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# ENDS POLICY 2

IMPROVE LEARNER 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 1.1 Model and support the embedment of Plan, Do, Check, Act methodology in district professional learning and classroom practice.
- Strategy 1.2 Support schools to ensure classroom assessment practices are balanced, outcome driven, and student centered.

# WHEN CHILDREN SUCCEED – LITERACY DATA

## Phonological Awareness - % End of Year Achievement 2022-2023

	Baseline	December	January	February	March	June Target	Control Group
Kindergarten	2%	3%	12%	28%	37%	90%	32%
Grade 1	5%	7%	23%	30%	37%	80%	23%
Grade 2	8%	9%	28%	29%	40%	70%	29%

## Phonological Awareness – Grade Level Equivalent 2022-2023

	Baseline	December	January	February	March	June Target	Control Group
Kindergarten	0.17	0.27	0.51	0.68	0.85	1.00	0.71
Grade 1	0.78	1.08	1.46	1.72	1.85	1.88	1.41
Grade 2	1.19	1.69	2.10	2.22	2.40	2.29	1.95

## Phonics - % End of Year Achievement 2022-2023

	Baseline	December	January	February	March	June Target	Control Group
Kindergarten	0%	1%	3%	4%	20%	90%	33%
Grade 1	4%	8%	17%	22%	26%	80%	18%
Grade 2	1%	1%	6%	11%	15%	70%	10%

## Phonics Grade Level Equivalent 2022-2023

	Baseline	December	January	February	March	June Target	Control Group
Kindergarten	0.14	0.26	0.36	0.46	0.59	1.00	0.33
Grade 1	0.52	0.76	1.04	1.30	1.49	1.62	0.88
Grade 2	0.89	1.38	1.70	1.95	2.08	1.99	1.23

# WHEN CHILDREN SUCCEED – NUMERACY DATA

## Numeracy – Fall Benchmark 2022-2023

Numeracy Benchmark: Fall 2022 <i>*Percentage of students successful on the end-of-grade level expectations (Average of seven schools.)</i>		Numeracy Benchmark: Spring 2023
Kindergarten	39%	
Grade 1	34%	
Grade 2	18%	

### Goals for End of Year Benchmarks

Kindergarten	85%
Grade 1	75%
Grade 2	75%

Grade	% Successful on Term 1 Assessment
Kindergarten	76%
Grade 1	69%
Grade 2	64%

Grade	WCS % Successful on Term 2 Assessment
Kindergarten	79%
Grade 1	67%
Grade 2	62%

# K-5 NUMERACY FLUENCY PROJECT

## Grade 2-3 Fluency Data

Addition Strategy	January % 4	March % 4	% Increase
Add 0	78%	93%	15%
Add 1	71%	94%	23%
Add within 5	53%	80%	27%
Add within 10	45%	71%	26%
Make 10	37%	58%	21%
Add 10 to a number	37%	60%	23%
Add Doubles	34%	50%	16%
Add Doubles +/- 1	28%	38%	10%
Add Doubles +/- 2	11%	26%	15%
Bridging 9	21%	31%	10%
Bridging 7/8	19%	26%	7%
All Schools Grades 2&3			

## Grade 4-5 Fluency Data

Addition Strategy	January % 4	March % 4	% Increase
Add 0	79%	88%	9%
Add 1	64%	83%	19%
Add within 5	53%	74%	21%
Add within 10	45%	68%	23%
Make 10	47%	63%	16%
Add 10 to a number	49%	68%	19%
Add Doubles	55%	68%	13%
Add Doubles +/- 1	46%	55%	9%
Add Doubles +/- 2	25%	42%	17%
Bridging 9	41%	50%	9%
Bridging 7/8	37%	46%	9%
All Schools 4&5			

# FLUENCY TEACHER SELF ASSESSMENT DATA

What best describes your current understanding of what it means for students to be fluent?			
Rating	Pre-Project	Mid-Project	Final
Fair/Limited	24%	11%	0%
Good/VG/Exceptional	74%	89%	100%

What best describes your current understanding of the curriculum expectations for fluency for the grade level(s) you teach?			
Rating	Pre-Project	Mid-Project	Final
Fair/Limited	34%	14%	0%
Good	53%	63%	59%
VG/Exceptional	13%	23%	41%

How would you describe your current understanding of evidence-based practices related to fluency instruction?			
Rating	Pre-Project	Mid-Project	Final
Fair/Limited	66%	23%	13%
Good/VG/Exceptional	34%	77%	87%

How would you describe your current understanding of evidence-based practices related to fluency assessment?			
Rating	Pre-Project	Mid-Project	Final
Fair/Limited	66%	31%	16%
Good/VG/Exceptional	34%	69%	84%

How would you describe your current understanding of Math Running Records?			
Rating	Pre-Project	Mid-Project	Final
Novice/Basic	76%	37%	19%
Intermediate/Advanced/Expert	24%	63%	81%

Currently I teach fluency through a differentiated strategy-based approach			
Rating	Pre-Project	Mid-Project	Final
Rarely	13%	2%	3%
Some of the Time	69%	69%	66%
All of the Time	18%	29%	31%

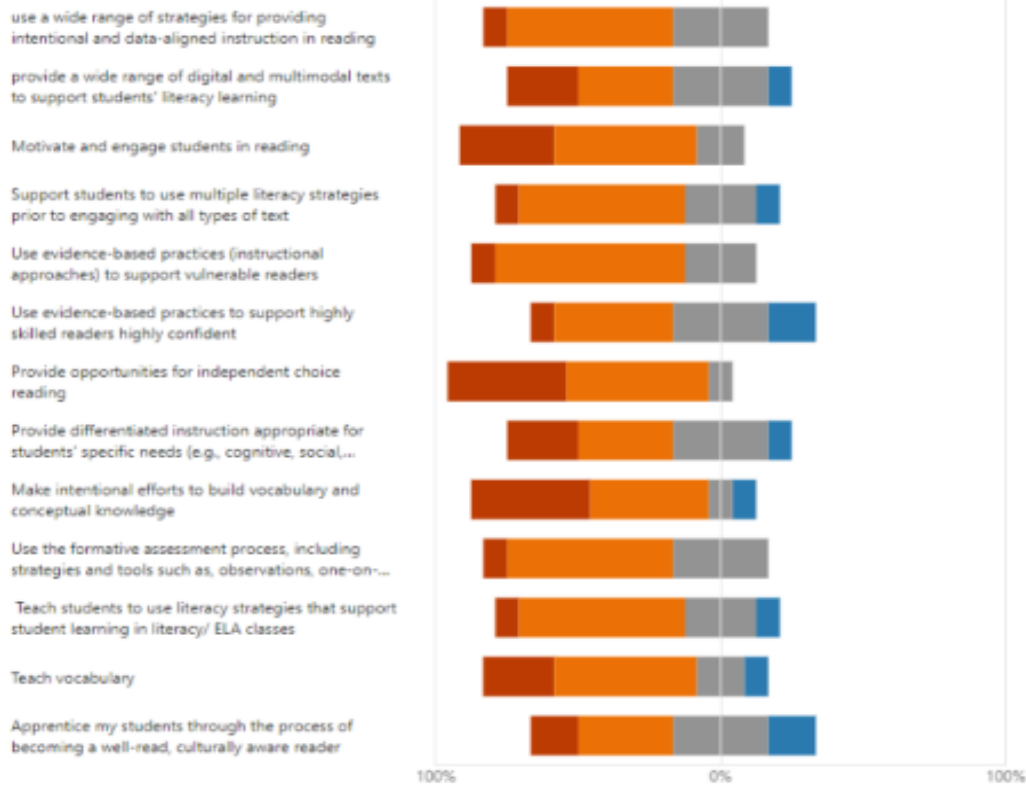
Do you feel you have access to adequate resources and manipulatives to ensure your students develop Concrete-Pictorial-Abstract understanding?			
Rating	Pre-Project	Mid-Project	Final
No	37%	17%	17%
Yes	63%	83%	83%

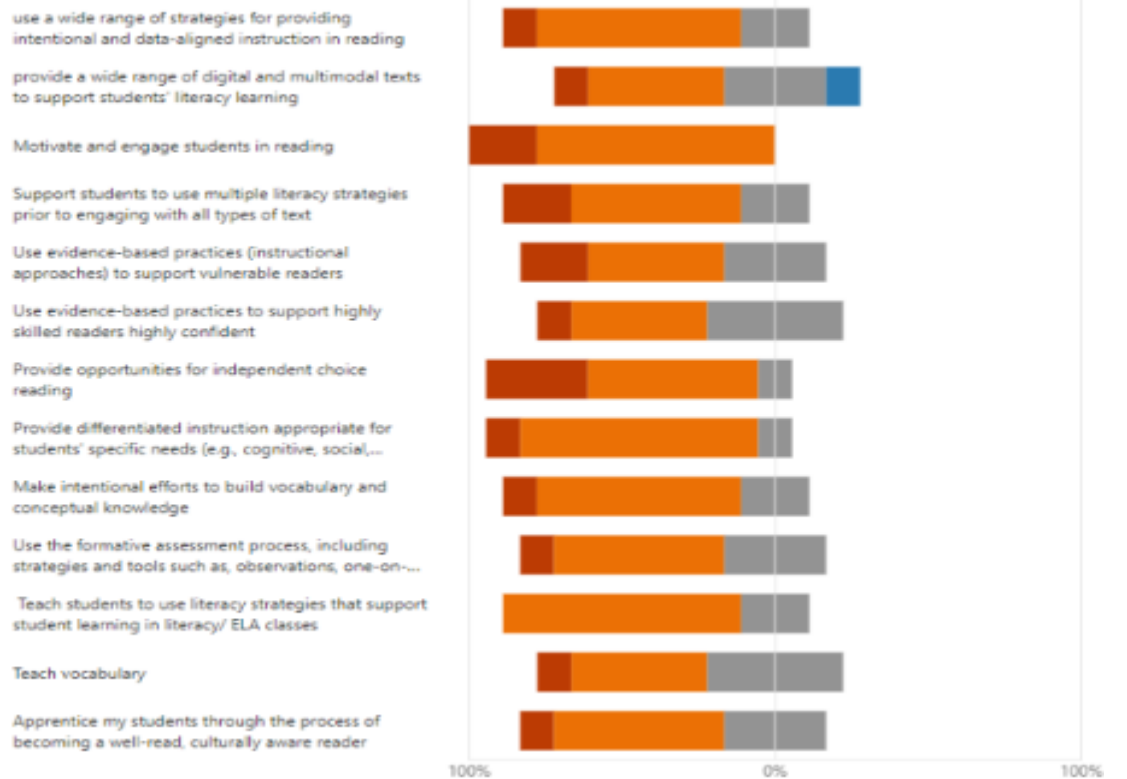
Do you currently explicitly teacher students how to check for reasonableness?			
Rating	Pre-Project	Mid-Project	Final
No	58%	26%	25%
Yes	42%	74%	75%

# 4-7 PDCA WORK – TEACHER SELF ASSESSMENT ON ASSESSMENT

■ Highly Confident 
 ■ Fairly Confident 
 ■ Developing Confidence 
 ■ Not Confident 
 ■ Not Sure



■ Highly Confident 
 ■ Fairly Confident 
 ■ Developing Confidence 
 ■ Not Confident 
 ■ Not Sure



## GOAL 2: ENSURE EFFECTIVE INSTRUCTION IN NON-TRADITIONAL LEARNING ENVIRONMENTS

- Strategy 2.1: Support schools to develop cross-curricular and exploratory learning experiences that encourage learning outdoors.
- Strategy 2.2: Build teacher capacity to engage learners through technology.



# LEARNING OUTDOORS

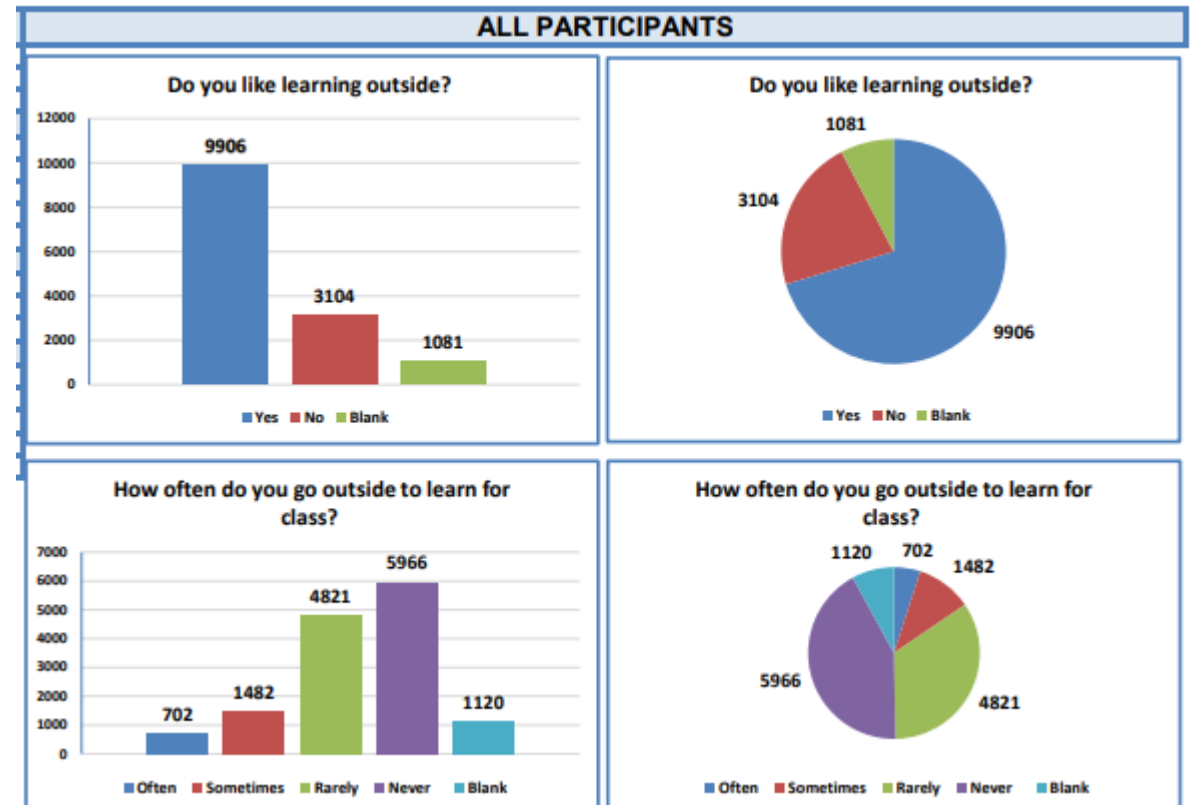
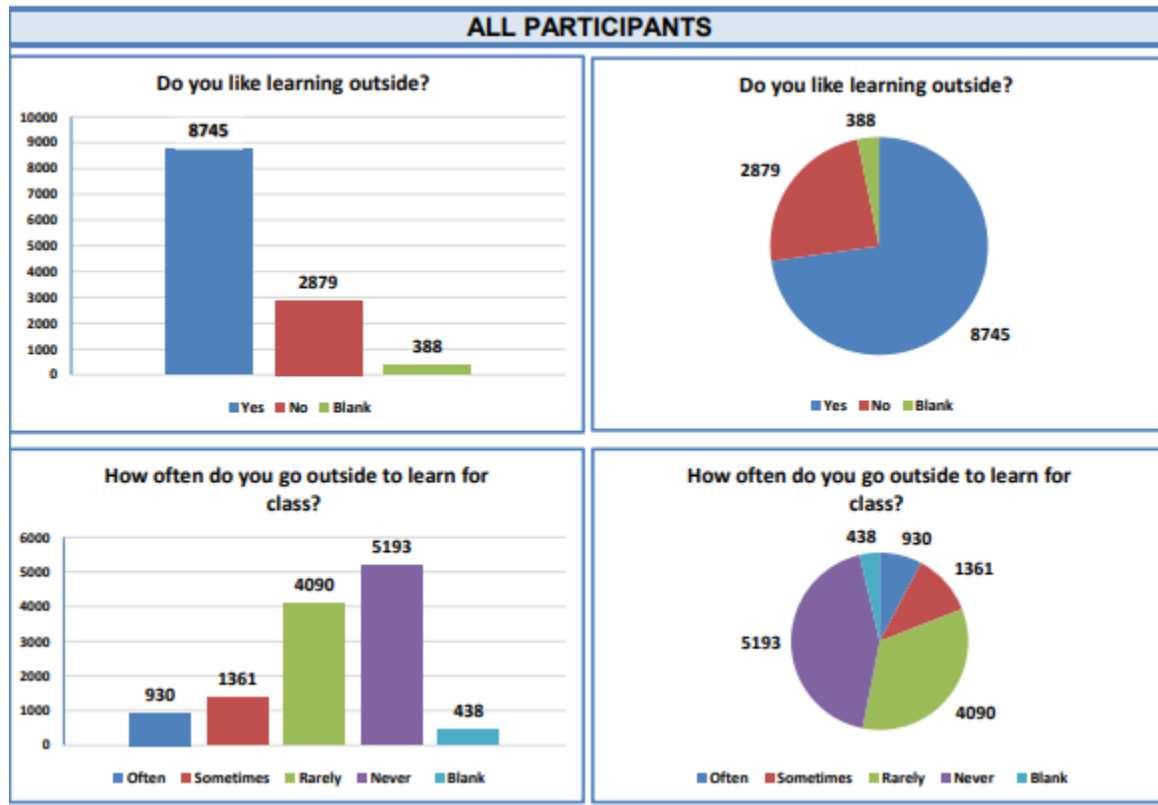
2022-2023



# STUDENT PERCEPTION SURVEY RESULTS

2021-2022

2022-2023



# INITIATIVES

- Outdoor Learning coach to support curriculum
- 30 different PL sessions, ~600 attendees (full staff PL sessions, PL for administrators, outdoor learning buckets, book study, Learning Outdoors Cohort)
- 2 Take Me Outside district challenges
- Weekly curricular activities on Teams
- Cross-curricular training with coaches



# IMPROVING COMMUNICATION AND COLLABORATION THROUGH MS TEAMS

- 87% of our teachers now feel comfortable using MS Teams.
- MS Teams has allowed for increased communication and collaboration between teachers, students, and parents.
  - Parent Teacher meetings
  - Opportunities for continued learning for students absent at IWK or other reasons
  - Increased opportunities for professional learning



# INCREASING ACCESSIBILITY THROUGH BYOD

- Our district is in its third year of the "Bring Your Own Device" initiative in high schools.
- Some middle and elementary schools have started to take advantage of the program to increase accessibility to devices for students.

## Ongoing challenges

- ensuring equity
- supporting new teaching practices in the BYOD environment.



## SUPPORTING ALL STUDENTS THROUGH ASSISTIVE TECHNOLOGY

- The use of tools such as "Immersive Reader", "PowerPoint Live" and "Lumio" have normalized the use of assistive technology in the classroom.
- These tools support all students, but especially EAL learners and students supported by the Educational Support Services team.

### How Do Oceans Work?

An ocean is a body of saline water that makes up a large proportion of Earth's mass. It is one of the major conventional divisions of the planet. These are, in descending order of size, the Pacific, Atlantic, Indian, Southern, and Arctic Oceans. The word sea is often used to refer to a smaller body of water, but "ocean" in American English but a sea is a body of saline water partly or fully enclosed by land.

Una mirada interior a nuestros océanos.  
¿Cómo funcionan los océanos?

GOAL 3: GOAL 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 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.
- Strategy 3.2 Promote the development of common language, while sharing early learning and childcare pedagogy, and creating sustainable relationships between schools and Early Childhood through a re-start of the ASD-S Bridging program.





## GOAL 3

### STRATEGY 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.


*The best interests of the child shall be a primary consideration in all that we do.*





The adventure begins in the **Fall of 2020** when our Early Learning Team was asked to present a series of sessions to the **District Management Team** on the New Brunswick Curriculum Framework-English. These sessions fell over a period of 2 months.

In **October 2021**, the Early Learning team delivered a two-part series on our NBCF-E—to **ASD-South District Coaches and Leadership teams**.

- **Session 1:** Overview of the NBCF-E goals, values and learning principles
  - **Session 2:** Exploring the processes, practices and protocols used in early learning and child care.
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## JANUARY 2022

Thanks to the positive response received, the Early Learning team was invited to share this same two-part session to the Education Support Services team.

The conversation delved into the importance of shared language and the value of play in the lives of young children, including during those the first years of elementary school.

## April 2022

The momentum continued and we were delighted at the chance to share our message with Principals and Vice Principals throughout the district.

Many participants and opportunities for valuable conversations about the well-being of children.

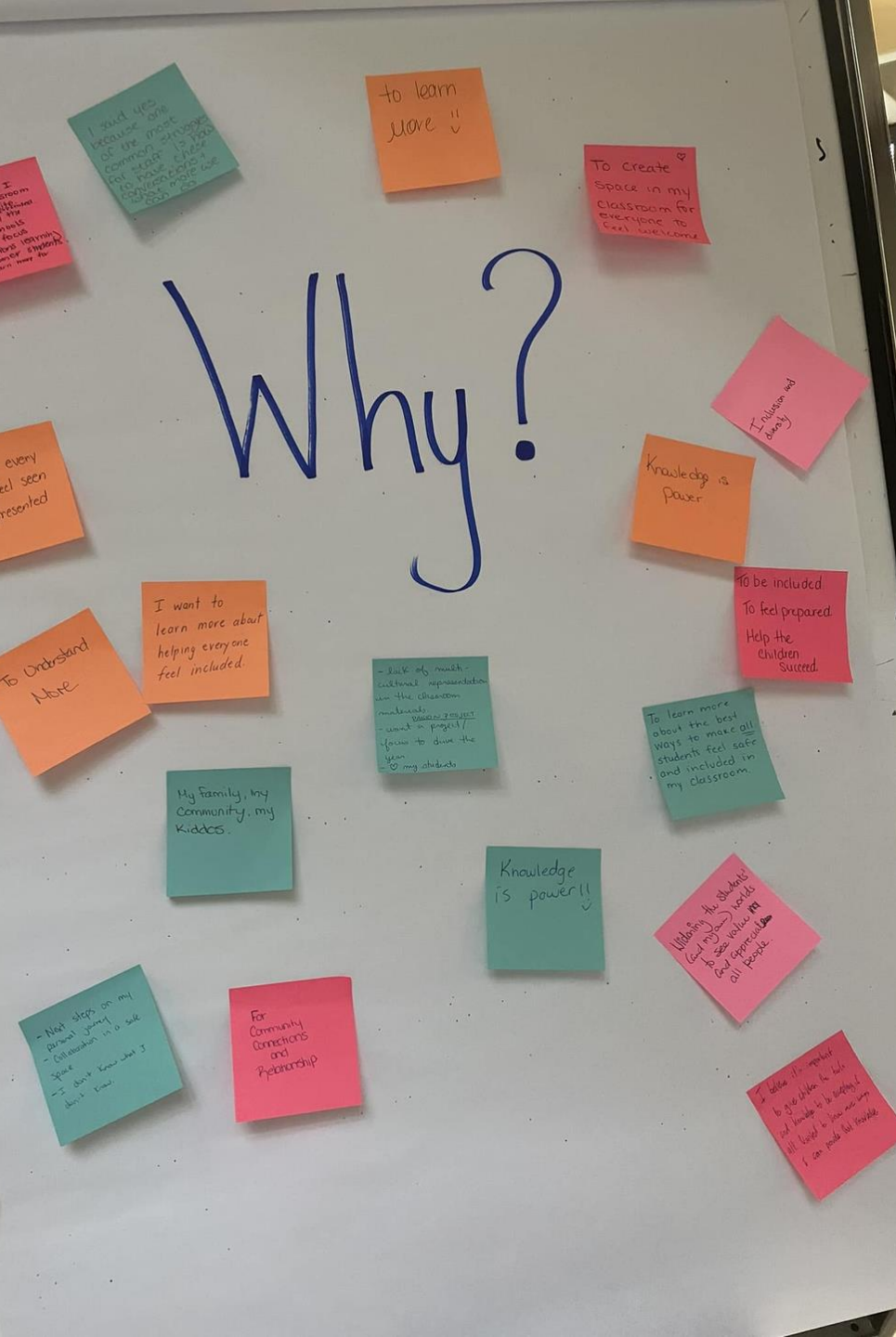
It was wonderful to speak with some participants who had begun to familiarize themselves with the NBCF-E, delivered the year prior.



# EXPLORING LITERACIES THROUGH A LENS OF ALLYSHIP AND ANTIBIAS

BRIDGING PROGRAM 2022-2023

Learning Ladder-Fairvale Elementary-H.A.L.L-Chris Saunders-Sprouts-Bayview-YMCA-Dr. AT  
Leatherbarrow-Grandbay Blossom-Sussex Elementary-Tiny Treasures-Quispamsis Elementary



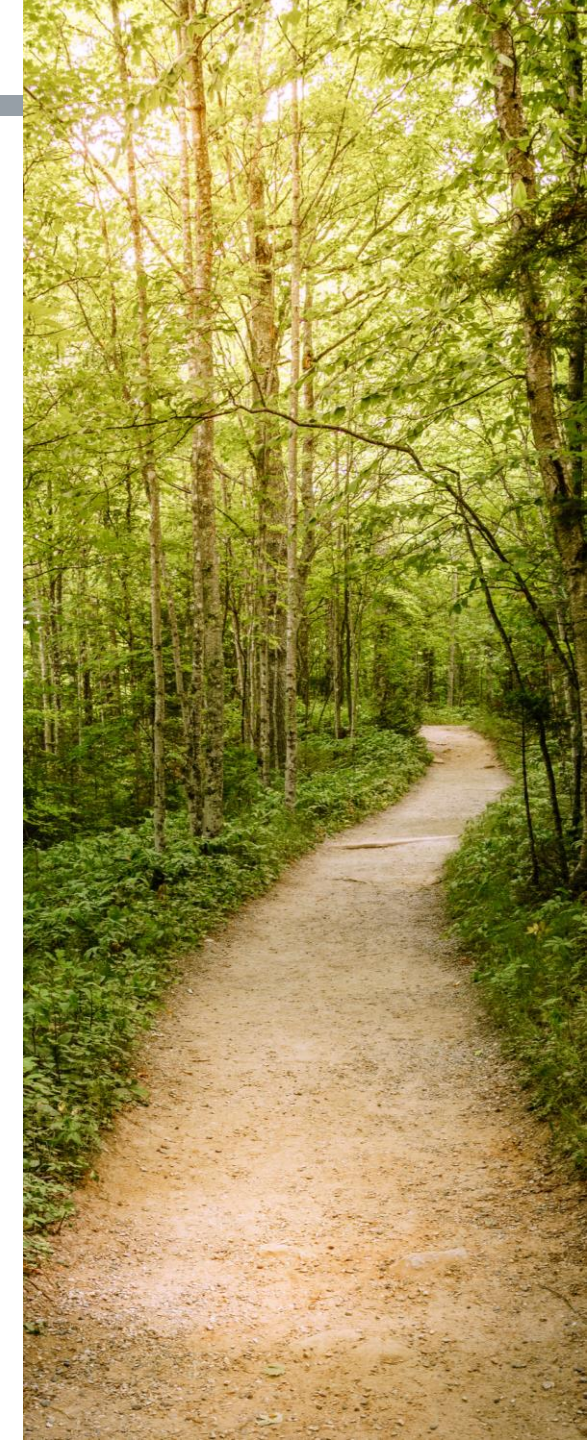
# New Path

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Developing relationships through shared learning

Exploring Environment

Creating Mirrors and Windows



# PITCHFEST

Build Capacity: Introduce the Knowledge Keepers

01

7 Minutes to share your passion

02

EAL  
Cultural Inclusion  
First Nations  
LGBTQA+  
BIPOC  
Anti-Racism  
Inclusion



# Shared Goals: Shared Learning



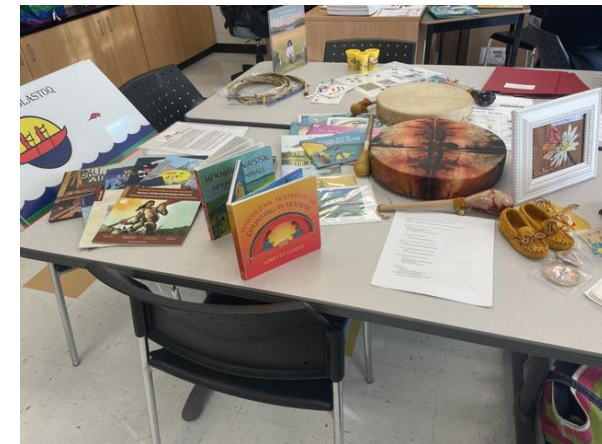
Navigated sensitive topics and provided opportunities to problemsolve



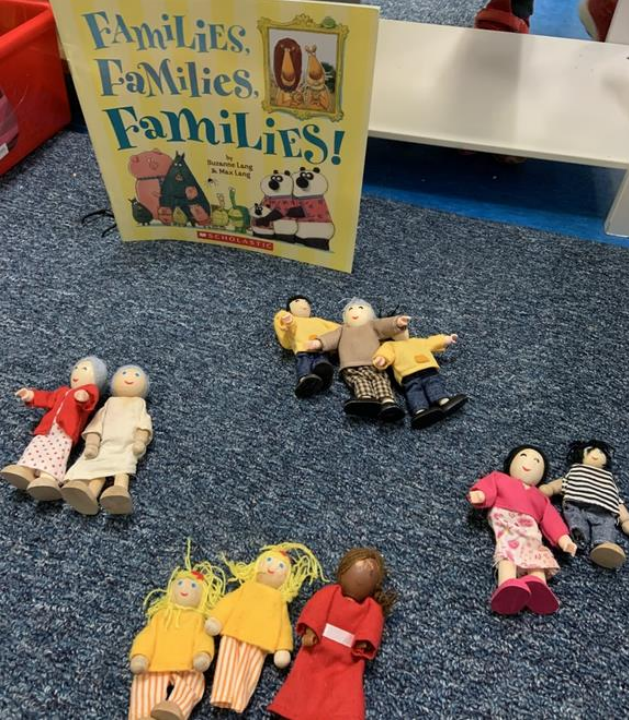
Created Psychological Security



Community of practice around a shared curiosity



Shared Resources



# Celebration of Learning