



**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

Policy Name	School Culture		
Policy Number	ASD-W-ER 2.2	Number of Reports per year	1
Policy	<p><i>Anglophone West School District fosters an inclusive school culture that promotes a passion for learning among students and staff.</i></p> <p><i>The priorities for school culture established by the District Education Council include: Partnerships, Celebrating Success and Student Voice</i></p>		
Date of Report	May 23, 2019		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	Catherine Blaney, Acting Superintendent		
Report Supported by:	<p>Linda Dempsey-Nicholson, Community Schools Coordinator – Operations Karla Deweyert, Director of Education Support Services Dianne Kay, Director of Curriculum and Instruction Tami Mutch Ketch, Coordinator, Positive Learning Environment and Behaviour Susan Young, Data and Accountability Supervisor</p>		
<u>Interpretation:</u>			
<ul style="list-style-type: none"> • This policy calls for the Superintendent to create a positive learning and working environment that is inclusive and supportive of both staff and students. • Priorities for the District Education Council include partnerships, celebrating success and student voice. 			

Policy Name	School Culture
<p><u>Justification</u></p> <ul style="list-style-type: none"> • Culture is defined as, “the unwritten rules, practices and shared beliefs that people learn as they try to fit into a particular group.” (Edgar Schein, <u>Organizational Culture and Leadership 5th Ed.</u>, 2017). • Climate is defined as “a window into a school’s culture and a learned response that the culture teaches new members.” (Gruenert & Whitaker, <u>School Culture Rewired</u>, 2015). • A positive culture and climate will promote students’ and staffs’ ability to learn. (Kelm, McIntosh and Cooley, 2014; Nocera et al, 2014). • Anglophone West School District’s Core Values (Pursuit of Excellence, Trust, Openness and Transparency, Collaborative Relationships, Support and Recognition, Shared Leadership and Engagement) define the culture we are establishing within our organization. • Department of Education and Early Childhood Development define inclusive education as the pairing of philosophy and pedagogical practices that allows each student to feel respected, confident and safe so he or she can participate with peers in the common learning environment and learn and develop to his or her full potential. (EECD Policy 322) <p><u>Compliance</u></p> <ol style="list-style-type: none"> 1. District develops and monitors a Positive Learning and Working Environment Plan (PLWEP). An annual report is provided to DEC in compliance with Section 48(2)(i) of the Education Act. 2. District develops and monitors a District Improvement Plan (DIP). (Education Act 48(2)(c)) 3. District monitors school-based Positive Learning and Working Environment Plans and School Improvement Plans (SIP) in order to support schools with implementation of strategies. 4. District will actively promote OurSchool, Exit and Wellness surveys. Results are used to develop goals and strategies in the District PLWEP and DIP. 5. District will develop processes and procedures to establish community partnerships. 6. District actively promotes our core values, which include support and recognition. 	

Policy Name	School Culture
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Evidence:

District Positive Learning and Working Environment Plan
District Improvement Plan

Secondary Students (Grades 6-12)
Exit Survey

Relevance - Students find classroom instruction relevant to their everyday lives.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	8.0	8.0	6.1	6.1
2013-14	8.1	8.0	6.3	6.1
2014-15	8.3	8.0	6.3	6.1
2015-16	8.4	8.0	6.3	6.1
2016-17	8.3	8.0	6.4	6.1
2017-18	8.3	8.0	6.3	6.1
2018-19	8.2	8.1	6.4	6.4

OurSchool Data

OurSchool data will reflect a 1% increase above the 2018-2019 results in Sense of Belonging for secondary students (Grades 6-12).

Interested and Motivated - Students are interested and motivated in their learning				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	72.0%	74.0%	38.0%	33.0%
2013-14	77.0%	74.0%	41.0%	33.0%
2014-15	87.0%	74.0%	40.0%	33.0%
2015-16	89.0%	74.0%	42.0%	33.0%
2016-17	89.0%	74.0%	42.0%	33.0%
2017-18	87.0%	74.0%	43.0%	33.0%
2018-19	86.0%	87.0%	40.0%	43.0%

Value School Outcomes - Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	96.0%	96.0%	73.0%	76.0%
2013-14	95.0%	96.0%	73.0%	76.0%
2014-15	96.0%	96.0%	70.0%	76.0%
2015-16	96.0%	96.0%	71.0%	76.0%
2016-17	96.0%	96.0%	73.0%	76.0%
2017-18	95.0%	96.0%	71.0%	76.0%
2018-19	96.0%	96.0%	71.0%	74.0%

Sense of Belonging - Students feel accepted and valued by their peers and by others at their school.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	86.0%	86.0%	66.0%	72.0%
2013-14	86.0%	86.0%	63.0%	72.0%
2014-15	85.0%	86.0%	62.0%	72.0%
2015-16	85.0%	86.0%	63.0%	72.0%
2016-17	84.0%	86.0%	62.0%	72.0%
2017-18	82.0%	86.0%	60.0%	72.0%
2018-19	79.0%	81.0%	60.0%	67.0%

Policy Name	School Culture
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Mean Score on Happiness Index – (NB EECD)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Secondary	7.0	7.0	6.3	6.2	6.2

Exit Survey

		2016	2017	2018
I feel safe at my school.	ASD-W	87.4%	86.2%	83.8%
	Prov	87.3%	89.3%	85.1%
I enjoyed my school experience	ASD-W	71.2%	70.0%	67.0%
	Prov	67.4%	73.7%	71.3%
If I had a problem, there was an adult I could talk to at school	ASD-W	79.6%	77.5%	71.1%
	Prov	80.9%	80.4%	79.9%
My school experience encouraged me to want to learn.	ASD-W	64.6%	66.9%	65.4%
	Prov	69.9%	69.3%	68.1%
The variety of course available met my need	ASD-W	75.2%	76.7%	71.4%
	Prov	74.9%	75.9%	74.4%

ASD-W: Province = Anglophone Districts

School Wellness Data

Wellness data 2018-2019 will reflect a 3% increase above the 2015-2016 survey results for students Grades 6-12.

		I feel close to people at my school.	I feel I am part of my school.	I am happy to be at my school.	I feel the teachers at my school treat me fairly.	I feel safe at school.	I feel my learning needs are met at my school.
2010-11 K-5	ASDW	78%	84%	82%	85%	88%	N/A
	Prov	77%	83%	79%	85%	87%	N/A
2012-13 6-12	ASDW	76%	74%	68%	75%	79%	76%
	Prov	78%	76%	73%	77%	81%	79%
2013-14 K-5	ASDW	89%	86%	88%	90%	92%	N/A
	Prov	90%	88%	88%	90%	93%	N/A
2015-16 6-12	ASDW	79%	75%	69%	80%	83%	78%
	Prov	81%	80%	75%	83%	86%	81%
2016-17 K-5	ASDW	48%	58%	62%	70%	69%	N/A
	Prov	51%	60%	60%	67%	70%	N/A

The NB Student Wellness Survey is conducted with students in Grades 4 -5 and Grades 6-12 every three years. Survey participation is optional though encouraged.

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Survey Participation Rates

OurSchool	2015-16	2016-17	2017-18	2018-19
Elementary	96.0%	88.6%	91.1%	87.7%
Secondary	84.6%	82.9%	79.6%	76.4%

Exit Survey – Random Sample of Grade 12 Students	2013	2014	2015	2016	2017	2018
# Students	747	314	260	641	754	1099
Random Sample of Grade 12 at the time and approximately 45% of the Grade 12 Enrollment	901	887	835	834	846	**1938
	83%	36%	67%	77%	89%	57%

** There was a census approach to Exit Survey in 2018, whereby high schools administered the survey to all potential graduates at the time.

Wellness	2012-13 Grades 6-12	2013-14 Grades 4-5	2015-16 Grades 6-12	2016-17 Grades 4-5
	71.7%	51.2%	91.3%	60.7%

ASD-W Policy 407-1 Community Use of Schools

EECD Policy 315 School/Community Partnerships and Sponsorships

EECD Policy 322 Inclusive Education

School Community Partnerships		
	2017 - 2018	2018-2019
Reciprocal Agreement / Memorandum of Understanding	80	79
Community Use of Schools Partnerships	47	49
Partnerships (Informal)	113*	130*
*These numbers may not include informal partnerships occurring in schools.		

ASD-W Website promotes the work of staff and students

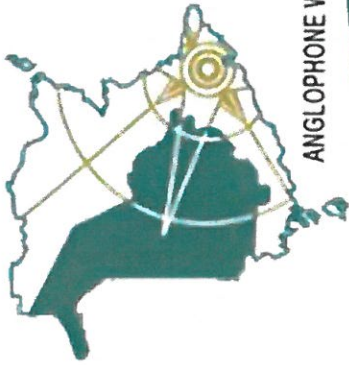
Twitter – ASD-W Limelight

Appendix A – ASD-W Mission, Vision, Core Values

Appendix B – ASD-W Annual Report Positive Learning and Working Environment Plan

Compliance: I report compliance with this policy.

Superintendent’s Signature: _____
DEC Chair Signature: _____
Date: _____



ANGLOPHONE WEST SCHOOL DISTRICT

Our Mission

Excited. Involved. Prepared.

Appendix A

Our Vision

All individuals engaged within our system are empowered to assist in building resilient, confident and contributing members of our communities.

Core Values

Pursuit of Excellence

- Act consistently with our values
- Commit to continuous learning and teaching
- Identify strengths, weaknesses and opportunities to ensure improvement
- Welcome performance feedback

Trust, Openness and Transparency

- Act in a manner that is honest, trustworthy and with integrity
- Act in a professional and respectful manner
- Communicate challenges, difficulties and expectations openly and constructively

Collaborative Relationships

- Invest in people
- Promote teaming
- Support group decision-making and problem solving
- Welcome and encourage participation

Support and Recognition

- Express concern for others
- Recognize progress
- Celebrate achievements
- Build and leverage strengths

Shared Leadership

- Structure an environment of shared decision making
- Focus on building capacity
- Share responsibility
- Address difficult situations

Engagement

- Commit to the vision
- Collaborate to move forward
- Focus on solutions
- Support a culture of creativity

**ASD-W Annual Report
Positive Learning and Working Environment Plan
2018-2019**

**ER 2.2 School Culture
Appendix B**

The Education Act lists the duties of the Superintendent, which include “making an annual report to the District Education Council at the end of each school year with respect to the progress and effectiveness of the positive learning and working environment plan in the school district.” (48 (2)(i))

The two goals in the 2018-2019 Anglophone West School District (ASD-W) Positive Learning and Working Environment (PLWE) plan support the priorities within the District Improvement Plan. The strategies and actions to achieve these goals contribute to strengthening the culture and climate of both district and school learning and working environments.

District PLWE Goal/Focus 1, 2018-2019: Anglophone School District West will strengthen the collective understanding of positive learning and working environments. “...shared beliefs shape the normative environment...these shared beliefs are in an important aspect of the culture...”(Dewitt 2017 pg 61)

School PLWE Plans:

- 36 schools developed a PLWE goal linked to strengthening the collective understanding of positive learning and working environments
- Strategies embedded within school PLWE plans to support the understanding of the components of PLWE include themes of: formation and strengthening of staff professional learning communities (PLC); staff PL with focus topics of increasing collective efficacy, growth mindset, trauma informed practises, mindfulness, cultural responsiveness, social emotional learning, staff communication and feedback loops, Plan Do Check Act (PDCA) metric huddles, communication with parents, developing stronger relationships with students, PLWE components, and strengthening data collection processes; school-wide implementation of Positive Behavioral Interventions & Support (PBIS) model; regularly scheduled team meetings; behavioral data walks; active staff and student leadership teams; opportunities for student voice; admin walkthroughs; co-construction of behavioral matrix; celebrations of staff and student successes; wellness and team building activities for staff and students; implementation of EECD Teaching Process Map and the EECD Intervention Process Map (Academic and Behaviour)
- Of the 69 schools, 66 submitted a school-wide PLWE plan for 2018-2019
- Of the 66 PLWE plans submitted, 55 schools used the district PLWE plan template for planning, 7 schools addressed a PLWE goal within their School Improvement Plan, and 4 schools developed their own template
- 31 schools demonstrated evidence of incremental planning within this second year of their three year improvement strategy

District Support:

- 22 schools requested support in developing their PLWE plan (FEC-8, OEC-8, WEC-6)
- From April 2018-April 2019, 1 school requested training specific to the 5 components of a PLWE (FEC-1). This number in addition to training since April 2016, provides a total of 50 schools trained in the 5 components.
- From April 2018-April 2019, 10 schools received support in completing a behavioral data walk (FEC-3, OEC-2, WEC-5). This number in addition to behavioral data walks facilitated since April 2016 adds to a total of 40 teams who have experienced the process of triangulating, reviewing and analyzing school-based behavioral data. Of the 10 schools who completed a behavioral data walk in 2018-2019, 8 are new to the process.
- From April 2018-April 2019, 13 book studies (FEC-2, OEC-6, WEC-5) were facilitated with school based PBIS teams to increase understanding of how to implement a PBIS framework. Since April 2016, 32 book studies have been facilitated.
- District staff from all Education Centres and the Office of Superintendent participated in a "District Team Day" in October. Staff completed activity based workshops to support the development of their understanding and application of the 5 components of a PLWE.
- The *ASD-W PBIS Model of Implementation* document was released August 2018. Schools are invited to use the framework to support their response to intervention practises. District support is provided for schools who request embedded training and coaching to implement the model.

District PLWE Goal/Focus 2, 2018-2019: Anglophone School District West will strengthen the conditions for success by targeting strategies to promote connectedness in the educational community. *School connectedness is defined as "an academic environment in which students believe that adults in the school care about their learning and about them as individuals."* (ASCD)

School PLWE Plans:

- 53 schools developed a PLWE goal linked to promoting connectedness
- Strategies embedded within school PLWE plans to support the promotion of student connectedness include themes of: focus on strengthening classroom management strategies and school wide RTI; increasing options for school wide activities and clubs; strengthening processes for documenting and interpreting behavioural data; teaching and applying self-determination theory constructs to students and staff; student recognition; student forums and leadership groups; anti-bullying and harassment initiatives; implementing and/or enhancing programs for developing self-regulation skills and to decrease anxiety such as Zones of Regulation, WITS, LionsQuest; teaching, modelling, and reinforcing proactive behaviours; student interest surveys; multi-cultural events; cultural sensitivity training for staff; culturally responsive classrooms; school buddy clubs and playground pals; intentional application of SEL strategies; application of NB Global Competencies; intentional relationship building with all students; staff training in trauma informed practises and strengthening resiliency; teaching students growth mindset; student led clubs; students modelling prosocial behaviors through forums such as assemblies and video announcements; PBIS; Gr 9 Orientation; classroom greeters; student led diversity groups; birthday walls; Positive Mental Health framework; inclusive education strategies

- 58 schools demonstrated shared decision making in the PLWE planning process

District Support:

- As of April 2019, District staff have supported 53 schools with Positive Behavioral Interventions and Supports (PBIS). 42/53 schools are actively participating in embedded training and coaching or are participating in a cycle of check-in's and consults (FEC-11, OEC-13, WEC-18). 20 schools are fully implementing the ASD-W PBIS Model of Implementation; 22 schools receive regularly scheduled consults and check-in as per their self-identified needs and targets of implementing PBIS strategies; 2 schools have withdrawn from the model, 9 are inactive but still receive check-ins
- 6 schools with middle school students (FEC- 1 K-12, 1 6-12, OEC-2 middle, WEC-1 middle, 1 K-8) are receiving embedded training and coaching in Social Emotional Learning (SEL) to strengthen mental fitness and resiliency within students; staff have set individual and team goals with focus on strengthening skills within themes such as application of SEL classroom strategies, use of positive statements, class meetings, positive communication with families, creating and using learner profiles, data driven decision making, goal setting with students, emotional regulation strategies, classroom expectations, flexible groupings, visual schedules, and building intentional relationships
- 14 schools are receiving training and support in the Positive Mental Health framework (FEC-3, OEC-5, WEC-6)
- 25 schools are receiving training and support in the Health Promoting Schools framework (FEC-8, OEC-10, WEC-7)
- 18 Roots of Empathy programs are being delivered across the district at the elementary and middle school level (FEC-6, OEC-6, WEC-6)
- The *ASD-W Engagement Process* was released in March to provide support to students, their families, and school based staff in helping children and youth engage, return to and stay in school.
- 68 schools applied for the NB Student Wellness grant
- District LGBTQI2S inclusive education facilitators provided training to 24 school staffs and are collaborating to plan for more specific PL to support ASD-W school communities in their inclusive education practices around Sexual Orientation and Gender Identity (SOGI)
- An activity on understanding Gender Expression/Identity and cultural stereotyping was offered at the January 2019 ASD-W Leads Professional Learning on Global Competencies. 32 district leads participated in this activity. Administrators will be provided this learning activity at the district Leadership meeting, May 2019.

Along with the emphasis on targeted school strategies and the use of data driven decision making, the district and schools continued to implement a number of initiatives to further support the creation of a positive learning and working environment. A number of examples are:

DISTRICT WIDE INITIATIVES
<ul style="list-style-type: none"> ● PLWE plan support provided to school based teams as requested ● ASD-W PBIS Model, embedded training and coaching ● School Culture and Climate PL ● Ongoing partnership and collaboration within the Integrated Service Delivery (ISD) model to strengthen Child and Youth Teams ● PLP-Individual Behaviour Support Plans (PLP-IBSP) -ongoing training, support, and consultation with EST-G and ESS teams ● Trauma Informed Schools - school-based PL on request ● Compassion Fatigue-school based PL on request ● Newcomer Support PL ● Strategies for Promoting Positive Mental Health PL ● Challenging/Disruptive Behaviour PL on request ● LGBTQI2S Train the Trainer and PL on request ● Digital Threat Assessment Training ● PSSTWorld Report It Now online school safety reporting tool ● Sexual Violence Policy Committee continued work ● Core Training -ASIST, VTRA, NVCI -safeTALK training (Suicide Alertness for Everyone) on request ● Social Emotional Learning – support for trial schools in the district ● ESS Connect – roll out and training ● Participation in National LGBTQI2S Conference - OutShine ● <i>Mindful Schools</i> on-line training offered to all teachers ● Incorporating an Indigenous Worldview in Education Support Services – on-line PL created by EECD ● ASD-W Engagement process – strength based process to support student engagement and learning
<p>Promotion of Theme Weeks and National Event Days:</p> <ul style="list-style-type: none"> ● Safe Schools Week-September 2018 ● Orange Shirt Day-Reconciliation September 2018 ● Becca Schofield Day-September 2018 ● International Day of the Girl -October 2018 ● Provincial GSA Conference-October 2018 ● NB Wellness Week-October 2018 ● Atlantic Canada Career Week-November 2018 ● Take Our Kids to Work Day-November 2018 ● Diversity & Respect Week -November 2018 ● Awareness of Children's Rights-November 2018 ● Ring A Bell-December 2018

- Bell Let's Talk Day-January 2019
- Suicide Prevention Month-Yellow Shirt Day- February 2019
- Pink Shirt Day-February 2019
- Canadian Mental Health Week-May 2019
- International Day Against Homophobia & Transphobia-May 2019
- National Aboriginal Day – June 2019

SCHOOL WIDE INITIATIVES

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| <ul style="list-style-type: none"> • NB Chatter High Competition • WITS Program • Roots of Empathy • Bully Smart Program • WE Day / Me to WE activities/clubs • How Full Is Your Bucket? • Focus on Bullying • GSA Groups-Safe Spaces • Post the Positives • Yoga • Spin Bikes • Terry Fox run • Growth Mindset • Unstuck & On Target • Quit For Life • Kids in the Know • Mental Health and Wellness Fairs • Strengthening Families – partnership with Stan Cassidy Centre • Mental Wellness Wheel • Leadership • Mental Wellness working group, planning, and student voice • PBIS Assemblies • Recognition of students – ex. assemblies, announcements, bulletin boards, display of student work, newsletter | <ul style="list-style-type: none"> • RCMP Cyberbullying presentations • ZONES of Regulation • Respect ED (Red Cross) • Beyond the Hurt • Making Waves • PBIS framework • Peer Helpers • Peacemaking and classroom kindness lessons • Random Acts of Kindness • 7 Habits of Happy Kids • Wellness Week • PARTY Program • MindUP Curriculum/Mindfulness • Mindfulness Mornings • Tattling Vs Tootling lessons • Big Deal Little Deal • Teens Against Tobacco Use • Be Safe • LINK program • Diversity and Intercultural Awareness • Virtues • Community engagement – ex. Visit to Senior Complex, reading buddies from the community |
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School Connectedness Activities:

- Best Buddies
- Cross-age Mentoring
- Intentional Adult-Student Connections-SOS (Saving One Student)
- Student Leadership Opportunities-Assemblies, Panels, Announcements, etc.
- Family Engagement
- Strengths-Based Clubs
- Wellness Week
- Wellness Wednesdays
- Looping
- Mental Fitness Activities
- Learning Styles

- Peer Mentors
- Activity Fairs
- Utilize OURSchool Data for goal setting
- Caught Doing Good
- Peer Mediation
- School Spirit/Songs
- Staff Gatherings
- Pay It Forward
- Give to Your Community Initiatives
- Cultural Events
- Playground Pals
- Positive School Messaging in Social Media
- Community Schools
- Invite Mystery Guests/Readers
- FN Talking Circles
- Big Buddies
- Tough Kid Program
- “Coffee with the Counsellor”
- Volcano Club
- Student led groups
- School gardens – planted and tended by students and staff
- Rainbow walkways
- Classroom Meetings/Talking Circles
- Announcements – student involvement (ex. Clubs, sharing/teaching different language, sharing weekly message or focus, sharing celebrations)

Lessons in Comprehensive Health/Guidance Curriculum:

- You & Your World
- Personal Wellness 3-5
- PDCP
- Cross-curricular connections

Small Groups:

Facilitated by school-based and/or in partnership with Child and Youth

- Friendship
- Self-worth (mental health)
- Social Skills
- Lunch Bunch
- Early Morning Games Club
- PTSD Support Group
- Anxiety
- Managing Strong Feelings (Coping skills)
- Anger Management
- Deployment Support Group
- Split Peas (family systems change)
- Emotion Awareness, Management and Regulation

Class Lessons—Sample Topics:

- Accepting each other – diversity
- Celebrating Differences
- Bullying Awareness
- Conflict vs. Bullying
- Conflict Resolution
- Body Image
- Mindfulness
- Stress and the Brain
- Stress Management Workshop
- Growth Mind Set
- School Wide Expectations
- Exploration of Strengths – self and others
- Healthy Relationships
- Wellness Wheel and 5 Domains
- Expected and Unexpected Behaviour

<ul style="list-style-type: none"> • Random Act of Kindness Club • Dialectical Behaviour Therapy (DBT) – partnering with C&Y 	<ul style="list-style-type: none"> • Empathy • Rumors
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Summary

2018-2019 district results indicate that of the 66 schools that have shared their PLWE plan, 60 referenced data sources to direct strategy and action development. Within this three year improvement cycle, there is evidence schools are using data to inform decision making. Detailed review of specific data points used over the improvement cycle indicate significant reliance on perception data points with growth evidenced since 2017 of triangulating quantitative and observational data points with perception data.

Baseline Data used to determine Strategies/Actions within school based PLWEP		
2018-2019		
Yes	No	Somewhat
51	6	9
2017-2018		
Yes	No	Somewhat
54	10	0
2016-2017		
Yes	No	Somewhat
66	0	0
2015-2016		
Yes	No	Somewhat
63	3	4
2014-2015		
Yes	No	Somewhat
42	21	7
Examples of data sources used by schools: OurSCHOOL (TTFM), NB Wellness Survey, Teacher Perception Survey, school based behavioral data, school based survey data, school based anecdotal records		

OurSchool survey results

ASD-W Results				
Positive Teacher Student Relations – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. *Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2013-14	8.6/10	8.1/10	6.1/10	6.2/10
2014-15	8.8/10	8.1/10	6.1/10	6.2/10
2015-16	8.8/10	8.1/10	6.3/10	6.2/10
2016-17	8.8/10	8.1/10	6.3/10	6.2/10
2017-18	8.7/10	8.1/10	6.3/10	6.2/10
2018-19	8.5/10	8.4/10	6.2/10	6.6/10
Advocacy at School – Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. *Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2013-14	6.1/10	5.1/10	2.8/10	2.8/10
2014-15	6.9/10	5.1/10	2.7/10	2.8/10
2015-16	6.8/10	5.1/10	2.9/10	2.8/10
2016-17	7/10	5.1/10	3/10	2.8/10
2017-18	6.8/10	5.1/10	3/10	2.8/10
2018-19	6.7/10	6.4/10	3.0/10	3.0/10

Types of Bullying – Grades 4-5				
Numbers represent percentage of student experiencing bullying				
	Physical	Verbal	Social	Cyber
2013-14	17.0%	30.0%	27.0%	5.0%
2014-15	18.0%	30.0%	30.0%	7.0%
2015-16	19.0%	33.0%	30.0%	6.0%

Types of Bullying – Middle and High				
Numbers represent percentage of student experiencing bullying				
	Physical	Verbal	Social	Cyber
2013-14	14.0%	31.0%	27.0%	15.0%
2014-15	10.1%	28.6%	24.1%	13.9%
2015-16	9.8%	27.4%	23.7	12.9%
2016-17	9.6%	26.9%	23.9%	12.5%
2017-18	9.6%	27.2%	23.6%	12.4%

NBWellness Survey

		I feel close to people at my school.	I feel I am part of my school.	I am happy to be at my school.	I feel the teachers at my school treat me fairly.	I feel safe at school.	I feel my learning needs are met at my school.
2010-11 Elementary	ASDW	78.0%	84.0%	82.0%	85.0%	88.0%	N/A
	Prov	77.0%	83.0%	79.0%	85.0%	87.0%	N/A
2012-13 Secondary	ASDW	76.0%	74.0%	68.0%	75.0%	79.0%	76.0%
	Prov	78.0%	76.0%	73.0%	77.0%	81.0%	79.0%
2014-15 Elementary	ASDW	89%	86%	88%	90%	92%	N/A
	Prov	90%	88%	88%	90%	93%	N/A
2015-16	ASDW	79%	75%	69%	80%	83%	78%
	Prov.	81%	80%	75%	83%	86%	81%
2016-17	ASDW	49%	59%	62%	68%	69%	N/A
	Prov.	51%	60%	60%	67%	70%	N/A

Next Steps for the District Positive Learning Environment Plan

1. Annual district PLWE plan data from April 2014 – April 2019 demonstrates gains within capacity building among teacher and ESS leadership teams. The teaching, modelling, and reinforcement (TMR) of adults learning new skills is as critical as the TMR process educators' use when teaching students. A personalized coaching model allows professionals to stretch and grow at their individualized pace while meeting systemic targets. District staff intentionally supporting school based educators through 1:1 conversations, co-teaching, and active collaboration in PLC's should continue. Opportunities for school and district staff to learn from one another, celebrate and promote their successes is recommended.
2. Comparative data suggests a continued need to support school based teams in the collection and analysis of data, incremental planning and application of strategies to meet the identified needs. Growth has been evidenced in schools corroborating perception data with quantitative and observational/conversational sources. However, difficulties continue to arise in matching evidence based practises (EBP) to meet needs as indicated by the data. Teams demonstrate knowledge of how to resource programs and supports that are evidence based but waver from implementing the researched practise with fidelity, and developing a timeline of monitoring to meet short and long term targets. Often, adjustments are made to the program to address the schools' or district's perceived uniqueness. As a result, high output for the energy yielded does not result in the gains expected within the annual improvement cycle. Growth both at the district and school based level needs to occur by strengthening data collection processes along with the complimentary strategy of effectively implementing EBP's.
3. The October 2018 District Team Day focused on workshops and activities for district staff to increase their understanding of the 5 components of a PLWE and how they contribute to the culture and climate of ASD-W as a whole. Throughout the school year, district staff initiated and participated in wellness opportunities and contributed to improving their institutional environments with improvements to their working spaces and by increasing their knowledge of safety procedures. Moving forward, a focus on improvement processes and relationships will reinforce the positive foundations of this year's climate work toward ASD-W wide cultural growth.
4. In addition to the focus of supporting school based PLWE's, ASD-W is committed to the district PLWE improvement process. District staff have expressed an openness to collaboration across departments and disciplines. Continued work on aligning processes for district staff to contribute to and participate in the District-PLWEP is recommended with consideration given to the strategic development of common work plan items.
5. Annual school based PLWEP conversational and quantitative data indicates an interest in some schools combining their School Improvement Plan (SIP) and PLWEP templates to streamline goals and strategies. A review of monitoring notes and data results in June 2019 may indicate if this practise demonstrates the gains and outputs these teams anticipated, in comparison with the results experienced by the schools with separate SIP and PLWE plans.

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