

2017-18 ASD West

New Brunswick School Improvement Indicators

With Explanatory Notes



Rating Descriptors

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

The following is 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, etc. required for this are in place).

Questions to consider when using the ratings:



- Is this part of the way we do business (pervasive, routine, and 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 or artifacts?
- Are staff members 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?

You may wonder why the indicators combine more than one concept or practice within a single indicator. It's because the practices are interdependent and are needed together to achieve the desired outcome.

I. Systemic School Planning

- What values and expectations drive the plans and actions of the school?
- How do we determine the focus for our SIP?
- Have we adequately defined the problems we are trying to solve with our SIP action plan?
- What processes are in place to develop, implement, monitor and adjust our SIP?
- How do we identify, collect, analyze and use evidence in our school?
- What processes are in place to ensure our school is inclusive?

School Improvement Planning	Evidence:
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<p>Indicator 1:</p> <p>The School Improvement Plan includes objectives that are strategic, measurable, achievable, results-oriented and timely (SMART).</p>	<p>EXPLANATION:</p> <p>SMART refers to goals that are: Strategic, Measureable, Action-Oriented, Realistic and Time-bound. Although there are multiple versions of the SMART acronym including the original definition by George T. Doran, this version most easily lends itself to School Improvement Planning.</p> <p>Effective SMART goals allow teams to plan and implement actions strategically. They also promote the importance of monitoring to ensure teams are moving in the right direction to be successful in achieving the desired results.</p> <p>Teams use present level of performance data (PLOP) to identify an Area of Focus. Through data analysis, a learning target(s) is created. (<i>e.g., By December 15th, 80% of our Grade 3 students will begin sentences in different ways and write different sentence lengths.</i>) Only 2-3 actions should be identified, each of which are expected to impact the measure (e.g., sentence structure “Write Trait”).</p> <p>Teams regularly review the learning target(s), relevant data and identify which students are progressing toward and/or meeting the goal(s), and plan interventions for students who are not developing the required skills (e.g., EST-R provided tier 2 in-class academic interventions).</p> <p>EXAMPLES:</p> <p>This year, 80% of our students will meet or exceed the target score of 90 % specific to Patterns and Relations on our Grade 8 Math Team’s common assessment in March.</p> <p>By November 1, 20XX our high school attendance rate for Friday afternoon classes will be at least 90%. The number of parent/guardian and community volunteers in our school will increase by 20% by February 1, 20XX</p> <p> School Improvement Planning </p>	<p>RATING</p> <p>VE</p> <p>School Improvement Plan (SIP) was thoroughly reviewed by teaching staff on October 24/17 through a Professional Learning (PL) opportunity. An analysis of the goals, data sources, indicators of success, strategies, monitoring, timeline and responsibility occurred, confirming the goals as important to us for this school year. The monitoring progress column will remain. Monitoring by staff will occur through poster-style availability of the plan and regular placement on staff and team meeting agendas.</p> <p>The Positive Learning and Working Environment Plan (PLEWP) were also reviewed by staff with the same analysis and plans as above.</p> <p>SIP and PLEWP will be reviewed by Parent School Support Committee (PSSC) 2-3 times per year.</p> <p>Relevant documents include:</p> <ul style="list-style-type: none"> • SIP (Appendix A) • PLEWP (Appendix B) • Report Card Data (Appendix C) • Sample Running Records Tracking Form (Appendix D) • Flexible Math Action Plan (Appendix E) • Flexible Math Individual and Group Tracking Sheets (Appendix F) • Flexible Math Assessments in English and French (Appendix G) • Perception Survey Data (Appendix H) • “Our School” Data (Appendix I)

		<ul style="list-style-type: none">• Power School Behavioral Data (Appendix J)• School Based Playground Data (Appendix K)• ESS-T Tracking Forms – Samples (Appendix L) <p>It is worth noting that there is no current Provincial Assessment data for our Grade 3-5 school at this time. This will change with the Grade 4 assessment being written this year.</p> <p>We have established a school based flexible math committee to guide staff in the successful implementation of our initiative.</p>	
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1.1 The School Improvement Plan is developed based on the review of various data sources. These include data pertaining to student achievement, behaviour, and social-emotional development..

EXAMPLES:

Types of data commonly used in developing and monitoring the SIP include, among others:

- School Improvement Review Data
- Perception surveys (and Tell Them From Me)
- School-based common assessment results NA in literacy. Math AIMSWeb
- Classroom assessment results
- Running records (PD completed)
- Writing samples
- Attendance records
- Student participation records
- Behaviour tracking data
- Student Services Team data ☒

Our numeracy SIP goal is an excellent example of staff using their own school-based common assessments and data tracking systems to inform decisions and monitor success of our three-stage math flexible grouping initiative. This is the third year of a three year plan.

- Flexible Math Action Plan (Appendix E)
- Flexible Math Individual and Group Tracking Sheets (Appendix F)
- Flexible Math Assessments in English and French (Appendix G)

The leadership SIP goal is more broad and sees a variety of opportunities to assess success in this area.

- Perception Survey Data (Appendix H)
- "Our School" Data (Appendix I)
- Power School Behavioral Data (Appendix J)
- School Based Playground Data (Appendix K)
- ESS-T Tracking Forms – Samples (Appendix L)

The literacy SIP goal has moved from writing to reading and there are a variety of tools that can be used here for collecting data and tracking success

- Report Card Data (Appendix C)
- Sample Running Records Tracking Form (Appendix D)

We have regularly scheduled ESS Team meetings every Tuesday and keep minutes, which are posted to the Portal.

- Sample ESS Team Minutes (Appendix M)

1.2 The school vision, mission, and school improvement goals are shared with students, staff, parents/guardians, the PSSC, and the community to ensure continuity and ownership.

Vision statements outline the preferred future of a school and are an inspirational call to action.

Example:

The vision of New Brunswick Middle School is to become a community of diverse learners who are critical thinkers, creative problem solvers, effective communicators and global citizens.

Mission statements express the school's purpose, why it exists, and what it hopes to achieve.

Example:

New Brunswick Elementary School is a family of 21st century learners, committed to excellence, nurturing maximum individual growth in an atmosphere of fun and respect in an ever-changing world.

21st Century Competencies – New Brunswick:

1. Critical thinking and creative problem solving

Students will know and be able to use strategies and processes to think creatively, understand deeply, conduct meaningful reflection and solve problems. Through innovative ideas, entrepreneurship, and/or artistic expression.

2. Collaboration

Students will be able to interact with others in generating ideas and developing products. They will use appropriate interpersonal skills within a variety of media and social contexts.

3. Communication

Students will be able to communicate effectively using the arts; mathematical and scientific concepts and symbols; and the listening, viewing, speaking, reading and writing modes of language(s). They will communicate using a variety of media and technologies.

4. Personal development and self-awareness

Students will be resourceful, reliable and resilient. They will see themselves as capable learners, aware of their own potential. They will make well-informed, healthy choices that contribute to the well-being of themselves and others.

5. Global citizenship

Students will be able to assess social, cultural, economic and environmental interdependence in a local, national and global context. ☒

The Summerhill Vision Statement is “To empower all learners to work together and instill a desire for lifelong learning”. This statement is made in English and French on a large poster that is found throughout the building.

- Summerhill Vision/Mission Statement (Appendix N)

The Summerhill Mission Statement is “Be Respectful, Be Safe, Be Responsible”. This statement is made in English and French and found within 3 “Summerhill Stars” on the same large poster that is found throughout the building. Teachers and administration consistently use these statements when working with kids while learning about appropriate behaviors and actions while at school. The Mission Statement is also reinforced regularly in school wide assemblies.


- Summerhill Vision/Mission Statement (Appendix N)

Summerhill administration and staff are also firm believers in the District Vision, Mission and set of Core-Values, with the poster visible throughout the building.

- ASD-W Vision/Mission and Core Values Statements (Appendix O)


Students are celebrated through Summerhill Star Praise Cards that get shared through the morning announcements by the principal and model the mission statement. All cards are posted on a bulletin board outside the principal's office.

- Summerhill Star Praise Card (Appendix P)

<p>1.3 There is a logical connection between the SIP goals, the targeted strategies (2-3) chosen to accomplish the goals, and the associated measures that will indicate whether the strategies are successful.</p>	<p>EXPLANATION: SIP strategies are established based on data/evidence and include a present level of performance (PLOP), timeframes for monitoring and ongoing analysis and adjustment as needed. ☒</p>	<p>The Summerhill SIP follows the district template that outlines, through headings, the importance of baseline data, indicators of success, strategies, actions, monitoring, accountability, responsibility and timeline. We also monitor our progress on the plan. Data is collected and assessed to help inform instructional plans.</p> <ul style="list-style-type: none"> • SIP (Appendix A)
<p>1.4 The School Improvement Plan is monitored routinely to gauge progress and adjust strategies based on the review of data.</p>	<p>EXPLANATION: The school improvement plan is formally reviewed in September, January and June. It is imperative that the strategies and actions are monitored on a regular basis. It is suggested that minor interventions are monitored every 2 weeks and major interventions every 4-6 weeks to gauge their effectiveness and progression toward school goals.</p> <p> School Improvement Planning ☒</p>	<p>School Improvement Plan (SIP) was thoroughly reviewed by teaching staff on October 24/17 through a Professional Learning (PL) opportunity. An analysis of the goals, data sources, indicators of success, strategies, monitoring, timeline and responsibility occurred, confirming the goals as important to us for this school year. The monitoring progress column will remain. Monitoring by staff will occur through poster-style availability of the plan and regular placement on staff and team meeting agendas.</p> <p>SIP and PLEWP will be reviewed by Parent School Support Committee (PSSC) 2-3 times per year.</p> <ul style="list-style-type: none"> • SIP (Appendix A)

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<p>Indicator 2:</p> <p>Job-embedded professional learning is collaboratively developed to respond to student needs identified in the School Improvement Plan.</p>	<p>EXPLANATION: Job-embedded professional learning occurs while teachers and administrators engage in their daily work. Teachers learn by doing and reflecting on their teaching experiences and then generating and sharing new insights and learning with one another.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – Reflection: (Ongoing teacher planning, instruction, and reflection) is a process which supports self-directed personalized learning. Lesson plans which include an area for post-lesson reflection can be a helpful tool to promote ongoing refinement of pedagogical practices. – Action Research: Professional Learning Communities house groups of teachers who answer questions tied to instructional practices, through action research. PLC binders store SMART targets, agendas, and minutes. Meeting minutes should demonstrate that teachers are learning about new practices and/or refining existing practices, to close achievement gaps and meet their SMART goals. <p>Some additional collaborative opportunities for job-embedded Professional Learning include:</p> <ul style="list-style-type: none"> – CPT (common planning time) – grade level team meetings – departmental meetings – co-planning and co-teaching – observation and formative feedback- leader – small group: focus hours, lunch and learns, article/book studies – whole group: school-based professional learning days, school-based teacher PL blog/sharing site ☒ 	<p>We have established a school based professional learning committee to lead the direction of professional development in our school. We maintain a yearly professional learning plan and many teachers maintain a professional learning log. Each teacher completes a professional growth plan with set goals. The principal and vice-principal review and discuss the plans. Much professional learning is focused on instruction and assessment, in particular in the area of literacy (SIP Goal #3)</p> <ul style="list-style-type: none"> • Yearly Professional Learning Plan (Appendix Q) • Sample Teacher Professional Learning Log (Appendix R) • Professional Growth Goals (Appendix S) 	
<p><i>2.1 Staff members design, share, and work toward their professional growth plans which are aligned with their assignments and the School Improvement Plan.</i></p>	<p>EXPLANATION: Staff members regularly share their progress on their professional growth goals which are aligned with the SIP. This includes conferencing with peers and school leaders. Dialogue between staff members and school leaders routinely focuses on sharing promising practices to advance professional growth. ☒</p>	<p>Professional growth plans have been submitted and will be reviewed by administration. Follow-up meetings will occur to discuss, encourage and support teachers. Some teachers do the plans together and have common goals. Discussion of the plans at grade level team meetings will be encouraged. Grade level teams meet, formally, once per month and minutes are kept. Vertical teams based on program (English, French Immersion) also meet formally once per month.</p> <ul style="list-style-type: none"> • Sample Team Meeting Minutes (Appendix T) 	

<p><i>2.2 Processes are in place for monitoring the impact of professional learning opportunities for professional and paraprofessional staff members.</i></p>	<p>EXPLANATION: In order to understand the impact of professional learning on student achievement, schools should consider how professional learning will be evaluated. One approach is Guskey’s model of evaluation. We tend to evaluate only the first two levels; it is recommended that the remaining areas be considered.</p> <p>LEVEL 1: Participant Reaction: Did they like it? Was their time well spent? Did the materials make sense? Was it useful?</p> <p>LEVEL 2: Participant Learning: Did participants acquire the intended knowledge and skills?</p> <p>LEVEL 3: Organization Support & Change: What was the impact on the organization? Was implementation advocated, facilitated and supported? Were problems addressed quickly? Were sufficient resources made available?</p> <p>LEVEL 4: Participants’ use of new Knowledge and Skill: Were new knowledge and skills effectively applied? What evidence?</p> <p>LEVEL 5: Student Learning Outcome: What was the impact on students? Did it affect student achievement? Is student attendance changing? Are dropouts decreasing? Are students more confident learners? ☒</p>	<p>No formal process in place to collect data and receive feedback on school based professional learning. This should be reviewed. There is anecdotal and informal conversation that often follows PD and staff is reflective about how to improve practices based on what has been learned. Team meetings are a good place for these discussions to unfold. The addition of a reflective section on the annual professional learning plan could also be useful. Para professionals participate in relevant professional learning at the school and district level.</p>
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<p>Indicator 3:</p> <p>Student data are routinely gathered, analyzed and monitored.</p>	<p>EXPLANATION: Student Achievement Data refers to school-based assessments, district assessments and large scale provincial assessments. Schools should gather and monitor assessment data frequently to provide support for teaching and learning.</p> <p>EXAMPLES: Some examples of routine gathering and monitoring data include:</p> <ul style="list-style-type: none"> – District and school-based benchmarking (running records, common assessments, AIMSweb) – Monitoring (Data Walls, PLC Team Meetings meeting minutes, ESS Team Meeting ,SIP Monitoring Template) <p>Provincial data should be closely monitored by staff to determine longitudinal trends of cohorts of students. Staff should use this data to compare to district and provincial trends.</p> <p>Teachers should be aware of weighting and other test characteristics of provincial assessments which are described in testing specification documents, typically found in the appendix of the assessment. Awareness of this information will help schools to plan and support school-wide interventions.</p> <p>SIP Monitoring Template </p>	<p>The best example of this is with our Flexible Math Grouping initiative, entering the third year of a three year plan. Three times within the year, students are grouped and regrouped in multi-age classes to focus on math learning. Pre and post assessments are used each time. Numeracy achievement is one of the three priorities of our SIP. Likewise, teachers are committed to Running Records. We are also looking at report card data for the first time, now easily generated from Power School. Playground Behavior data are also kept. We will engage fully in the “Our School” student exercise this year and will do in a lab setting with thanks to OHS as a partner. We look forward to making comparisons from previous results to help guide us in supporting student needs. The ESS team does a good job at tracking student data, as well, helping inform decisions surrounding support.</p> <ul style="list-style-type: none"> • Flexible Math Individual and Group Tracking Sheets (Appendix F) • Flexible Math Assessments in English and French (Appendix G) • Sample Running Records Tracking Form (Appendix D) • Report Card Data (Appendix C) • Power School Behavioral Data (Appendix J) • School Based Playground Data (Appendix K) • “Our School” Data (Appendix I) • ESS-T Tracking Forms – Samples (Appendix L) 	<p>RATING</p> <p>VE</p>

<p>3.1 Student development data (e.g., stretch learning, personal development, behaviour, and student engagement) are gathered and monitored to support school goals and priorities.</p>	<p>EXPLANATION:</p> <p>The intent of this indicator is to ensure data use for the monitoring of important school goals, where the direct outcome is something other than an increase in assessment results. For example, TTFM data and informal discussions with at-risk students suggest that increased social engagement could improve attendance and eventually achievement of a group of marginalized students.</p> <ul style="list-style-type: none"> – What is the behaviour you wish to impact directly? – How will you be able to tell? What data will be collected? – What is your baseline; your present level of performance? <p>Observations and anecdotal information need to be turned into “trackable” data.</p> <p>Data sources could include:</p> <ul style="list-style-type: none"> – TTFM – school-generated student/parent/guardian/staff survey data not observed – observable strategies – coded & quantified some behavior observations as needed. – PowerSchool data – participation in student-driven initiatives examples include: student-led fundraising, working with senior citizens, co-op opportunities, volunteering, SRC and other co-curricular activities. <p>EXAMPLE:</p> <p>Analysis of Tell Them From Me (playground info and change) student perception survey data may lead a team to identify Student Social Engagement as an Area of Focus in their School Improvement Plan. During the delivery of varied opportunities to support personal and leadership skill development (e.g., Peer Helpers, sports programming, Student Leadership Council), Alpha Stars students could complete surveys which allow the team to measure their impact on student development of these skills. ☒</p>	<p>“Our School” data is particularly relevant and can be linked to the goals of our SIP and PLEWP. We were also pleased with an October student focus group that met with the district healthy learners team. This group provided quality feedback that our school can certainly take into account in an effort to improve the healthy environment at Summerhill. We recognize the value to using this data to support planning and, in turn, to monitor success of initiatives put in place to improve our school. New Brunswick Health Survey results have just arrived...we look forward to analyzing these as well.</p> <ul style="list-style-type: none"> • SIP (Appendix A) • PLEWP (Appendix B) • “Our School” Data (Appendix I) • Student Focus Group Feedback – Healthy Learners (Appendix U) • New Brunswick Health Survey results – (Appendix V) <p>An example of student self-directed leadership came from two entrepreneurial minded fifth grade girls who created and sold bracelets to raise money for the SPCA and Oromocto Food Bank. We enjoyed watching this take place and the rewarding presentations to these community agencies.</p> <ul style="list-style-type: none"> • Student Pictures (Appendix W)
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<p>3.2 Classroom and school-wide observation data are collected by school leaders and/or teachers, analyzed, and shared to inform and monitor targeted or school-wide practices.</p>	<p>EXPLANATION: <i>Classroom observation data</i> are gathered by school leaders and/or teachers over time as they observe a variety of classrooms in the school. This practice presents an opportunity to discuss trends, patterns, similarities, and differences in pedagogy with the entire staff. Subsequently these observations should inform decision-making and improvement planning.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – Administrators wish to increase higher-order questioning throughout the school. Through Walkthroughs, the administrators gather classroom observation data to determine the Present Level of Performance and identify in-house experts. From this data collection the administrators identify that higher-order questioning skills are more prevalent in Language Arts and content-area subject classes, and that the mathematics teachers need to improve this skill set. The administrators support mathematics teachers by facilitating partnership learning and providing on-going feedback. <p>Grade 4-5 school team noted through TTFM data analysis that student engagement was lower than expected. The team co-constructed engagement criteria in order to gather further data on engagement; teachers collected data and monitored engagement using these criteria in their classrooms. At the next team meeting they decided to set strategies and targets to increase engagement over the next month. ☒</p>	<p>Formal and informal walkthroughs have begun by both the principal and the vice-principal. It is recognized how important this leadership activity is and the administrators search for ways to improve this responsibility. Feedback is provided for formal walkthroughs. Playground data is also kept to help guide administration and teachers in encouraging safe and responsible play. Results are discussed at ESS Team meetings.</p> <ul style="list-style-type: none"> • Walkthrough feedback sample (Appendix X) • School Based Playground Data (Appendix K)
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<p>Indicator 4:</p> <p>Examination and tracking of data related to academic achievement is used for the development of strategies and the pyramid of interventions, and monitoring their effectiveness.</p>	<p>EXPLANATION:</p> <p>A school's Academic Pyramid of Interventions is a unique, living document, focused on meeting the needs of the students it serves.</p> <p>Teams frequently refer to the pyramid during the identification of interventions to support learners (e.g., team meetings, ESS meetings, PLCs). Interventions proven to be ineffective over time, based on data, are removed. Teams continually learn about and apply new interventions, and monitor their effectiveness. High-impact, school-based interventions are added to the pyramid. Schools use metrics to monitor the number of students receiving Tier 2 and 3 interventions on a regular basis. Staff should monitor the movement of students in and between Tiers on a regular basis.</p> <p>Pyramid users recognize that students may receive a combination of intervention supports (i.e., tier 1 and 2) at any given point in time. Students should not be labelled Tier "X" students or remain in a tier without on-going assessment. Through frequent intervention and assessment, the primary goal is to support the student through core instruction (tier 1 interventions). ☒</p>	<p>Summerhill has a Pyramid of Interventions that is acknowledged by all. It is used on occasion when classroom teachers and ESS teachers are working together to strategize on serving students. The Pyramid of Interventions is a working document that has been revised by ESS and will be open for teacher input, as well. Two pyramids now exist, one for resource and one for guidance. Zones of Regulation, which is a priority in the PLEWP, WITS and the Mission Statement are also regular themes in conversations among teachers and students.</p> <ul style="list-style-type: none"> • Pyramid of Interventions (Appendix Y) • PLEWP (Appendix B) • Zones of Regulation Poster (Appendix Z) • WITS Poster (Appendix AA) • Summerhill Vision/Mission Statement (Appendix N) 	<p>RATING</p> <p>ME</p>
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4.1 School-wide responses with varied strategies for academic intervention are systematically employed.

EXPLANATION:

To ensure that academic interventions are school-wide and systematic in scope, design and practice, effective schools establish specific structures such as Pyramids of Intervention, Response to Intervention (RTI) frameworks and/or explicit policies and procedures. ☒

Numeracy, literacy and behavioral interventions are the most evident when it comes to school-wide response to meet student needs. The use of Individualized Behaviour Support Plans (IBSP) and Behaviour Support Accommodation Plans (BSAP) are important and collaboratively developed among ESS and classroom teachers. Universal accommodations are also considered. Release time has been provided to help support this work and necessary documentation. There are a variety of “snap shot” templates that are also used to collect data on student behavior. Integrated Service Delivery (ISD) is evolving and we have had some success in some cases, but experience some frustration in others.

- Sample IBSP (Appendix BB)
- Sample BSAP (Appendix CC)
- ESS-T Tracking Forms – Samples (Appendix L)

4.2 The school has an effective process in place for identifying students who need accommodations (universal and justified).

EXPLANATION:

The teachers and ESTs have a collaborative process for identifying students who may require or benefit from accommodations. For example teachers use an accommodation checklist to track and monitor the use of universal accommodations. Frequent intervention and assessment provide data needed to inform decision-making. Prior to providing Justifiable Accommodations there is referral process and a collaborative dialogue with the ESS Team.

DEFINITION:

Accommodation – an accommodation is intended to help the student to fully access and participate in the prescribed curriculum without changing the instructional content (Skinner, Pappas, & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.

Universal accommodations – are strategies, technologies or adjustments that enable a student to reach prescribed outcomes and can be used at as needed. Universal accommodations do not necessitate a PLP or prior approval for provincial assessments. School personnel know that **universal accommodations** are intended to help students to fully access and participate in the prescribed curriculum without changing the instructional content. Students master the same content as their peers. This includes accommodated:

- presentation/delivery of curricular outcomes
- product /means by which students demonstrate learning
- process/environment

Justified Accommodations – are documented strategies, technologies or adjustments without which the student **would not** be able to access the curriculum and/or demonstrate their knowledge. These accommodations are documented within a PLP and require prior approval to be accessed during provincial assessments.

- A **scribe** would be a justified accommodation if the child would not be able to succeed without the accommodation.
- **Extended time** would be a justified accommodation if it were more than double the time.

LOOK FOR:

Products:

- There is evidence of the use of Justified Accommodations in lesson plans
- There is a referral form/process in place for teacher to request support
- There is a tracking system for students who are receiving accommodations that ensure accommodations follow students class to class and year to year.

Conversations:

- Educators can explain why Universal accommodations are used and how they are different from Justified Accommodations.
- Students and teachers can explain the accommodations to which they have access and use.

Observations:

- Evidence of discussion at ESS Team Meetings
- All persons involved are aware of the accommodations.

 [Accommodations for Instruction and Assessment](#) 

The Summerhill ESS Team meets every week, with an agenda to guide discussion and minutes to document conversations and actions. The team has a referral form and process and assists classroom teachers with an understanding of universal and justified accommodations. Relationships have been established and the classroom teachers have a level of trust in the ESS Team, knowing that they will respond and support. Teachers are committed to reviewing cumulative records at the beginning of each year. A Universal Design for Learning (UDL) checklist is also available to help teachers in their lesson planning.

- Sample ESS Team Minutes (Appendix M)
- ESS Referral Form (Appendix DD)
- UDL Checklist (Appendix EE)

<p><i>4.3 Pre-school, school-to-school, and within-school transitions are planned based on data and supporting structures are in place.</i></p>	<p>EXPLANATION: At all levels, transition planning should be observable and supported by documentation. Collaboration between school personnel, parents/guardians, external agencies and potential employers and/or post-secondary institutions should occur and be referenced in transition planning documents.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – School-based teams and subject teachers meet at year-end to support transitions from grade-to-grade. – Teachers and ESS Teams participate in transition meetings to support transitions between schools. – ESS Teams participate in transition meetings and planning to support transitions for diverse learners. – EST-R organizes PATH meetings for students requiring additional supports. <p>At the high school level, school to post-secondary (List of Post-Secondary entrance requirements), school to work (Co-op programs), and school to life (NBACL) transition planning occurs. ☒</p>	<p>Face to face meetings occur with staff at sending school and staff and receiving school. Transition notes are created to help prepare the receiving teacher. Within our Grade 3-5 school, transition occurs in passing students from one grade level to the next. ESS and Administration are involved. Summerhill welcomes Grade 2 students who will enter our school after summer for a spring visit and multiple visits are available for those who require extra attention. Likewise, our Grade 5 students will visit the middle school each spring. This transition also includes Summerhill Alumni. A parent orientation evening is hosted each spring by Summerhill for those parents who have students in Grade 2 who will be joining us in September.</p> <ul style="list-style-type: none"> • Sample Transition Notes (Appendix FF)
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<p>Indicator 5:</p> <p>Examination and tracking of data related to behaviour is used for the development of strategies and the pyramid of interventions, and monitoring their effectiveness.</p>	<p>EXPLANATION:</p> <p>A school’s Behavioral Pyramid of Interventions is a unique, living document, focused on meeting the needs of the students it serves.</p> <p>Teams frequently refer to the pyramid during the identification of interventions to support learners (e.g., team meetings, ESS meetings, PLCs). Interventions proven to be ineffective over time, based on data, are removed. Teams continually learn about and apply new interventions, and monitor their effectiveness. High-impact, school-based interventions are added to the pyramid. Schools use metrics to monitor the number of students receiving Tier 2 and 3 interventions on a regular basis. Staff should monitor the movement of students in and between Tiers on a regular basis.</p> <p>Pyramid users recognize that students may receive a combination of intervention supports (i.e., tier 1 and 2) at any given point in time. Students should not be labelled Tier “X” students or remain in a tier without on-going assessment. Through frequent intervention and assessment, the primary goal is to support the student through core instruction (tier 1 interventions).</p> <p>Behaviour tracking is accessible to all appropriate staff. There is a process for office referral and teacher follow-up. Attendance is monitored and underlying causal factors examined for absenteeism. School personnel have a process for follow-up, including the identification of interventions and support. ☒</p>	<p>Summerhill Elementary has a Pyramid of Interventions. Teachers, classroom and ESS alike, make reference to it from time to time. This fall, there was one specific meeting to review the pyramid and revisions have been made by the ESS team. This will now go to classroom teachers through their grade level teams.</p> <p>Strategies are developed and documented in IBSPs and BSAPs. Data on behavior that is referred to the office is collected and organized in Power School. Other behavior that is tracked includes action from the playground and within the classroom using tracking sheets. The data is used to not only inform decisions but also to help in communication with parents and other stakeholders.</p> <p>Summerhill will also host Problem solving Meetings to help generate ideas on appropriate intervention for students in need.</p> <ul style="list-style-type: none"> • Sample IBSP (Appendix BB) • Sample BSAP (Appendix CC) • Power School Behavioral Data (Appendix J) • School Based Playground Data (Appendix K) • ESS-T Tracking Forms – Samples (Appendix L) • Sample Problem Solving Minutes (Appendix GG) 	<p>RATING</p> <p>VE</p>

<p>5.1 School-wide responses with varied strategies for positive reinforcement and behavioural intervention are systematically employed.</p>	<p>EXPLANATION:</p> <p>To ensure that behaviour interventions are school-wide and systematic in scope, design and practice, effective schools establish specific structures such as Pyramids of Intervention, PBIS and explicit policies and procedures. School-wide responses should be evidence based, and the use of functional behavioural assessments should be considered. When interventions include a student being removed from the common learning environment for behavioral reasons, the steps delineated in <i>Policy 322 –Inclusive Education</i> must be followed. A plan that includes establishing acceptable timelines and a delineated process for reintegration should be established. ☒</p>	<p>PBIS was introduced to staff last year and will be refreshed later this year. Praise cards are celebrated on announcements and on the bulletin board. Both administrators, one resource teacher and two educational assistants were certified in Non-Violent Crisis Intervention. The ESS Team meets weekly and collaborates regularly on appropriate response for students in need. Policy 322 – Inclusive Education is respected and PLPs are formulated in collaboration with classroom teachers (release day to support).</p> <ul style="list-style-type: none"> • Summerhill Star Praise Card (Appendix P)
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<p>5.2 The school has a proactive, systematic strategy for dealing with bullying.</p>	<p>EXPLANATION:</p> <ul style="list-style-type: none"> • Bullying is defined clearly; students, staff and parents/guardians can distinguish between bullying and other unwanted behaviours • Bullying/abuse of students based on particular characteristics is recognized and addressed specifically (e.g., exceptionalities, sexual minority, gender independent, cultural, linguistic and religious minorities, students at risk for behavioural issues and/or students lacking pro-social skills) • School personnel, students and parents/guardians have received information about the typical causes of bullying and dynamics of bullies and bullying • School personnel have received professional learning to equip them to proactively prevent/reduce bullying, to address it effectively when it happens, seek assistance from resource personnel when needed, and follow-up to ensure the situation continues to be under control • Students and parents/guardians have been informed of effective ways of preventing and responding to bullying; understand the school's rules, approaches and values, and know how to report and request assistance • Evidence is used to identify trends to ensure that common behavioural occurrences are identified immediately and interventions are effective • A school-wide intervention plan with strategies is developed and monitored based on evidence. ☒ 	<p>A meet the teacher night was hosted and expectations surrounding behavior were shared by the principal. Likewise, there was a student assembly at the beginning of the year where expectations surrounding student behavior were clearly explained. Use of the Mission Statement is the anchor of these conversations. The principal will visit classrooms to have conversations about appropriate behavior and supports teachers in dealing with one on one scenarios. We have participated in Pink Shirt Days and Orange Shirt Days and we use WITS and Zones of Regulation as strategies for working with students in need of assistance. There was also a special presentation on bullying from Geordie Productions on October 19...an entertaining and engaging way to talk about appropriate behavior. Other presentations have occurred in the past. Positive activities, such as Movie night and Sports Night, also allow for students to interact in a positive manner. Finally, the guidance counselor hosts a "Connection Club" to help those who will benefit from social support. We have plans to further communicate with parents and students regarding bullying and conflict. Often times this language is used interchangeable and clarification can be helpful.</p> <ul style="list-style-type: none"> • Meet the Teacher Presentation (Appendix HH) • Summerhill Vision/Mission Statement (Appendix N) • Zones of Regulation Poster (Appendix Z) • WITS Poster (Appendix AA) • Conflict vs Bullying Chart (Appendix NN)
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<p>5.3 <i>There are processes in place to support regular student attendance.</i></p>	<p>LOOK FOR:</p> <p>Products:</p> <ul style="list-style-type: none"> - Attendance policy that supports regular attendance and meets the needs of the student - Attendance data - Meeting minute notes indicate discussion of attendance issues - Individuals are given roles to support monitoring attendance of students <p>Conversations:</p> <ul style="list-style-type: none"> - Staff members are aware of individual students who need support - Teachers make home contacts to discuss attendance <p>Observations:</p> <ul style="list-style-type: none"> - Students are engaged in their learning - Students have opportunities for choice and influence - There is a process for all staff to be involved in reviewing attendance data and planning responses to trends - Interventions are implemented and monitored ☒ 	<p>Attendance is tracked daily and entered into Power School. A safe arrival process is in place. A statement of attendance expectation is made in the student agenda book. Teachers will communicate with parents and if it reaches a point where ESS or administration needs to join the communication, they will. While communications will start informally through emails or phone calls, a formal letter will be written if required.</p> <p>Summerhill teachers are very caring and we have created an atmosphere that is inviting and welcoming. We try our best to promote a positive life at school. These deliberate strategies also serve in promoting attendance.</p>
<p>5.4 <i>The school has a proactive and systematic strategy for promoting student and staff mental health.</i></p>	<p>NEW</p>	<p>We have a Wellness Committee that supports the needs of staff. We celebrate the positive and support one-another in times of need. The principal is familiar with the inConfidence program and is able to point staff in the right direction when needed. Staff are cognizant of our large military parent population and are supportive of families. We are familiar with the “Response to Deployment” protocol and the principal has been involved in action research that has led to the publication of a book. The guidance counselor is very well versed and experience in supporting students with mental health needs. The ESS Team is also very supportive. Staff takes opportunities to organize activities that promote family life, healthy lifestyles and positive social interaction (Spookarama, Sports Night, Movie Night, POWER Challenge).</p>

<p>Inclusion</p>	<p>Evidence:</p>
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<p>Indicator 6: The school community is actively involved in creating and furthering an inclusive school culture.</p>	<p>EXPLANATION: Parents, guardians and community members are actively involved in ensuring that school-organized social, academic and cultural opportunities are available to all students within and beyond the school.</p> <p> New Brunswick LGBTQ Inclusive Education Resource </p>	<p>Summerhill has a strong belief in Policy 322 – Inclusion Policy and respects the expectations included within. A strong ESS team and experienced administration is helpful in this way of life. Classroom teachers are engaged in the learning of all students and their PLP planning. Gender neutral bathrooms are available.</p> <p>Parent volunteers are available to assist with routine activities as well as special events that include everyone (ie. the Rocks and Rings Program / Egg Breakfast with the Egg Farmers of NB). The Parent School Support Committee is an engaged group of parents who are interested in the well-being of the school.</p>	<p>RATING VE</p>
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6.1 School leaders are actively involved in creating and furthering an inclusive school culture.

EXPLANATION:

In schools with a strong culture of inclusion ... leaders actively promote a cultural shift; planning and actions are centered on the best interests of the student.

EXAMPLES: Administrators ...

- are active members of the ESS Team
- ensure PLPs and IBSPs are developed, monitored and adjusted appropriately
- provide support to staff and students dealing with issues between school and community
- ensure appropriate professional learning is provided to assist in furthering an inclusive school culture
- advocate on behalf of the school to obtain the supports necessary to support students
- ensure that student placement is inclusive
- ensure transportation issues are addressed such that students receive their full hours of instruction and that no student is left out for logistical reasons – Parent feedback indicate that
- ensure that all sports teams, clubs and school organizations are equitable – resources, funding, time etc.

Examples from: *Creating an Inclusive School Culture, NBACL, 2011.*

- Diverse experiences, perspectives and knowledge are reflected, respected, and honoured.
- The leadership team has a vision for inclusion that is articulated, documented, and shared by staff.
- This vision is mindful of particular perspectives stemming from diverse abilities, culture, First Nations heritage, race, religion/spirituality, socio-economic status, sexual orientation, gender, age, and newness to the community.
- There are many opportunities in school life (classroom, extracurricular, special events, library collections, etc.) for expressing and learning about diverse perspectives.
- The administration provides opportunities for learning and discussion about the duty to accommodate.
- Accommodations for students are routinely made and recorded.

LOOK FOR:

Products:

- Contribution of administrators noted in ESS Team minutes
- Graduation program is alphabetical

Conversations:

- The administrative team has a vision for inclusion that is articulated, documented, and shared by staff
- The administrative team is aware of students who are working towards re-entry into the common learning environment and administrators are working to support the success of the student's plan
- Students indicate there are opportunities for students to voice their views (e.g., Gay-Straight Alliance, SRC, Best Buddies, student forums)

Observations:

- Administrators are visibly present and actively engaged with students.
- There are no stand-alone classes for students who have a PLP ☒

The school administration is a cohesive team that works well together and believes in an inclusive environment for all students. The principal and VP are active members of the ESS Team and contribute to weekly meetings. Administration supports the work of PLP and IBSP development and the principal reviews them. Release days were offered to support their development. NVCI Training was provided for administration, resource and two EAs. Administration accepted out of catchment students with diverse needs due to the belief that we could make a difference in their lives. The school works with the transportation department to ensure busing needs are met for all students.

The principal acknowledges, on a weekly basis, that the school sits on un-ceded and un-surrendered territory of the Wolostaqey people.

Administration, ESS and the classroom teacher are working very hard with a grade 4 student from China who is having a difficult time adjusting to life and school in Canada.

- Sample ESS Team Minutes (Appendix M)

6.2 Staff members are actively involved in creating and furthering an inclusive school culture.

EXPLANATION:

Staffs are actively involved in promoting inclusion in their school. Active involvement extends beyond occasional events; it is evident within daily conversations, lessons and routines (e.g. discussing family structures, cultural identities).

EXAMPLES:

Staff members ...

- support the involvement of all students within the learning environment.
- recognize the accomplishments and contributions of diverse populations within their daily lessons (e.g. when providing background information about a prominent author including mention of a same-sex relationship, their cultural background, disabilities, etc.)
- create learning environments that are welcoming and affirming for all youth and families by using respect/strength-based approaches.
- establish programs for peer and buddy support. (New and existing students, in and between grades).
- are proactive in helping students and stakeholders to challenge stereotypes, sexist views, and other biases.
- advocate on behalf of their students to assist them to overcome barriers to their learning and development. -
- ensure that targeted academic supports are accessible and implemented to support student learning.
- co-construct the behavioral expectations for their school
- ensure that appropriate behaviours are defined, taught, modeled (adult to student, and adult to adult) and reinforced with students at all levels.
- are engaged and building positive relationships with students during structured and unstructured time.
- are involved in awareness activities (e.g., inclusion committee, Gay-Straight Alliance).
- “own” all students not only the ones that are on their class list.
- reflect on their current state of inclusive practice (e.g., use NBACL or EECD Inclusion Look-Fors).

LOOK FOR:

Products:

- PLWEP Plan; Code of Conduct

Conversations:

- Teachers are engaged in conversations with students outside of the classroom.
- Students indicate that they can speak with their teachers about issues and concerns.

Observations:

- Staff members participate in clubs, teams and activities in school
- Parents/guardians of all backgrounds are actively involved in the school

 [A Resource Guide for Educators: Anti-Homophobia and Anti-Heterosexism](#)

 [EECD – Inclusion Look-Fors](#) 

The staff acknowledged Orange Shirt Day and led classroom activities surrounding First Nation history and residential schools. The staff were active participants in professional learning on First Nation Education prior to the beginning of classes. Summerhill also offers Chinese cultural experiences through the integration of activities led by a Confucious Institute teacher into the Social Studies curriculum. Students can explore this further with a weekly Chinese Culture Club at lunch time.

Some staff are required to accommodate activities for students who have religious beliefs that may not agree with traditional classroom activities. Classrooms also have spin bikes accessible to them, allowing for fitness breaks in an effort to increase student engagement. One student who has a dual diagnosis of autism and Downe’s Syndrome has a special bicycle that he rides in the hallways.

Summerhill contributes to leadership opportunities for students by focusing on community groups such as the John Wood Foundation, Habitat for Humanity, the Oromocto Food Bank, the SPCA and #Beccatoldmeto. An active recycling program is present.

Administration and staff are involved in many extra-curricular activities. One example is the school cross country meet, where staff dressed in silly costumes to cheer on the kids. All teachers are focused on the well-being of all students. The Mission statement is continuously noted, through everyday conversation, classroom visits and assemblies. The Connection Club is supportive of students in need of social support.

- Professional Learning Agenda – First Nation Education (Appendix II)
- Staff Picture – Cross Country (Appendix JJ)

6.3 Students are actively involved in creating an inclusive school culture.

EXAMPLES:

Students

- understand the behavioral expectations in the school and teach, model and reinforce these behaviours with their peers
- are involved in co-constructing behavioral expectations with staff
- have developed a leadership group or positive support group
- are involved in regular student forums with staff and administrators to improve student/staff communication, trust and support
- promote inclusion in their school (e.g., awareness activities, inclusion committee, Gay-Straight Alliance (GSA))
- take initiative; are proactive in demonstrating positive values
- look out for all peers; express support for others; recognize others' needs
- celebrate positive events/successes of other students and provide support during times of crisis

SRC

- is actively involved in promoting and leading inclusive activities and events
- members demonstrate a welcoming environment
- is engaged in peer mentoring/helping in and between grades
- support formal processes by independently buddying up with new students
- members participate on the PSSC

LOOK FOR:

Products:

- buddy programs, Circle of Friends
- student perception survey and behaviour data
- student-created posters, songs, videos, plays that show understanding and involvement in creating an inclusive school culture
- announcements by students about special celebrations/memorials/achievements

Conversations:

- students indicate "this is the way we are...we are open; we celebrate differences rather than pretending everyone is the same"
- students indicate they feel comfortable speaking to everyone in the school and, if troubled, there are people they can approach (staff, fellow classmate, etc.)
- students are not labelled (e.g., staff and others do not use terms such as: SEP kids; Tier 2 students)
- students with visible and invisible differences feel they have opportunities to talk to peers and staff members about their unique abilities, traits and interests

Observations:

- students are in groups, absence of cliques
- new students are welcomed and assisted by peers
- the composition of teams and clubs reflects the school population; all students are invited and encouraged to participate
- hallway, playground and bus interactions are friendly; students who need to be accompanied are accompanied by peers ☒

Summerhill students clearly understand expectations as outlined in our Mission Statement...respect, responsibility and safety. They are involved in a variety of leadership initiatives that include, but are not limited to: Physical Education Leadership Group (Cross Country, Volleyball), Public Health Focus Group, Connection Club, The Green Team, Pop Tabs, Milk Bags, and the Recycling Group. We have also seen kids step up to do independent leadership activities such as raise money for the SPCA, the Oromocto Food Bank and the John Wood Foundation. It is our hope to explore the concept of a Student Representative Council for the future. This could be an advisory group that could help in leadership initiatives.

Students are well aware of WITS and Zones of Regulations when it comes time to interacting with fellow students. Students are supportive and inclusive of those who have very special needs...they show patience and care.

One class is following the Roots of Empathy program to learn more about a gentle and caring environment. Teachers promote an environment of helping and caring for one another.

- Summerhill Vision/Mission Statement (Appendix N)
- Zones of Regulation Poster (Appendix Z)
- WITS Poster (Appendix AA)

<p>Indicator 7:</p> <p>The learning environment encourages and supports the active involvement and inclusion of every student</p>		<p>Summerhill Street Elementary School promotes an environment that is inclusive of all students and continually strives for a setting where students are engaged and actively learning. Administration and staff understand and respect Provincial Policy 322.</p>	<p><u>RATING</u></p> <p>VE</p>
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7.1 The learning environment encourages and supports the active involvement and inclusion of every student physically.

DEFINITION:

Common learning environment: an inclusive environment where instruction is designed to be delivered to students of mixed ability and of the same age in their neighborhood school, while being responsive to their individual needs as a learner, and used for the majority of the students' regular instruction hours. *Policy 322 – Inclusive Education*

EXPLANATION:

Physical inclusion includes:

- use of assistive technology to maximize student integration into the common learning environment
- physical accessibility to all areas used by students, including ensuring wheelchair access for students and/or adults
- planning in advance to accommodate upcoming needs
- maximum integration and engagement of students in the common learning/classroom environment; students should not be consistently in the back or periphery of classes unless there is a justifiable reason or a student preference
- all decisions and placements should be in the best interests of the student(s)
- alternate placement is planned for as a temporary situation and monitored on an ongoing basis, as indicated in Policy 322. Maximum integration (in the best interests of the child) in the regular learning environment is preferred
- When a student is removed from the common learning environment for intervention, either academic or behavioral, there is an established plan for reintegration. See policy 322

LOOK FOR:

Products:

- There is a contingency plan for students with physical challenges for access and safety in all situations (e.g., evacuation protocol)
- Field Trip plan for all students is collaboratively developed to ensure equal opportunities for all students

Conversations:

- Students with disabilities indicating they have access to the same things as other students

Observations:

- all necessary physical structures are in place within and outside the school to provide access
- no permanent separate classrooms for students based on ability
- all students are participating in Physical Education class
- students eat together (no exclusion due to allergies, etc.)

 [Policy 322 – Inclusive Education](#)

 [APSEA Position Paper on Timeouts](#) 

Teachers include all students in the classroom setting. There are periods of times with students on individualized programs are learning in an alternate setting as a part of their PLP and, at times, to allow for a classroom environment that is without disruption or distraction (2 students come to mind). Sometimes this is as close as the hallway outside the door or other times it may include a student work room. There is some assistive technology in place (IPads, as an example). The building allows for accessibility on all three levels with the use of a functioning elevator. There has also been markings placed on the stairs to help some students who have trouble navigating the steps. Many teachers have a variety of classroom furniture (seats, desks, etc.) that take into account the needs of students who may have anxiety or attention concerns. Students are placed into classes after careful consideration by ESS and administration. Teacher input is valued. Playground equipment is accessible for all. The Phys Ed teacher is very conscientious when it comes to modifying her teaching space and equipment to meet the needs of all students.

Our highest profile partial day student has been progressing wonderfully and, due to an appropriate plan and patient/caring teachers, he is now ready for fulltime attendance in class. He is rarely outside the classroom environment. This is a first for him in more than 4 years and he has had struggles for most of his elementary grades. Parent and student commitment are also responsible for this turnaround.

An “ESS On Call” schedule is available to support staff when an emergency arises. Accommodations are made for students when planning for field trips so that all can attend. We are a “nut free school” to accommodate for severe allergies.


- ESS – On Call Schedule (Appendix KK)

<p>7.2 The learning environment encourages and supports the active involvement and inclusion of every student <i>academically</i>.</p>	<p>EXAMPLES:</p> <p>Products:</p> <ul style="list-style-type: none"> – Lesson planning indicates planning for inclusion of all students within the common learning environment (differentiation, UDL, learning styles) – Assessments are varied to meet the academic needs of all students – Students have choices when demonstrating their understanding and achievement of a learning outcome V – Rubrics are designed to include all levels of student performance <p>Conversations:</p> <ul style="list-style-type: none"> – Teachers can describe how the Academic Pyramid of Interventions is applied within the classroom – Teachers and Educational Support staff can speak to the goals of all students – Students can identify their individual learning goals <p>Observations:</p> <ul style="list-style-type: none"> – Students participate in learning activities, working on academic goals with their peers – EAs typically work with all students – All students in the class have the opportunity to have their work showcased to illustrate elements of what was to be learned (aligns with the rubric) ☒ 	<p>Teachers plan keeping Universal Design for Learning in mind. Co-construction of criteria has taken place. We are in the third year of a three year plan to improve math achievement with flexible math groupings. These groupings occur 3 times a year for about 6 weeks each time. Teachers are mindful of PLPs and will adjust assessment practices as required. Teachers and Education Assistants work well together.</p> <p>There has been a variety of special activities that allow for learning to take place by all and outside the classroom setting. Examples include trips to the apple orchard, and past examples of a science expo and heritage fair. Teachers are reflecting on other opportunities for student learning (Legislature, Maker Space Room).</p> <p>A calendar exercise is a project that sees student artwork by all students displayed in a published format. Students have also been published in the “Young Writers Anthology”. Students with special needs taking part in real world learning such as baking and fold laundry.</p> <ul style="list-style-type: none"> • Flexible Math Action Plan (Appendix E) • Teacher Checklists for Prescribed Curriculum (Appendix LL)
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<p>7.3 The learning environment encourages and supports the active involvement and inclusion of every student socially and emotionally.</p>	<p>EXAMPLES:</p> <p>Cultural Inclusion:</p> <p>Personnel intentionally communicate information about many cultures. While this is expected in all schools, it is particularly important when there is representation of particular ethnic backgrounds among the students and staff at the school. There is a process for searching out and including relevant content. Effort is made to highlight accomplishments. Current events involving particular cultural groups are presented and discussed in a neutral and respectful manner. Students are encouraged to reflect on the reasons for differences. Care is taken not to associate particular ethnic groups as one-dimensional (e.g., always as victims or aggressors).</p> <p>Products:</p> <ul style="list-style-type: none"> – Art work, murals, and projects by students reflecting interest, awareness and sensitivity to cultural diversity are displayed <p>Conversations:</p> <ul style="list-style-type: none"> – Conversation has occurred so that students feel comfortable with the recognition they receive about their cultural heritage <p>Observations:</p> <ul style="list-style-type: none"> – FN languages, American Sign Language and others are incorporated in the school environment (e.g., morning announcements, signage around the school, O Canada, school website, letters to home, some words are taught in school to all (welcome, hello, thank you) – Presentations, access to FN and other books, articles, websites, organizations, music, Elders and others integrated into school activities – School leaders and staff members collaborate with and meet with leaders of ethnic groups represented in their community on a regular basis, when such organizations exist in the community. – Attendance at parent/guardian events is reflective of school community composition. Efforts are made for outreach and support. – Sexual minority, gender independent and their allies participate in the GSA and other clubs and teams. – Flags, posters, display cases with traditional crafts, images of traditional activities, famous figures, current leaders, and symbols of cultural groups present in the school are displayed. ☒ 	<p>Summerhill Elementary has a very caring staff who works tirelessly to support all students with their social and emotional needs. We are cognizant of the impact of military life on many of our students who have parents or loved ones in the Canadian Armed Forces; some have even lost parents due to trauma associated with military life. Our guidance and ESS team have the capacity to respond in times of need.</p> <p>The guidance counselor runs a “Connection Club” to support students who are having difficulty connecting with peers. Social stories are also used by ESS and classroom teachers to try and make connections with kids.</p> <p>There are a variety of extra-curricular activities and events that welcomes all students...intramural sports, choir, Spookarama, Movie Night, Sports Night, among others.</p> <p>Classroom activities include Roots of Empathy and the essay contest for Habitat for Humanity.</p> <p>The Principal promotes positive behavior and celebrate success on a daily basis in the morning announcements.</p>
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<p>7.4 <i>The learning environment encourages and supports the active involvement and inclusion of every student culturally.</i></p>	<p><u>NEW: Was part of indicator 7.3 previously</u></p>	<p>Summerhill is home to one international student...a fourth grade student from China. He came to us with almost no English language. He has been welcomed and his teachers are dedicated to his EAL program and social, emotional and academic success. We have also sought assistance from experts at the District level.</p> <p>Summerhill has also hosted a Confucious Institute teacher from China; she teaches Chinese culture to all our students for the first half of the year. This teacher also runs an extra-curricular club for Chinese culture at lunch time on Wednesdays.</p> <p>Summerhill administration and staff note the significance of Aboriginal education and culture at our school, even though we do not serve many students of First Nation descent. Once a week the principal acknowledges that we are using the land that is considered un-ceded and un-surrendered territory of the Wolostaqey people and teachers have explained the significance of this statement and continue the conversations. Staff have completed FN professional learning and will plan to participate in the Blanket Exercise this winter. We actively recognized Orange Shirt Day.</p> <p>As a school with French Immersion classes, we also incorporate the French culture as a part of the learning that takes place.</p>
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<p><i>7.5 Students with diverse needs have the supports and assistive technology needed to participate fully in the common learning environment.</i></p> <p>NEW INDICATOR NUMBER: WAS 7.4</p>	<p>EXPLANATION: Assistive Technology is used primarily for individual students requiring devices, media and services used by students with physical, cognitive, sensory, speech, learning or behavioural difficulties. These devices/supports allow students to actively engage in improving or maintaining their ability to meet learning outcomes and maximize their learning success. In most cases, the assistive technology required will be needed by these students throughout their school careers and should travel with them from class to class, grade to grade and school to school. Assistive Technology is acquired through application to EECD through the <i>Assistive Technology for Learning Program (ATL)</i>. Assistive Technology may include:</p> <ul style="list-style-type: none"> – Specialized Computer Software (e.g., Kurzweil, Dragon Naturally Speaking)? – Generic Computer Software (e.g., Word, Excel) – Technology devices (e.g., AlphaSmart, calculator, Fusion) – Non ICT Resources (e.g., weighted vests, sensory balls, stability balls) ☒ 	<p>Summerhill Elementary actively participates in the Assistive Technology for Learning Program, making application as necessary to support student needs. Although we have some Ipads that support students, we could certainly benefit from more. We also use desktop computers and laptop computers with various software to support student needs. Teachers are quite faithful in using their FM systems to allow for better ease at hearing (for all students). We have calming baskets, adaptive furniture and other fidgets and resources that can help in supporting student needs. We have a room set-up to support those who are on individualized plans that require some time outside the classroom. We also have an adaptive bicycle for one IEP student. Summerhill has 6 spin bikes that are scattered throughout classrooms.</p>
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<p>Indicator 8:</p> <p>In collaboration with partners, school personnel identify at-risk groups of students and implement interventions and supports.</p>	<p>EXPLANATION:</p> <p><i>At-risk groups of students</i> refers to students whose characteristics are associated with systemic or chronic risk factors (e.g., low SES, non-attendance, high family mobility, sexual minority and gender independent (LGBTQ) youth, students/family members with mental health concerns). <i>Risk</i> includes likelihood of non-completion of school; self-harm; failure to thrive, etc. Evidence</p> <p>The school has processes in place for identifying at-risk students and families, intentionally building connections and supports, and ensuring advocacy. This includes gathering data about the composition of the student body and school community to plan for internal and external supports. It also includes assigning staff and students to make daily, informal contact with those who are vulnerable.</p> <p>At-risk students require added supports to be able to access education on an equal basis with others. ☒</p>	<p>There is a tremendous group of professional staff at Summerhill that care deeply about our students. This professional responsibility rubs off on students, as well. One of our biggest, at risk group of children includes those who have suffered immense loss and tragedy due to loved ones (including parents) who have lost their lives due to the impact of active duty in the armed forces. Guidance and the ESS team are quick to intervene and classroom teachers take this responsibility of support seriously.</p> <p>We are also mindful of families who are of low SES and try to offer support through the generosity of a breakfast and lunch programs, with no questions asked. We acknowledge a variety of family dynamics that include parent separations, step parents and same sex parents.</p> <p>We are working very hard with a nine year old boy from China. He really doesn't want to be in Canada and we have had to work together with district staff to strategize on how to best meet his needs. We see some progress being made. We have an EAL support worker and will call in a translator as needed.</p> 	<p>RATING</p> <p>VE</p>
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<p>Indicator 9:</p> <p>Processes are in place to provide access for all students and families to be involved in the school.</p>	<p>EXPLANATION: In effective schools, personnel intentionally take note of the composition of the community served by the school and the characteristics of the families. Once resources and needs among families are identified, processes are established to engage families, taking diverse values, composition, and needs into account. This includes families who may have economic, social and/or cultural challenges, or characteristics that impact their experiences in the school community. For example, in many New Brunswick schools EAL (English as Another Language) programs have been organized for families who have emigrated from various regions of the world. Some schools have made progress in recognizing and welcoming families with members who have non-traditional gender identities and/or sexual orientation. This also includes honouring the desired involvement and contributions of extended, blended and separated families that wish to support their children.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – information sent home is brief, clear and easy to understand – copies of student report cards and other important information is provided to both parents/guardians when they are separated (custody order permitting) – information is made accessible in a number of ways, including up-to-date web pages – school personnel who answer the phone and receive parents/guardians arriving at the school have a service orientation and understand the impact they make on relationships with the school – volunteers are recruited who can help to translate, provide testimony of service and support new families whose children have diverse needs ☒ 	<p>Summerhill staff have a good understanding of the families that we serve. Communications are respectful and varied... electronic, weebly, wix, telephone, website (which is a goal for improvement) and paper-copy are all taken into account. We have a variety of family dynamics that are understood and respected and accommodations are made for students based on what we know. Information sent home is in clear, easy to understand statements. Summerhill is a welcoming school, mostly evident in the attitudes put forward by staff. A monthly newsletter keeps parents abreast of the happenings at Summerhill. There is a calendar in the lobby area. Supply teachers generally indicate they hope to return...a sense of warmth.</p> <ul style="list-style-type: none"> • Sample Newsletter (Appendix MM) 	<p>RATING</p> <p>ME</p>
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9.1 Families feel they are heard and treated with respect and that staff members are approachable and open.

EVIDENCE:

- TTFM
- Forums
- teacher perception survey data
- observations

An experienced and engaged PSSC is in place, with a new Chair who is motivated to do well. Parents feel that they can approach teachers with concerns and feedback. Parent turnout at family events (ie. Meet the Teacher, Spookarama, Cross Country, Terry Fox), has been positive.

While there is not a lot of formal opportunity for feedback from parents, there is some evidence that we do ok when the chance presents itself.



PARTICIPATING STUDENTS AND PARENTS

To ensure quality information, it is equally important for an adequate number of students and parents from participating schools to complete the survey. In 2016-2017, 92% of students and 57% of parents from participating schools across New Brunswick returned their completed survey.



II. Leadership & Teaming

- How are teams organized to carry out the actions established in the SIP?
- How do school leaders support teams/personnel?
- How do school leaders provide feedback?
- How are we collaborating to close achievement gaps?
- How does the school support leadership at all levels, including student leadership?
- How does the school engage stakeholders to support SIP goals?

Leadership		Evidence:	RATING
<p>Indicator 10:</p> <p>The school has a distributive leadership structure in place, such as a Core Leadership Team, to facilitate continuous improvement.</p>	<p>DEFINITION: <i>Distributed or distributive leadership</i>, involves a greater degree of distributing power, information and decision-making authority to individuals within the system this includes “the free flowing form of ongoing engagement by stakeholders... it...honors the input and capabilities of all who have a stake in the affairs of the school” (Daresh, 2007, p. 123).</p> <p>NOTE: Current literature includes a number of terms for this concept (e.g., Guiding Coalition, Core Leadership Team and School Management Team).</p> <p>EXPLANATION: The <i>Core Leadership Team</i> (CLT) is composed of the Principal, Vice-Principal and a selection of key teacher leaders. Like all learning teams in the school, this team should be organized in a very structured manner. Team time should be regularly scheduled; norms should be established; agendas should be created; minutes should be kept and goals and follow-up actions should be developed and monitored. Since the key objective of the CLT is to help facilitate continuous improvement, change and growth, reporting to the entire staff, soliciting feedback, monitoring school-based teams and monitoring the School Improvement Plan on a routine basis are critical roles of this team.</p> <p>To learn more about different distributive leadership models, check out the  Distributive Leadership PowerPoint. Which model a school chooses to implement will depend upon its size, configuration and school goals. </p>	<p>School has a series of leadership teams in place. Thursdays are reserved for team meetings, based on the week. A core leadership team is made up of the principal, vice-principal, team-leader from Gr 3, Gr 4, Gr 5, ESS and an EA lead. The core leadership team has been mostly focused on the school review this year as a template for conversation and improvement. Each grade level team leader leads the teachers of that grade level and keeps minutes of team meetings, posting them to a shared drive. Likewise, there are vertical teams of English and French Immersion. The ESS Team consists of the principal, vice-principal, two resource teachers, guidance teacher and a link to the Child and Youth team. The team meets weekly and posts minutes to the portal.</p> <p>Appendix A – Sample ESS Team Minutes Appendix B – Sample Team Meeting Minutes Appendix CC – Teacher Perception Survey – Detailed and Comparison Reports</p>	<p>ME</p>

<p><i>10.1 Shared decision-making is an established practice.</i></p>	<p>EXPLANATION: Shared decision-making refers to making decisions collaboratively, calling upon the assistance of, and feedback from, staff and team members, either collectively or in part depending on the nature of the situation. The key to successful shared decision-making practices is to ensure all staff members clearly understand their roles and responsibilities as well as understanding and respecting that not all decisions can be made in a “shared” manner. In some instances, the school leader must make decisions independently.</p> <p>One characteristic of shared decision-making is evidence of effective two-way communication between school administrators and staff members. ☒</p>	<p>The principal and vice-principal lead and manage the school together in a collaborative fashion. Shared leadership is a key goal in the SIP. Administrators are approachable and they value the feedback they receive from staff. Administration involves the staff in the decision making process, when applicable, and welcomes new ideas; for example, the re-entry of children into the school after recess was a practice that was examined by staff, as a whole, and revised based on the outcome of those conversations.</p> <p>Appendix C – School Improvement Plan (SIP)</p>
<p><i>10.2 The principal encourages, welcomes and employs feedback from staff members, students and parents/guardians.</i></p>	<p>EXAMPLES: Conversations/forums with parents, students and staff indicate whether administrators are receptive to, and act on, feedback. Teacher perception survey results could also be consulted. ☒</p>	<p>The principal welcomes feedback from staff, students and parents. This allows for his growth in this, his first year as an elementary principal. The principal embraces these growth opportunities. He has implemented the expected framework with the Parent School Support Committee (PSSC) and balances his responsibilities with the wishes of the parents and their comfort in the role.</p> <p>Appendix CC – Teacher Perception Survey – Detailed and Comparison Reports</p>

10.3 Administrators facilitate and support engagement in professional learning and leadership activities for and by staff members.

EXAMPLES:

- Professional learning opportunities which support SIP goals are established in a PL plan or are embedded in the SIP.
- Conversations with staff indicate that teacher professional growth goals are established, include conferencing and PL/support is provided.
- Administrators provide staff members with opportunities to act in their stead when they are absent.
- Access to leadership opportunities are supported and encouraged.
- Distributive leadership structures are established and there is a transparent, formal process with established criteria for staff to participate.
- School leaders support engagement in professional learning through promotion of self-directed and peer-based learning,
- Providing opportunities for staff to lead PL, and encouraging the sharing of ideas and research-based strategies. ✕

The staff understands the leadership structure within the school and have an opportunity to contribute to positions of and projects that require leadership. There is shared responsibility in terms of a variety of initiatives (Halloween, Christmas, Surveys, French Culture, Math Flex, Data Collection, Yearbook, Technology, Wellness, ...these are all examples). A formal organization has been established to provide leadership in the areas of Professional Learning, NBTA, Health and Safety and Teacher's Working Conditions.

The revision of the SIP and PLEWP was a whole staff activity and the PSSC are also engaged. Continuous opportunities for feedback and monitoring are available through our professional area designated as a conference room.

The principal and VP work collaboratively together and support one-another as an embedded and daily practice. There is mutual learning that is occurring between the two. When both are away, other staff members are offered the opportunity to be "administrator for the day"...all are invited to try this valuable learning opportunity. Administration actively engages with all staff (teachers, EAs, cleaning). The principal conducts regular and frequent check-ins.

Professional learning...as participants and as presenters...is encouraged. Administration looks for ways to support outside opportunities. Professional growth plans are completed and individualized professional learning is welcome, with the hopes that it can be linked directly or indirectly to the goals of our SIP.

Appendix D – Teams and Committees List
Appendix E – Yearly Professional Learning Plan
Appendix F – Sample Teacher Professional Learning Log
Appendix G – Principal Professional Growth Plan

<p>Indicator 11:</p> <p>School administrators are visible in the school and model quality interactions with staff members and students.</p>	<p>EXAMPLES: Administrators:</p> <ul style="list-style-type: none"> – greet students coming off the bus – know students’ names – are involved in co- and extra-curricular events – treat colleagues with respect – attend team meetings – support colleagues. ✕ 	<p>The principal stands in the stairway landing at most times when students are entering the building; often stands at the bus loading doors at end of day. The principal is visible throughout the school during both transition and instructional times; the vice-principal is often visible when she has the opportunity during her administration time. The principal and vice-principal are at evening activities and engaged with students, parents and community members. The administrators are strong believers in the district core values and school mission statement that promote a general theme of respect and support.</p> <p>Administrators know many student names and work towards knowing them all; also strive towards knowing about the students’ lives outside of school.</p> <p>Appendix H – ASD-W Vision/Mission Statement Appendix I – Summerhill Vision/Mission Statement Appendix CC – Teacher Perception Survey – Detailed and Comparison Reports</p>	<p>RATING</p> <p>VE</p>
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11.1 School leaders provide staff members and students with thanks and other recognition for contributions and accomplishments.

EXPLANATION:

This indicator refers to feedback and recognition of staff members regarding their contributions and accomplishments such as participation in school events, activities, coaching, presentations, etc. This is not part of feedback on performance. ☒

Administration acknowledges student success, both at school and outside the school setting. Staff are recognized and valued. Recognition occurs privately and, at times, publically among colleagues. Students are often recognized and the principal will read and post "Praise Cards" that are submitted to the office.

Administration believes strongly in the value of creating positive relationships and acknowledges the celebration of accomplishments and contributions is a good way to do so; administration believes in the core value of "Support and Recognition" from the district statements. Administration will often accompany students to special events where leadership and contributions are displayed (ie. Food Band Donation, SPCA Donation, Cyber Academy). Administration and staff will support all students to help them meet with success both inside the classroom setting and with extra-curricular activities.

Principal and vice-principal are familiar with colleagues and their life outside the school setting. Summerhill is an all-around supportive staff who will help their colleagues in need.

Appendix J – Summerhill Star Praise Card
Appendix H – ASD-W Vision/Mission Statement

<p>11.2 School leaders monitor the effectiveness of team practices and their impact on student learning, social-emotional functioning, and behaviour.</p>	<p>EXPLANATION: School leaders (e.g., administrators, SPRs, ESTs, etc.) know whether students are progressing towards identified learning or behaviour targets and interventions are in place to support them.</p> <p>School leaders detect ineffective team practices, and respond accordingly. Helpful questions: Attend and respond to many meetings</p> <ul style="list-style-type: none"> – Does this teaming structure have a clear purpose? Is the purpose being met? – Are previously identified action items reviewed? Were they acted upon? – Are minutes taken during meetings? Are actions items clearly identified? – Is data being used to monitor student progress toward the SMART targets? SIP monitored – Is there a balance of voices and shared decision-making? – Are academic/behavioural interventions being collaboratively identified and implemented? Is frequent assessment being used to monitor interventions? <p>School leaders participate in team monitoring of SIP goals. During formalized meeting time, PLC team members:</p> <ul style="list-style-type: none"> – review the SMART goal – review relevant data – identify which students are progressing and/or met the SMART goal – plan interventions for students who are not developing the required behavior and skills (e.g., EST-R-provided tier 2 in-class academic or behavioural interventions) <p>When school leaders are unable to participate in team meetings, they could:</p> <ul style="list-style-type: none"> – Initiate a follow-up conversation with a team member, by asking, “Are students learning what we need them to learn?” or “Are we going to reach or exceed our March behavior target for student X?” – View the contents of the team’s PLC binder, which should include: SMART goal, relevant data, planning for core instruction and interventions, SIP monitoring template (evidence of success) ☒ 	<p>The principal reviewed, provided feedback and signed all 250 student report cards in November. Administration and team leaders have a good understanding of student achievement and which students benefit from various levels of support. The principal has reviewed and signed (and continues to sign) student Personalized Learning Plans and Individualized Behaviour Support Plans. Administration is engaged in summative and formative assessment practices. The ESS Team monitors behavior at their regular meetings and the vice-principal tracks behavior on the playground as a part of one of the PLWEP strategies.</p> <p>Minutes are taken at most meetings and the teams stay on track during their meetings, doing their best to accomplish the goals set out on the agenda. All teachers feel they have a voice and have contributed to important directions such as the SIP, the flexible math grouping initiative and the school review.</p> <p>There are frequent meetings to support students with behaviour and safety concerns. Administration and staff work towards consistency between home and school. The ESS team is integral to supporting staff and students. All staff help out when they can, with the concept of a “Problem Solving Meeting” used when needed.</p> <p>Walkthroughs are conducted, both formally and informally.</p> <p>Appendix K – School Based Playground Data Appendix L – Sample Problem Solving Minutes Appendix M – Positive Learning and Working Environment Plan (PLWEP)</p>
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11.3 The principal ensures structures are in place to observe and provide ongoing feedback for teachers using NB curriculum documents, available look-fors and standards.

EXPLANATION:

The principal **ensures** a mechanism in place for teachers to receive ongoing feedback. **This does not mean the principal must provide all of the feedback him or herself.** This indicator does not include formal, evaluative feedback (see Indicator 68).

During the pre-observation conference/discussion, teachers self-identify an area for which they want formative feedback. Specific, feedback is then provided to the teacher, post-observation.

Part of Formal Teacher Evaluation	Not Part of Formal Teacher Evaluation
<ul style="list-style-type: none"> Principal-provided Walkthroughs (as part of the formal performance evaluation) 	<ul style="list-style-type: none"> Collegial Walkthroughs Peer Visitation EST-provided observations/feedback administrator/SPR –provided observations/walkthroughs

Feedback includes comments on what was observed, highlighted practices and areas for further reflection and growth. Feedback is based on NB Curriculum documents, Look Fors and/or standards and can be written or orally communicated. Schools collectively identify an area for growth and develop a formative assessment observation model.

EXAMPLE:

By looking at data from *Tell Them from Me* the school determined that student engagement was lower than expected. The staff co-constructed criteria for what student engagement would look like in all classes and developed a short look-for. Over the next three weeks SPR's, Vice Principals and Resource teachers will complete Walkthroughs throughout the school to gather data on their criteria. Staff will then review summary results to determine next steps. ☒

Walkthroughs and, more often, Walkabouts, are occurring regularly. Staff is open to feedback and appreciates visits from administration. The vice-principal is very sound pedagogically and the principal is learning from her. Both administrators know how to access the portal and seek out formal documentation related to provincial curriculum, look-for's and standards. Release time is available for teachers who wish to do peer observations or other forms of professional learning.

All teachers completed a professional growth plan. Administration will review these.

"Our School" data and other data sources are available to all.

The principal is engaging and sharing, with staff, details about the "business side" of education and how the system works at the district and provincial level; this includes details about budgets, the building, human resources, policy and other.



Appendix N – "Our School" Data
Appendix O – NB Health and Wellness Survey Data

<p>11.4 All teachers receive a formal performance evaluation on a predetermined cycle. This includes observations and conferencing using a structured format.</p>	<p>EXPLANATION: Effective school leaders establish structures for providing formal feedback to all teachers (new, mid-career and veteran) on a regularly scheduled basis. Tools such as Danielson’s Framework for Enhancing Professional Practice may be used to accomplish this task. Feedback is documented and includes regularly scheduled observations and conferences.</p> <p>Suggested Time Frame Long- term supply teachers, schedule D teachers and new B contract teachers should have an annual formal performance evaluation. All other teachers should receive formal feedback every five years as a minimum standard. Formal evaluations could be scheduled by individual (e.g., every teacher is evaluated every four years), or based on a percentage of the teaching staff annually (e.g., 1/3 of teaching staff each year).</p> <p>High achieving schools generally establish cycles which meet or exceed the minimal requirements set by Districts and/or EECD.</p> <p>All teachers should receive regular informal feedback in the way of walkthroughs, observations, and professional growth goal conferencing (see Indicator 67). Pre- and post-conferencing should occur.</p> <p>Whenever possible, a face-to-face collaborative dialogue between the teacher and administrator should occur, post-observation. Feedback includes comments on what was observed, highlighted practices and areas for further reflection and growth. ☒</p>	<p>The principal and vice-principal conduct the performance assessments together, when schedules allow. The LTS teacher and 3 D-contract teachers have all had their first formal evaluation completed, according to the determined schedule. All four teachers are doing very well. Two additional LTS have joined the staff in January so they will be evaluated as well.</p> <p>Evaluations of B-contract teachers have been done in the past. Administration is checking to see when each teacher was last evaluated and will determine next steps.</p> <p>A current year and long term evaluation schedule is being created.</p> <p>The Vice-Principal will be formally evaluated this year...she is in Year 5 of a 5 year term and doing very well this year.</p> <p>Walk-throughs and walk-about are conducted, with a variety of communications offered.</p> <p>Post observation meetings are held for formal evaluations.</p> <p>Appendix P – Current Year and Long Term Evaluation Schedule Appendix Q – Walk-through feedback sample</p>
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<p>Indicator 12:</p> <p>The school fosters the development of student leadership skills and the modeling of appropriate behaviours by peers.</p>	<p>EXAMPLES: Student leadership opportunities could include, but are not limited to:</p> <ul style="list-style-type: none"> - Elementary: peer helpers, Playground Pals, Peacemakers, student-led Intramurals - Middle: peer mediators, peer tutors, class representatives - High School: SRC representatives, class representatives, PSSC student representatives, tutoring, student-led assemblies <p>Supporting the modeling of appropriate behaviours by peers can be promoted by:</p> <ul style="list-style-type: none"> - identifying respectful and compassionate behaviours within subject matter, and interactions in the learning environment - focusing on the feelings that arise in the person exhibiting the positive behaviour and the recipient - modeling compassion and respect toward students, and recognizing students who behave in this manner - entrenching positive values in the school code of conduct and public messaging - selecting celebrities respected by students whose personal values are consistent with the school values as the focus for projects, etc. - ensuring students understand the behavioral expectations in the school and are encouraged to teach, model and reinforce these behaviours with their peers - encouraging students to look-out for all peers; express support for others; recognize others' needs ☒ 	<p>Summerhill has leadership as one of its main SIP priorities. We continue to stress our mission as responsible, respectful and safe students; students know these categories very well.</p> <p>There are a variety of leadership opportunities for students. The physical education teacher often calls on student leaders to help with extra-curricular activities. There is a recycling club and a green team to focus on the environment. A student focus group came together to meet with a nursing team to discuss health concepts. Some individual students will start initiatives (rainbow looms, etc.) to raise money for charity. In addition, two students have started a campaign to have 100 peers save their straws for one week, instead of throwing them out. Most recently, a peer helper group has been established.</p> <p>Students support in an inclusive and ESS manner, as well. Students show wonderful patience and caring with some high needs children at our school. A peer support system is beginning to help kids who are impacted by military deployment.</p> <p>Many students are recognized by the Summerhill Star Praise Card.</p> <p>Appendix C – School Improvement Plan Appendix I – Summerhill Vision/Mission Statement Appendix J - Summerhill Star Praise Card Appendix R – Peer Helper Schedule and Application Form Appendix S – Deployment Letter</p>	<p>RATING</p> <p>VE</p>
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		Appendix T – Student Focus Group Feedback – Healthy Nurses	
<p>Indicator 13:</p> <p>Students have opportunities to be heard and to influence decisions made in the school.</p>	<p>EXPLANATION: In effective schools, students are given routine opportunities to be actively engaged and involved in decision-making within the school.</p> <p>EXAMPLES of processes that allow students to be heard and be involved in decision-making include:</p> <ul style="list-style-type: none"> – the principal meets with groups of students selected at random on a monthly basis to solicit feedback and opinions regarding relevant? – classroom teachers and students co-construct and establish behaviour expectations (i.e., “the rules”)? – classroom teachers allow students to have choice in what they learn, how they learn and how they demonstrate their learning (as relevant to the learning outcome) – formal provision of opportunities for student councils and other student committees with opportunities to influence decisions – school-based student perception surveys which are used to inform decisions and improvement planning – students have ongoing input into what they find motivating when the school is selecting behaviour reinforcement options. ☒ 	<p>Summerhill students in grades 4 and 5 participated in the “Our School” survey. All students participated in the NB Health and Wellness survey. Results are available to all (board; creating space on website) and will be used to inform a revamped SIP for 2018-19.</p> <p>While there have been occasional focus groups in the past, this is a strategy that should be used more by administration. The principal has an open-door practice and welcomes feedback from all, students included. Teachers certainly value the feedback of students and their voices are heard.</p> <p>When IBSPs and BSAPs are put together, the student perspective may be taken. Teachers also have reward and reflection strategies in their classrooms.</p>	<p>RATING</p> <p>ME</p>

Teaming		Evidence:	
<p>Indicator 14:</p> <p>Teams meet regularly to discuss instructional and intervention strategies and innovations.</p>	<p>NOTE: This indicator pertains to all teams.</p> <p>Guidance is provided in Policy 322 for school-based ESS Teams; s.6.10.3 states: <i>The school-based ESS Team must meet on a regular basis, preferably one a week, but at least every 10 school days.</i> ☒</p>	<p>A series of teams and committees are in place the provide leadership in many different curricular, supportive, extra-curricular and management ways. There are regular meeting times and minutes for most of these groups.</p> <p>The ESS Team meets once per week with an agenda and minutes for each meeting. The minutes are posted to the portal.</p> <p>Problem solving meetings are welcomed and staff are willing to participate.</p> <p>Appendix D – Teams and Committees Appendix L – Sample Problem Solving Minutes</p>	<p><u>RATING</u></p> <p>VE</p>
<p><i>14.1 Common language, understanding, and practices emerge from ongoing study, learning in the field, and professional dialogue based on current research.</i></p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> – Balanced Assessment – RTI – Inclusive Practice – PBIS – UDL <p>For processes to achieve this, see the Explanatory Note for Indicator 93. ☒</p>	<p>Teachers and support staff are collaborative and maintain professionalism through their learning; PL is valued by all. There are daily conversations about instruction and assessment and what works and what doesn't work in teaching and learning. ESS is actively engaged in the classroom environment and supportive of classroom teachers.</p>	

<p>14.2 Supports are in place for staff members who are new to a subject area or assignment, or who are struggling.</p>	<p>EXAMPLES: Effective school leaders provide supports to staff members in a number of ways including:</p> <ul style="list-style-type: none"> – providing constructive feedback; – providing ongoing and relevant communication and information; – assisting struggling staff members in a professional and caring manner; – ensuring staff members are equipped with appropriate resources to fulfill their duties and responsibilities; – encouraging staff members to continue to grow and improve professionally. ✖ 	<p>Beginning teacher mentors are assigned each year and correspond to teaching assignments. The principal and vice-principal regularly check-in with and support new teachers. The ESS team is also very supportive. Administration is building trust among staff members and is willing to offer constructive feedback that will support student learning and school life. The overall well-being of staff members is acknowledged and administration knows how to access outside support, as required. The principal and vice-principal provide on-going communication, including a weekly email from the VP.</p> <p>A new orientation is being developed by the principal to be in compliance with health and safety expectations as well as in an effort to warmly and effectively welcome new employees to our school.</p> <p>Appendix U – Sample Vice-principal Weekly Email</p>
<p>14.3 Educational staff members participate in observation, coaching, and structured feedback opportunities with peers.</p>	<p>Partnership learning is an effective job-embedded professional learning structure. Partnership learning includes coaching. The goal of coaching is to support teachers in making more effective instructional decisions.</p> <p> NB Instructional Coaching Model</p> <p>For more information for coaches check out  Ready...Set...Coach, a four-block start-up framework. ✖</p>	<p>Teachers with like assignments regularly collaborate and work together. Teams are strong and can cross over grade levels when necessary and helpful. Teachers value professional learning, as does support staff. Release time is offered to staff to allow for personalized PL as well as an opportunity for peer coaching. Administration is trying to encourage more staff members to take advantage of this.</p>

<p>Indicator 15:</p> <p>Staff members meet regularly to discuss the progress of individual students using student profile data.</p>	<p>EXPLANATION:</p> <p>It is suggested that minor interventions are monitored based on evidence every two weeks and major interventions every 4-6 weeks to gauge effectiveness. Interventions can be maintained, adjusted, replaced or eliminated as required. The frequency of meetings depends on the type and size of the teams involved and can occur on an as needed basis when circumstances necessitate.</p> <p>All staff working with a student are involved in gathering data, developing appropriate strategies and providing feedback For example evidence should indicate that the contributions of Educational Assistants are welcomed and encouraged.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> - Class profiles - Report card marks - Formative assessment results - Attendance - Interventions - WinSchool and PowerSchool Data <p>Evidence could be observed in PLC, ESS Team, Problem-Solving and Case Conference meeting minutes. ☒</p>	<p>Summerhill has weekly ESS meetings and keeps an agenda and minutes. Individual students are discussed and a member of the Child and Youth Team is regularly present. Tutoring support is assigned to students who are in need of extra attention and as discussed by the ESS team and individual teachers. There are monthly grade level team meetings and vertical team meetings, with notes kept and place on a shared drive. There are also problem solving meetings for individual students.</p> <p>Three times per year, teachers participate in flexible math grouping for numeracy instruction. Teachers meet to discuss formative and summative assessment results and place students in appropriate learning environments. Data is kept and organized to help inform staff on the benefits of this instructional strategy.</p> <p>Classroom teachers regularly meet with guidance and resource teachers to discuss BSAPs, IBSP, PLPs and student progress. There is consistent formal and informal discussion with teachers about student performance and behavior.</p> <p>Teachers use UDL templates in their lesson planning and there is regular recording of student incidents and parent contact that is made.</p> <p>Appendix V - UDL Checklist</p>	<p>RATING</p> <p>ME</p>

<p>15.1 Effective common assessment practices are in place (benchmarking/screening).</p>	<p>EXPLANATION:</p> <p>Benchmark Assessments are given periodically throughout the school year at specified times. The assessments evaluate students' knowledge and skills relative to an explicit set of longer-term goals, usually curriculum outcomes. The design and choice of benchmark assessment is driven by purpose and intended users, and informs decision-making at the student, classroom, and school or district level. There should be a balance between school and district developed benchmarks.</p> <p>School-based common assessments are designed by teachers to provide formative feedback to improve teaching and learning. These are developed to ensure consistency of standards among teachers. Common assessments are used at various points in the year (end of unit, term/semester, and end of year) and are not necessarily lengthy. Common assessments are given by two or more instructors with the intention of collaboratively examining the results for:</p> <ul style="list-style-type: none"> – Shared learning – Instructional planning for individual students – As a team, which targets from the assessment require more attention? – As a team, which students did not master which targets? – As a team, which classrooms require additional support? – As an individual teacher, which area was my lowest, and how can I improve in that area? <p>EXAMPLES:</p> <ul style="list-style-type: none"> – Grade 3 teachers create and administer common assessments every two weeks to monitor student learning and provide next steps for instruction. – High School teachers may create a common end of unit assessment to verify student learning. <p> Balanced Assessment </p>	<p>To support the flexible math grouping initiative, there are common pre and post assessments. Teachers are committed to running records for reading benchmarks.</p> <p>Teachers are familiar with and continue to learn about formative assessment. They recognize the value of this strategy to help inform their instruction.</p> <p>District literacy support is available to provide personal professional learning opportunities and coaching.</p> <p>Appendix W - Flexible Math Assessments in English and French Appendix X – Sample Running Records Tracking Form</p>
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<p><i>15.2 Student achievement data are routinely gathered and monitored.</i></p>	<p>EXPLANATION: Student Achievement Data refers to school-based assessments, district assessments and large scale provincial assessments. Schools should gather and monitor assessment data frequently to provide support for teaching and learning.</p> <p>EXAMPLES: Some examples of routine gathering and monitoring data include:</p> <ul style="list-style-type: none"> – District and school-based benchmarking (running records, common assessments, AIMSweb) – Monitoring (Data Walls, PLC Team Meetings meeting minutes, ESS Team Meeting ,SIP Monitoring Template) <p>Provincial data should be closely monitored by staff to determine longitudinal trends of cohorts of students. Staff should use this data to compare to district and provincial trends.</p> <p>Teachers should be aware of weighting and other test characteristics of provincial assessments which are described in testing specification documents, typically found in the appendix of the assessment. Awareness of this information will help schools to plan and support school-wide interventions.</p> <p>SIP Monitoring Template </p>	<p>To support the flexible math grouping initiative, there are common pre and post assessments. Teachers are committed to running records for reading benchmarks.</p> <p>Within the classroom setting, teachers will often collect writing pieces to monitor progress. Independent and modelled samples are reviewed. Resource teachers often conduct assessments to gauge student progress...the WIATT is one example.</p> <p>Grade 4 students are entering into an assessment cycle.</p> <p>Data is openly available to staff in a professional conference room. The items available continues to grow. The goal is to eventually make this accessible publically on our school website. The SIP and PLWEP are also open for feedback in our conference room. Teachers are excited about a plan to revamp and “start fresh” with a new SIP and PLWEP for 2018-19.</p>
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15.3 Individual and class profiles are developed and shared among teachers in order to monitor student learning.

EXPLANATION:

Profiles can take many forms and include individual learner profiles and class profiles.

DEFINITION:

Class Profiles provide a collective record which gives information about academic and/or social/extra-curricular outcomes. The class profile provides a summary of more extensive record keeping, and is used to plan for appropriate instruction, such as responsive flexible groupings.

Individual Learner Profiles includes checklists or records of academic outcomes, accommodations and special interests/considerations.

EXAMPLES – Individual Learner Profile:

A general learning checklist could include indicators about:

- Academic Checklists
- “Write Traits”
- Instructional Reading Levels
- Interests
- Special Skills
- Preferred Intelligences
- Learning Styles
- Work Ethic
- Attendance
- Social Considerations
- Behavior
- Seating Considerations

An example of an academic checklist could be one that outlines the outcomes expected for a subject area:

Student: _____

Unit: Grade 6 English Language Arts - Writing & Representing

Evidence:					Comments	Summary
Date:						
8a) use a range of strategies in writing and other ways of representing to - frame questions and design investigations to answer their questions						
8b) find topics of personal importance						
8c) record, develop, and reflect on ideas						
8d) compare their own thoughts and beliefs to those of others						

Learning Styles can be defined as the usual or characteristic way in which a learner goes about the task of learning. People perceive and learn in different ways. It is believed that most people favour some particular method of interacting with, taking in and processing stimuli and information. It has been proposed that teachers should assess the learning styles of their students and provide opportunities for students to learn in a variety of styles. ☒

Once again, the flexible math grouping initiative is a great example of creating class profiles to support learning. This information is reviewed in vertical PLCs. Running record duo tangs are kept and managed, as well.

ESS regularly reviews student information and data, when available. Power School and playground data are common sources. There are some behavioral and academic checklists that get used to support learning about our students. Progress reports and emails are often used by teachers.

Teachers will commonly flip flop classes for teaching of French and English.

Teachers communicate the academic and behavioural strengths and needs for their classrooms with administration and parents. (Progress reports, transition forms, seating charts).

Considerable care is taken in preparation for new classes in September. There are transition meetings with sending schools and we support the middle schools that are receiving our Grade 5 students. Transition meetings and conversations are critical. Teachers make it a point to review cumulative files in the first month of school to ensure they fully understand their students as much as possible. Teachers may also learn more about their students by using reading interest forms.

Some teachers keep administration and ESS abreast of success within the classroom by sharing snapshots of student academic and behavioral achievement.

Appendix Y – Teacher Checklist for Prescribed Curriculum

<p><i>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.</i></p>	<p>EXAMPLES: Administrators or designates attend team meetings and provide feedback and support. If attendance is not direct, then meeting minutes are shared and feedback provided as needed.</p> <p>School leaders ensure that standardized recording practices are used (e.g., norms and meeting minutes) by teams. Team meeting minutes include identified action items and follow-up.</p> <p>School-based data collection templates and data are housed in a location that is accessible to all teachers (e.g., shared drive, data wall).</p> <p>Administrators or designates work with teachers and teams to build capacity in the analysis and use of data. ☒</p>	<p>Once again, the flexible math grouping initiative is a great example of teachers and leaders gathering achievement data on students and using it to inform plans for instruction that will support learning. This information is reviewed in vertical PLCs and a process is in place to manage the data. This is the third year of a three year initiative. Running record duo tangs are kept and managed, as well.</p> <p>ESS regularly reviews student information and data, when available. Power School and playground data are common sources. There are some behavioral and academic checklists that get used to support learning about our students. Progress reports and emails are often used by teachers.</p> <p>Teachers are now being exposed to report card data. We will reflect on an effective way to use this valuable information.</p> <p>Appendix Z – Report Card Data</p>
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<p>Indicator 16:</p> <p>The school collaborates with partners to support the goals of the school improvement plan.</p>	<p>EXPLANATION: In effective schools, partnerships are established to support key 21st Century Competencies. (See Explanatory Notes for Indicator #1). Partnerships and activities are always in support of curricular outcomes; loss of instructional time for peripheral or non-related purposes is avoided.</p> <p>EXAMPLES: The resources that business partnerships provide, could be classified as supporting:</p> <p>Students: breakfast program food, school supplies BFL School Goals: adult mentors to support student engagement Curricular Outcomes: funding to support co-curricular field trip to the Atlantic Salmon Federation (Grade 6 Science Curriculum Connection: Variety of Life Unit) ☒</p>	<p>Summerhill has many partnerships and relationships that support student health/wellness, academics and overall growth. These include, in no particular order:</p> <ul style="list-style-type: none"> • Breakfast program (volunteers with EA and VP oversight) • Hot lunch (volunteers) • Career Day (Grade 5) • Egg Farmers Visit and Sponsorship of Rocks and Rings Activity (Breakfast and PE Activity) • BOKS Prior to Classes (Volunteers) • UNB – Geology Department (Grade 4 Science) • Fundraising Breakfast • Student Interns with Local Universities • Town of Oromocto and Public Library • Co-curricular to the Legislature, Science East, Scotts Nursery, Apple Orchard, Symphony NB, Heart and Stroke • Strong PSSC that represents parents well • Volunteer tutor that reports regularly • Shoppers Drug Mart provided training on epipen and Ventolin <p>A new, electronic way to sign up for volunteering has been established...an “app” format online.</p>	<p>RATING</p> <p>ME</p>

		<p>The school has taken a special interest in First Nations education, history and culture. The February, 2018, PL will be a Blanket Exercise.</p> <p>The principal has chosen to work on the school website as one of his professional growth goals.</p> <p>Appendix AA – Principal’s Professional Growth Goals</p>	
<p>16.1 A variety of opportunities are hosted by the school to enable families to assist their children’s learning and social-emotional functioning.</p>	<p>EXAMPLES: Suggested strategies for organizing workshops and learning opportunities for parents/guardians to learn about curriculum expectations and outcomes include:</p> <ul style="list-style-type: none"> – holding workshops in community venues (i.e., community centers) rather than the school in order to encourage strong attendance levels – using established/existing events (i.e., Family-Teacher Interviews, Meet the Teacher Night, etc.) to provide learning opportunities – having the PSSC organize and sponsor learning workshops – creating documents in parent-friendly language and providing electronic access ☒ 	<p>Summerhill makes efforts to communicate with parents in a variety of ways. There is a monthly newsletter that goes out, either electronically or by paper copy. The traditional Meet the Teacher Night and Parent Teacher Interviews are a normal part of the annual calendar. Parents also visit for other reasons, such as “Spookarama” and different sporting activities. All are welcome to the conference room to peruse the professional boards that have been establish (and leave feedback). Outside the walls of the school, we see a choir that performs within the Town at special events.</p> <p>The principal has chosen to work on the school website as one of his professional growth goals.</p> <p>For students, Summerhill staff will often use social stories to support learning. There are different groups that are led by guidance and ESS that help support social-emotional functioning (Connection Club, Deployment Group).</p> <p>Appendix BB – Sample Newsletter</p>	

<p>16.2 Parents/guardians and community members are actively involved in the school.</p>	<p>EXPLANATION: Effective schools build partnerships with parents/guardians. These partnerships assist the school to accomplish strategic goals. They also foster community connection, parents/guardian support for the work of teachers, effective problem-solving regarding behavioural and other issues affecting the student body, etc.</p> <p>EXAMPLES: These partnerships can be classified as: Parental Involvement: hot lunch, library, and Home and School volunteers Parental Curricular Engagement: asking higher order questions during and after reading at home questions during and after reading at home ✕</p>	<p>The school recognizes our military family population and supports families who may be experiencing changes in routine (deployment, training).</p> <p>Parents are invited to volunteer for a variety of different responsibilities, including: breakfast program, hot lunch, fluoride, and Spookarama. Parents also participate in skating and support their students through drama (Westerly Ways production), field trips, fundraising and other activities.</p> <p>There is a strong, formalized PSSC in place.</p> <p>Teachers communicate curriculum and learning with their parents on a regular basis.</p> <p>Appendix S – Deployment Letter</p>
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III. Learning Environments

- What are our learning and behaviour expectations and how have we established them?
- How do we engage in continuous improvement?
- What strategies do we use to support mental fitness and appropriate behaviour for our students and staff?

High Expectations

Evidence:

<p>Indicator 17:</p> <p>School leaders create an atmosphere of high expectations collaboratively with teachers, staff, parents/guardians and students.</p>	<p>EXAMPLES: <i>Leaders create an atmosphere of high expectations in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> – ensuring curriculum outcomes and standards are communicated, understood and adhered to; – ensuring academic and behavioural expectations are understood, communicated and monitored; – modeling effective teaching and learning processes; – modeling professionalism; – engaging in professional dialogue on a routine basis; – being data-driven and results-oriented; – facilitating and fostering ongoing professional growth; – engaging with peers and teachers in career-long learning to improve student achievement; – incorporating measures of accountability that direct attention to valued learning outcomes; Walk throughs – Peer walk throughs – collaborating with colleagues to achieve organizational goals. ☒ 	<p>Summerhill’s Math Flex Program is a data-driven program which works to support students at their ability level rather than their grade level. Through this program, staff collaborate to assess, plan and teach students within the building.</p> <p>Administrators, resource and guidance teachers also support classroom teachers through frequent communication and check in’s and being available for meetings with parents.</p> <p>Summerhill has an active shared drive which we use to post pictures from school events, collect data and maintain team meeting minutes.</p> <p>Through the PL budget, teachers also have the option to shadow other professionals within the building or in other schools to obtain embedded Professional Learning which directly influences their current teaching assignment. We have an active PL committee and an annual PL Plan.</p> <p>Close to 71% of parents surveyed agree or strongly agree that teachers set high expectations. 21.5% chose a neutral response. A lesser amount of 60% of parents agree or strongly agree that the school, in general, has high expectations. 29.85% chose a neutral response.</p> <p>Appendix A – Yearly Professional Learning Plan Appendix Z – Summerhill Parent Survey</p>	<p>RATING</p> <p>VE</p>
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17.1 High academic expectations are held for each student and students and parents/guardians know these expectations.

EXPLANATION:

Teachers create an atmosphere of high expectations in a variety of ways, such as:

- ensuring curriculum outcomes and standards are communicated, understood and adhered to;
- ensuring academic and behavioural expectations are understood, communicated and monitored;
- modelling life-long learning and strong academic practices for students;
- using data and assessments to identify achievement levels and inform instruction;
- developing and implementing effective lesson plans
- providing differentiated instruction which ensures scaffolding for a diversity of learners

EXAMPLES:

Classroom observations should evidence:

- a high level of student engagement;
- student choice;
- teacher, student and peer evaluation;
- self-directed learning;
- intentional grouping and regrouping;
- self-directed, PBL and stretch learning opportunities;
- on-going assessment to inform instruction.

 [Zone of Proximal Development](#) 

Summerhill’s mission Statement, Be Safe, Be Responsible, Be Respectful, guides students and staff throughout each school day and is frequently revisited during announcements, school assemblies and classroom events. Classroom teachers also use the Zones of Regulation to encourage behaviours associated with this mission statement.

Classrooms at all three grade levels use “I Can” statements to encourage student understanding of the lesson goals and the curriculum outcomes being covered.

This year in an effort to support students transitioning from Gesner Street School, we have posted WITS posters and have grade 3 classroom teachers and ESST members using that vocabulary and language in order to guide student learning and behaviour.

Grade levels go on field trips together and classroom teachers use their collaborative skill sets to make these trips enjoyable for students as well as influencing a high variety of learning styles.

As well as laying out the expectations in our agenda, we outline school events and expectations in our monthly newsletters. In addition, most classroom teachers send out weekly emails to the families of students in their classroom so they are aware of upcoming events as well as curriculum students are working on that week. We also use social stories to help student learning.

Just over 70% of parents surveyed agree or strongly agree that they understand the academic expectations set by the school. 10.6% were neutral.

Appendix B – Summerhill Vision/Mission Statement
Appendix C – WITS Poster
Appendix D – Sample of Zones Tools

		<p>Appendix E – Grade 5 Field Trip Outline Appendix F – Sample Newsletter Appendix G – Sample Social Story Appendix Z – Summerhill Parent Survey</p>
<p><i>17.2 High behavioural expectations are held for each student and students and parents/guardians know these expectations.</i></p>		<p>As well as laying out the expectations in our agenda, we outline school events and expectations in our monthly newsletters. In addition, most classroom teachers send out weekly emails to the families of students in their classroom so they are aware of upcoming events as well as curriculum students are working on that week.</p> <p>Our school also has yellow forms which track student behaviour for power school and assist with parent communication about possible next steps for student behaviours.</p> <p>88% of parents survey agree or strongly agree that they understand the behavioral expectations of the school. 6% were neutral.</p> <p>Appendix H – Sample Teacher/Parent Email Updates Appendix I – Agenda Book Pages Showing Expectations Appendix Z – Summerhill Parent Survey</p>

<p><i>17.3 Staff members know their roles and work toward the realization of the school vision, mission and goals.</i></p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> – Staff members participate in creating the SIP goals, actions and strategies. – Teacher professional growth goals are linked to team and SIP goals. – Teachers participate in SIP monitoring on a regular basis as noted in meeting minutes. ☒ 	<p>All teachers in our building have growth goals which they monitor and adjust throughout the year. This year, school administrators have set up a schedule for staff evaluations and are currently working through reviewing staff goals.</p> <p>This year, we have posted our SIP and PLEWP goals to ensure they are working documents for staff and families to refer to and comment on. Vertical and horizontal meetings occur in this room so that staff have time to familiarize themselves with the plans they laid out earlier this year as well as to modify, change or comment on these goals.</p> <p>Appendix J – Professional Growth Goals Appendix K – Staff Evaluation Schedule</p>
<p><i>17.4 Teaching and paraprofessional assignment and scheduling decisions are based on student needs, considering teacher and paraprofessional competencies.</i></p>		<p>The ESST works collaboratively to examine student needs and pair para- professionals with students. As well, coverage time is given for classroom teachers to meet with EA's or resource or guidance teachers in order to develop effective plans for students. Resource teachers hold regular EA coffee meetings and updates folders to ensure solid communication. We try to schedule creatively in order to include para-professionals in student problem solving meetings.</p> <p>Appendix L – Picture of Resource Room Folders</p>

17.5 The school day is managed in a manner that maximizes time for learning and intervention opportunities.

EXPLANATION:

This indicator refers to intentional planning of school processes to reduce loss of instructional time, school-wide and for individual students. Areas to examine for efficiency include:

- the school schedule (length of instructional blocks/periods, placement of breaks during the day, turn-around days, bus schedules, finding effective and efficient solutions for providing physical activity and physical education when off-site activities are considered (e.g., swimming pools and skating rinks at a distance from the school)
- ensuring use of the maximum allowable instructional minutes
- breakfast program prior to the beginning of the instructional day
- logistics involved in collecting money (e.g., milk and hot lunch programs)
- creative scheduling to provide time for staff Walkthroughs, meetings and mentoring
- management of transition times
- the use of assemblies, student concerts, performances and exhibitions and other school-wide or grade level presentations
- limiting interruptions due to announcements
- scheduling of student pull-outs (e.g., interventions, mentoring, health services)
- use of instructional time for recreational outings and celebrations ☒

The school schedule is set so as to account for the 1650 minutes per week that is expected as the maximum amount of instructional time. Mondays to Thursdays are slightly longer to accommodate for an instructional free time on Friday afternoons. Teachers set their curriculum times based on the instructional minutes guidelines that have been set by the Province. These schedules are entered into Power School and copies are provided to administration for review. Teacher take into account dynamics such as snack time and preparing for lunch and dismissal.

A viable breakfast program is available for students who are in need and prior to school starting; we see about 30 students per day. Volunteers and one staff member oversee the program on a daily basis. Volunteers are also helpful when it comes to hot lunch programs, milk programs and counting money and preparing deposits. Summerhill is making the transition to being a “cash free” school.

Special events are considered and are linked to learning. Staff is mindful to protect instructional time as much as possible. A skating program is in place and the arena is next door to the school. Assemblies and concerts occur only when a meaningful theme is present.

Announcements occur at the beginning of the day and there are few general announcements throughout the day (only when required).

The principal and vice-principal share supervision of instruction duties and work together as a team for formal evaluations. The principal will free up the vice-principal, on occasion, to allow her to work in an administrative capacity.

		<p>71% of parents surveyed agree or strongly agree that the school makes good use of instructional time. Just under 23% were neutral.</p> <p>Appendix M – Teacher timetables and Cross Reference Document Appendix Z – Summerhill Parent Survey</p>
<p>Indicator 18:</p> <p>There is a culture of reflection, evidence-informed inquiry, and innovation, towards student growth.</p>	<p>EXPLANATION:</p> <p>In this indicator, <i>risk-taking</i> refers to experimenting with new pedagogical practices or processes in response to professional learning and/or information gathering/data analysis. Controlled risk-taking in conjunction with action research can help educators to discover/adjust practices in an efficient, strategic manner.</p> <p>In order to improve student learning, teachers are part of a culture of continuous improvement and are willing to experiment with new methods, strategies, and a variety of approaches in their teaching. They also encourage, plan for, and foster, risk-taking learning opportunities and activities for their students. ☒</p>	<p>RATING</p> <p>ME</p> <p>As a staff, we are focusing on formative assessment in a variety of ways. Some of our teachers have expressed interest in a book study comprised of teachers who are looking at formative assessment. As well a large number of our French Immersion teachers attend the Professional Learning opportunities that are offered through the district staff after school.</p>
<p><i>18.1 School leaders engage in ongoing professional learning and research to improve their understanding of current pedagogy and methodologies.</i></p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> – School leaders model professionalism and lifelong-learning. – reading current educational research – participating in local and provincial professional learning opportunities – sharing and implement new learning and promising practices – Suggest – peer observation – knowing and using current district - and department - generated best practice frameworks and initiatives (e.g. PBIS, inclusion, balanced assessment, UDL, School Improvement Planning) <p>NOTES:</p> <p>Duties of principals</p> <p>28(2) The duties of a principal include:</p> <p>(e) encouraging and facilitating the Professional Learning of teachers and other school personnel employed at the school ☒</p>	<p>Our new PL committee, which began this year, sent out a survey earlier this year to understand teacher interests. Additionally, this committee along with administration, has also worked diligently to inform teachers of the money available and how teachers could access and apply it to support their own professional learning.</p> <p>One of the changes that arose from this survey was a Book Study of 5 teachers who are studying <i>The Reading Strategies Book</i> by Jennifer Saravello.</p> <p>Appendix N – Teacher Survey on Professional Learning</p>

<p>Indicator 19:</p> <p>Varied means of communication are in place to ensure parents/guardians and partners are well informed.</p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> – Web-sites are active, teacher links are live, and pages are updated, accurate and effective. (Students may be provided with leadership opportunities to develop and update web sites.) – Written communication is kept to elementary school reading comprehension level – Communication of events occurs well ahead of time (at least two weeks), given that many families have numerous evening commitments – Community groups which serve the students are included in newsletters and periodic updates to foster alignment and collaboration – Parent feedback <p>EXPLANATION:</p> <p>In effective schools, personnel intentionally take note of the composition of the community served by the school and the characteristics of the families. Once resources and needs among families are identified, processes are established to engage families, taking diverse values, composition, and needs into account. This includes families who may have economic, social and/or cultural challenges, or characteristics that impact their experiences in the school community. For example, in many New Brunswick schools EAL (English as Another Language) programs have been organized for families who have emigrated from various regions of the world. Some schools have made progress in recognizing and welcoming families with members who have non-traditional gender identities and/or sexual orientation. This also includes honouring the desired involvement and contributions of extended, blended and separated families that wish to support their children.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – information sent home is brief, clear and easy to understand – copies of student report cards and other important information is provided to both parents/guardians when they are separated (custody order permitting) – information is made accessible in a number of ways, including up-to-date web pages – school personnel who answer the phone and receive parents/guardians arriving at the school have a service orientation and understand the impact they make on relationships with the school – volunteers are recruited who can help to translate, provide testimony of service and support new families whose children have diverse needs ☒ 	<p>Both administrators have set goals to encourage effective communication between home and school. Both goals are looking to increase Summerhill’s online visibility – specifically our school website and starting up a Twitter account. Some teachers have their own “Weebly”, student page (Edmodo) or teacher page.</p> <p>In addition to the online focus, Summerhill also has other methods for communication with families and within our building. The school sends out a monthly newsletter, which is available to families through e-mail as well as a hard copy. We also have a calendar in the lobby which displays school wide events one month at a time.</p> <p>The school has a mass distribution email list and each teacher also creates a distribution list for their classes. Teachers use this vehicle of communication regularly. Each student has an agenda book and teachers use this as a form of communication</p> <p>The administrative assistant is thorough and efficient in dealing with a large volume of phone calls.</p> <p>Appendix H – Sample Teacher/Email Update</p>	<p>RATING</p> <p>VE</p>
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<p>19.1 Teachers contact parents/guardians on an ongoing, timely basis about expectations for and progress of their child.</p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> – portfolios – assessment results – communication logs – behaviour tracking – report cards – work samples ☒ 	<p>Teachers also communicate with their students’ families through classroom websites, weekly emails, notes in the agendas and phone calls. Some teachers send home portfolio work or progress reports. For students on specific plans, EAs and/or teachers may send home regular comments.</p> <p>Report cards go home according to a defined timeline and behaviour tracking forms are used as a form of communication with students and parents.</p> <p>79% of parents surveyed agree or strongly agree that the classroom teacher communicates well with them. 13.4% were neutral.</p> <p>Appendix Z – Summerhill Parent Survey</p>
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19.2 Protocols and processes are in place for resolution of conflict involving students and/or adults within the school community. Restorative practices are emphasized.

EXPLANATION:


Protocols for the resolution of conflicts involving adults in the learning community are contained in provincial, district and union policies and procedures.

The following should be in place when dealing with conflict between students and/or adults in the learning environment:

- All parties (parents/guardians, students, and school personnel) receive support, guidance, and information about their rights and available options
- Decisions, reasons for decisions, and information on the dispute resolution process are provided to the concerned parties in a timely manner, and are effectively communicated in plain language
- The dispute resolution process is conducted in an open, collaborative and respectful manner
- All attempts to resolve disputes happen in accordance with established policies and occur first at the school level before assistance from individuals and groups beyond the school-level is sought
- The outcomes of the dispute resolution process are consistent with the principles and practices of inclusive education.

EXAMPLES:

Processes and programs commonly used for the resolution of student conflict in schools include: Peer Helpers, Peer Mediators, Playground Pals, Peacemakers, Circles and Restorative Justice.

 [Teacher Code of Professional Conduct](#)

 [When Conflict Arises](#) 

Summerhill administrators have an open door policy so all staff feel comfortable discussing issues and looking at next steps. We also have regular meetings for EA's, staff meetings as well as team meetings (this includes vertical, horizontal and core leadership teams).

Our school Code of Conduct also helps students to know and understand the behavioural and academic expectations. If students require additional support with these expectations, a staff member – in conjunction with an administrator – may issue a behavior tracking (yellow) form to let family members know about the areas of improvement for their child. Expectations are all related to our mission statement of “Be Respectful, Be Safe, Be Responsible”.

Some training in Positive Behavioral Interventions and Supports (PBIS) has occurred. We also track behavioral data in Power School and data related to playground behavior, which is one of our PLWEP goals. Teachers are proactive with communications (email, phone calls) and are committed to student emotional and social growth. We will occasionally host problem solving meetings to brainstorm ideas related to issues that we struggle to resolve with typical classroom management.

The ESS team meets regularly and discusses concerns. There is a formal referral process to gain great support (ie. ISD) when required.

62% of parents surveyed agree or strongly agree that conflict is resolved in a satisfactory way at the teacher level. Almost 32% chose a neutral response. Meanwhile 3% disagree that resolution is found in a satisfactory way when dealing with school administration. 46% chose neutral as their response.

		<p>Appendix O – Behavior Tracking Form Appendix B – Summerhill Vision/Mission Statement Appendix P – Sample Problem Solving Minutes Appendix Z – Summerhill Parent Survey</p>
<p><i>19.3 Protocols are in place, and communication occurs in a timely manner with parents/guardians and/or service providers regarding safety concerns.</i></p>	<p>NEW</p>	<p>Safety is of the highest priority. It is a part of our mission statement. The Summerhill Comprehensive School Safety Document is up to date, with tweaks made throughout the year. Safety drills (fire, lockdown, evacuation to an alternate site) are all scheduled and completed. We use email, Twitter, letters home and phone calls for communication. We are hopeful to add a voice message manager in the future.</p> <p>We use social stories to support kids in their learning about emergencies.</p> <p>Appendix Q – Emergency Fire Evacuation Tracking Sheet Appendix G – Sample of Social Story</p>

Positive Behavioral, Interventions and Supports		Evidence:	RATING
<p><u>Indicator 20:</u></p> <p>The school staff ensures that the learning environment is welcoming, orderly, healthy and safe.</p>		<p>A welcoming, orderly, healthy and safe school environment is of highest importance to the administration and staff at Summerhill. A friendly staff greets visitors and we follow our mission of be respectful, be responsible and be safe. The principal is often at a visible area as kids come in from recess times and he also stands at the doors during dismissal. A duty schedule is in place to ensure that appropriate supervision occurs when kids are outside or waiting for the bus.</p> <p>We have an active and effective Joint Health and Safety Committee that is trained (or getting trained within the guidelines) and keeps accurate and up to date minutes. We have also initiated extra training for First Aid training for staff.</p> <p>We are looking to formalize a written orientation for employees and guest employees visiting our building. We expect this to be done by the end of March.</p> <p>Appendix R – Sample Joint Health and Safety Minutes Appendix S – Duty Schedule</p>	<p><u>VE</u></p>

<p><i>20.1 Boundaries and expectations are co-constructed, explicitly taught, modeled, regularly reviewed with students, and positively reinforced. Students and families know these expectations.</i></p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> - The Code of Conduct is co-constructed, modeled, taught, posted on the school’s website and signed-off by students and parents. - Teachers formally observe behavioural functioning and use student data to make decisions about feedback and reinforcement - TTFM. - Teachers are conscious of concerns and preferences when developing reinforcements (e.g. praise, non-tangible activities, and tangible items) and ensure these are effective and reinforce the desired behaviour. Schools continue to build the capacity of adults to help students learn strategies for consciously regulating their actions. ☒ 	<p>A code of conduct, school rules and general expectations are in the student handbook. Teachers go over these and some have parents sign off on a review with their children. The mission statement is a guiding theme that makes up part of our daily conversations.</p> <p>Office referrals are tracked in Power School and teachers are very responsible in classroom management practices. The principal reviews expectations regularly through announcements...he provides directives on important respectful/responsible/safety items and celebrates positive situations, diversity and special events. Positive reinforcement and celebration is noted through the reading of Praise Cards that are completed regularly by teachers and posted on a bulletin board. Occasionally, assemblies are held to celebrate and reinforce.</p> <p>Individual teachers often have individual classroom incentives and are very clear with their expectations.</p> <p>The principal is visible and welcomes students in after recess period. Similarly, he often stands at the bus loading door to help dismiss students. Both administrators work to be visible through walk-about, walk-throughs and formal supervision.</p> <p>Appendix I – Agenda Book Pages Showing Expectations Appendix T – Summerhill Star Praise Card</p>
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<p><i>20.2 Staff members consistently and effectively respond to inappropriate behaviour whenever it is encountered.</i></p>	<p><u>EXPLANATION:</u></p> <ul style="list-style-type: none"> – Common behavioural expectations are built through the co-constructing of the Code of Conduct with school leaders, teachers, educational support staff, students, and parents/guardians. – Staff members develop behavioral protocols such as: <ul style="list-style-type: none"> ➤ communication of rules to students ➤ response to inappropriate behaviour ➤ reporting of inappropriate behaviour – Once behavioural expectations are established and communicated, all personnel are responsible for responding to inappropriate behaviour (i.e., not ignoring it), and all personnel must respond in a uniform manner (i.e., rules and responses are the same throughout the learning environment and among personnel) (e.g., Rule: cell phones must be off in every class until the teacher requests/permits their use for educational purposes; Consequence for infraction: cell phone is left with the teacher until the end of the class). <p><u>NOTES:</u></p> <p>This does not, however, mean inflexible, one-size-fits-all consequences Although consistency and uniformity are important, students must also understand the primary intent of consequences is to eliminate undesirable behaviour and foster positive behaviour; it is learning, not punishment. Therefore, the consequence must be student-centered and situation-appropriate. Staff must consistently respond to behaviour of students who have IBSPs according to the strategies in the plan. ☒</p>	<p>Entire staff believe in and use the mission statement of “be responsible, be safe, be respectful” and use this in their hallway and playground conversations with children. There is a very professional staff who know not turn a blind eye when faced with a challenging situation. Efforts are being made for staff to be aware of special circumstances some students may have when it comes to addressing student concerns. Staff are flexible and try to stress the positive when intervening. Staff also try to address any situation at the teacher level, first, prior to involving administration. Staff understand documentation tools.</p> <p>Improvements are being made to the Twitter feed and website for general communication purposes. There is a school wide assembly in place for Pink Day. Other opportunities exist for reinforcing expected behaviour.</p>
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<p><i>20.3 The school has a proactive, systematic, evidence-informed strategy for dealing with behaviour.</i></p>	<p>EXPLANATION:</p> <ul style="list-style-type: none"> – Bullying is defined clearly; students, staff and parents/guardians can distinguish between bullying and other unwanted behaviours – most kids explained the difference between bullying and conflict. – Bullying/abuse of students based on particular characteristics is recognized and addressed specifically (e.g., exceptionalities, sexual minority, gender independent, cultural, linguistic and religious minorities, students at risk for behavioural issues and/or students lacking pro-social skills) – School personnel, students and parents/guardians have received information about the typical causes of bullying and dynamics of bullies and bullying – School personnel have received professional learning to equip them to proactively prevent/reduce bullying, to address it effectively when it happens, seek assistance from resource personnel when needed, and follow-up to ensure the situation continues to be under control – Students and parents/guardians have been informed of effective ways of preventing and responding to bullying; understand the school’s rules, approaches and values, and know how to report and request assistance – Evidence is used to identify trends to ensure that common behavioural occurrences are identified immediately and interventions are effective – A school-wide intervention plan with strategies is developed and monitored based on evidence. ☒ 	<p>Staff are following themes from the WITS Program and the Zones of Regulation. Some training has also occurred in PBIS. Students understand the language associated with these programs. General announcements, assemblies, social stories and classroom conversations are common ways for consistent communication of behaviour expectations. There is an understanding of the difference between bullying and conflict.</p> <p>Staff has reviewed the Pyramid of Interventions and updated it as a tool for Summerhill.</p> <p>We see good acceptance of students with special needs or of visual minority.</p> <p>Data for playground behaviour is tracked and safety is monitored with playground guidelines adjusted to account for conditions that may be unsafe.</p> <p>Appendix C – WITS Poster Appendix U – Zones of Regulation Poster Appendix V – Conflict vs Bullying Chart Appendix W – Pink Shirt Day Tools Appendix X – Pyramid of Interventions</p>
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<p>20.4 There are processes in place to support student attendance.</p>	<p><u>EXPLANATION:</u> <i>Policy 322 – Inclusive Education</i>, specifies the conditions for grade retention:</p> <p>6.7 Grade Retention</p> <p>6.7.1 New Brunswick public schools must not use grade retention as a standard educational practice.</p> <p>6.7.2 While grade retention is not a standard practice, if the school and/or parents/guardians consider it appropriate in an individual case, the superintendent must:</p> <ol style="list-style-type: none"> 1) Ensure teachers that are familiar with the student’s progress and instructional needs complete an instructional assessment; 2) Explore alternatives with the ESS Team and the parents; 3) Inform the parents/guardians of research and data regarding the impacts of grade retention; 4) Arrive at a decision, in collaboration with the student’s parents, if possible; and, 5) Sign and maintain a record of the decision and supporting documentation. <p>6.7.3 When grade retention is supported, the principal must ensure a PLP is created, indicating how the teaching strategies, approaches and supports will be different in the upcoming school year than in the past to address the student’s learning needs.</p> <p>6.7.4 The superintendent must monitor and review grade retention records to ensure grade retention is not used inappropriately, and inform parents of their right to appeal the decision if they are not in agreement.</p> <p><u>LOOK FOR:</u> <i>Product:</i></p> <ul style="list-style-type: none"> – PLP is in place according policy 322. ☒ 	<p>There is quality communication with parents (phone, email, general emails). The ESS Team meets regularly and discusses concerns. There have been meetings with parents to try and support. Outside referrals are vetted through this team and made when required.</p> <p>Attendance is tracked in Power School. The principal may send a formal letter if attendance is poor and no action has been taken to improve it.</p> <p>Retention of students would only occur through the formal process as outlined in policy.</p> <p>PLPs are in place for those who have special needs, and are signed by the principal. The principal also reviews the attendance of each student when signing report cards.</p>
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<p><i>20.5 Staff members build a strong relationship with individual students in order to foster connectedness.</i></p>	<p>EXPLANATION: In order to foster connectedness adults in the school intentionally take an interest in individual student’s academic work, behaviour and sense of belonging.</p> <p>Students feel that teachers and staff assist them when they need help. Very caring. Family atmosphere.</p> <p>One approach to fostering connectedness that is being explored in several New Brunswick schools is the use of advisory/advocacy programs. These are arrangements whereby adults and small groups of students have the opportunity to interact on a regularly scheduled basis in order to foster a caring environment of guidance and support as well as providing a forum for student voice.</p> <p>Another way to foster connectedness could include the Relational Management Approach outlined in “<i>From Silo’s to Systems</i>” whereby:</p> <ul style="list-style-type: none"> – Teachers know student’s names and take time to chat with them outside of classrooms – Teachers know something about students in classes and check in with them about recent events in their lives – Teachers convey confidence in a student’s future – Teacher show concern when students are absent (Kilgore and Reynolds, pg. 98) ☒ 	<p>Summerhill has a variety of clubs which reflect student interests: Drama, Summerhill Hockey League, Connection Club, Chess Club. Green Team, etc.</p> <p>Students feel supported by staff through such efforts as the Breakfast Room, Roots of Empathy, individualized programs (such as a technology initiative) and quick and efficient feedback and check-ins from classroom teachers. Our ESS Team also works closely to provide wrap around support to our students and their families. We are also working to navigate our way through the new ISD program so that students are receiving the support they need.</p> <p>Students also receive increased support through our math flexible grouping program as they meet and work with other teachers in the building.</p>
<p><i>20.6 Recognition of academic and pro-social/behavioural successes occurs regularly and in a variety of ways.</i></p>	<p>EXPLANATION: Encouragement and recognitions should occur in the classroom and whole-school settings and include recognition for ongoing academic and behavior, improvements and excellence. Recognition should be individualized and designed to ensure the student will experience the planned recognition as affirming and pleasing. ☒</p>	<p>Students receive praise slips on the announcements to recognize their efforts and successes. We also have POWER challenges in the gym to put the focus on full body well-being and keep kids active. In addition, some classroom teachers send home progress reports and/or other types of formative assesement frequently.</p> <p>Appendix T – Summerhill Star Praise Card Appendix Y – Power Challenge Sheet</p>
<p><i>20.7 Staff members are present and visible during unstructured time within the school day.</i></p>		<p>Many staff will open their classrooms for kids for a variety of different activities. There are also many structured clubs that attract students. Some teachers will spend extra time outside at recess to help ensure success of students in need.</p>





IV. Classroom Practice

- 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?

Instructional Planning	Evidence:
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<p>Indicator 21:</p> <p>New Brunswick curriculum outcomes, achievement standards/indicators and available look-fors are the foundation for teacher planning (daily and long-term).</p>		<p>Teachers are familiar with Math Look Fors, Literacy Look Fors, Science Look Fors, Social Studies Curriculum, ELA – Writing continuum, and Wellness expectations. Teachers understand achievement levels for reading and do some long term planning, in particular with math flexible groupings. There is assistance with PLP indicators: teachers pay attention to those individual goals, and follow process on the pyramid of interventions.</p> <p>Classes participate in field trips (based on curricular outcomes) for hands on learning. These trips are engaging for students.</p> <p>Teachers understand the reporting criteria for November, March, and June report cards and many use pre-tests (show me what you know when commencing a new unit in a particular subject, or strand).</p> <ul style="list-style-type: none"> • Appendix A - Rubrics for Math, Language Arts • Appendix B – Sample Lesson Plan 	<p>RATING</p> <p>VE</p>
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<p>21.1 In order to ensure that learning opportunities are accessible to all students, teachers:</p> <ul style="list-style-type: none"> – 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. 	<p>EXPLANATION: Universal Design for Learning is the process of designing and delivering curricula, materials, and environments in a manner that makes them accessible and usable to all students. When teachers use the principles associated with UDL, they remove barriers, which traditionally have marginalized specific student populations.</p> <p>UDL and Differentiated Instruction are different. UDL is a framework that impacts teacher decision making early in the school year or during larger unit planning. Teachers apply UDL principles during the onset, whereas they use Differentiated Instruction practices during daily lesson planning.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – How teachers design and organize their classroom space – Varied selection of instructional resources during the unit planning stage – Storage of assessment tools (e.g., checklists, rubrics), to support student self-access <p><i>A teacher may make a variety of graphic organizers available for students, to select and use, before and during the writing process. All students know where in the classroom, they can access these scaffolds. Not all students will need them, but for some, they are critical organizational tools.</i></p> <p>1. Ideas and information are represented in multiple ways?</p> <ul style="list-style-type: none"> – Your course syllabus clearly describes the content and your expectations of the students. – You begin each class with an outline of what will be covered. – You post electronic equivalents of paper handouts and required reading assignments in alternative formats such as audio and video. <p>2. Students can express their comprehension in multiple ways?</p> <ul style="list-style-type: none"> – You encourage students to demonstrate knowledge and skills in ways other than traditional tests and exams (e.g., written essays, projects, portfolios, journals) – Your assessments measure students’ achievement of the learning objectives, as they are stated on the syllabus. <p>3. Students have multiple opportunities for engagement?</p> <ul style="list-style-type: none"> – You express enthusiasm for each topic you teach, and explain its real-world significance. – You challenge students with meaningful assignments. – You supplement lecture and reading assignments with visual aids (e.g., photographs, videos, diagrams, interactive simulations). <p> Universal Design for Learning </p>	<p>Teachers at Summerhill differentiate their instruction in a variety of ways, all in an effort to best meet the needs of their students. Some examples of this include: use of technology as a learning tool, acknowledging and incorporating UDL (to help move students forward, often listed on daily lesson plans), allowing students to accomplish different tasks depending on student skill set and situation, different size of pencils and other classroom tools, Word Walls, personal dictionaries, projects, oral response as opposed to written, limiting the workload to match student ability, chunking work for students that need it, use of a Smartboard, and using games for engagement of learning.</p> <p>Teachers use different strategies to meet the needs of UDL and each student learner (ie. kinesthetic & visual – however creating a balance for all learners). Other examples include, font size, chunking, colored paper, no flipping for some students (no double sided for students who may have difficulty flipping pages), fidgets, wiggle cushions, spin bikes, motion breaks, headphones, other assistive technology.</p> <ul style="list-style-type: none"> • Appendix B – Sample Lesson Plan
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<p>21.2 Cross-curricular connections are used in planning and instruction.</p>	<p>EXPLANATION: Cross-Curricular planning can occur in a variety of ways, Cross-Curricular Look-fors Grades 6-12 have been provided to assist teachers and school leaders in the implementation of Cross-Curricular planning.</p> <p> Cross Curricular Look-fors </p>	<p>Teachers use an electronic version of resources when possible. Other resources include Science booklets, Social Studies booklets, Language Arts activities and, Math activities. Cross-Curricular lessons & planning for lesson planning occurs regularly and often in collaboration with one another. Lesson plans to connect these outcomes are documented within teacher daily plans.</p> <p>Some specific learning activities included the Summerhill Zoo, Mind Craft, trip to sister school for reading buddies, maple syrup project, and career day.</p> <ul style="list-style-type: none"> • Appendix B – Sample Lesson Plan 	
<p>Indicator 22: Teachers create and use daily lesson plans designed to address and assess the diverse needs of learners.</p>	<p> Lesson Planning Bulletin suggested format includes:</p> <ol style="list-style-type: none"> 1) Reference to curricular outcomes 2) Evidence of differentiation by: content, and/or process, and/or product 3) Plan for exceptional learners 4) Planning for formative and summative assessment(s).  	<p>Teachers are committed to effective lesson planning. Many have Smartboard lesson for each outcome – a smartboard document with the outcomes.</p> <ul style="list-style-type: none"> • Appendix B – Sample Lesson Plan 	<p>RATING VE</p>

22.1 Teachers design lessons and use instructional time to maximize learning.

EXPLANATION:

This indicator refers to time use within classrooms. Areas to examine for efficiency include:

- transitions into, during and from class (e.g., roll call, collecting: homework/assignments, money, permission slips, etc.)
- classroom routines (e.g., ensuring students have clear expectations for beginning work independently, setting-up materials, computers, etc.)
- project and other collaborative work
- managing disruptive behaviour proactively
- ensuring time is planned such that every student always has an assigned task, or selection of activities, in which to be engaged
- ensuring time is planned such that every student is actively learning rather than waiting for a turn, materials, etc. ☒

Teachers at Summerhill support student achievement to the best of their abilities...knowing all kids can learn. Teachers are cognizant of instructional minutes and create schedules to meet these expectations. Teachers use formative & summative assessments and share/store them on a shared drive. There are many collegial conversations and sharing of products and plans. There is also a commitment to formative assessment through exit slips (got it, almost there, not yet).

Teachers focus on classroom management to support a positive learning environment. They proactively prevent disruptive behaviour by utilizing well-established practices and procedures. The school has peer helpers, differentiated groups, leadership groups, classroom student leaders. All of these help engage and enrich students at their own independent levels.

Summerhill has lengthened days Monday to Thursday to allow for Friday afternoon common planning time (no students).

- Appendix C – Teacher Timetable and Cross Reference Document





<p>22.2 Instruction of curricular outcomes is differentiated to meet learners' needs. Opportunities for enrichment and stretch learning are provided for students of all abilities.</p>	<p>EXPLANATION: Differentiated instruction is an approach to instruction that maximizes each student's growth by creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to absorb, use and present concepts.</p> <p>In a differentiated classroom, teachers differentiate content, process, and product according to students' readiness, interests and learning profiles.</p> <p>Content – what the teacher wants the student to learn and the materials or resources through which that is accomplished</p> <p>Process – activities designed to ensure that students use key skills to make sense out of essential ideas and information</p> <p>Products – vehicles through which students demonstrate and extend what they have learned</p> <p>Readiness – a student's entry point relative to a particular understanding or skill</p> <p>Learning Profile – how an individual student learns</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – Differentiate Content by Readiness: A lower leveled text selected for instruction during guided reading Differentiate Content by Interests: All students learn about the impact of natural disasters (learning outcome), but, they do this through studying self-identified occurrences (e.g., earthquakes, tsunamis, volcanic eruptions). ☒ 	<p>As a staff, we work hard to help individual students to achieve what they are able to in order for them to feel successful.</p> <p>Summerhill Staff have an active S-drive which we use to share assessments as well as ideas that can be used for differentiated instruction. When using formative assessment, many of our staff would use common language that is consistent with provincial report cards standards. (1, 2, 3, 3+, 4, 4+)</p> <p>Summerhill also proactively prevents disruptive behaviour through student engagement and involvement such as:</p> <ul style="list-style-type: none"> • Peer helpers • Flex Math program • Peer Leaders • Classroom student leaders - to help engage and enrich students at their own independent levels • Connection Club • Drama Production • Extra-curricular activities <p>Staff work to vary their process, product and content in order to include all learners.</p> <p>Process: present information in a variety of ways, while modelling expectations. This also includes making connections to real life scenarios and giving student learning authenticity.</p> <p>Products: students are exposed to a wide variety of products within their classrooms and learning environments.</p>
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		<p>Staff also allow students to submit products (based on what they are able to do, at their individual levels of learning achievement)</p> <p>Classroom teachers also build a Learning Profile/Interest Inventories at the beginning of the year for each student. This may be done through literacy on different topics that students may be more engaged in with great exposure, as linked with our SIP.</p> <ul style="list-style-type: none"> • Appendix D – Peer Helper Application and Schedule • Appendix E – Sample Interest Inventory – Getting to Know You 	
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<p>22.3 Personalized Learning Plans are collaboratively developed with the Education Support Services team, parents/guardians, students, and partners, and used by classroom teachers for (daily) lesson planning.</p>	<p>EXPLANATION: The reason for this collaboration is so that each person involved in fostering the learning and development of a student can contribute their knowledge and experience to achieve the best results for the student. Students are included to the full extent possible and using language that is understood by the student.</p> <p>See Personalized Learning Plan (PLP) definition at the beginning of this document. Arriving at the decision that a PLP is needed is not a clinical process (e.g., does not require a psycho-educational assessment), though it can include clinically-based information, depending on the student. It will continue to be determined by the school ESS Team in consultation with the classroom teacher(s), parents/guardians, other professionals as required and, when appropriate, the student.</p> <p>Policy 322 – Inclusive Education 6.3.2 A principal must ensure: 1) A PLP is developed by a planning team consisting of the school administration, teacher(s), relevant members of the Education Support Services (ESS) Team, as well as parents/guardians, the student, and educational assistants as appropriate, and support people from community organizations as required.</p> <p>6.3.3 Classroom teachers must: 4) Ensure lesson plans and instructional strategies reflect the requirements of the PLP.</p> <p>LOOK FOR: Products:</p> <ul style="list-style-type: none"> – A section is included in the lesson plan with guiding questions or notes that assist the teacher to differentiate on an ongoing basis in relation to the PLPs of students in the class. This could also be accomplished by using a folder with lesson plans/components for students who have a PLP. – Collaboration is indicated in the PLP by the presence of signatures, successive meeting dates, etc. <p>Conversations:</p> <ul style="list-style-type: none"> – Students can speak to their PLP and the input they have had, in keeping with their age and ability. – Parents/guardians indicate they have been involved in planning the PLP and understand the PLP goals. <p>Observations:</p> <ul style="list-style-type: none"> – PLPs/PLP goals are consulted daily by the subject teacher (and EA(s) if applicable). – Subject teachers and EST-R meet to discuss how to adjust lesson plans to meet the needs of students. <p>Educational Assistants are never the primary instructors of any student, nor are they primarily responsible for developing lesson plans for any student. (<i>Creating an Inclusive School Culture</i>, NBACL, 2011, page 56) ☒ other professionals as required</p>	<p>This year, the Student Services process is very collaborative. This practice allows each person involved in fostering the learning and development of a student to contribute their knowledge and experience to help achieve the best results for the student.</p> <p>Students are included to the fullest extent possible and using language that is understood by them.</p> <p>Arriving at the decision that a PLP is needed is not a clinical process (e.g., does not require a psycho-educational assessment), though it can include clinically-based information, depending on the student. It will continue to be determined by the school ESS Team in consultation with the classroom teacher(s), parents/guardians, other professionals as required and, when appropriate, the student. EAs are also involved in the development and implementation of the PLP.</p> <p>Appendix F: Sample Personalized Learning Plan</p>
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<p>22.4 Learning opportunities are designed to maximize relevance, make real-world connections, recognize and encourage learning beyond the school.</p>		<p>Summerhill staff plan Field Trips with ties to curricular outcomes so students can experience learning opportunities outside the school, as well as in a large group. By the end of the year, students will have participated in school activities/assemblies with Earth Rangers, UNB – Worlds Unbound and Symphony New Brunswick, among many others.</p> <p>In addition, grade level classes have also visited Charlotte’s Apple Orchard, Scott’s Nursery, Science East, the Paint your Own Pottery studio in Oromocto, the public library and the Maker Space at Harold Peterson, among others.</p> <p>We had an enrichment opportunity with a book author for a small group of Grade 5 students who are interested in reading and the local community.</p> <ul style="list-style-type: none"> • Appendix G - Permission Form for a field trip • Appendix H – Pictures of Field Trips and Special Guests
<p>22.5 Learning experiences are varied and provide choice by taking into account student interests, talents, and backgrounds.</p>	<p>EXPLANATION: Teachers use a variety of instructional strategies (e.g., structured student groups, purposeful discussion, project-based learning, hands-on activities, etc.). Teachers differentiate content, process and products to support student readiness and facilitate student interests.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – In ELA class, students are grouped and re-grouped according to instructional reading levels for guided reading. The teacher may support the strategy using non-fiction text; however, students are provided choice in which of three levelled texts are used. <p>In Science class, students learn about different sources of sustainable energy. A group of students decide to create a public announcement which describes one source. Another student, who has demonstrated proficiency in the outcome, decides to participate in more in-depth study concerning the energy source she finds of greatest interest and sets-up an information booth at the school career fair. ☒</p>	<p>Our PL Committee has ensured a large variety with the Professional Learning opportunities this year so staff can grow in a number of different topics. This variety allows staff to observe and participate in a greater variety of instructional strategies. This has created a greater comfort level for more of our staff to test out different instructional practices with their students.</p>

Instructional Strategies		Evidence:	RATING
<p>Indicator 23:</p> <p>Teachers communicate learning outcomes in student-friendly language and these are current and prominent within the learning environment.</p>	<p>EXPLANATION: Learning outcomes in language appropriate to the learner should be visible for ease of student access. One example of this could include generating a tracking chart that is adjusted as outcomes change to reflect what the learning outcomes are for each subject or class taught. ☒</p>	<ul style="list-style-type: none"> ➤ We have “we can/je peux” statements in many of our classrooms in student friendly language. ➤ Teachers are trying to put outcomes on their formal and informal assessments. ➤ Many are putting the 1, 2, 3, 3+, 4, 4+ scales on assignments. • Appendix I – Sample “We Can” Statements 	<p>ME</p>
<p><i>23.1 Teachers model expectations for, and provide examples of, quality work reflecting provincial standards (where available).</i></p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> – Student feedback? – Walls print rich reflecting high (Provincial) standards? – Exemplars posted in classrooms or in hallways? – Rubrics use and/or co-constructed? ☒ 	<ul style="list-style-type: none"> ➤ We have the Write Traits, CAFÉ Menu, Reading Comprehension Strategies, and bulletin boards in our classrooms. There are also art display boards, literacy word walls, and numeracy word walls. ➤ Writing samples are used for the writing continuum. 	
<p><i>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).</i></p>	<p>EXPLANATION: Curriculum documents provide learning expectations for each grade level and course. Available standards provide achievement expectations. These expectations are written in teacher language, not in a way that students can understand.. Students will be more successful if they know what is expected of them. Teachers build a common understanding of what is expected with their students.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – Co-constructed assessment rubrics- – Peer and self-assessment – Posted outcomes in student-friendly language- – Student work as examples of performance levels –some observed – Shared samples showing a variety of ways to represent ideas – – Teacher modelling ☒ 	<ul style="list-style-type: none"> ➤ Many have individualized word walls and word lists to help support student spelling needs. They may be permanent or portable. They may be individualized or whole class. • Appendix J - Tool kit for editing writing in English and French • Appendix K: Co-constructed Criteria 	

<p>Indicator 24:</p> <p>Learning experiences include higher-order thinking skills, such as:</p> <ul style="list-style-type: none"> • Comparing and classifying • Generating and testing hypotheses • Engaging in in-depth analysis and synthesis of information • Evaluating text 	<p>NOTES:</p> <p>NB Curricula support critical literacy skills. Students must demonstrate proficiency in inferential and personal/critical comprehension tasks, in response to viewed/read texts (e.g., newspaper articles, magazine advertisements, poetry). Students require opportunities to participate in higher-order thinking skills (e.g., note-making) while reading, evaluating, and synthesizing text.</p> <p>Bloom’s Taxonomy provides an important framework for teachers to use to focus on higher-order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work.</p> <p>Questions for Critical Thinking can be used in the classroom to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. The six levels are:</p> <ul style="list-style-type: none"> – Knowledge – Comprehension – Application – Analysis – Synthesis – Evaluation <p> Bloom’s Taxonomy </p>	<ul style="list-style-type: none"> ➤ STEM activities in science and math ➤ Enrichment group for math flex in Numbers ➤ Exceptional student receives enrichment with Wendy Thomas (tech mentor) ➤ Early Civilizations workshops in grade 5 ➤ Career Friday – guests come in to discuss their work ➤ Worlds Unbound ➤ Quartermain Earth Science Dept from UNB ➤ Higher order reading comprehension ➤ Grade 4 provincial assessment ➤ Minecraft pilot in Grade 4 ➤ Grade 5 Author Book Study ➤ Science Skills PL ➤ Cooking activities ➤ School to school relationships to promote community learning and appreciation at a higher level <ul style="list-style-type: none"> • Appendix L - Career Day Calendar 	<p>RATING</p> <p>ME</p>
<p>24.1 Teachers use a variety of questioning techniques (e.g., use of open-ended questions, probing) to engage student thinking.</p>	<p>Teachers consider the kind of learning (e.g., mechanical learning, metaphorical learning) when choosing which type of question to ask (e.g., right or wrong, opinion, open- and closed-ended).</p> <p>For information on questioning techniques, check-out Jim Knight’s  Effective Questioning resource. </p>	<ul style="list-style-type: none"> ➤ “Good Questions – Great Ways to Differentiate Mathematics Instruction” – Most teachers have this book that promotes higher order thinking. ➤ Teachers participate in book studies and book relays. ➤ VP participated in research project on Writer’s Notebooks. 	

24.2 Students use metacognitive strategies to self-regulate their learning, emotions, and behaviours.

DEFINITION:

Metacognition is the process of thinking about one's own thought processes. Pressley, M. (2002) defines metacognition as *knowledge of the thinking processes*. It is "knowing about knowing" or "thinking about thinking." It is that 'inner voice' that helps one solves problems, strategize, and self-evaluate performance. Metacognition occurs in the here and now as students decide on how to solve problems or complete tasks.

Students have developed metacognitive skills when they are able to answer the question, "**How has your thinking changed?**"

Metacognitive skills enable the monitoring of one's own learning. Self-regulation of learning involves the learner being aware when they are and are not comprehending text or the task at hand and strategizing how to respond to this awareness.




Metacognitive skills examples:



- **Reciprocal Teaching** is a strategy of metacognitive skill teaching, where the teacher models application of a reading strategy (predicting, questioning, summarizing, and clarifying) through their own think aloud of why and how they apply the strategy. Students are then expected to begin to go through the process themselves.
- Questions that are designed to guide student thinking when they are thinking about **Parts of a Whole**:
 1. What are the smaller parts that make up the whole?
 2. What would happen if each part was missing?
 3. What is the function of each part?
 4. How do the parts work together to make the whole do what it does?
- Prompting students to use **Skilful Decision Making** serves to shift the center of gravity in the classroom away from a teacher centered model to an active student-centered model. One could (1) break the students into "collaborative thinking groups" each with specific thinking tasks that contribute to the overall process, (2) provide them with various graphics that serve as reflection and recording devices for their thinking, and (3) provide oral guidance for them as they work through the thinking map for skilful decision making. This example takes students to a different thinking level than what choice is best and why questions. Questions to support Skillful Decision Making include:
 - What makes a decision necessary?
 - What are my options?
 - What are the likely consequences of these options?
 - How important are these consequences?
 - What's the best option in light of the consequences?
- **Articulating Strategy Selection and Use** in any curricular area is an example of a metacognitive process. It is important to get students to stand back from their thinking that was content-related, and to think about their thinking to engage in various types of metacognition leading to their planning how they would do the same type of thinking again when it was called for. One could start with the students identifying the kind of thinking they just engaged in, then describing how they did it, and then asking, "Was this a good way to do this kind of thinking?" or "Does the procedure need modification. If so, how, and then, how can this be turned into an explicit plan for doing the same sort of thinking again?"

 [Metacognition](#) 

- WITS (posters) are in use for supporting proper behavior.
- Zones of Regulation is also a common tool used for helping kids recognize where they are in terms of emotions.
- Teachers and EAs use common language to talk about behaviour ("Is this expected behaviour?").
- Guidance lessons on inner-coaching are provided by our guidance teacher.
- POWER challenge (Phys. Ed.) was a popular challenge in the fall that will be followed up by a "Rethink your Drink" challenge.
- Some teachers do skill building and Learning Centers to promote expected behaviour (ie. R and R, Brain Breaks).
- Some teachers practice reciprocal teaching ("I do, we do, you do").
- Different classrooms use different motivators to engage children.

- Appendix M – WITS Poster
- Appendix N – Zones of Regulation Poster
- Appendix O – POWER Challenge Sheet
- Appendix P – Rethink Your Drink Poster



<p>24.3 Students use non-linguistic representations in their learning.</p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> - graphic organizers - pictures - pictographs - concrete representations - kinesthetic activities <p> Curriculum Documents</p> <p> Cross-Curricular Reading Tools </p>	<ul style="list-style-type: none"> ➤ Some teachers use Interactive notebooks (writers and readers). ➤ In our Flexible Math groups, interactive games/activities are often used. We also have a variety of math manipulatives. ➤ Graphic organizers are used (multiple subject areas). ➤ We have a common science cupboard that is kept organized for sharing among all teachers. ➤ Teachers are offered money to purchase art and other supplies to support varied learning styles. 	
<p>Indicator 25:</p> <p>There is an appropriate balance of teacher-, student-, and self-directed instruction.</p>		<p>Summerhill classroom teachers truly recognize the importance of quality instruction that is varied so that it can meet the needs of all learners. They collaborate among one another and take advantage of professional learning opportunities whenever they can. French second language classes (FI and IF), in particular, count on a mix of instructional strategies that give students an opportunity to learn and practice the language during class time.</p>	<p>RATING</p> <p>VE</p>


<p>25.1 Learning experiences promote inquiry and include problem- and project-based opportunities.</p>	<p>EXPLANATION: Teachers use a variety of classroom structures to support student learning (e.g., Writer’s Workshop Model, Book Studies, Project-Based Learning). Both Problem- and Project-based Learning structures can be used as the method of learning during a large one month unit (e.g., What makes a good relationship?) or as part of a teacher’s pedagogy during one lesson. (Wilhelm, Jeffrey (2007). <i>Engaging readers and writers with inquiry</i>)</p> <p>Problem-based Learning (PBL) is a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted and realistic problems. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is that of facilitator of learning who provides appropriate scaffolding of that process by: asking probing questions, providing appropriate resources, and leading class discussions, as well as designing student assessments. Entrepreneurship group is very good. The six core characteristics of Problem-based learning:</p> <ul style="list-style-type: none"> – consists of student-centered learning -some – learning occurs in small groups – teachers act as facilitators or guides – a problem forms the basis for organized focus and stimulus for learning – problems stimulate the development and use of problem solving skills – new knowledge is obtained through means of self-directed learning – less so Stretch is challenging <p> Project-based Learning (PBL) The Seven C’s</p> <ul style="list-style-type: none"> – Curriculum – Competencies – Collaboration – Current – Community – Connected – Cool!  	<p>There is much varied instruction both inside and outside the classroom at Summerhill. Often times, teachers act more as facilitator and allow the PBL philosophy to take over. Examples of different learning opportunities for students, include:</p> <ul style="list-style-type: none"> ➤ CAFÉ reader’s workshop ➤ Writer’s workshop ➤ Students published writing from computers ➤ Science expo ➤ Visited HP Middle School maker-space lab ➤ Art expo ➤ Science-related projects (i.e. Landforms) ➤ Summerhill Idol ➤ Drama club ➤ Chinese Culture Club ➤ Many physical activity opportunities
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<p>25.2 Teachers provide opportunities for students to work collaboratively and co-operatively.</p>	<p>EXPLANATION: Students should work collaboratively towards one common goal, in both formalized teacher-created intentional groupings and with self-selected peers. The learning in the group is interdependent on each member of the group contributing and comprehending (e.g., Book Studies, Reciprocal Teaching, Project-based Learning).</p> <p>Essential information for students to collaborate and cooperate effectively includes:</p> <ul style="list-style-type: none"> - Outlining Team Roles - Discussing Norms/Rules - Modeling/Monitoring Team functions - Fair and equitable assessment (Peer, Self and Teacher Assessment) <p>After students receive high-impact instruction, they spend time practicing the skills, both independently and collaboratively. In-class observations should note the following ratio of voices: Teacher (20) : Student (80)</p> <p>Students also require frequent, less formal opportunities to collaborate (e.g., peer conferencing, turn-and-talk). ☒</p>	<p>The classroom divisions at Summerhill allow for teacher pairing in grade level and language level. Parallel to this, teachers often promote students working collaboratively and co-operatively. This is visible during walkthroughs and a sample has been captured in video. Students understand from their mission statement the value of responsible, respectful and safe working with one another.</p> <p>VIDEO</p>
<p>25.3 Students have opportunities to engage in purposeful discussion to gain a deeper understanding of their learning and themselves.</p>	<p>EXPLANATION: Students are provided time within the classroom to discuss concepts and topics with their peers in order to deepen their understanding. Opportunities to discuss can be formal or informal in nature.</p> <p>EXAMPLES: Formal opportunities are those that are purposefully planned by the teacher to allow time for students to discuss their learning. This could include:</p> <ul style="list-style-type: none"> - teacher-assigned groups - elbow partners - groups with assigned roles - think-pair-share - jig-sawing <p>Informal opportunities are those that happen in the moment.</p> <ul style="list-style-type: none"> - student partnering during work time - transition times between subjects/classes - unplanned/teachable moments ☒ 	<p>Teachers differentiate their teaching strategies to ensure that students have the chance to work with one-another in their learning. Lesson plans map out this concept regularly and it is visible through walkthroughs. Teachers will also share among one-another to talk about what is working and what has not worked when it comes to engaging kids in their own learning and in working together.</p>



<p>Indicator 26:</p> <p>Technology is used effectively to enhance learning.</p>	<p>EXPLANATION:</p> <p>In high performing schools teachers use available technology in meaningful ways to engage students in their learning. This indicator is not referring to the amount of technology that is available (i.e. all classrooms being equipped with Smart boards or the school having several computer labs in operation) nor is it referring to the frequency of integrating technology in instruction. Rather, the emphasis here is on how technology is being used by teachers to cultivate student learning.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> – Is the teacher using the SMARTBoard as a traditional blackboard or projector or as a means of providing students with relevant, interactive learning experiences? – Are computers being used as a means for student self-directed learning opportunities (e.g. Web-Quests, Blogs)? – How does using the technology enhance learning experiences for students? ☒ 	<p>Each classroom has a Smartboard as well as at least a couple of desktop student computers and one laptop student computer. The school also has a pod of older Apple computers. Teachers use this technology with a variety of skill sets. The Technology Mentor has come to Summerhill to offer support in the past. In particular, she has supported one of our gifted students who has improved skills coding. UNB Worlds Unbound also assisted grade 3 students with beginner level coding. Individualized students also use assistive technology, most notably an iPad.</p> <p>Examples of technology use in the classroom include:</p> <ul style="list-style-type: none"> ➤ Learning centres (number of websites set up for students, focusing on Math and Literacy) ➤ FI uses listening centres to practice fluency ➤ Smartboard Interactive features (allows students to manipulate to enhance interactive learning) 	<p>RATING</p> <p>ME</p>
<p>26.1 <i>Online learning opportunities are in place to meet the needs of students.</i></p>	<p>EXAMPLES:</p> <p>Elementary: RAZ Kids (online reading texts, comprehension quizzes), Skype, Learning Games, On-Line Enrichment Activities</p> <p>Middle: Web-Quests, BLOGS, Learning Games, On-Line Enrichment Activities, <i>All the Write Type</i>, <i>Missing</i> web-based internet safety</p> <p>High: online courses or challenge for credit, IXL (mathematics), Entrepreneurship Activities, Co-op Job Searches and Job Trend Analysis ☒</p>	<p>At Summerhill, various teachers use:</p> <ul style="list-style-type: none"> ➤ RAZ Kids ➤ Les Débrouillards ➤ WordSmyth ➤ Edmodo ➤ Weebly and Wix (teacher webpages) ➤ Skype 	

<p>Indicator 27:</p> <p>A variety of programs, courses and other learning opportunities are provided to expose and engage students in school-to-life and school-to-post-secondary learning transitions.</p>	<p>EXPLANATION:</p> <p>Elementary:</p> <ul style="list-style-type: none"> - Curriculum: Personal Development and Career Planning (PDCP) curriculum is facilitated by classroom teachers and is supported by guidance teachers/counselors. Guidance personnel allocate 35-45% of their time to the organization and implementation of the PDCP curriculum. This may include direct instruction, team teaching, and/or acting as a resource for the program. - Programs: e.g., PAWS in Jobland - Strategies: Schools provide school-wide activities for Canada’s Career Week that engage students, parents/guardians and community members. - Guest Speakers <p>Middle:</p> <ul style="list-style-type: none"> - Curriculum: Personal Development and Career Planning (PDCP) curriculum is facilitated by classroom teachers and is supported by guidance teachers/counselors. Guidance personnel allocate 25-35% of their time to the organization and implementation of the PDCP curriculum. This may include direct instruction, team teaching, and/or acting as a resource for the program. - Programs: e.g., Career Cruising (Students have e-portfolios that they contribute to regularly. Parents/guardians are aware of the program and encourage its use.) - Strategies: Schools provide school-wide activities for Canada’s Career Week that engage students, parents/guardians and community members - Career Research - Enrichment <p>High:</p> <ul style="list-style-type: none"> - Curriculum: Personal Development and Career Planning (PDCP) curriculum is facilitated by classroom teachers and is supported by guidance teachers/counselors. Guidance personnel allocate 15-25% of their time to the organization and implementation of the PDCP curriculum. This may include direct instruction, team teaching, and/or acting as a resource for the program. - Courses such as Cooperative Education 120 and Career Exploration 110 are offered yearly to allow students the opportunity to engage in experiential workplace learning. As well the Grade 9 or 10 BBT course should be offering a module where students can use Career Cruising. - Programs: e.g., Career Cruising - Students have e-portfolios that they contribute to regularly. Parents/guardians are aware of the program and encourage its use. Take your kids to work. AP and IB Programs - Strategies: School-wide activities during Canada’s Career Week engage students, parents/guardians and community members. These events may include: Career Days, Post-Secondary Expos, Take Our Kids to Work, and so on. - In addition, guidance counselors provide individual planning to assist students in the management of their personal and career development. ☒ 	<p>RATING</p> <p>ME</p> <p>Teachers follow curriculum and the guidance counselor contributes regularly on a variety of topics.</p> <p>For transition purposes, we have:</p> <ul style="list-style-type: none"> ➤ Middle School Tour to HP / Ridgeview Middle School ➤ Grade 6 Q & A presentation ➤ Host future grade 3 class ➤ Parent night for future grade 3 class <p>We also have:</p> <ul style="list-style-type: none"> ➤ Grade 5 Career Day Speakers ➤ Oromocto High School Photography Project ➤ OHS Co-Op Students ➤ Parent volunteers (Field trips, hot lunch) ➤ OHS student volunteers (Boks Program in the gym) ➤ 9 students from Summerhill are in the OHS production of Guys and Dolls ➤ Roots of Empathy ➤ Career conversations in individual classrooms <p>Our guidance counselor responds to students with behavioural needs, our 0.5 guidance counsellor works to support students in a variety of ways:</p> <ul style="list-style-type: none"> ➤ Deployed Family Group ➤ Anxiety Group ➤ Connection Club – to promote friendships and interaction skills ➤ Students who will be transferring with the military at the end of the school year

		<ul style="list-style-type: none"> • Appendix Q – Transition Information Documents • Appendix R – Career Day Guest Speaker Guidelines 	
<p>Indicator 28:</p> <p>Teachers use strategies in their subject area to strengthen literacy, numeracy, and social-emotional development.</p>	<p>EXPLANATION:</p> <p>There are seven key processes which are the foundation of our mathematics curriculum:</p> <ul style="list-style-type: none"> – communication, connections, problem solving, reasoning, mental math and estimation, technology and visualization <p>EXAMPLES:</p> <p>To support numeracy development, teachers across the curriculum can:</p> <ul style="list-style-type: none"> – Explore and encourage discussions regarding patterns which can be found in all subject areas (e.g., music rhythm, data from science investigations, poetry, art design, statistics in social studies, etc.) – Encourage students to solve problems with calculations in a variety of ways depending on the numbers involved (e.g., mental math, paper/pencil, calculators) – Use the same conventions for reading and writing numbers as done in mathematics classes (e.g., 6145.38 does not include a comma to separate the thousands and hundreds places and it is read as six thousand, one hundred, forty-five <u>and</u> thirty-eight hundredths – Use measurement skills and units that are grade appropriate according to the mathematics curriculum (e.g., centimetre, metre, kilometre, gram, kilogram, millilitre, litre) – Use and discuss a variety of data displays and have students create their own based on what is grade-appropriate. Students need to be able to read and interpret a variety of charts, graphs, and other displays – Encourage students to estimate prior to calculations to predict solutions and after to determine if their solution is reasonable. – Demonstrate that they believe all students can learn math and the teacher models a positive attitude toward learning. <p>Many connections to math in other subject areas can be made, including the following:</p> <ul style="list-style-type: none"> – Numbers: reading and writing numbers appropriately (34 650 is written without a comma and is read as thirty-four thousand six hundred fifty; 7.09 is read as seven and nine thousandths) – Calculations: encourage the use of mental math and estimation – Patterns (stories, poetry, results of investigations, art designs, music, etc.) – Measurement (units of measurement, distances, mass, area, volume, time, rate, speed, etc.) – Geometry (names of polygons and 3-D objects, symmetry, grids, tiling/tessellations, etc.) – Graphing: collecting, organizing, displaying, and interpreting data – Mapping: grids, ratios, location – Proportion – Math terminology in other subject areas (heart rate, metre, pentagon, etc.) <p> Cross-Curricular Look-fors </p>	<p>Cross curricular instructional strategies are often used. Currently, engaging readers and improving numeracy skills are goals in our SIP and they are in the back of our mind at all times.</p> <p>We connect Math to other subjects, such as:</p> <ul style="list-style-type: none"> ➤ word problems ➤ learning new vocabulary ➤ strengthening Math concepts with art (ex. Area and perimeter) ➤ in Science, use measurement and data collection for observations for results (the Scientific Method) ➤ music as a mathematical concept ➤ creating a timeline and connecting it to numbers. 	<p>RATING</p> <p>VE</p>

<p>28.1 Numeracy and science concepts are taught using a variety of appropriate representations and models to deepen understanding.</p>	<p>EXPLANATION: Appropriate means:</p> <ul style="list-style-type: none"> – Representations and models are designed to match students’ age, developmental level, and the concept being learned – Representations and models can range from concrete to symbolic, and can include pictorial, etc – At all grade levels, a variety of representations are used to help students explore, think about, and understand concepts – Representations can be used individually or in combination to further comprehension <p>EXAMPLES:</p> <ul style="list-style-type: none"> – Ten frames to compare and explore number relationships – Using manipulatives to represent fractions (fraction pieces to represent halves) – Electricity as water to ensure student understanding flow of electrical current – Algebra tiles to visualize completing of squares  	<p>Teachers have access to math models within their classrooms and we have a common science cabinet to share science teaching tools. Specifically, we see math models such as:</p> <ul style="list-style-type: none"> ➤ base ten, ten frame, number cubes, calculators, card decks, fraction tiles, 3D shapes, measuring tapes, scales, magnets, timer, thermometer <p>We have had specials guests in the area of science such as the Quartermain Society of UNB, Worlds UNBounds, and the Earth Rangers. Students in Grade 5 have also visited Science East. Some teachers use Mystery Science.</p>

Classroom Assessment		Evidence:	RATING
<p>Indicator 29:</p> <p>There is a balanced use of formative and summative assessment (for learning/of learning/as learning) to guide instructional practices.</p>	<p>EXPLANATION: Assessment is purpose-driven; teachers understand the purpose of the assessment they are using. In order to decide on the assessment type, they first determine whether they are planning learning, supporting learning, monitoring learning or verifying learning and then choose the appropriate assessment. Assessments determine next steps in instruction.</p> <p>DEFINITION: Formative assessment practices include frequent, interactive assessments of student progress and understanding. Often defined as assessment for learning, formative assessment is an ongoing, dynamic process. Formative assessment takes place during the learning process when both the teacher and the student can make decisions towards promoting further learning.</p> <p>Summative assessment is used periodically as a means to determine a student’s mastery and understanding of information, skills, concepts, or processes and serves as a summary of performance. Often defined as assessment of learning, summative assessment is used to make a judgment, such as what grade a student will receive, or to determine whether a particular program was effective.</p> <p> Balanced Assessment </p>	<ul style="list-style-type: none"> ➤ Pre and Post assessments for Flex Math ➤ Paper and pencil assessments ➤ Check in’s ➤ Running records ➤ Conference (Math, Writing, Guided Reading) ➤ Shared drive contains check list and templates for formative and summative assessment data 	<p>VE</p>
<p><i>29.1 Short-term planning and instruction are based on ongoing, formative assessment.</i></p>	<p> Formative Assessment </p>	<ul style="list-style-type: none"> ➤ Exit Slips ➤ Check in’s ➤ Running records ➤ Conference (Math, Writing, Guided Reading) ➤ Shared drive contains check list and templates for formative and summative assessment data 	

<p>29.2 Students are given descriptive feedback that is ongoing, timely, explicit, meaningful, constructive, and empowering.</p>	<p>EXPLANATION: The key to effective learning feedback is that it is both timely and meaningful. In order to allow students the opportunity to establish learning goals and priorities, students need to receive feedback in a timely manner that is targeted on specific strengths and challenges. For example, a quick three minute writing conference, could hone-in on: one thing that is working and one thing that needs attention. Feedback can be both written and oral. The student should know what her or his next steps are, based upon the feedback.</p> <p>DEFINITION: Goal-Referenced Feedback Students need reminders about the goal and the criteria by which they should self-assess. For example, a teacher might say, “The point of this writing task is for you to make readers laugh. So, when rereading your draft or getting feedback from peers, ask, How funny is this? Where might it be funnier?” (Wiggins, 2012)</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – modelling peer assessment strategies so that students provide ongoing feedback to each other about their work – inviting other teachers/students/people from the field to come visit the classroom and provide students feedback on their work – giving written feedback about strengths/needs when assessing student work (doesn’t always have to be a grade) – modeling or explaining next steps for improving student work – achievement (e.g., writing) continuums could be used for student to self-asses and set personal learning targets <p> Effective Feedback </p>	<ul style="list-style-type: none"> ➤ Rubrics ➤ Check lists <ul style="list-style-type: none"> * Peer conference (Math, Literacy) * Teacher conference (Math, Literacy) * Progress notes and reports * Curriculum outcome with indicators : below, approaching, meeting expectations, exceeding * Engagement Inventory • Appendix S – Example of Assessments which displays rating system.
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<p>29.3 Students are taught to consolidate their learning through self-and peer-assessment.</p>	<p>EXPLANATION:</p> <p>Dedicated time for student reflection should be observable in lesson planning. Students should have ongoing formal and informal opportunities to share what they have learned and how their thinking has changed.</p> <p>Ongoing opportunities for consolidation of learning include:</p> <ul style="list-style-type: none"> – Response Journaling – Learning Logs – Exit Slips – Double-Entry Diaries – Student-led Portfolios: collection and reflection of how selected products represent their learning <p>When using Workshop Model, the lesson ends with dedicated time for: a diversity of reflection, introspection, sharing and metacognitive self-analysis. These opportunities can occur on a whole class, small group, partner, or on an individual basis. Teacher observation can be used to gauge comprehension and determine whether there is a necessity to adjust the instruction, re-teach in small group or whole class or accelerate the rate and pace of learning.</p> <p>Self-assessment and peer assessment provides time for students to process and learn. When teachers engage students in this, they give students time to:</p> <ul style="list-style-type: none"> – Process and learn from themselves and others – Give themselves and others feedback <p>EXAMPLES:</p> <ul style="list-style-type: none"> – Teacher and co-constructed rubrics – Student response to reading journals – Portfolio review sheets – “How’d I Do?” goal reflections ☒ 	<p>In our classrooms, staff and students use a variety of assessments, such as:</p> <ul style="list-style-type: none"> ➤ Peer evaluations ➤ Show me what you know journal entrie ➤ Exit Slips ➤ “What stuck with you today?” post-it notes ➤ Co-construction of rubrics
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<p>29.4 Learning outcomes of students with Personalized Learning Plans are assessed appropriately.</p>	<p>EXPLANATION: Teachers should be able to describe the student’s outcomes in general terms and use the student’s goals and outcomes for daily planning. Teachers provide information in the PLP that demonstrates that students are meeting identified outcomes. Lesson plans should include a diversity of ongoing assessment using evidence to inform instruction. Outcomes should be progressive in nature taking incremental steps towards a larger goal.</p> <p>The following questions can be used to determine whether PLPs are operating as living documents and assessments are being used to inform intervention strategies:</p> <ul style="list-style-type: none"> – Can we observe a plan at the classroom level or can teachers speak to the basic outcomes? – If no – what is the process? – Are assessments being used to establish a present level of performance (PLOP) and are these baselines recorded? – Are outcomes being met? <ul style="list-style-type: none"> ➤ When outcomes are met are they updated/revised and are progressive outcomes being set? ➤ If outcomes are not being met, are they examined for adjustment, effective implementation, revision or removal? <p>LOOK FOR:</p> <p>Products:</p> <ul style="list-style-type: none"> – Pre- and post-assessments for all students – PLPs indicate that students are meeting identified outcomes – Updated teacher comments on PLPs, around reporting periods <p>Conversations:</p> <ul style="list-style-type: none"> – Students with a PLP are able to articulate the outcome they have achieved – Teachers can speak to the basic outcomes <p>Observations:</p> <ul style="list-style-type: none"> – PLP are present for review during Parent/Guardian interviews. – PLP is visible/used during student conferencing ☒ 	<p>Staff work collaboratively to support student learning at all levels:</p> <ul style="list-style-type: none"> ➤ Classroom teachers meet with resource staff to discuss goals for individual students ➤ These PLP’s are a working document. Each classroom teacher has their own copy so they can adjust and assess progress. ➤ Educational Assistants have also met with classroom and resource teachers in order set goals and clarify next steps. ➤ Classroom teachers make it a priority to communicate frequently with families regarding PLP’s. ➤ Classroom teachers also include UDL strategies in their lesson plans to help guide their focus.
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Classroom Intervention		Evidence:	RATING
<p>Indicator 30:</p> <p>Evidence-based interventions to support curriculum outcomes are applied in classrooms.</p>	<p>EXPLANATION: Decisions regarding the intensity or tier of interventions are based on data regarding student needs and progress. Assessments should include a variety of formats and occur on a daily basis.</p> <p>Assessment strategies could include, but are not limited to:</p> <ul style="list-style-type: none"> Pre-instruction – discussions, observations, pre-tests and KWL charts During instruction – observations, portfolios, journaling, and conferencing Post-instruction – exit activities, portfolios, projects, tests and exit slips <p>Winschool/PowerSchool behaviour tracking, data regarding frequency of behaviour challenge are available.</p> <ul style="list-style-type: none"> Tier one – are generally applied in the classroom or common learning environment , or whole school. Tier two – small group, can be in or outside the classroom. These are generally more intensive interventions and can occur in whole, small group or on an individual basis. These are targeted interventions for students who have a common challenge and who are at-risk of more significant difficulty. Tier three – these are more intensive interventions and often occur on a one-on-one basis, may be external to the common learning environment, and may require supports and/or consultation with external agencies agencies/ specialists. ☒ 	<p>Summerhill has 3 rounds of math flex to promote student understanding in numeracy. Resource staff have also had pullout groups to support literacy instruction. Classrooms have guided reading and guided math during their regular instruction times. Running records are kept and will be pushed forward to the teacher of the following year.</p> <p>As well, EA's will work in and out of the classroom with students who are on PLP's to support targeted instruction.</p>	<p>ME</p>
<p><i>30.1 Flexible groupings are routinely used for intervention and classroom instruction. They are short-term, varied, inclusive, data-informed and appropriate for learning.</i></p>	<p>EXPLANATION: Flexible instructional grouping is an instructional strategy whereby students are grouped and re-grouped within the common learning environment, based on ongoing, frequent monitoring (of primarily formative assessment data), to support specific learning needs to ensure that outcomes are met. These groupings occur within the common leaning environment, within classrooms and between classrooms, and are adjusted regularly based on data and student need. ☒</p>	<p>As above.</p>	

<p>Indicator 31:</p> <p>Classroom teachers take primary responsibility for teaching students with diverse learning needs and ensuring that appropriate accommodations, modifications, interventions and/or supports are in place.</p>	<p>EXPLANATION: Although teachers take primary responsibility, they are supported by members of the ESS Team and other professionals. The classroom teacher works in collaboration with team members in the development and implementation of interventions for students.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> – Teachers know and use PLP Goals and Outcomes in daily planning. – A dedicated section in lesson plans to address the needs of diverse learners and communicate actions and strategies to support personnel. – Ongoing classroom formative assessments should be used to determine the Present Level of Performance and learning needs. Students should be included as much as possible in ongoing planning. – Examination of PLPs should indicate teachers are actively involved in updating the PLP to ensure that it is a living document. This should include providing notes on progress, updating and adjusting the outcomes, providing justifications for accommodations, and adjusting strategies as needed. – Teachers should be able to identify the type of accommodations that their students receive and what modifications are made to the curriculum. – Teachers have been part of the process of identifying which students are receiving tiered interventions. – Teachers provide Educational Support Staff with plans to provide direction and support for learners in the classroom. ☒ 	<p>Teachers are active participants in the creation of support plans (academic and behavior) and include universal accommodations in their planning and instruction. Collaboration occurs between ESS Teachers and Classroom Teachers and EAs are actively engaged in the learning of their assigned students.</p> <p>Teachers have UDL prompts incorporated in their lesson plans.</p>	<p>RATING</p> <p>VE</p>
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<p>31.1 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.</p>	<p>DEFINITION: See Personalized Learning Plan (PLP) definition at the beginning of this document.</p> <p>Policy 322 – Inclusive Education indicates when formal assessments of progress must occur.</p> <p>6.3.3 Classroom teachers must:</p> <ol style="list-style-type: none"> 2) Develop, implement and update the PLP (whenever significant modifications are required) in collaboration with parents, the student, teachers, ESS Team members, including relevant educational assistants, professionals and representatives from community agencies as required. 3) Receive, review and update the PLP when a student transitions from another grade and/or school, in consultation with parents, the student, members of the ESS Team, including relevant educational assistants and other professionals as required. 5) Monitor and evaluate, on an on-going basis, the effectiveness of the instructional strategies identified in the PLP, as well as the appropriateness of the identified goals and outcomes. 6) Provide formal progress reports for students with a PLP on the same document (report card) and at the same time as this is done for all other students, as well as providing documentation of progress on the PLP to parents or independent students. <p>EXPLANATION: Ongoing Review For this indicator, “ongoing review” means the frequency of review is appropriate for the learning outcomes. Review may need to be more frequent when working on outcomes for which the student’s speed of progress is difficult to predict. This may also be the case when there are unforeseen changes to the learning environment or the learner’s situation (e.g., Outcome: student is working on applying co-developed strategies for self-regulating aggressive verbal responses – Situation: student’s home situation changes when she is placed in a foster home). The frequency of availability of the data required to assess progress also impacts the ability to review goals and outcomes. Reviewing the PLP requires the teacher’s time. When planning the goal/outcome and its corresponding evidence of learning, choose the most meaningful evidence and reflect on the least labour intensive manner in which it can be obtained.</p> <p>LOOK FOR: Products:</p> <ul style="list-style-type: none"> – IBSPs are in place and up to date – Meeting minutes of the ESS Team reflect ongoing review and adjustment – PLPs are up to date and goals are current. – PLP strategy dates are changed frequently (more than just report card time) – ESS Team meeting minutes indicate a follow up schedule. <p>Conversations:</p> <ul style="list-style-type: none"> – Teachers articulate students’ current goals. <p>Observations: - Teachers meet with EST-R, EST-G and administrators to discuss and update student plans. ☒</p>	<p>The Student Services Team works with the reporting period timeline in order to keep PLPs and IBSPs up to date. In previous reporting periods, we have booked a supply teacher and supply EA in order to replace classroom teachers so they could meet with guidance and resource staff to plan for student academic and behavioural needs.</p> <p>Programming data is collected on individualized programming. Behavioural data is collected in sets of time so data is collected both within the classroom and in alternate settings for specific goals for each child.</p> <p>Our ESS Team meets weekly to discuss and review students and families who require additional supports. The meeting minutes are also updated to the portal each week and reflect the group’s goal to revisit and review the previous discussions.</p>
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<p>31.2 Educational Support Services team members collaborate with classroom teachers and other professionals to determine methodologies that meet the needs of all students.</p>	<p>DEFINITION: The Education Support Teacher-Resource (EST-Resource), New Brunswick Knowledge and Skills Document (October 5, 2010 Draft) identifies expectations for collaboration as follows:</p> <ul style="list-style-type: none"> – Uses models and strategies of consultation and collaboration – Consults and collaborates in administrative and instructional decisions at the school – Understands the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of personalized programs – Fosters respectful and beneficial relationships between families and professionals <p>An ASD-East video capturing a mock ESS Team meeting </p> <p>Policy 322 and Allocation of Time: Resource Education Support Teachers must direct a minimum of 60% of time over the course of the school year, directly supporting and collaborating with classroom teachers. (Policy 322) Supports include:</p> <ul style="list-style-type: none"> – Classroom observation and feedback (teacher self-identified support)* – Co-planning of instruction – Co-teaching*] – Initiation and supporting instructional strategies – Problem solving – Modeling* <p>*Essential to each of these types of supports, are intentional pre- and post-support conversations. For example, before an EST models specific pedagogy, the EST and teacher should decide upon the lesson “look fors.” After modeling, the EST and teacher should discuss what the teacher learned, and how the teacher will apply the learning to lesson planning, instructional and assessment practices, etc. Resource Education Support Teachers may direct a maximum of 25% of time on direct instruction or intervention with small groups of children, and occasionally, with individual students, but in all case with specific entry and exit criteria, and documentation of outcomes achieved. (Policy 322) Essential to this student support, is EST and teacher collaborative planning and monitoring of student skill development. </p>	<p>There are frequent meetings between ESST members and classroom teachers to support and check in on student progress.</p> <p>In addition, we have held a number of Problem Solving Meetings to address the needs of students with behaviour and academic needs.</p> <p>We have also updated our Pyramid of Interventions and provided staff PL to increase understanding.</p> <p>Staff also have access to the ESST Referral Forms in order to have a child discussed at the meetings.</p> <p>The ESST also works to provide appropriate and easy communication for families. The administrators encourage classroom teacher autonomy but ESST members are also available to meet with classroom teachers and families in order to most effectively support students and their families.</p> <p>During meetings, the ESST also works to connect families to outside supports.</p>
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<p>31.3 Teachers consult with experts such as subject area coordinators and ESTs to help determine methodologies that best suit student skills and needs.</p>	<p>EXPLANATION: In high performing schools, leaders, staff members and teams seek the guidance and support of available Subject-Area Coordinators, leads, and specialists on a routine basis in order to foster expertise in instructional practices and pedagogy.</p> <p>Teams collaboratively identify EST/subject-area coordinator support as a resource to support the identified achievement goals. Action items in meeting minutes reflect EST/subject-area coordinator involvement, follow-up, or support.</p> <p>EXAMPLES: Support for targeted, job-embedded professional learning, includes:</p> <ul style="list-style-type: none"> – in-class instructional coaching (e.g., modeling of specific, pre-identified pedagogy) – common planning time (CPT), PLC, grade-level team meetings (e.g., data analysis) Some – ESS Team meetings – staff-wide professional learning opportunities (e.g., portion of a monthly staff meeting, school based PL day session) – teacher—EST/Subject-Area Coordinator: emails, phone calls, hallway conversations – ESTs and Subject Area Coordinators are aware of: school achievement trends, existing instructional practices, and next professional learning steps. ☒ 	<p>Our ISD liaison is a frequent participant during our ESST meetings. As well, we have relied on our District Autism Lead as well as the Resource Lead. There is also involvement with other professionals, such as the SLP, the physiotherapist and occupational therapist.</p> <p>During some staff meetings, ESST has also offered some PL for the staff in order to help support medical students and those with emotional/behavioural needs.</p> <p>ESST members attend grade level meetings, as requested by classroom teachers.</p> <p>In order to support an EAL student, the classroom teacher and ESST worked closely with the EAL Lead.</p> <p>Our Literacy Leads, Shyanne McWilliams and Lusinda Frost have also been in to provide a Professional Learning to the resource staff in the fall and during a full staff meeting. Science and Social Studies Leads have also provided this service.</p> <p>Teachers also worked closely with the Math Lead, Connie Charleton, when she was here for an 8 week block.</p> <p>As well our French Immersion staff also work closely with the French monitor, Marie Josee Vincent in order to plan for and provide small group instruction for students.</p>
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<p>Indicator 32:</p> <p>There is a process in place to ensure grade placements are made in the best interest of each student.</p>	<p>EXPLANATION: <i>Policy 322 – Inclusive Education</i>, specifies the conditions for grade retention:</p> <p>6.7 Grade Retention</p> <p>6.7.1 New Brunswick public schools must not use grade retention as a standard educational practice.</p> <p>6.7.2 While grade retention is not a standard practice, if the school and/or parents/guardians consider it appropriate in an individual case, the superintendent must:</p> <ol style="list-style-type: none"> 1) Ensure teachers that are familiar with the student’s progress and instructional needs complete an instructional assessment; 2) Explore alternatives with the ESS Team and the parents; 3) Inform the parents/guardians of research and data regarding the impacts of grade retention; 4) Arrive at a decision, in collaboration with the student’s parents, if possible; and, 5) Sign and maintain a record of the decision and supporting documentation. <p>6.7.3 When grade retention is supported, the principal must ensure a PLP is created, indicating how the teaching strategies, approaches and supports will be different in the upcoming school year than in the past to address the student’s learning needs.</p> <p>6.7.4 The superintendent must monitor and review grade retention records to ensure grade retention is not used inappropriately, and inform parents of their right to appeal the decision if they are not in agreement.</p> <p>LOOK FOR:</p> <p>Products:</p> <ul style="list-style-type: none"> – PLP is in place according policy 322. – Meeting minutes reflect planning for students retained or socially promoted <p>Conversations:</p> <ul style="list-style-type: none"> – Students and staff can describe how the educational experience is improved compared to the previous year – for students who have been retained or socially promoted <p>Observations: Non-educational professionals are engaged to the extent needed ☒</p>	<p>Administration and teachers understand Policy 322 and the ASD-W policy on retention. Although there have been only a few examples of retention in recent years, they come with intensive meetings and support and communication and planning.</p> <p>Class lists will be developed collaboratively in preparation for the next year.</p>	<p>RATING</p> <p>VE</p>
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