DISTRICT IMPROVEMENT PLAN ENDS 2 REPORT

ENDS POLICY 2

Improve student engagement and achievement by embedding research based best practices in a variety of learning environments.

GOAL 1: ENHANCE BEST PRACTICES IN INSTRUCTION AND ASSESSMENT BOTH IN PERSON AND VIRTUALLY.

Strategy 2.1.1 Model and support the embedment of Plan, Do, Check, Act methodology in district professional learning and classroom practice.

Actions

- **When Children Succeed Project**

- Rural Schools Project

- Middle / High School Plan, Do, Check, Act Project

- School Improvement Framework Pilot
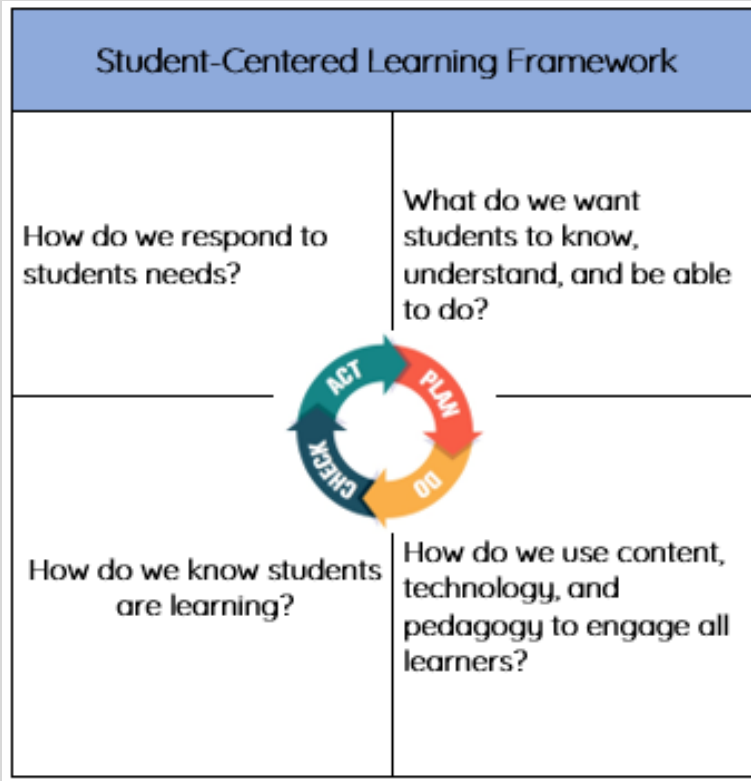
- Request for Support

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WCS Project – Plan/Do/Check/Act

WCS Literacy and Numeracy Work

Student-Centered Learning Framework

How do we respond to students needs?

What do we want students to know, understand, and be able to do?

How do we know students are learning?

How do we use content, technology, and pedagogy to engage all learners?

ACT | PLAN | CHECK | DO

- Maximized instructional time through high-yield practices to build a strong foundation for reading and number sense in diverse classrooms.

- Provided PL and ongoing support to schools around Differentiated Targeted Instruction (DTI)- a collection of high-yield, evidence-based practices for instruction and assessment of Literacy & Numeracy.

- Specialized documents and resources were developed to promote consistent implementation of DTI practices.

- Weekly meetings held with co-teachers to mitigate barriers, analyze data, share and celebrate successes.

- Curriculum coaches collaborated with co-teachers and classroom teachers via Requests for Support in Literacy & Numeracy.

- Supplemental resources were provided to target areas of specific need as they arose (e.g., Open Questions for Rich Math Lessons, Zorbit's Math Adventure).

WCS February Data Summary

Phonological Awareness - Grade Level Equivalency

	Baseline	October	December	February
Kindergarten	0.13	0.29	0.43	0.74
Grade 1	0.99	1.39	1.62	2.00
Grade 2	1.10	1.51	1.85	2.04

Phonological Awareness - % at End of Year Achievement

	Baseline	October	December	February
Kindergarten	2%	2%	5%	22%
Grade 1	22%	38%	50%	71%
Grade 2	9%	23%	39%	49%

Quick Phonics Screener - Grade Level Equivalency

	Baseline	October	December	February
Kindergarten	0.03	0.10	0.19	0.31
Grade 1	0.50	0.62	0.85	1.05
Grade 2	1.00	1.15	1.34	1.73

Quick Phonics Screener - % at End of Year Achievement

	Baseline	October	December	February
Kindergarten	1%	4%	4%	11%
Grade 1	7%	8%	9%	14%
Grade 2	6%	9%	10%	16%

WCS February Data Summary

Grade Level Equivlency

WCS February Data Summary: Numeracy

Term 1	N1	N2	N3	N4	N5	PR1
	understand number sequences 0 to 5	subitizing 1-3 objects in familiar arrangements	relate a numeral to its respective quantity, 0-5	represent/ describe numbers, 2-5 with 5 as a benchmark (concretely & pictorially)	compare quantities 0-5 using 1-1 correspondence	identify, create, reproduce, extend repeating patterns (2 or 3 elements) with manipulatives
Oct	74%	72%	73%	93%	50%	61%
Dec	76%	77%	80%	78%	56%	73%

Kindergarten – February Midpoint Data Term 2

Term 2	N1	N2	N3	N4	N5	PR1
	understand number sequences 0 to 10	subitizing 1-5 objects in familiar arrangements	relate a numeral to its respective quantity, 6-10	represent/ describe numbers, 6-10 with 5 as a benchmark (concretely & pictorially)	compare quantities 0-10 using 1-1 correspondence	identify, create, reproduce, extend repeating patterns (2 or 3 elements) with manipulatives
Feb	72%	74%	78%	53%	68%	69%
Mar						

Kindergarten- Midpoint & End of Term 1 Data

*Percentage of students who achieved or exceeded current grade-level expectations.

WCS February Data Summary: Numeracy

Grade 1- Midpoint & End of Term 1 Data

	N1	N2	N3	N4	PR1	PR3	SS2
Term 1	number sequences 0 to 20 FWD/BWD by 1s; FWD by 2s	subitizing 1-10 objects in familiar arrange-ments	demonstrate understand-ing of counting principles	represent/ describe numbers to 20/number words to 10	describe, reproduce, create repeating patterns (2-4 elements)	describe equality as a balance and inequality as an imbalance	sort 3-D objects and 2-D shapes using one attribute and explain this sorting rule
Oct	85%	67%	82%	55%	89%	N/A	N/A
Dec	91%	81%	87%	77%	88%	84%	67%

Grade 1 – February Midpoint Data Term 2

	N1	N2	N3	N4	N5	N6	N7	N9	N10	PR3	SS2
Term 2	number sequences 0 to 20 FWD/BWD by 1s; FWD by 2s	subitizing 1-10 objects in familiar arrange-ments	demonstrate understand-ing of counting principles	represent/ describe numbers to 20/number words to 10	compare sets to 20 using referents and 1-1 correspond-ence.	estimate quantities to 20 using referents.	represent a given number using a variety of equal groups (0 to 20)	addition with sums to 12 & correspond-ing subtractions	mental math strategies for +/- facts to 10	describe equality as a balance and inequality as an imbalance	sort 3-D objects and 2-D shapes using one attribute and explain this sorting rule
Feb	73%	63%	75%	65%	73%	44%	51%	66%	50%	43%	44%
Mar											

*Percentage of students who achieved or exceeded current grade-level expectations.

WCS February Data Summary: Numeracy

Grade 2- Midpoint & End of Term 1 Data

	N1	N4	N7	N10	SS1
Term 1	number sequences fwd/bwd 0-100 by 5s, 10s, 2s	represent& describe numbers to 100	illustrate the meaning of place value for numerals to 50	mental math strategies for facts to 18	relate the number of days/week & months/year in a problem-solving context
Oct	49%	69%	51%	20%	52%
Dec	66%	74%	67%	40%	73%

Grade 2 – February Midpoint Data Term 2

	N1	N4	N6	N7	N9	N10	PR3	SS1	SS3
Term 2	number sequences fwd/bwd 0-100 by 5s, 10s, 2s	represent & describe numbers to 100	estimate quantities to 100 using referents	illustrate the meaning of place value for numerals to 50	add. & corresponding sub. with answers to 100 using strategies	mental math strategies for facts to 18	meaning of equality and inequality using manips, & diagrams & = and ≠	relate the number of days/week & months/year in a problem-solving context	compare/order objects by length, height, distance around using non-standard units
Feb	72%	79%	73%	75%	48%	33%	82%	77%	93%
Mar									

*Percentage of students who achieved or exceeded current grade-level expectations.

Strategy 2.1.2 Model and support the embedment of meaningful feedback in district, school, and classroom practice.

Actions

◦ Subject Coordinator Professional Growth Goals

◦ Instructional Coaches Professional Growth Goals

◦ High School SPR Professional Learning Series

◦ Professional Learning for teachers and leaders

◦ Request for Support

Feedback Actions Explained

◦ Coordinator and Coach Meetings

◦ High School SPR PL series focused on instructional coaching cycle and meaningful feedback completed in February 2022

◦ Request for Support includes embedded team/self-reflection section that has been completed for every request for support (655 as of end of February)

◦ Sandra Herbst K-8 / 9-12 PL

◦ Leadership PL Series (March – June)

Section D: Group Reflection
District Team - Section only

Reflecting upon the goal of the request, how has the work contributed to the enhancement of teacher practice and/or student learning?

Nicole is starting to implement small groups and centers into her class more seemlessly and use her data to inform her practice. She is aware of the data collection tools available to her and has become more confident with her data collection in math. She is also more confident in using the resources available on Math Improvement. She has experimented with different groupings of students and is able to meet her students where they are at through small group instruction. Nicole plans to continue to implement centers into her class and improve the transition between centers as this is a challenge for her class. We discussed some strategies to help with transitions as Nicole does have a large group of students. Nicole has successfully reached her goal of incorporating engaging and purposful centers into her class and is able to effectively use the resources available to her. Something Nicole is interested in working on next is putting together a student data binder or portfolio for her students as she has been working hard on data collection and would like to start to incorporate some student self-reflection in their learning. Great work Nicole!

GOAL 2.2 ENSURE EFFECTIVE INSTRUCTION IN NON-TRADITIONAL LEARNING ENVIRONMENTS

Strategy 2.2.1 Support schools to develop cross-curricular and exploratory learning experiences that encourage learning outdoors.
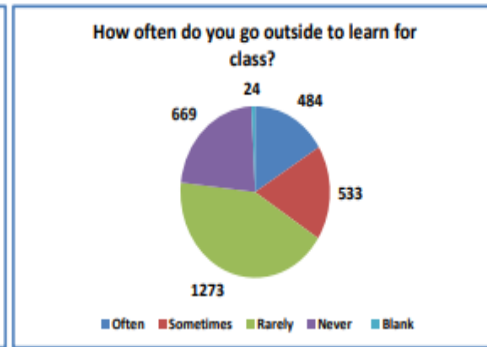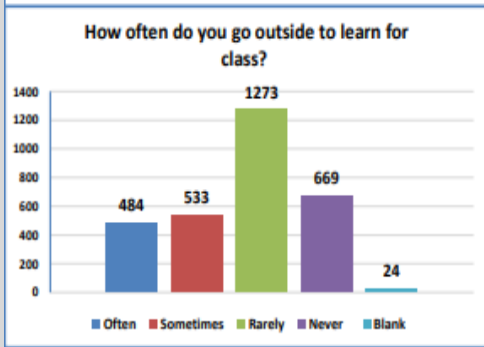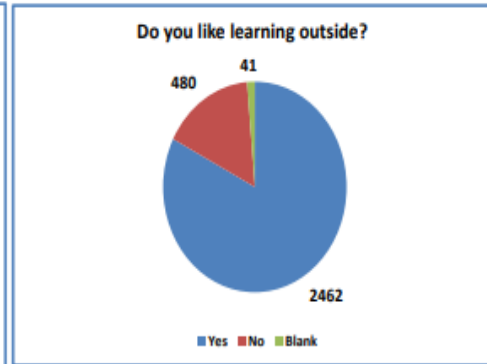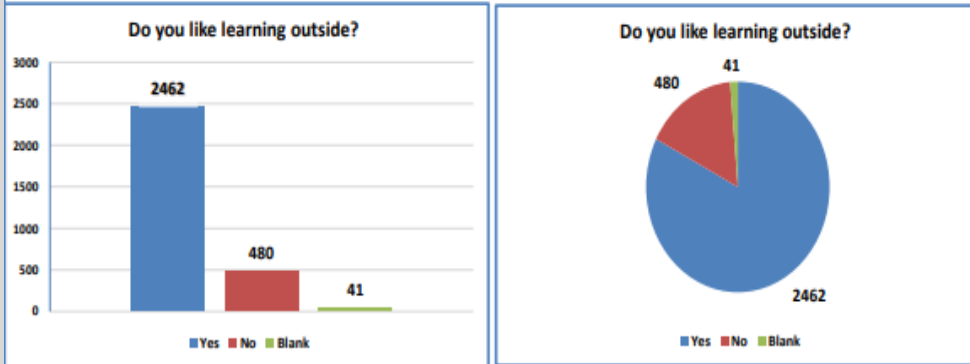
Actions

- Improve student engagement through promotion of learning outdoors

- Promote inclusion of learning outdoor goal/strategy in School Improvement Plans

- Build capacity in district staff
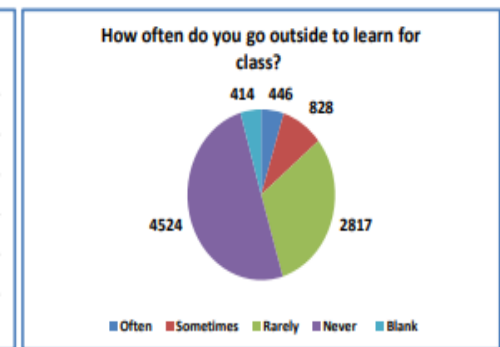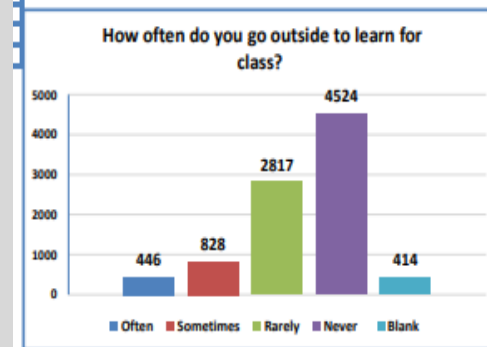
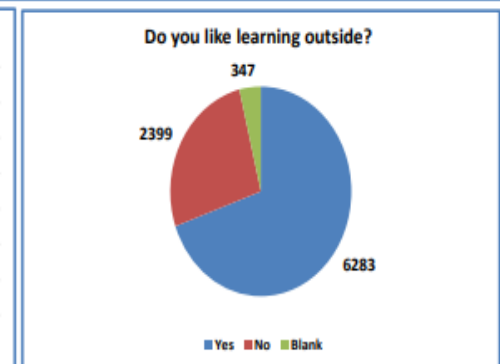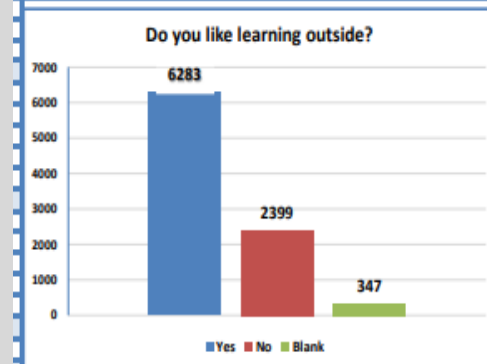- Promote learning outdoors through Request for Support

Learning Outdoors Student Survey

Learning Outdoors in ASD-S

◦ All coaches and coordinators have participated in PL on how to incorporate learning outdoors in their lessons for both fall/spring and winter conditions

◦ A video highlighting 5 different schools from our district showcasing how to teach outdoors was shared with all teachers

◦ Coaches and coordinators have created a bank of sample lesson plans for all grade levels and subjects

◦ 246 classes took part in Take Me Outside Day in October

◦ Learning Outdoors cohort- 18 teachers meet regularly to share cross-curricular and exploratory learning experiences for learning in an outdoor environment. Teachers received resources to support learning outdoors.

◦ Engaged with outside agencies and have received PL from Brilliant Labs & Nature NB
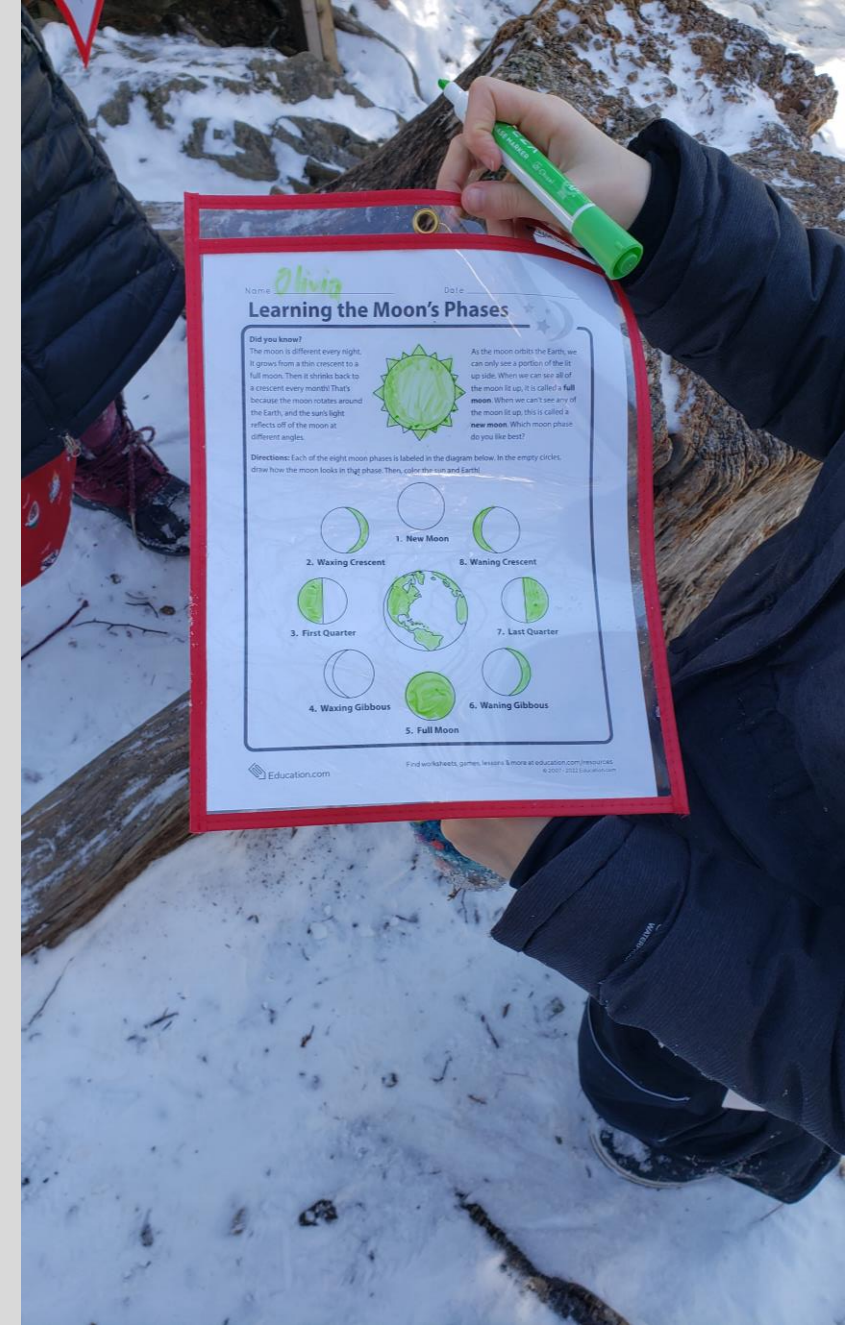
Take Me Outside Day

Educator Cohort

Learning Indigenous Activities

Math with snowballs

Session with Nature NB

Students using their materials

Next steps with Learning Outdoors

◦ Elementary schools will receive kits with materials and books to support learning outdoors. Middle and high schools can sign out kits.

◦ Microscopes have been purchased for the district

◦ Educator book study- Dirty Teaching
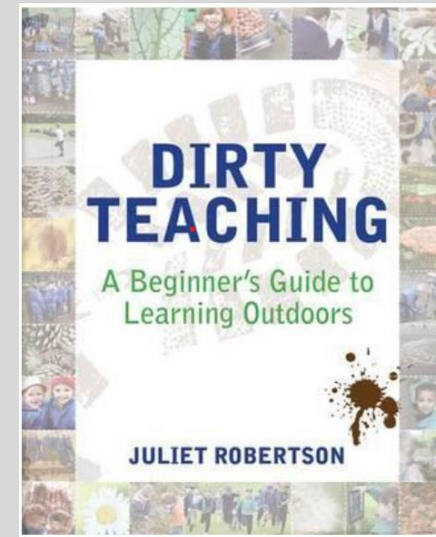
# Strategy 2.2.2 Build teacher capacity to engage learners through technology.

Actions

◦ Build capacity in teacher use of Microsoft Teams as learning platform

◦ Increase number of technology Requests for Support

◦ Build capacity in teacher online instruction

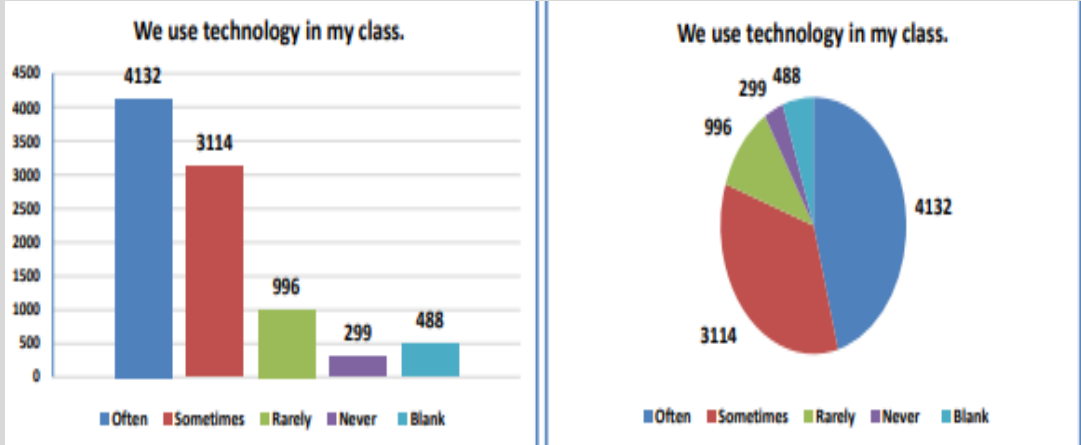◦ Increase overall teacher comfort level using technology

Technology in Classroom – Student Survey

Grades 4-5
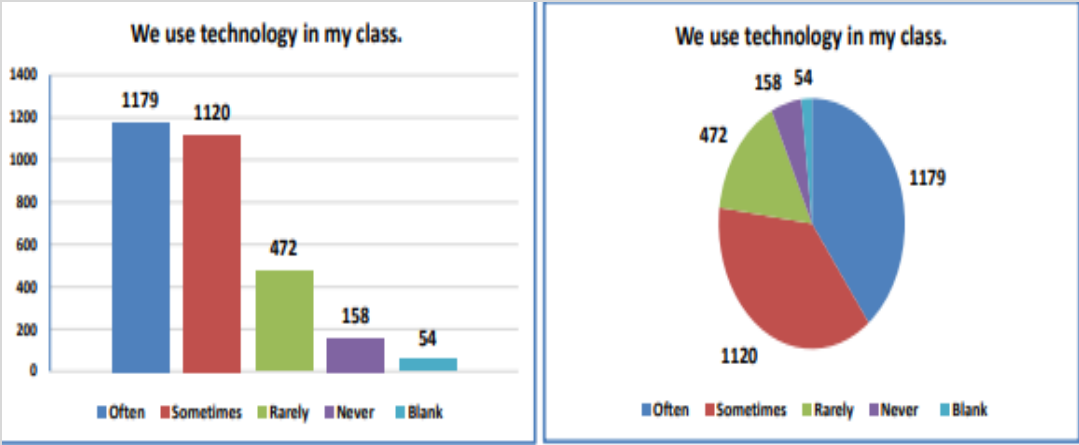
Grades 6-12

Supporting Teacher Technology use in the Classroom

- Microsoft Teams / Office 365

- Smart Notebook / Lumio

  ➢ Supporting synchronous vs. asynchronous and remote vs. face to face teaching.
  ➢ BYOD challenges and opportunities.

Continued support of K-5 coding and computational thinking.

GOAL 2.3 BRING AWARENESS TO DISTRICT EDUCATIONAL STAFF ABOUT EARLY CHILDHOOD THROUGH ENGAGEMENT WITH THE NB CURRICULUM FRAMEWORK TO ENSURE A COLLABORATIVE EFFORT TOWARDS A SEAMLESS TRANSITION FOR CHILDREN BIRTH TO GRADE 12.

Strategy 2.3.1 Bring awareness to K-5 school leaders about Early Childhood through engagement with the NB Curriculum Framework to ensure a collaborative effort toward a shared vision.

✓ **Actions**

Build awareness of the NB Curriculum Framework with K-5 Principals and Vice Prinicpals

Awareness of the NB Curriculum Framework-EN

◦ -Presenting the NBCF-E to school principals/vice principals (April 11)

◦ -Collaboration and information sharing amongst professionals: Talk With Me, Early Learning Consultants, Early Learning Literacy Coach

◦ -Jessica Verner, introduced and demonstrated value of early learning principles with literacy coaching team; and presented district professional learning completed, discussing early learning components (provocations/invitations, outdoor learning, loose parts play)

◦ -PSSC Meetings: promote play-based approach to enhance literacy skills at home

◦ -Bring awareness while coaching teachers about early childhood practices, theory and pedagogy

Strategy 2.3.2 Promote the development of common language, while sharing early learning and childcare pedagogy, and creating sustainable relationships between schools and ELCC's through the implementation of the ASD-S Bridging program.

Actions

Build new PLC/Community of Practice with four school and thirteen early learning facilities through the Bridging Program

Form lasting relationships between educators and teachers that will last beyond the 2021-22 school year

Bridging Program – 2021-2022

- This year's program is working with 4 cohorts:
  - McDonald Consolidated School; Waddle Inn Daycare & Peninsula Preschool
  - Grand Bay Primary; Grand Bay Blossoms, Tiny Treasures & River Valley Preschool
  - Lakefield Elementary School; Little Blossoms Daycare, Happy Clown Daycare & Janie's Kidzone
  - Black's Harbour Elementary School; Tiny Tots Daycare, Share-a-Smile Daycare & Pennfield Daycare

- Met October 2021 in-person; launching online sharing platform March 2022

- Online meetings hopeful to resume April 2022

- Fostering relationships to bolster the understanding of early learning and child care practices; supported by Talk With Me, Early Learning Consultants, Early Learning Literacy Coach

- Materials purchased to promote early childhood philosophies for elementary teachers