



Bayview School is a community school of children, staff, parents, volunteers, community members, and outside agencies who come together to provide a safe, caring, mutually respectful, challenging and welcoming environment that enables learners of all ages to develop their intellectual, physical, social, emotional and aesthetic potential.

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

- What are the important demographics of our community?
- What are the unique, positive characteristics of the school?
- What are our assets – what do we celebrate (including student intellectual achievement)?

Bayview Community School is located in the heart of Kitsilano close to the University of British Columbia and within easy walking distance to Jericho Beach Park and the surrounding waterfront. Bayview is a community school enrolling approximately 270 students.

The school is part of an urban neighbourhood made up of families from a diverse range of cultural and socio-economic backgrounds. Due to the school's central location near UBC and Vancouver's hospitals and research centres as well as proximity to downtown and Vancouver's local High-Tech and Film Centers, Bayview attracts many families of visiting lecturers, medical professionals and technology entrepreneurs from around the globe bringing with them a rich cultural heritage and appreciation for diversity. In recent years, we have welcomed families from Australia, Brazil, China, Columbia, England, France, Germany, Ireland, Israel, Korea, Japan, Mexico, Netherlands, Norway, Peru, Scotland, Sweden, Switzerland, Turkey, and the United States. 19% of our students are English Language Learners, 14% of our students meet the Ministry of Education criteria for Special Needs, and approximately 4% of students identify as Aboriginal.

A school is an integral part of the surrounding community. There is reliable parental support for school initiatives and much parent and community volunteerism. The parent community's valuing of the school manifests itself in a high level of support for and trust of school programs, activities and policies. The school has a Parent Advisory Council which, through its support, enriches the school experience for students.

Nearly one third of our students are enrolled in the Jericho Kids Club out-of-school care program that operates within Bayview. In keeping with Bayview's original community school roots, JKC also provides 'at-cost' Fall, Winter, and Spring schedules of community-based programs for our Bayview students. These programs run during lunch and after school offering a myriad of activities- art, drama, chess, sports, cooking; the best value in the city hands down. Two unique non-profit Pre-Schools accepting children ages 3-5 also operate within the school; Bayview Treehouse Parent Involvement Preschool and Bayview Community Preschool. Early learning opportunities abound.

With such a myriad of experiences and backgrounds amongst our families, it is easy to see that there are many diverse learning needs, both academic and social/emotional. The school community offers many opportunities for student performance, contribution and leadership through service activities, clubs, athletics, fine arts and projects. “In-school mentorship” opportunities through Big Brothers, Roots of Empathy Program and the District’s Gifted/Challenge programming provide further enrichment for many of our Bayview students. School faculty and staff work together on many school-wide activities such as big and little buddy classes, weekly assemblies, fine arts projects and special theme activities. Parents and community volunteers are involved in the school and have a strong daily presence volunteering in many capacities. Extra-curricular activities such as Cross Country, Track and Field, Soccer, Basketball, Volleyball and Floor Hockey are supported by both staff and parents. Students are involved through service or leadership opportunities and student-initiated clubs such as SHS (Students Helping Students), Earth Assistants, Drawing and Science clubs have been an important element at Bayview.

Collectively, we are committed to ensure all Bayview students are provided a variety of educational opportunities that foster their intellectual, social, physical, and creative growth, in a setting that reflects mutual respect and social responsibility.

2. WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?
 - Bayview has a very diverse range of learners both academically and social emotionally.
 - Bayview community is diverse culturally, economically, and socially.
 - Student's social emotional development skills can be lagging. Levels of self-regulation, resiliency, anxiety
 - High degree of student involved in extracurricular activities offered through the school athletics, or Jericho Kids Club community programs. Many students are involved in community activities, clubs, and programs outside of school times.
 - Students are very social, outgoing, active, and creative.
 - Students seem happy to attend school, and there are many enthusiastic learners who take initiative. School is a safe place.
 - The school has many blended families, single adult family,
 - Large number of our families enroll in the out-of-school care program. Many students begin their day at 7:30 and leave at 6:00.
 - There is a core group of students that have attended one of the two preschools that operate at Bayview and continue through grade 7. Yet there are a significant number of students who attend for 1-3 years especially if parents are on a work or school visa. In recent years we also have noticed a significant number of families have moved out of the neighbourhood due to the high cost to rent or own.
 - Enrollment has been declining from an enrollment of 330 in 2015-16, more recently 295 students in 2016-17 to a projection of 270 for 2017-18.
 - Students and parents often describe that the school and JKC provide a sense of belonging and shared community and connection.
 - More Kindergarten students are coming to school with lagging social skills, readiness and developmental milestones.
 - More students have English as a second language. They experience cultural and language acquisition challenges in their education.
 - Many students experience long days at school, out of school care or 'latch key' youth as parents are working full time. Many more of our primary students are enrolled in the JKC 'Out of School Care' program than in previous years.
 - Increased number of students who are not yet meeting or approaching in Language Arts in the primary grades and for whom English is their first language.
 - Lagging skills in organization, attentional focus and general work habits are impacting learning.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS?

(SCANNING)

- What is the evidence that we already have that supports this hypothesis?
- School and district data, letter grades, attendance anecdotal, surveys, etc....EDI, MDI, student voice such as TTFM, etc.

- Parents frequently bring their children late to school.
- Attendance overall is 14%. 40 students have missed >20 days (as of Sept- June 1). 13 of these 40 students have missed over 30 days.
- Students who have not yet meeting/approaching in Language Arts (Term 3 report card): 34% Kindergarten (11/32), 32 % Grade One (10/31); 29% Grade Two (11/38); and 17% Grade Three (6/35).
- While Bayview has overall 19% students eligible for ELL, the % of ELL students in Kindergarten is 37%. Smaller % students in Intermediate grades (gr 4-7) are eligible for ELL service but enter intermediate programs at the Beginner/level 1 stage.
- Students receiving additional TIER 2 Learning Assistance LAC is increasing.
- K-Gr.3 LAC students receiving over 25 hrs: K: 22% (7/32); Gr one: 16% (5/31); Gr. two: 16% (6/38); Gr. three: 8% (2/35)
- January K literacy screening indicated many kindergarten students needed TIER 2 literacy intervention.
- June Kindergarten literacy screening indicates 40% students (13) remain at risk/approaching for literacy.
- June Grade 1 literacy screen indicates 35 % (11).
- June Grade 2 literacy assessments indicate 29% (11) grade 2 students remain at risk.
- Increased School Based Team referrals for suspected special needs in kindergarten and grades 1-4.
- 8/25 Grade 3 students not yet meeting/approaching in Language Arts and 1/25 in math. 2 received considerable TIER 2 level support.
- 11/38 Grade 2 students not yet meeting/approaching in Language Arts and 1/38 in math. 9 received considerable TIER 2 level support.
- 11/31 Grade 1 students not yet meeting/approaching in Language Arts and 1/31 in math. 7 of these 11 students received considerable TIER 2 level support.
- 13/32 K students not yet meeting/approaching in Language Arts and 1/31 in math. 10 of these 13 received considerable TIER 2 level support.
- Increasing number of Kindergarten students needing TIER 2 inventions for behaviour, lagging SEL skills.
- Increased numbers of students that meet the criteria for MOE Special Needs. (30/270 students enrolled in the regular school program).
- Increasing referrals for psycho-educational assessment (grade 2-7). Most of these students, once assessed, have been confirmed with a diagnosis of a learning disability.
- Staff engaged in professional development through Coastal Health OT/PT to implement a Ready Bodies, Learning Minds program.
- 8/32 (25%) Grade 6 (going into grade 7) achieved a C/C- in Language Arts. 7/32 in math. None of these 8 are ELL students.
- 8/37 (22%) Grade 5 students achieved a C/C- in Language Arts. 3/37 in math. 5 of these 8 are beginner ELL.
- 7/33 (21%) Grade 4 students achieved a C/C- in Language Arts. 2/33 in math. 3 of these 7 are beginner ELL students.
- Increasing numbers of student referrals to Area Counsellor for anxiety, peer conflicts, and/or family issues. (19 students highlighted by CRT for counselor alert for 2017-17)
- Increased referrals for SLP, OT/PT consultations for students in grades K-3.
- Many families provide out of school tutoring support for their children in grades 2-5.
- Special Needs students 12 diagnosed with ASD (G) and 2 students with Mental Health diagnosis (H) require support for social play, peer interactions and social emotional development as part of IEP goals.
- Several additional students benefit from more structured recess and lunch playtimes, and positive behaviour intervention plans.
- Behaviour Referrals at recess lunch from supervision aides involve mainly the same students.
- Weekly assemblies, class meetings, student initiated clubs, service and leadership.

4. WHAT FOCUS EMERGES FROM THIS EVIDENCE? (FOCUSING)

- Which learners and which areas will we be focusing on?
- Where are we connected?
- How does this focus connect to the district strategic plan? (Quote Strategic plan goal/objective #)
- How does this focus connect to the Aboriginal Education Enhancement Agreement? (Quote AEEA goal/objective)
- How does this focus connect to the redesigned curriculum including the big ideas, core competencies, curricular competencies, etc.?

District Strategic Plan connections:

- Goal 1: Engage our Learner through innovative teaching and learning practices.
Objective: (a) Enhance support for students with specific needs.
- Goal 2: Build capacity in our community through strengthening collective leadership.
Objective: (b) Support Professional networking opportunities and collaborative practices for our staff.
- Goal 3: Create a culture of care and shared social responsibility
Objective: (c) Encourage and enhance practices that support cultural, emotional, physical and mental well-being.

Focus on:

- Our early learners entering school and lagging skill development in literacy and/or social emotional learning.
- Students with special needs.
- Fostering a place of safety, security, calm, and belonging for all students.
- Students referred for counselling support.

Students with special needs designations requiring adaptations or modifications and/or accommodations to their learning both academic and social.

Kindergarten readiness and transition into school.

Primary Gr. 1-3 students with lagging literacy and social skills and emotional development. In particular students who received LAC support in grades 1-3 whose achievement in Language Arts is still not meeting expectations after considerable intervention support in 2016-17.

Universal support (TIER 1) in classrooms for social and emotional learning and adoption of school wide behaviour expectations. (Review new social emotional curriculum and core competencies for learning and select evidence based programs/resources to teach in classrooms)

Students referred to SBT for positive behaviour intervention support and small group social emotional learning.

Recess and Lunch support for students who would benefit from guided play, positive friendships & peer interactions.

Continued sponsorship of student initiated clubs, service and leadership opportunities and athletic extramural teams.

5. INQUIRY QUESTION (FOCUSING) – PREVIOUSLY KNOWN AS “GOAL”

- What is leading to this situation for our learners?
- How might we be contributing to this?
- From what we know, what is the most important work that we can do to improve the success for our students?
- What key areas of learning will we focus on?

- Social and Emotional learning:

To deepen our knowledge and understanding and implement practices related to the Social Emotional Learning domains.

Objectives:

- Five core competencies of emotional learning: Self-awareness, self-regulation, social awareness, relationship skills, responsible decision making
- Develop social and emotional skills that can be used in all settings
- Foster confidence and increase enjoyment of the school experience
- Focus on self-regulation. When students are able to better self-regulate to attain the desired “calm, alert and focused” state, learning is optimized.
- Establish common language between staff, students and parent community to when teaching and learning about SEL.
- A positive school climate is foundational to academic learning.

6. WHAT IS OUR PLAN? (PLANNING)

- What are the actions that we propose to take related to our inquiry. What will we do more of, less of, differently to improve outcomes for our students?
- How can we break it down into a manageable and realistic 3 year plan:
 - Year 1, Year 2 , Year 3

More of:

- Staff members to implement new self-regulation strategies targeting students in need. There is still much work to be done in terms of deepening our knowledge and implementing practices related to the Social Emotional Learning (SEL) domains.
- Deepen staff knowledge of the five core competencies: Self-awareness, self-regulation, social awareness, relationship skills, and responsible decision making.
- Develop social and emotional skills that can be used in all settings.
- Foster confidence and increase enjoyment of the school experience.
- Teachers and students learned new strategies using evidence-based SEL programs such as Zones, Incredible Flexible Me, Bucket Fillers, Second Step, Roots of Empathy.
- Strategies to be implemented in the classroom to support students' self-regulation skills need continued support and monitoring to ensure successful implementation; teachers need support from staff who specialize in this area.

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Summarize what the new areas of learning will be and how we will support that new learning in order to benefit the students (i.e. resources, pro-d, etc.).
- Link these new areas of learning to the redesigned curriculum

- Social Emotional Learning curriculum and core competencies.
- Collaborative inquiry project continues for 2017-18 school year. How can exploring Social Emotional Learning and Positive Behaviour Intervention Support impact student learning and connection to the school community?
- DLST- MIST TEAM to provide Professional development Nov 1 to staff in the areas of social emotional learning.
- DLST -Behaviour Consultant to provide ongoing support to our Collaborative Inquiry team.
- Jericho Kids Club (JKC) Bayview's out of school care provider will continue to meet and work with whole staff and with the members of the collaborative inquiry project.
- Centre of Ability clinical social worker, Andrea Harstone will provide ongoing consultation to staff and perhaps a workshop (SEL).
- Social Emotional Curriculum- we hope to have a coordinated implementation of evidence-based programs for TIER 1 universal learning in all classrooms. (Zones, Incredible Flexible Me, Bucket Fillers, Second Step, Roots of Empathy)
- VCCH-OT/PT will continue to work with staff to implement Ready Bodies, Learning Minds program as well as provide consultative advice for our students who are currently on their caseloads.
- DLST- Inclusion Consultant to continue to provide advice to our SPED learning teams as needed.

8. HOW WILL WE KNOW WE'RE SUCCESSFUL? (CHECKING)

- How will we know that what we are doing is working and is making a difference for our learners?
- What will we be using as baseline data? How will we chart growth?
- How will we respond if we see no changes?

- Teachers gather baseline assessment for social responsibility, social emotional learning, and vulnerabilities to help make decisions for support and planning for instruction.
- Literacy screening tools for primary students (Gr. 1-3) in fall.
- Tracking student performance each reporting term in social responsibility, work habits, effort and behaviour and achievement in language arts and math.
- Performance Standards assessment of social responsibility early in year.
- Kindergarten Literacy screening tools (Jan-June)
- Student self-assessment of the Core Competencies.
- Informal and formal assessment data to track learning.
- SBT referrals and District Intervention Model of service delivery.
- Positive behaviour intervention support plan for students who need this TIER 2 intervention. Escalation- De-escalation chart to assist with students who need TIER 3 intervention.
- Tracking individual student attendance, involvement in school activities, clubs, and athletics.

9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

- How will we make parents, students and other members of the community aware and involved?

- Teachers share students' learning improvements with students and parents through term goal setting/reviews and student-led conferences.
- Students' work to be displayed throughout the school, their ideas and persistence celebrated.
- Weekly assemblies provide opportunities for sharing, performance, and celebration of learning and recognition of student success, leadership and ongoing contributions to the school community. Stars of the Week recognize student strengths and contributions.
- Many of the communication strategies also serve to provide opportunities for parental and community involvement. The Bayview website plays an important role in telling our "story" about learning related to our school plan and how all members of the community are engaged in this work. Many Bayview teachers post blogs that provide further explanation and celebration of successful learning.
- We communicate and celebrate through vehicles such teacher blogs, morning PA messages, through and through various Year-end celebrations and banquets acknowledging student accomplishments and contributions.
- Parent engagement is an important element and the PAC plays a key role in developing opportunities to keep parents informed and to consult with them regarding how, when and where they would like to learn more and engage in our school plan through conversations at PAC meetings, parent-teacher conferences, informal meetings, and regular updates in our school newsletter.
- Faculty and staff have made commitment to work with each other, parents/ guardians, School Based Team, Jericho Kids Club, Bayview Community and Tree House Preschools, and the neighbouring community partners to enhance the school experience and connectedness for all students.
- Students' leadership and involvement is displayed throughout the school, their ideas and persistence celebrated.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

10. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

Grade 7 -3

Grade 6 - 3

Grade 4 – 2

District program- 1 (often fluctuates)

11. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- Acknowledgement of traditional lands poster is now in every classroom.
- Deana Michael, Bayview's Aboriginal Education Enhancement Worker, collaborated with enrolling teachers in classroom learning activities weekly and met regularly with aboriginal students. Deana introduce students to many aspects of Aboriginal life, current and past including pre and post European contact.
- Continued to build on instructional strategies and access to cultural resources and artistic initiatives. Traditional stories, writing, art projects introducing students to art forms, food, potlatches, weaving, button blankets, Aboriginal presentations, performances, drumming.
- One Grade one class received an Artist in Residence grant allowing her students to complete an Aboriginal Education Cultural Project with artist, Anastasia Hendry.
- Guest speaker Shane Pointe, and visual artists Anastasia Hendry and Marta Robinson.
- Poet-technology: Book creator project through Library and Arts Starts grant opportunity.
- MOA field trips- potlatch, cedar
- School Staff took part in a full professional development day with Aboriginal Artist/Elder, Anastasia Hendry.
- Science: Resources including Aboriginal speakers to talk about medicinal plants, fishing, environmental sustainability, and the "Salmonids in the Classroom Project".
- Social Studies: resources including Aboriginal speakers to discuss First Nations' culture and traditions, Metis culture and traditions, self-government, and treaty issues.
- Continued to Increase Aboriginal students' sense of pride, self-esteem, belonging, place, and acceptance and caring in schools. Sharing cultural knowledge will increase the students' sense of belonging as well as add to their self-confidence. 9 students identify as Aboriginal.
- Continued to ensure increased academic success and recognize and celebrate the importance of supporting Aboriginal students to achieve success in our schools.
- School based team meets each reporting term to discuss and plan each Aboriginal student's success plan while teachers continue to monitor and track Aboriginal students' success: Collaborated with SBT, both enrolling & non-enrolling teachers, support staff and AEEW to analyze student needs, develop learning plans and provide additional intervention supports when indicated. Our Aboriginal learners are reviewed at SBT to highlight strengths and determine areas of opportunity and growth in social emotional learning, areas of vulnerability, leadership, engagement, connectedness and belonging.

12. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

- Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal Histories, traditions, cultures and contributions among all students.
- Continue weekly collaboration with Bayview's Aboriginal Enhancement and Education Worker, Deana Michel, and classroom teachers and students. She is an exceptional resource and contact for the school staff and students.
- Plan for a professional development day in 2017-18 to visit the Musqueam educational learning centre.
- Continue to build on instructional strategies and access to cultural resources and artistic initiatives. Traditional stories, writing, visual art projects, food, potlatches, weaving, button blankets, Aboriginal presentations and speakers, cultural performances.
- MOA field trips.
- Science: Resources including Aboriginal speakers to talk about medicinal plants, fishing, environmental sustainability, and the "Salmonids in the Classroom Project".
- Social Studies: resources including Aboriginal speakers to discuss First Nations' culture and traditions, Metis culture and traditions, self-government, and treaty issues.
- Continue to increase Aboriginal students' sense of pride, self-esteem, belonging, place, and acceptance and caring in schools. Sharing cultural knowledge will increase the students' sense of belonging as well as add to their self-confidence. 9 students identify as Aboriginal.
- Continue to ensure increased academic success and recognize and celebrate the importance of supporting Aboriginal students to achieve success in our schools.
- Continue to review each Aboriginal student each term through SBT to highlight strengths and determine areas of opportunity and growth in social emotional learning, areas of vulnerability, leadership, engagement, connectedness and belonging. School based team and AEEW to continue to meet to discuss each Aboriginal student's success plan. Teachers continue to monitor and track Aboriginal students' success. SBT, analyze student needs, develop learning plans and provide additional intervention supports when indicated.

13. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

- Increasing interest students have daily connection to ancestral land and tradition. Teachers have received very positive feedback from MOA staff re: knowledge, respect, understanding of our indigenous people and culture. Acceptance of similarities and differences.
- Report card, attendance, leadership and behaviour referral data for our Aboriginal students.
- School environment is visually welcoming and inclusive and celebrates our Aboriginal history.
- Assembly gatherings begin with acknowledgement of traditional lands.
- Parents' feedback.