Ends 1 and 2 District Education Council Report

ENDS 1: Ensure that all employees are empowered to excel in their roles.

Action new teacher professional growth through personalized professional support

Strategy 1.1

NTLC

New Teacher Learning Community

NTLC professional learning 2023-2024

Classroom observations

Collective Agreement and Contracts

FSL Introduction

Meet your Superintendent

Teacher Support Base (Monthly)

Time with coaches

NTLC Navigating the System : Curriculum and Resources

ESS Connect Information Session

[PL Hub - NTLC]

[NTLC PL YouTube Channel]

NTLC Effective Email Management

ML Teacher Evaluation

Teacher Resiliency

Assessment

K-5 Teacher Evaluation

PL suggestions for the future

- Aesop
- Classroom management
- Lesson plan swap and resource sharing
- Suggested websites and supplemental classroom content
- ‘Basics 101’ - Help Desk calls, Aesop, PowerSchool, Clevr
- AI
- PLPs
- Neil Squire Society - Assistive tech
- Online teacher planner platforms
- Pension, insurance, and understanding paystubs
- ‘How-to’ sessions (pension, applying for positions, what to expect when..., etc.)
- Report card writing
- Local permits – overview, lesson planning, expectations, etc.

Supporting New Teachers' Next Steps

Review teacher performance reviews and new teacher retention numbers (available in July 2024) to establish baseline targets for new teacher support work

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Compare teacher review data between NTLC participants and non-participants

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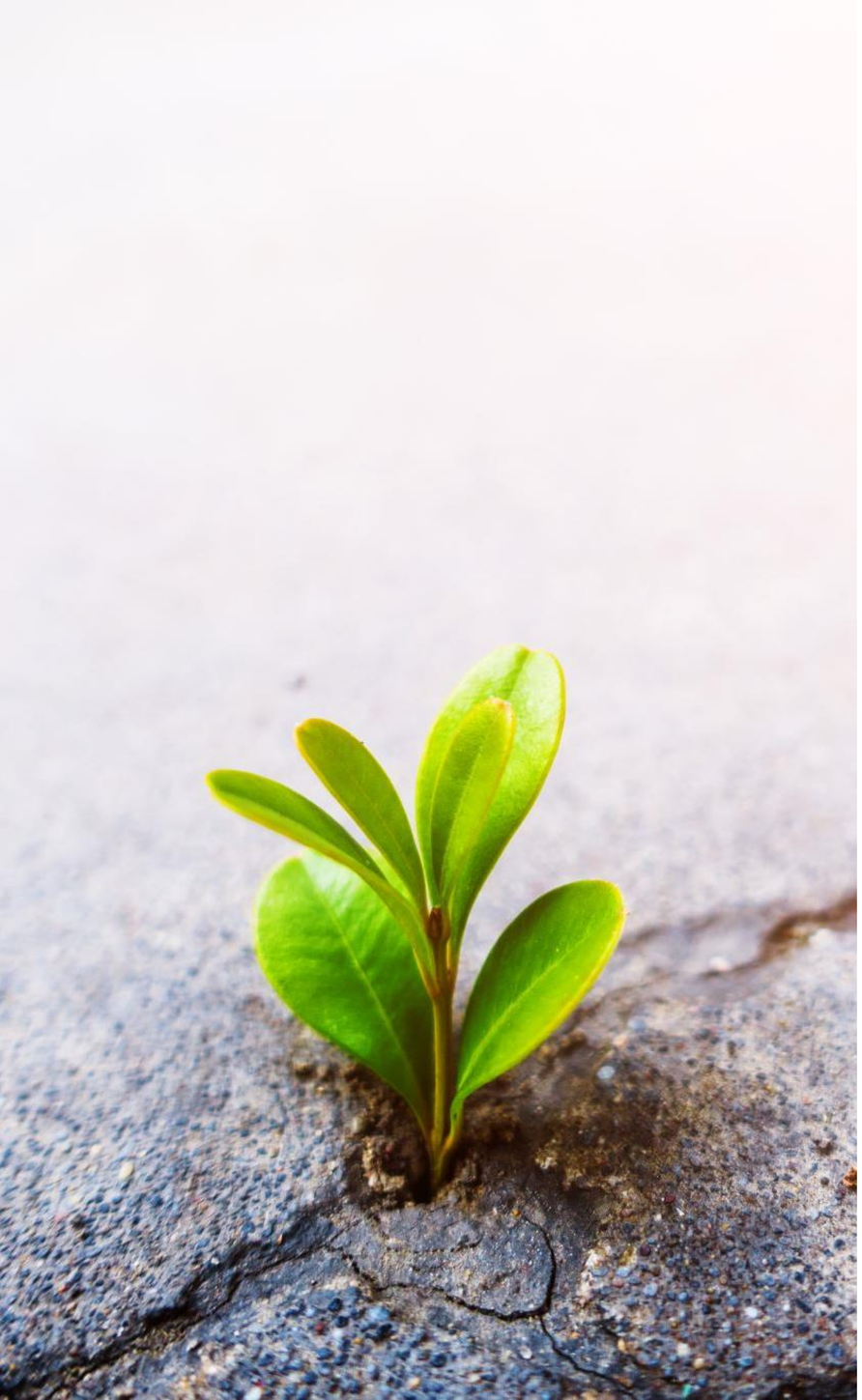
Establish baseline data and targets for % of teachers participating in NTLC



Support of Entry Level Early Childhood Educators

Support

- Monthly Community of Practice meetings for new educators
- Focus on navigating new New Brunswick Curriculum Framework and helping new educators grow their practice

Early Results

- Turnover rate of Entry Level Early Childhood Educators has reduced from 42.5% to 30% between April 2023 – April 2024

Long-Term Goal

- Continued increase in retention of Entry Level Early Childhood Educators to complete Level 1 training and beyond

Strategy 1.2: See measurable improvement in teacher competency in planning for students with exceptionalities

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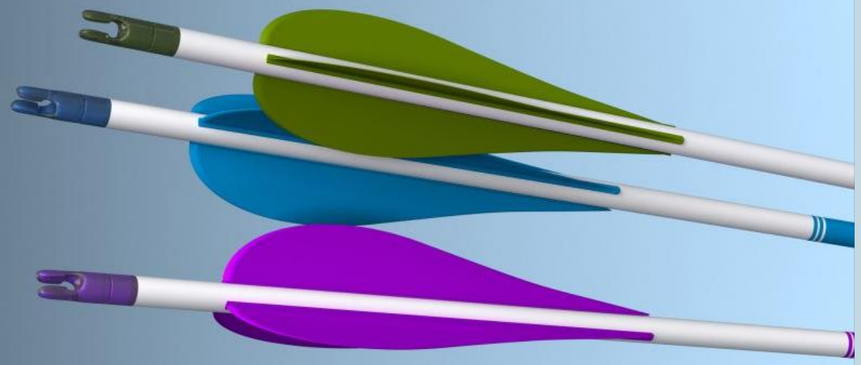
- In the fall/winter, 7 EST-Resource Leads reviewed 896 PLP's at 29 schools.

- In the spring they narrowed their focus to provide more in-depth support; they reviewed 320 PLP's at 14 schools and then went into each school and worked with the resource teachers on improving their PLP's

- Some improvements to note in the spring review:
  - Milltown increased the number of PLP's with up-to-date progress reports from 83% to 100%
  - Fairvale increased the number of Individualized PLP's with goals broken into steps from 67% to 100%
  - QMS increased theirs from 37% to 83%
  - HWSF increased the number of PLP's with a diagnosis confirmed by documentation from 20% to 40% and QMS increased theirs from 86% to 93%.



Strategy 1.3: See measurable improvement in ESS teacher competency in job specific skill area.

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- EECD released a new template through ESS Connect for the Individualized Behaviour Support Plan (IBSPs).

- With this change, EECD provided funding to train all our Behaviour Intervention Mentors with the expectation that they would support EST-Resource in the development of the IBSPs. For ASD-South, this training happened on March 20th and 21st, 2024. The first day of training was to deliver pedagogy around the tiers of interventions and when an IBSP would be appropriate. Day 2 was focused on more practical application of the template on ESS Connect.

- Prior to this training, Kate Zed, ESS Connect Lead, Nicole Blissett, Behaviour Specialist, and a team of Behaviour Autism Leads, met to create strong exemplars for EST-Resource and BIMs to have as concrete examples of strong IBSPs.

- The District ESS Team realized the importance of all EST-Resource receiving the training, so they are well-equipped to use the new template. This will roll out this spring over a set of 6 days throughout the district.

The EECD Data reviewed the 2022 IBSPs: Rating based on the Rubric

51 IBSPs were audited in 2022.

Weak	Moderate	Strong
73%	22%	6%

- As part of our work, 112 Partial Day Plans were reviewed with the goal being to have a better understanding of how to support schools in decreasing the number of Partial Day plans, as well as an of understanding which of the 3 recognized reasons for Partial Day Programming were most used for a school to access a Partial Day.

- One of the main take aways from our review is the need for Professional dialogue and coaching on the 2019 Guidelines, specifically on the fact that this is a short-term intervention.
- If it has been deemed necessary as a short-term response to severely disruptive behaviour, which has been non-responsive to individualized interventions as outlined in the Personalized Learning Plan – Individual Behaviour Support Plan, District needs to support the school to understand reasonable expectations for time increases and how to progress monitor this part of the PLP is needed.

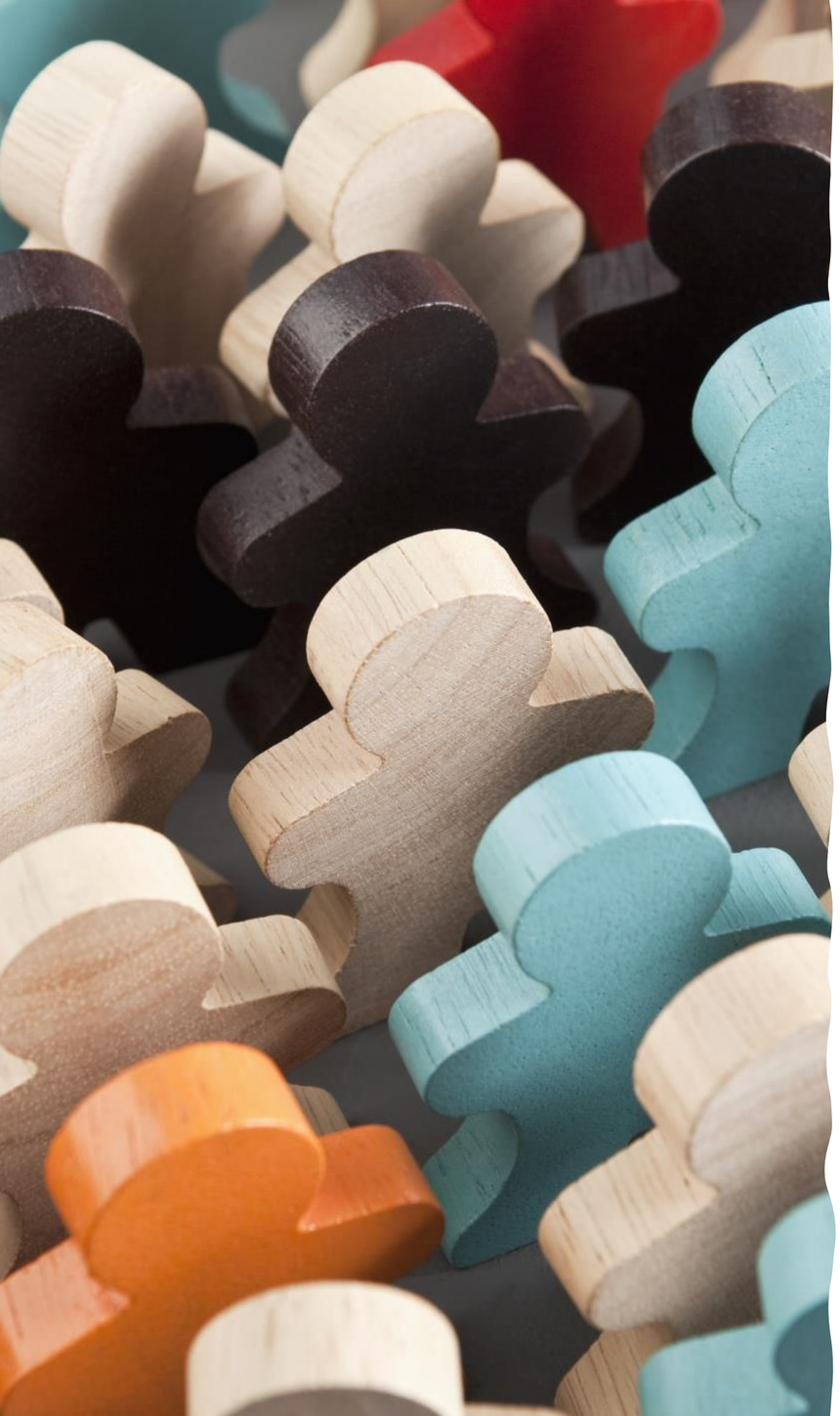
- **For the 2024-2025 school year, the District ESS Team would like to reduce the number of Partial Day Plans by 10%.**

Strategy 1.4: Build leadership capacity in systems' leaders through personalized professional support

Ends 1.4: Build leadership capacity in systems' leaders through personalized professional support

This Year We Introduced and Expanded on the Following:

- *Vice Principal Clusters*
- *Principal Clusters*
- *Principal Meetings*
- *Monthly Online Principal and Vice-Principal Meetings*
- *Monthly Policy Meetings*
- *NB Lead*
- *ASD-S Leadership Development*



ENDS 2: Strengthen our inclusive system to be anti-racist, affirming, and equitable; To honour diversity and welcome all students

Strategy 2.1: See measurable improvement on equity throughout the system by addressing systemic racism, sexism, homophobia, and transphobia

Strengthening Equity and Addressing Systemic Bias

- This past school year, 2 EDI leads, and 1 Antiracism lead worked collaboratively and individually to address our schools' needs around equity and inclusion.
- These 3 educators did a wide range of work with students, teachers and both school and district leadership teams.
- Over the year, they fielded more than 70 school referrals from K-12 schools.
- Also, they participate in over 12 district wide professional learning opportunities and presented at 2 province wide days.

Some of their most notable work is:

- Established first SOGI Educators' Network in NB
- Creating an elementary friendly gender support guide
- Middle Level GSA Day (October 3rd, 2023)
- Developing the ASD-South Antiracism policy.
- 2 Antiracism Summit with all high schools (November 14th, 2023, and May 2nd, 2024)
- Establishing the Antiracism Champions Network.
- Providing marginalized school personnel an opportunity to contribute to the district's antiracism policy.
- Have provided PL for new teachers, Physical Education Teachers, School Counsellors, Guidance Teachers, and principals.
- Presented as part of the Mental Health Youth Forum (October 17th, 2023)
- Sit as members of the ECCD's interprovincial JEDI PLC.
- Presenters at the NB Pride in Education Conference (October 27th, 2023)
- Presented at the NBTA Middle Level Council Day (May 3rd, 2024)
- Involved with the Capacity for Courage grants and schools.
- Connecting with K-12 students through various lessons on diversity, equity, inclusion, and empathy.

Strategy 2.2: Cultivate a sense of belonging and inclusivity that empowers and honours all learners through the Bridging Project

BRIDGING PROGRAM

“Cultivating a Sense of Belonging and Inclusivity that Empowers and honours All Learners”

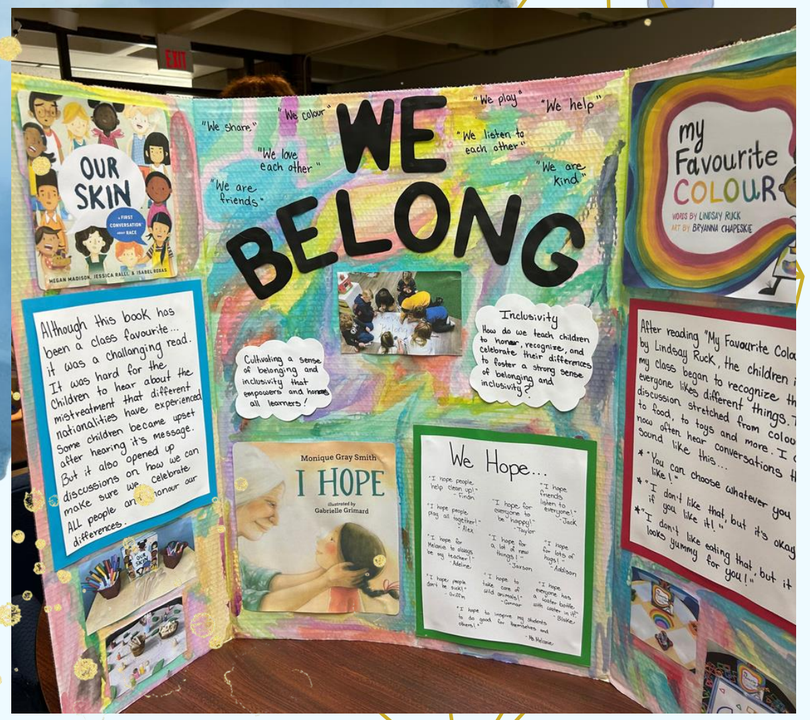
Presented by Danielle Kidd (ASD-S) and Allison Bent (EECD)

ABOUT US

Under the leadership of Lissa McNaughton-Dickie, Regional Director of Early Childhood Services and
Ryan Price, Director of Curriculum and Instruction

Our current Bridging Team:
Shonna Martin - Subject Area Coordinator ASD-S
Lisa Riggs - Early Learning Consultant EECD
Danielle Kidd - Early Learning Literacy Coach ASD-S
Allison Bent - Early Learning Consultant EECD

WHAT WE KNOW.....

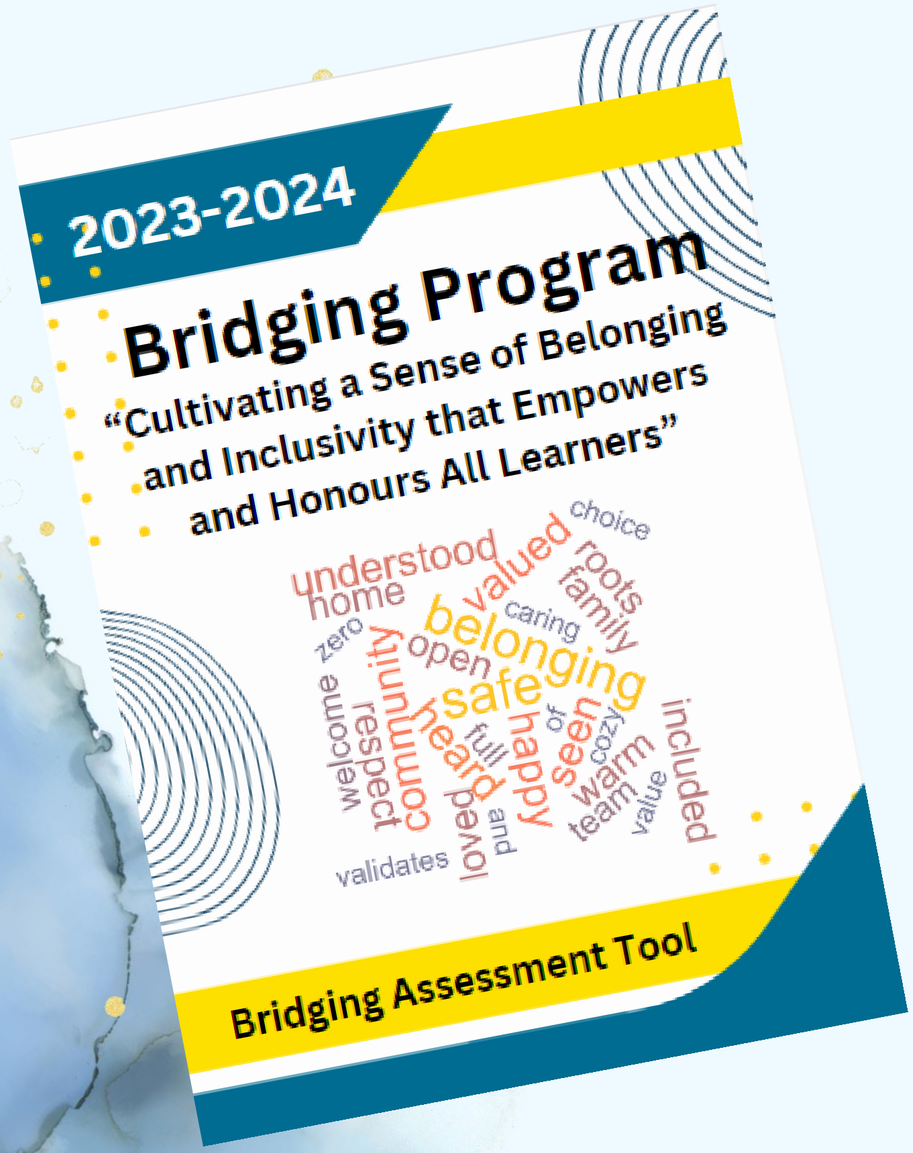


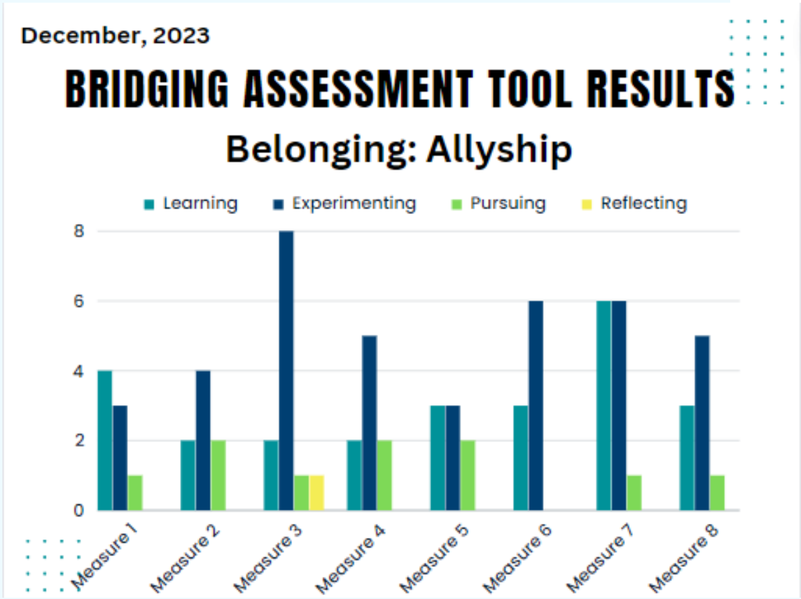
When children and families feel that they don't belong, they will stop engaging in their learning community

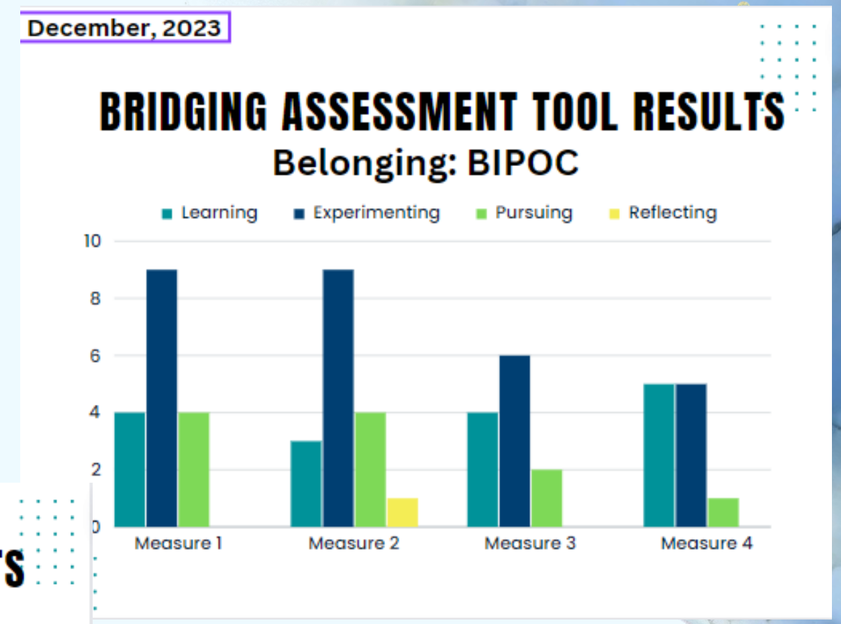
"Belonging is when you feel like the world is cheering you on"

-Kindergarten student

Creating a Data Tool







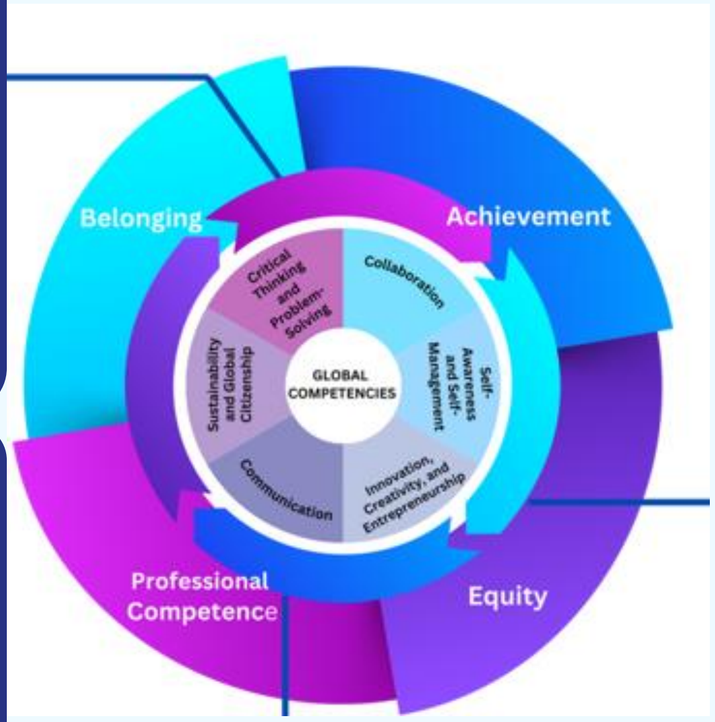
Connection to the DIP

Belonging

Honour diversity and welcome all learners; every learner feels safe and represented in all Learning environments

Professional Competence

Enhancing instructional practices through coaching and ongoing support; materials/resources tailored to research questions; PL opportunities and guest speakers



Achievement

When children feel a strong sense of belonging in their environments, they are empowered to achieve success

Equity

Strengthen our inclusive system to be anti-racist, affirming and equitable

DIP Outcomes

Area of Focus	2022-23 Results	2023-24 Results
Provincial Literacy and Numeracy Assessment Results	ELPA – 82.1% Grade 4 Reading – 59.9% Grade 5 Numeracy – 54.6% Grade 6 Reading – 68.8% Grade 7 Numeracy – 41.7%	ELPA – 85.7% Grade 4 Reading - Grade 5 Numeracy - Grade 6 Reading - Grade 7 Numeracy -
Student Attendance	Chronic Absenteeism K-12 – 39%	Chronic Absenteeism K-12 – 36%
Student Perception Data	My teachers like and care about me – 75.9% There is at least one adult I can go to for help – 79.4% I feel I am part of my school – 72% I feel safe – 76.6%	My teachers like and care about me – 81.5% There is at least one adult I can go to for help – 79.7% I feel I am part of my school – 70.8% I feel safe – 74.3%
Teacher and Early Childhood Educator Retention	Teachers – N/A ECE's – 42.5% Turnover	Teachers – Baseline Data TBD ECE's – 30%

Questions