ASD-W
Anglophone School District West

Bliss Carman Middle School SIP
2026-2027

Data Snapshot Summary:

Numeracy is essential for students to think critically, solve problems, and apply learning across subjects. At the middle school level, students must move beyond basic skills to develop deeper conceptual understanding and confidence in mathematical reasoning. Data from classroom assessments, provincial assessments and report card show a need to strengthen students' ability to apply math concepts in the area of number sense. Focusing on numeracy will promote consistent teaching practices, improve student achievement, and build confidence and engagement in mathematics.

Goal 1: Numeracy

By June 2027, 85% of students at BCMS will demonstrate growth in the number sense strand.

Positive Learning and Working Environment Component: ☐ Safety ☐ Relationships ☒ Teaching and Learning ☐ Institutional Environment ☐ Improvement Process

Indicators of Success:

- Students will demonstrate more confidence and positive attitude in Numeracy.
- Students will demonstrate progress in areas of number sense on classroom assessments, report card data and provincial assessments by the end of June 2027.
- Students will be able to explain and justify their mathematical thinking rather than simply provide an answer.
- Students will use and compare multiple strategies to solve problems.
- Students will apply number sense skills to unfamiliar and real-world situations.
- Embedded collaboration amongst numeracy teachers during scheduled PLC but also outside scheduled time.
- Sharing of best practices in the area of number sense amongst numeracy teachers and implemented in lessons.

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Strategy/Action	**Responsibility**	**Timeframe**	**Evidence**	**Accountability**	**Frequency**	**Impact**	**Next Steps**
(List the strategies and actions for realizing this goal, each in a new row.)	*(Who is implementing this strategy/action?)*	*(In what timeframe/date range will implementation occur?)*	*(What evidence will be examined?)*	*(Who is examining the evidence?)*	*(At what frequency will the evidence be examined?)*	*(What has been the impact of this strategy/action toward achievement of the goal?)* ***Start each impact statement with a monitoring date.***	
AIT time dedicated to number sense journaling.	All teachers ASTeacher Admin.	By Oct. 15 3-week blocks throughout the year.	Data from journaling Direct impact on numeracy learning.	ESS Numeracy teachers ASTeacher	At end of each 3-week block		☐ embedded ☐ continue ☐ refine or revise ☐ abandon ☐ not yet implemented
Provide targeted intervention focused on number sense: Small-group instruction, targeted practice, intervention blocks or flexible grouping based on specific skills.	Academic Support teacher with teacher support.	End of September	Screener data before and after each intervention block Repord card data, classroom observations, and provincial assessments on number stand should be directly impacted.	Teachers, ASTeacher Admin	End of each intervention block Reporting period		☐ embedded ☐ continue ☐ refine or revise ☐ abandon ☐ not yet implemented
Numeracy teachers, AST and Admin will analyse numeracy data to better plan numeracy intervention focused on Number sense.	Numeracy teachers Admin ASTeacher	Throughout the year					☐ embedded ☐ continue ☐ refine or revise ☐ abandon ☐ not yet implemented
Build daily Number Sense routines: Incorporate short, consistent number sense activities into mathematics instruction several times per week.	Numeracy teachers	October -June	Number sense warm up will be part of lesson plan at least twice a week.	Numeracy teachers Admin	On going through walkthroughs Shared evidence at numeracy meetings.		☐ embedded ☐ continue ☐ refine or revise. ☐ abandon ☐ not yet implemented

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Build teacher capacity through collaboration: Use PLC/team time to examine student work, share effective Number Sense tasks and discuss misconceptions.	Admin ASTeacher Numeracy teacher Numeracy lead	June 2027	Focused PLC time Collaboration amongst numeracy teachers	Admin Numeracy teachers	Monthly		

Data Snapshot Summary:

Reading fluency is the bridge between decoding and comprehension. When students read accurately, at an appropriate rate, and with expression, they can focus their attention on understanding what they read in every subject area. Beginning in Fall 2026, BCMS is using the DIBELS 8th Edition universal screener in grades 6–8. DIBELS Maze and Oral Reading Fluency (ORF) results will serve as the school's new baseline. Screener data, classroom assessments, provincial reading assessment results and report card data show a need to strengthen students' reading fluency (accuracy, rate, and expression) as a foundation for comprehension. [Insert Fall 2026 baseline: __% of students at/above benchmark on DIBELS Maze; __% on ORF.] Focusing on fluency will build common, school-wide literacy practices, give every teacher practical tools to support readers, and increase student confidence and achievement across the curriculum.

Goal 2: Literacy

By June 2027, 80% of students at BCMS will demonstrate growth in reading fluency, as measured by an increase in their DIBELS 8 Maze and Oral Reading Fluency (ORF) scores from the Fall 2026 baseline to the Spring 2027 benchmark.

Positive Learning and Working Environment Component: ☐ Safety ☐ Relationships ☒ Teaching and Learning ☐ Institutional Environment ☐ Improvement Process

Indicators of Success:

- 80% of students will increase their DIBELS 8 Maze and ORF scores from the Fall 2026 baseline to the Spring 2027 benchmark.
- The percentage of students at or above benchmark on DIBELS Maze and ORF will increase, and the percentage well below benchmark will decrease, at each benchmark window (fall, winter, spring).
- All teachers will participate in fluency professional learning and will report regular use of fluency routines in their classrooms and during AIT.
- Students will demonstrate improved accuracy, rate, and expression when reading aloud, and increased confidence and engagement in reading, as seen in classroom observations, student reflections and report card data.

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Professional learning for all teachers on evidence-based reading fluency instruction. Sessions will focus on Tier 1 fluency strategies that can be used in any subject (modelled reading, echo and choral reading, partner reading, repeated reading, phrase-cued text, and readers' theatre) explicit instruction of accuracy, rate and expression, and how to read and use DIBELS Maze and ORF data to plan instruction.	Academic Support Teacher, with administration and district literacy support. All teachers participate.	Initial session _____ Follow-up sessions and PLC mini sessions each sprint through June 2027.	PL attendance records. Teacher exits surveys on confidence and use of fluency strategies (fall and spring). PLC notes and teacher reflections.	Administration, Academic Support Teacher, and the Core Leadership Team	Following each PL session; reviewed at the end of each sprint.		☐ embedded ☐ continue ☐ refine or revise ☐ abandon ☐ not yet implemented
Put fluency strategies and tools into teachers' hands. Provide a ready-to-use fluency tools, so all teachers can embed a short (10–15 minute) fluency routine into regular classroom instruction, including with content-area texts.	All teachers. Academic Support Teacher provides resources, modelling and co-teaching support.	Toolkit launched by the end of Sprint 1 (October 30, 2026). Ongoing use through June 2027.	Teacher self-reported use of fluency routines (brief discussion or survey). Classroom observations and student work samples.	Administration, PLCs, and the Academic Support Teacher.	Monthly check-in at PLCs; formal review mid-year (January) and June.		☐ embedded ☐ continue ☐ refine or revise ☐ abandon ☐ not yet implemented

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Academic Support Teacher will model and co-teach routines on request.			PLC discussions and examples shared by teachers.				
AIT time dedicated to reading fluency. All students take part in structured fluency practice during AIT (e.g., repeated reading with timed reads and goal setting).	All teachers during AIT. Academic Support Teacher supports small groups with classroom teachers.	Begins by the start of Sprint 2 (November 9, 2026) and continues through June 2027.	DIBELS 8 Maze and ORF benchmark data (fall, winter, spring). Progress monitoring data for students receiving Tier 2 support.	Academic Support Teacher, ESS team, administration, and grade-level PLCs.	Benchmark data reviewed 3 times per year; progress monitoring reviewed at the end of each 4–6-week sprint.		☐ embedded ☐ continue ☐ refine or revise ☐ abandon ☐ not yet implemented
Create a BCMS Literacy TEAMS site. A central, easy-to-access hub housing all literacy information and tools for teachers: PL slides and recordings, the fluency toolkit, AIT fluency plans, DIBELS administration and benchmark information, data-use guides, and teacher-shared resources.	Academic Support Teacher builds and maintains the site. All teachers access and contribute resources.	Site launched by the end of September 2026. Updated each sprint through June 2027.	TEAMS site usage (views/downloads). Teacher feedback survey on usefulness and ease of access. Number of resources added or shared by staff.	Academic Support Teacher and administration.	Reviewed at the end of each sprint; teacher feedback collected mid-year and in June.		☐ embedded ☐ continue ☐ refine or revise. ☐ abandon ☐ not yet implemented

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Data Snapshot Summary:

A positive sense of belonging and well-being is essential for student engagement, learning, and success. Student perception data indicates that approximately 20% of students report feeling disconnected from school, not fitting in, or experiencing bullying. This highlights the need for a consistent, school-wide approach to fostering positive relationships and creating inclusive learning environments. Staff feedback identified opportunities to strengthen student connectedness through interest-based activities, celebrate diversity, increase mental health awareness, and build staff capacity to address bullying, racism, and student well-being. A focus on belonging and well-being will support a safe, inclusive, and welcoming school culture where all students feel connected and valued.

Goal 3: Well-being:

By June 2027, 90% of students at BCMS will report a positive sense of belonging, connection, and well-being at school, as measured by student perception survey data.

Positive Learning and Working Environment Component: ☒ Safety ☒ Relationships ☐ Teaching and Learning ☒ Institutional Environment ☐ Improvement Process

Indicators of Success:

- Students will report an increased sense of belonging, inclusion, and connection to the school community.
- Students will identify positive relationships with peers and trusted adults within the school.
- Student participation in school-based activities, clubs, leadership opportunities, and engagement initiatives will increase.
- Student reports of bullying and exclusionary behaviours will decrease.
- Staff will consistently implement strategies that promote inclusion, mental wellness, and positive school culture.
- Student perception survey data will demonstrate growth in indicators related to belonging, safety, inclusion, and well-being by June 2027.

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Implement a school-wide approach to mental health and wellness by providing regular opportunities for	All staff members, with support from administration, guidance, and	Implementation will begin as early as possible and continue	Student well-being and mental health survey data.	Administration, guidance staff, classroom teachers,	Monthly monitoring by staff teams, ongoing informal review throughout		☐ embedded ☐ continue ☐ refine or revise

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student reflection, check-ins, and wellness-focused learning. Staff will incorporate structured check-ins during AIT, homeroom, or classroom learning opportunities, while promoting positive relationships, resilience, and awareness of available support. Professional learning will be provided to strengthen staff capacity to identify concerns, respond appropriately, and connect students with support when needed.	district/community mental health partners.	throughout the school year. Professional learning opportunities and wellness initiatives will be embedded into ongoing school improvement efforts.	Documentation of classroom or other check-in practices and wellness activities. Student feedback regarding awareness of support, connectedness, and overall well-being. Guidance referral trends and student requests for support. Staff participation in professional learning related to mental health and student well-being.	and the School Improvement Team.	the school year, and formal review of survey and school data at least annually. These two strategies now complement each other well: Strategy 1 =		☐ abandon ☐ not yet implemented
Develop and implement inclusive, interest-based student engagement opportunities (e.g., SPARK, BLISS Blast, clubs, leadership opportunities, cultural	All staff members. Administrators will support planning, monitor	Planning and organization throughout the first half of the school year, with	Student perception survey data related to belonging, inclusion, school connectedness,	Administration, School Improvement Team, and all staff members.	Informal monitoring throughout the school year, monthly team discussions, and formal review of		☐ embedded ☐ continue ☐ refine or revise ☐ abandon

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celebrations, and student-led initiatives) that foster positive peer and staff relationships, celebrate student diversity, and strengthen students' sense of belonging within the school community. Provide regular opportunities for students to build positive connections through classroom, team, and school-wide activities that reflect a variety of interests, cultures, and identities.	implementation through team meetings, and facilitate coordination across grade levels and departments. Staff will collaborate to create and sustain inclusive opportunities that engage a broad range of students.	implementation occurring throughout the school year and ongoing review based on student participation and feedback.	bullying, and school climate. Participation rates in clubs, SPARK/BLISS activities, cultural celebrations, and school-wide events. Student feedback collected through surveys, focus groups, classroom discussions, and informal check-ins. Behaviour, bullying, and discrimination-related incident data. Staff observations regarding student engagement, participation, and peer interactions.		available survey and school data at least annually.		☐ not yet implemented
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