New Brunswick School Improvement Indicators

Organization of this document

The *New Brunswick School Improvement Indicators* are grouped within four domains and eleven subdomains.

I. Systemic School Planning
- *School Improvement Planning*
- *Evidence-informed Decision-making*
- *Inclusion*

II. Leadership & Teaming
- *Leadership*
- *Teaming*

III. Learning Environments
- *High Expectations*
- *Positive Behavioural Interventions and Supports*

IV. Classroom Practice
- *Instructional Planning*
- *Instructional Strategies*
- *Evidence of Learning*
- *Classroom Intervention*

The domains are ordered hierarchically. The classroom environment operates within the broader learning environment, which operates within the leadership and teaming environment, which operates to carry out the overarching School Improvement Plan (SIP) and Positive Learning and Working Environment Plan (PLWEP) goals and their strategies, and the same logic operates in reverse.

The four domains are one way of grouping related practices to more easily see them as processes within a system. Practices at each level affect/inform those at higher and lower levels, so the degree to which they are intentionally aligned will impact effectiveness.

This does not mean all indicators in Domains I – III must be addressed before tackling *Classroom Practice*, or that indicators in any domain are more important than others.

Using This Document

This document has been created as a tool for school self-assessment as part of the development and monitoring of *School Improvement* and *Positive Learning and Working Environment* Plans.

Recommended Process for Self-Assessment

Review of the guiding questions at the beginning of each domain, in conjunction with school-based evidence (e.g., Teacher Perception Survey Data, OurSchool and Student Wellness Survey data, meeting minutes, existing SIP and PLWEP monitoring data) will help to identify the domains or subdomains for initial focus.

Once the domain or subdomains of interest are identified, school improvement teams are encouraged to review the associated indicators and sub-indicators. An initial discussion of these with reference to the data and evidence already reviewed will help to determine which indicators and sub-indicators warrant deep analysis. Deep analysis is based on triangulation of data and evidence. This will increase the reliability of the self-assessment.

To assist with interpretation of the indicators, please refer to the *NB School Improvement Indicators with Explanatory Notes* document. This document provides further explanation of the rationale/practices supporting each indicator and/or the associated research. This will support the effective rating of indicators.

Schools that are developing a new SIP are encouraged to work through all the indicators.

Possible Approaches to the use of the Indicator Document

To be determined by districts and schools:

- School self-assessment only
- School self-assessment plus invitation to an external team to visit and evaluate school performance based on the indicators

Let the triangulation begin! … Evidence of all kind welcome!

Observations
- *(Teacher self-reflections, classroom, common area, and school ground observations, analysis of the structured and unstructured school day, student-student, student-teacher and student-support staff interactions …)*

Targeted conversations or focus groups
- *(Teachers, ESS Team, admin staff, support staff, students, parents, community partners …)*

Products
- *(Student work, lesson plans, teacher growth plans, school timetable, meeting minutes, school policies …)*

- School-District Blended Model: schools self-assess and seek support from district personnel who work in collaboration with the school. These individuals are termed school liaisons in the *New Brunswick Provincial Improvement Framework: A Collaborative Process for Schools, Districts and the Province*. School liaisons can act as a critical friend who provides direct support or can link schools to others (e.g., district personnel, like-sized and configured schools, principal or teacher mentors /supports).

Rating Descriptors

Schools can choose to use the ratings below when completing their self-analysis if it benefits the identification of school strengths and potential areas of focus for growth. When discussing indicator ratings, school teams are urged to be mindful of the purpose of this document as a vehicle for formative dialogue. The value of the discussion lies in coming to agreement on the current situation, and establishing priorities for focused action, not the rating.

The labels for the ratings are: **Very *Evident (VE), Mostly Evident (ME), Somewhat Evident (SE) and Not Evident (NE).***

VE: You've nailed it – keep maintaining the processes and knowledge needed to preserve this practice (embedded and consistent practice)

ME: You have processes and procedures in place and are partway there – don't slow down

SE: You have a plan and a step or two – decide whether it's a priority because it will take some dedication to implement

NE: You haven't considered it because you didn't think it was important, or don't know how to begin – you need some help to get started (**if** it's a priority)

The following is proposed as a guide for determining ratings. Only ***Very Evident*** is defined. This approach was chosen in order to avoid inflexible rubrics while providing sufficient guidance to support uniform rating decisions.

> **Very Evident**
>
> ***The evidence indicates that this look-for is consistently demonstrated, well-established, and sustainable (processes,***
> ***knowledge, skills, data, and ongoing monitoring and adjustment are required for this are in place).***

Questions to consider when using a rating of <u>Very Evident</u>:
- Is this part of the way we do business (pervasive, routine, part of the school culture)?
- Would this survive if the leadership changed?
- Is there a process for induction of new staff members?
- Is this a school-wide approach?
- Is it consistently demonstrated by staff – or just pockets of staff, or certain groups of staff?
- Is it documented with data and evidence or artifacts?
- Would your staff be able to explain/speak to this practice?

- Are staff members willing to share this practice with others or have others come to your school or class to observe?

Note: Indicators are rated by triangulating evidence from a variety of sources including observations, conversations and products.

I. Systemic School Planning

Guiding Questions
Please note: New Brunswick school plans can include SIPs, PLWEPs and other plans.

- What values and expectations drive the plans and actions of the school?
- What data and evidence are used to determine the focus of the school plan(s)?
- Have we adequately defined the problems we are trying to solve with our school action plan(s)?
- What collaborative processes are in place to develop, implement, monitor and adjust our plans? How might we consider the needs of staff, students and community in determining the focus of our plans?
- How can we ensure we have captured student voice in determining the foci of our SIP, PLEWP and other plans?
- How do we identify, collect, analyze and use data and evidence in our school?
- What processes are in place to ensure our school is inclusive? Do educators work intentionally and proactively to support all individuals and groups, eliminating barriers and reducing inequities?
- Is a personalization mindset evident (i.e., engagement is achieved through planning and actions that create autonomy, competence, relatedness and relevance for students and staff)?
- Are the NB Global Competencies sufficiently understood by staff and students to facilitate planning, learning and assessment activities to achieve positive student outcomes (Critical Thinking and Problem Solving, Innovation, Creativity, and Entrepreneurship, Learning to Learn / Self-Aware & Self- Directed, Collaboration, Communication, Global Citizenship and Sustainability)?
- What processes do you have in place to ensure your school plan(s) is/are fluid, flexible, and routinely monitored?

School Improvement Planning	Evidence:	Rating:
Indicator 1 **The school engages in effective continuous improvement processes designed to achieve positive student outcomes.** All objectives as appropriate/prioritized		
1.1 The School Improvement Plan is developed based on the review of a variety of information. Sources include data and evidence pertaining to student academic, behavioural, social-emotional, and cultural engagement and development.		
1.2. Staff members know their roles and work toward the realization of the school vision, mission and goals.		
1.3 The school vision, mission, and improvement goals are shared with students, staff, families, the PSSC, and the community to ensure continuity and ownership.		
1.4 There is a logical connection between school goals, the targeted strategies chosen to accomplish goals, and the associated measures that will indicate whether the strategies are successful.		
1.5 The School Improvement Plan is monitored routinely to gauge progress and adjust strategies based on the review of data and evidence. .		

Indicator 2 **Staff members are engaged in continuous, job-embedded professional learning focused on advancing positive student outcomes.** Objectives 1, 7 and 9		
2.1 Staff members design, share, and work toward their professional growth plans which are aligned with their assignments and the School Improvement Plan.		
2.2 Processes are in place for monitoring the impact of professional learning opportunities for professional and paraprofessional staff members.		

Evidence-Informed Decision-Making	**Evidence:**	**Rating:**
Indicator 3 **Data and evidence are routinely gathered and analyzed to inform and monitor the goals of the continuous improvement processes in place in the school.** Objectives 3, 4, 5, 7 and 8		
3.1 Student development data (e.g., stretch learning, personal development, behaviour, and student engagement) are gathered and monitored to support school goals.		
3.2 Classroom and school-wide observation data are collected by school leaders, teachers, and/or other personnel, analyzed, and shared to inform and monitor targeted or school-wide practices.		
3.3 Pre-school, within-school, and school-to-school transitions are planned based on data and supporting structures are in place.		

Indicator 4 **Schools use evidence-informed Response to Intervention (RTI) strategies to support students academically.** Objectives 1, 3, 4, 5, 7 and 8		
4.1 School-wide responses with varied strategies for academic intervention are systematically employed.		
4.2 The school has an effective process in place for identifying students who require accommodations, adjusted curricular outcomes (PLP-ADJ) and individualised (PLP-I) programming.		

Indicator 5 **Schools use evidence-informed Response to Intervention (RTI) strategies to support students behaviourally.** Objectives 1, 6, 7 and 9		
5.1 School-wide responses with varied strategies for positive reinforcement and behavioural intervention are systematically employed.		
5.2 The school has a proactive, systematic strategy for dealing with bullying.		
5.3 Processes are in place, and staff members apply interventions, to support students with their attendance.		
5.4 The school has a proactive and systematic strategy for promoting student and staff mental fitness and resilience.		

Inclusion – Please note, when discussing inclusion, both face to face and virtual learning environments, need to be considered.	Evidence:	Rating:
Indicator 6 **The school culture encourages the engagement, active involvement, and inclusion of every student** *(considering both face to face and virtual learning environments).* Objectives 1, 3, 4, 5, 6, 7, 8 and 9		
6.1 School leaders are actively involved in creating and furthering an inclusive school culture.		
6.2 Staff members are actively involved in creating and furthering an inclusive school culture.		
6.3 Students are actively involved in creating and furthering an inclusive school culture.		

Indicator 7 **School-based staff members create and maintain a learning environment that celebrates diversity, is focused on equity, and are vigilant in eliminating barriers and reducing inequities.** Objectives 1,5, 6, 7, 8 and 9		
7.1 The school environment encourages and supports the engagement, active involvement, and inclusion of every student **physically.**		
7.2 The school environment encourages and supports the engagement, active involvement, and inclusion of every student **academically**.		
7.3 The school environment encourages and supports the engagement, active involvement, and inclusion of every student **socially and emotionally**.		
7.4 The school environment encourages and supports the engagement, active involvement and inclusion of every student **culturally.**		

Indicator 8 **School-based staff members work to maximize collaboration with partners and stakeholder groups to support individuals and groups, to eliminate barriers and reduce inequities.** Objectives 1, 2, 3, 4, 5, 6, 7, 8 and 9		

Indicator 9 **Processes are in place to ensure the school community is invitational, accessible, and affirming for families.** Objectives 1, 2, 7, 8 and 9		
9.1 Families feel they are heard and treated with respect and that staff members are approachable and open.		

II. Leadership &Teaming

Guiding Questions
- School leaders are aware of, and work toward addressing, the [Atlantic Provinces Standards of Practice for Educational Leaders](.).
- How are teams (e.g. subject, grade level, ESST, Leadership team, etc.) organized to contribute to the school plan(s) (SIP, PLWEP, etc.) and collectively carry out the established actions?
- What processes ensure effective communications occur within and between teams?
- How do school leaders support teams and/or personnel's professional growth and achievement of goals?
- What processes do we have in place to provide feedback, support and promote ongoing professional growth (administrator to teacher; teacher to administrator; teacher to teacher; administrator/teacher to support personnel; and, support personnel to teacher and/or administrator)?
- How are we collaborating to close achievement gaps?
- How does the school support leadership at all levels, including student leadership?
- How will educators engage students in collaborative leadership opportunities?
- How does the school engage stakeholders to support SIP goals?

Leadership	Evidence:	Rating:
Indicator 10 **The school has effective distributive leadership structures in place to facilitate continuous improvement.** Objectives 1, 7 and 9		
10.1 Shared decision-making is an established practice.		
10.2 The principal encourages, welcomes and employs feedback from staff members, students and families.		
10.3 Administrators facilitate and support engagement in professional learning and leadership activities for and by staff members.		

Indicator 11 **School leaders demonstrate instructional leadership by supporting and monitoring the effectiveness of staff and team practices, and their impact on student learning, social-emotional development, and behaviour.** Objectives 1, 7 & 9		
11.1 School leaders prioritize tasks, create structures and manage time to support effective team practices, professional learning, and innovation.		
11.2 School leaders provide staff members and students with thanks and other recognition for contributions and accomplishments.		
11.3 School administrators are visible throughout the school community and model quality interactions with staff members and students.		

	Evidence:	Rating:
11.4 The principal ensures structures are in place to observe and provide ongoing feedback for teachers using NB curriculum documents, available look-fors and standards.		
11.5 All teachers receive a formal performance evaluation on a predetermined cycle. This includes observations and conferencing using a structured format.		
Indicator 12 **The school fosters the development of student leadership skills and the modeling of appropriate behaviours by peers.** Objectives 1, 9 and Condition for Success 5		

	Evidence:	Rating:
Indicator 13 **Students have opportunities to be heard and to influence decisions made in the school.** Objectives 1, 7 and 9		

Teaming	Evidence:	Rating:
Indicator 14 **Teams meet regularly as learning communities and work to build individual and collective efficacy.** Objectives 3, 4, 5, 7, 8 and 9		
14.1 Common language, understanding, and practices emerge from ongoing study, learning in the field, and professional dialogue based on current research.		
14.2 Supports are in place for staff members who are new to the profession, new to a subject area or assignment, or are struggling.		
14.3 Educational staff members participate in observation, coaching, and structured feedback opportunities with peers.		

Indicator 15	Evidence:	Rating:
Indicator 15 **Teams meet regularly to discuss planning, instruction, intervention and innovation using student data.** Objectives 3, 4, 5, 6, 8 and 9		
15.1 Effective common assessment practices are in place (benchmarking/ screening).		
15.2 Student achievement data are routinely gathered and monitored.		
15.3 Class and Individual student profiles are developed and shared among teachers in order to monitor and promote learning.		
15.4 School leaders work with teachers and teams in gathering and interpreting data on student performance to inform decisions, including setting targets to close achievement gaps.		

Indicator 16 **The school collaborates with a diverse network of partners to support the goals of the school improvement plan in order to extend opportunities for students.** Objectives 1, 2, 3, 4, 5, 6, 7, 8 and 9		
16.1 A variety of opportunities are initiated by the school to enable families and other partners to assist their children's learning.		
16.2 A variety of opportunities are initiated by the school to enable families to assist their children's social-emotional development.		
16.3 Families and community members are actively involved in the school.		

III. Learning Environments

Guiding Questions
- What are our learning and behavioural expectations and how have we established and communicated them?
- How do we engage in continuous improvement?
- What strategies do we use to support mental fitness, resiliency and appropriate behaviour for our students and staff?
- How do we monitor and intentionally design environments to foster the mental fitness and resiliency of our students?
- There is a focus supporting Social Emotional Learning (SEL) for students and staff.
- How do we foster the social-emotional competencies of self-awareness, self-management, responsible decision-making, social awareness and relationship skills?
- How do we engage student voice in continuous improvement?

High Expectations	Evidence:	Rating:
Indicator 17 **High academic and behavioural expectations are held for each student. Students and families know these expectations.** Objectives 1, 3, 4, 5, 6, 7, 8 and 9		
17.1 School leaders create an atmosphere of high expectations collaboratively with teachers, staff, families and students.		
17.2 The school day is designed to achieve effective learning opportunities and interventions.		

Indicator 18		
Indicator 18 **There is a culture of reflection, evidence-informed inquiry, and innovation, designed to achieve positive student outcomes, and to advance individual and collective effective.** Objectives 1, 3, 4, 5 and 6		
18.1 Staff members engage in ongoing professional learning and research to improve their understanding of current pedagogy, methods and use of approved online tools.		

Indicator 19 COVID Focus		
Indicator 19 COVID Focus **Varied means of communication are in place to ensure families and partners are well-informed.** Objectives 1,6, 7, 8 and 9		
19.1 Teachers ensure ongoing and timely communication with families about expectations for and progress of their child.		

19.2 Protocols and processes are in place for resolution of conflict involving students and/or adults within the school community.		

Positive Behavioural Interventions and Supports	Evidence:	Rating:
Indicator 20 COVID Focus **School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.** Objectives 1, 7 and 9		
20.1 Boundaries and expectations are co-constructed, explicitly taught, modeled, regularly reviewed with students, and positively reinforced. Students and families know these expectations.		
20.2 Staff members use a restorative practice approach to respond to inappropriate behaviours, help students learn appropriate behaviours, and repair relationships that have been damaged.		
20.3 The school has a systematic, evidence-informed strategy for dealing with disruptive behaviour including online behaviour that negatively influences the learning environment.		
20.4 Recognition of academic and pro-social/behavioural success occurs regularly and in a personalized way that reinforces intrinsic motivation.		
20.5 Staff members are present and visible during unstructured time within the school day.		

IV. Classroom Practice

Guiding Questions

- How are the practices in the *Evidence-Informed Decision-Making* section implemented in classrooms?
- What systems are in place to ensure we know and respond to our students' needs and strengths?
- How do our students show they value what they are learning?
- What guides our lesson planning?
- How do we use balanced assessment to monitor student progress?
- Which interventions from the pyramids are teachers currently accessing?
- How are Education Support Services (ESS) supporting teachers and students?
- How are we supporting self-directed learners?
- What systems are in place to ensure we know and respond to our students' academic and social-emotional needs and strengths?
- Are interventions systematically applied? If so, how? (See Teaching Process Map and Intervention Process Map)
- How are we engaging in the development of Assessment Capable Learners?
- What are we doing to assist students in acquiring the NB Global Competencies?

Instructional Planning	Evidence:	Rating:
Indicator 21 **New Brunswick global competencies, curriculum outcomes, achievement standards/indicators and available look-fors (e.g. instruction, Inclusion, SEL, etc.) are the foundation for teacher planning (daily and long-term).** Objective 3, 4, 5 and 9		

Indicator 22 **Teachers create and use daily and long-term plans designed to assess and address the diverse needs of learners.** Objectives 1, 3, 4, 5, 6, 7, 8 and 9		
22.1 Teachers personalize learning experiences and foster engagement by promoting autonomy, competence, relatedness, and relevance in their instructional planning.		

22.2 In order to ensure that learning opportunities are accessible to all students, teachers:
   – *plan and present information in multiple ways, taking cultural, socio-economic status, and other diversities into account;*
   – *provide students with opportunities to demonstrate knowledge and skills in a variety of ways and provide students with multiple opportunities for engagement.*		

22.3 Teachers design lessons and use instructional time to maximize learning and intervention opportunities.		

22.4 Instruction of curricular outcomes is differentiated to meet learners' needs. Opportunities for enrichment and stretch learning are provided for students of all abilities. Note: see Stretch defined in indicator 3.1		
22.5 Personalized Learning Plans are collaboratively developed with the Education Support Services team, families, students, and partners, and used by classroom teachers for (daily) lesson planning.		
22.6 Learning opportunities are designed to maximize relevance, make real-world connections, recognize and encourage learning beyond the school.		
22.7 Teachers design lessons and use instructional time to provide cross-curricular opportunities for students.		

Instructional Strategies	Evidence:	Rating:
Indicator 23 **Students can articulate, play a role in setting, and are working toward their learning targets.** Objectives 1, 3, 4, 5, 6, 7, 8 and 9		
23.1 Teachers model expectations for, and provide examples of, quality work reflecting provincial standards (where available).		
23.2 Teachers create a common understanding of quality work with students through the use of rubrics, indicators, exemplars and performance levels (co-constructed or student-friendly).		

Indicator 24 **Teachers use high yield instructional strategies to ensure active learning and learner engagement.** Objectives 3, 4, 5, 7, 8 and 9		
24.1 Teachers focus on learner-centred strategies that promote engagement, active processing, the construction of subject-specific knowledge, and the development of the global competencies.		
24.2 Teachers personalize learning experiences and foster engagement by promoting autonomy, competence, relatedness, and relevance throughout their instruction.		
24.3 Teachers use a variety of questioning techniques (e.g., use of open-ended and probing questions) to engage student thinking.		
24.4 Students use metacognitive strategies to identify and articulate personal strategies and processes to self-regulate their learning, emotions, and behaviours.		
24.5 Students use non-linguistic representations in their learning.		
24.6 Learning experiences promote inquiry and include problem- and project-based opportunities.		
24.7 Teachers provide opportunities for students to work collaboratively and co-operatively.		

24.8 Students have opportunities to engage in purposeful discussion to gain a deeper understanding of their learning and themselves.		

Indicator 25: **Technology is used effectively to promote student engagement and enhance learning.** Objective 1, 3, 4, 5, 6, 7, 8 and 9		
25.1 Online learning opportunities are in place to help address the needs of students.		

Indicator 26: **A variety of programs, courses and other learning opportunities are provided to expose and engage students in school to post-secondary learning, school to work, and school to life transitions.** Objectives 1, 3, 4, 5, 6, 7, 8 and 9		

Indicator 27: **Teachers use strategies in their subject area to strengthen literacy development.** Objectives 1, 3, 6, 7 and 8		

Indicator 28: **The learning of additional languages is valued and promoted (plurilingualism).** **Quality curricula and instruction, and authentic experiences are used to promote the acquisition and appreciation of additional languages.**		
28.1 Communication in additional language classes are in the target language.		
28.2 Learners of additional languages are encouraged to apply language skills in authentic contexts in and out of the classroom.		

Indicator 29: **Teachers use strategies in their subject area to strengthen numeracy development.** Objectives 1, 4, 6 and 7		
29.1 Numeracy and science concepts are taught using a variety of appropriate representations and models to deepen understanding and practical application.		

Evidence of Learning	Evidence:	Rating:
Indicator 30: **There is a balanced use of formative and summative assessment (for learning/of learning/as learning) to guide instructional practices.** Objectives 1, 3, 4, 5, 6, 7, 8 and 9		
30.1 Teacher practices promote the development of assessment capable learners.		
30.2 Short-term planning and instruction are based on ongoing, formative assessment.		
30.3 Students are able to generate and provide descriptive feedback that is ongoing, timely, explicit, meaningful, constructive, and empowering.		
30.4 Students are taught to consolidate their learning through self-and peer-assessment.		
30.5 Learning outcomes of students with Personalized Learning Plans (PLPs) are assessed appropriately.		

Classroom Intervention	Evidence:	Rating:
Indicator 31: **Evidence-based interventions to support curriculum outcomes are applied in classrooms.** Objectives 1, 3, 4, 5, 6, 7 and 9		
31.1 Flexible groupings are routinely used for intervention and classroom instruction. They are short-term, varied, inclusive, data-informed and appropriate for learning.		

Indicator 32: **Classroom teachers take primary responsibility for teaching students with diverse learning needs and ensuring that appropriate accommodations, adjusted curricular outcomes, interventions and supports are in place.** **Objectives 1, 3, 4, 5, 6, 7 and 8**		
32.1 Personalized Learning Plans for academic and behavioural needs are reviewed and updated by teachers on an ongoing basis to ensure progress in meeting identified goals and outcomes.		
32.2 Educational Support Services team members collaborate with classroom teachers and other professionals to determine methodologies that meet the needs of all students.		
32.3 Teachers consult with experts such as subject area coordinators and ESTs to help determine methodologies that best suit student skills and needs.		

Indicator Document Overview

<u>Domain I: Systemic School Planning</u>

There are:

- 9 Guiding Questions
- 9 Lead Indicators
- 33 Indicators Total

<u>Domain II: Leadership & Teaming</u>

There are:

- 8 Guiding Questions
- 7 Lead Indicators
- 25 Indicators Total

<u>Domain III: Learning Environments</u>

There are:

- 6 Guiding Questions
- 4 Lead Indicators
- 14 Indicators Total

<u>Domain IV: Classroom Practice</u>

There are:

- 12 Guiding Questions
- 12 Lead Indicators
- 42 Indicators Total

<u>Overall</u>

There are:

- 35 Guiding Questions
- 32 Lead Indicators
- 114 Indicators Total

Objectives of the 10-year Education Plan

Objective 1: Ensure all learners value diversity and have a strong sense of belonging

Objective 2: Ensure all pre-school children develop the competencies they need to be successful in school and in life

Objective 3: Improve literacy skills for all learners

Objective 4: Improve numeracy skills for all learners

Objective 5: Improve learning in, and application of, the arts, science, trades and technology for all learners

Objective 6: Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture

Objective 7: Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment

Objective 8: Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences

Objective 9: Foster leadership, active citizenship and an entrepreneurial mindset