instruction that increases student achievement.

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What are the important demographics of our school and community?

Bayview Elementary serves a diverse and complex population and has experienced significant growth. With a tight-knit student population of 174 students in 10 classroom divisions, Bayview staff believe that 'Every Child Matters.'

Compared with other schools in Nanaimo, we have one of the highest proportion of students with Aboriginal ancestry (40%). As a collective, staff have a shared understanding of the Syeyutsus Reconciliation Framework and strive to find balance between the traditional way of living and the contemporary lifestyle. We acknowledge that 'walking in two worlds' strengthens students' sense of belonging and creates resilient and confident life long learners.

Bayview also has a number of Arabic-speaking refugee students, both from private or government sponsorship. Within the past three years, we have welcomed numerous families and currently have 26 refugee students, who make up 13% of our school population.

What do we celebrate?

We are a safe, caring and inclusive learning community built on respect and trust. We provide our diverse students with opportunities for spiritual, emotional, physical and mental development.

# 2 Step 2) What do we know about our learners? (scanning)

What are the strengths and stretches we see in our learners?

Bayview staff collectively educate all students to be confident, caring and curious in a safe and inclusive environment. Bayview students want to be here, they see themselves as part of the community and are proud of their work.

Strengths of our students include:

Physically - Students continue to work on stamina and can self identify learning spaces that work for them.

Emotional - Students are using ways to self-regulate independently. They can name three trusting adults who care for and support them emotionally, mentally, physically and spiritually. Everyone has a champion! We have a shared understanding of Social Emotional Learning and have implemented Zones of Regulation, EASE and Circles.

Mental - Students know what they are learning and why. Students see themselves as readers and learners. Teachers foster curiosity and embed the urgency for the love of learning. Collectively, teachers understand the importance of differentiation and tiered learning. Recognizing that the student is always in the center we ensure supports are planned to their zone of proximal development. The school team uses data to inform who and where support is needed. Looking at the data frequently allows us to make necessary changes when needed.

Spiritual - Students are confident, connected and know themselves.

Stretches:

Physical - Increasing stamina. Identify when brain breaks are needed.

Emotional - Naming and working through big emotions in a calm way, using restorative practice if needed.  Find more strategies to cope with emotions.

Mental - Knowing when to ask for help. Allowing students who lack academic confidence to feel it is ok take risks.

Spiritual - Building confidence in using inner coach and believing they can do anything they put their heart and mind into.

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What evidence do we have of these strengths and stretches?

Students are at the center of everything we do!

The evidence we use include:

- class reviews

- PARS screener

- PM Benchmark

- School wide write

- School Based Team

- Connecting with teachers and visiting with classrooms

- Office referrals

- Ongoing open communication

- Active listening and watching everyone in the building, especially students

- Calm room in the office.  Students with big emotions will use to regulate. They set the timer, listen to music and create.  When the timer goes off, a conversation with an adult occurs using the restorative questions.

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# 3 Step 3) What are our goals? (Focusing)

What areas will we focus on to improve or enhance success for our learners based on what we know about them?

Areas of focus:

- Safe, caring and inclusive environment

- Differentiated, targets, and engaging practices

- Social emotional learning

- Truth and Reconciliation

- NVCI training & understanding how it can be used in all parts of the school.

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What are our specific goals?

1. Students will feel safe and connected at their school.

2. Students will improve phonological awareness, decoding skills and comprehension using the PRESS and Haggerty programs.

3. Students will see themselves in relation to others in a safe emotional and socially responsive way.

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# 4 Step 4) What learning and action will we take?

What will teachers learn more about to support our goals?

Bayview teachers 'Paddle together' to ensure success for all.  We will continue to learn more about:

- Assessment in academics to inform decisions

- Social Emotional Learning  using 'Circles,' 'EASE,' and 'Zones of Regulation'

- From our school counsellor- the escalation /deescalation plan

Restorative Practice

- Trauma Informed/Aware Practices

- Jolly Phonics, Press and Haggerty -  literacy programs

- Indigenous ways of knowings

- Cultural practices

- Differentiating lessons to meet various classroom/student needs

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What actions/strategies will we take/use (teachers, parents, students, and other stakeholders) to support our goals?

We are open and honest in our communication with teachers, parents, students and stakeholders. We will:

- Continue discussions on what  'Restorative Practice'  looks like and sounds like in the classroom/outside.

- Gatherings with students to celebrate data and successes

- Newsletters/Bulletin Boards/ Bayview Briefing (once a week)

- Shared learning using technology. Ie. Open House

- Ongoing informal conversations both in and out of the school

- Invite media relations to showcase celebrations

- Professional Development/Team Talks/ School In-Service

- Medicine Wheel Teachings

- RTI

- Inclusion Model

- Quiet space for students

- SEL programs- Zones, Circles, Restorative Practice

- homework club, culture club, Hulquminum Club

# 5 Step 5) how will we know we are making a difference? (checking)

What evidence of learning will we collect to check the progress on our goals?

We will continue to provide collaborative opportunities to increase leadership and capacity.  We will use NLPS assessments, teacher based assessments and surveys to determine our impact on our learners. Our progress will appear in many forms:

Academic- student learning survey
- student self-reflection
- PARS assessment/Benchmark
- Formative assessment
- SBT meetings
- ongoing deep discussions with teachers
- records of support teachers
Social Emotional
- Office referrals
- SBT referrals
- Student reflections-core competency

# 6 Step 6) how will we share this information?

How will we share our plan with staff?

- Staff meetings

- Communication Book

- Weekly briefings

- Professional Development

- Informal and daily check in's

How will we share our goals with students?

- Virtual Gatherings

- Bulletin Boards

- Visits to classrooms

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How will we share our goals and progress with parents?

- Newsletters

- Emails

- Phone calls

- School In-service

- PAC Meetings

- Bayview Website

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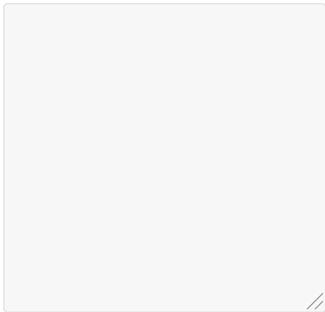## Notes

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