Millidgeville North School

Anglophone School District-South

School Improvement Review

Final Report

December 10-12, 2013

Table of Contents

Descriptors

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

The following is proposed as 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, 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?
- Would your staff be able to explain/speak to this practice?

Notes:

- When discussing indicator ratings, school teams are urged to be mindful of the purpose of this document as a vehicle for formative dialogue.
- To find the explanatory notes (included in the School Improvement Indicators document) and other supporting resources, please visit the *New Brunswick School Improvement Service* portal site at: https://portal.nbed.nb.ca/pd/sii/default.aspx.
- Indicators are rated by triangulating data from a variety of sources including products, conversations and observations.
- For the 2013-2014 school reviews we have highlighted 22 indicators, these indicators have been grouped and repeated at the end of the document to provide further focus and discussion on the school's progress on inclusion.

Overview

Millidgeville North School participated in a *School Improvement Review* on December 10-12, 2013. The following persons participated as members of the Internal and External Review Teams to complete this review.

	Internal Team	External Team	
Administrators	Michael Whelton (Principal), Michelle Price (Acting Principal), Monica Watson-Bedard (Acting Vice Principal)	EECD Lead Reviewer	Jason Burns
Staff	Rachel Dempster, Carol Gatien, Deborah Hicks, Erika Nelson, Terence Sullivan	Principal, Island View School	Mark Blucher
		Subject Area Coordinator-Numeracy, ASD-S	Brenda Logan
		Subject Area Coordinator-Student Services, ASD-S	Mary Ann Mackay

A *Collaborative Dialogue* between the Internal and External Teams was held on December 17, 2013 to discuss key findings and, most importantly, to identify areas of strength and challenge and make initial recommendations for growth strategies.

The following report summarizes the Collaborative Dialogue and provides the indicator ratings of the Internal Team (I) and the External Team (E). Ratings that were common for both teams are indicated by a checkmark (✓). An asterisk (*) denotes that a rating was moved or changed during the follow-up meeting as a result of the discussion of additional evidence.

Not all indicators could be discussed during the Collaborative Dialogue due to the duration of such meetings. Indicators that were not discussed during that meeting, particularly if the ratings were relatively high or low, could be the subject of celebration or further discussion by the school team. Some may warrant consideration during school improvement planning for future years.

Strengths

Area	Elaboration
Positive Learning Environment	Administrators of Millidgeville North School demonstrate commitment to character education, school spirit, peer support, community outreach, and recognition of student growth. The many examples include: *Pat on the Back*; *High Five Friday*; buddy reading; and food bank donations. These efforts help create a safe and happy learning community. Students reported opportunities to demonstrate leadership (e.g., *Green Team*). Students stated the explanation of the lock down procedure and teacher-student co-creation of behavioral norms in the fall helped them feel safe. A high degree of mutual respect between students and all staff was evident. Forum feedback indicated parents/guardians feel their active engagement is valued by the school administrators.
Communication	School goals and protocols are communicated clearly to students, staff, and parents/guardians. Administrators keep parents/guardians informed about important school events and student progress through weekly talk mail messages. Teacher and Support Staff Forums indicated a high level of satisfaction with the timeliness and completeness of communication. Teachers use monthly classroom newsletters, the school web-site and some classroom web-sites to communicate. Information includes upcoming learning outcomes and tips on how to support learning at home; 89 % of parents/guardians agree that progress reports are clear.
Educational Support Services	SEP goals are written in SMART language, and justification statements are current. Subject-Area Coordinators and paraprofessionals regularly attend ESS meetings to provide support and a clear referral process is in place. EST-Resource routinely provide tier one and two interventions in and out of classrooms. Their timetables reflect planned short-term pull-out intervention and a significant amount of in-class support for all grades.

Collaboratively Developed Areas of Focus and Potential Strategies

Area of Focus: Effective Team Practices	Potential strategies include:

The development of teaming structures to support job-embedded learning was collaboratively identified as a priority at Millidgeville North School.
 	
Few teachers participate in weekly formal CPT meetings, minutes are not taken and action items not explicitly identified. Some teacher teams meet informally for a variety of purposes. Only 41% of teachers agreed that there is good communication among teachers.
 	
In-class observations and conversations with school leaders suggest that teams do not consistently collect and examine data, collaboratively make instructional decisions, or monitor their impact on student achievement.
	• strengthening teaming practices by:
	  – examining the purpose and effectiveness of current teams and responsibilities of participants
	  – establishing teams to support the school's improvement goals. Teams could span grades (e.g., Grade 4 and 5 PLC; middle level cross-curricular literacy PLC) and could focus on specific skills (e.g., higher order questioning)
	  – innovative scheduling to create teaming time (e.g., co-teaching)
	  – creating a master meeting schedule
	  – establishing meeting norms (e.g., shared decision making protocols, meeting duration, required materials (e.g., SIP, curriculum documents, achievement standards, "Look Fors", Running Records, professional growth goals, common assessment results, lesson plans)
	  – using a template to manage and record all meetings which includes "Action Items" and "Follow-Up" sections
	• agreeing to common means of recording and updating data and making it accessible to all to ensure ongoing use to inform teams (e.g., binders kept in a common and shared space)

Area of Focus: Student Engagement	Potential strategies include:

Providing students with greater control over their learning was collaboratively identified as a priority at Millidgeville North School.
 	
In-class observations indicated a high level of teacher-directed, whole-class instruction, in which all students were presented with and expected to learn the same content. Students reported decreasing levels of interest and motivation.
 	
Feedback from Support Staff, Administrator, and Parent/Guardian Forums indicated that the school could be more effective in supporting gifted learner needs; only 27% teachers agreed that these students are given the opportunity to reach their full potential at this school.
	• coordinating school-wide student profiling of learning interests, multiple intelligences, universal accommodations, and providing opportunities for students to reflect upon self-identified learning interests and strengths
	• engaging students during each stage of a lesson:
	   – before lesson: student understanding of learning target (e.g., explicit "I can…" statement sharing)
	   – during lesson: student self-monitoring of learning (e.g., student-directed instruction to peers, teacher formative feedback, peer conferencing)
	   – after lesson: student self-directed individual- and collaborative-based rubric use and self-reflective exit slips which ask: "What did I learn?", "What do I need support with?", and "What do I want to learn?"
	• modeling and reinforcing independent student use of anchor charts (e.g., *CAFÉ* menus), word walls, shared writings, mentor texts, math manipulatives
	• providing job-embedded learning opportunities, led by in-house experts (e.g., peer observation, coaching and observation/feedback), to support teacher planning for multiple means of engagement (e.g., student choice in learning content, individual or collaborative task completion, co-creating rubrics, lesson formats which support student ownership)
	• using *Walkthroughs* to support teacher development of specific pedagogy
	   – reviewing the teacher-created formative feedback form
	   – ensuring shared understanding of the purpose of *Walkthroughs* with all teachers
	   – identifying and sharing administrator-identified *Walkthrough* observation areas
	   – providing on-going targeted formative feedback to all teachers
	• using furniture and resource arrangements for active student involvement, considering:
	   – arrangement of desks to support flexible grouping
	   – gathering space for mini-lesson
	   – centralized guided instruction/conferencing area
	   – student-friendly organization of materials and resources

Area of Focus: In-Class Academic Interventions	Potential strategies include:

Improved teacher-provided in-class academic interventions to support exceptional learners was collaboratively identified as a priority at Millidgeville North School.
 	
A lack of referral to tier one interventions, UDL, and differentiated practices was noted during the Teacher Forum. In-class observations indicated little: teacher-monitoring of student progress, purposeful flexible groupings, or differentiated learning resources and materials. Most lesson plans lacked detail and did not refer to prescribed outcomes, formative assessments, or plans for exceptional students. The staff is concerned about being able to address the academic needs of their EAL population.
 	
Provincial Assessment results for Grade 4 FI Reading and Writing are low and scores for Grade 5 Mathematics are declining.
 	
Teacher Perception Survey data indicated that only 41 % of teachers agreed that they have access to the resources and supports they need for teaching students with exceptionalities.
	• developing protocols for sharing summative assessment data to support effective transitioning between grades. Specifically, use instructional reading levels assessed in May and a sample of student writing (*Writing Portfolio* initiative)
	• training teachers, EST-Resource, and EAs on their roles and responsibilities for supporting students who have SEPs
	• ensuring that teachers are taking primary responsibility for program delivery and monitoring of goal completion for students who have SEPs
	• strengthening support for students who have SEPs through increased EST-R support to teachers including:
	  – identifying materials and resources to support the SEP goals
	  – targeting tier two planning, implementation, and monitoring through frequent assessment
	  – ensuring that goals are revised when needed
	• cataloging and storing instructional resources for easier use by teachers, with particular attention to leveled texts. This would support targeted interventions (e.g., guided reading), differentiating content, as well as enrichment opportunities.
	• ensuring effective teacher-directed assessment (e.g., outcomes-based planning frameworks, assessment folders, pensieves) followed by in-class teacher-provided interventions (e.g., guided math, writing conferencing)
	• setting a school-wide lesson planning expectations through:
	  – assigning the Core Leadership Team the task of identifying the essential components of a lesson plan and sharing these with teachers
	  – collaborative setting of norms and providing formative feedback through Walkthrough observations

Vision, Mission and Goals

The continuing work of successful schools is anchored in their vision, mission and goals. All improvement efforts intentionally originate from, and are linked to, these three foundational elements. Everyone throughout the school community shares a clear and common vision focused on the inclusion and success of every student. The school's improvement plan is informed by data and is the vehicle for putting the mission into practice.

2014	Vision, Mission and Goals	VE	ME	SE	NE
1	The school has a clear vision and mission focused on meeting the needs of 21st century learners.		E	I	
2	The school vision, mission, and school improvement goals are shared with students, staff, parents, the PSSC, and the community to ensure continuity and ownership.		E	I	
3	Staff members know their roles and work toward the realization of the school vision, mission and goals.			E	I
4	The School Improvement Plan is developed based on the review of student achievement and other data.		I	E	
5	The School Improvement Plan includes objectives that are strategic, measureable, achievable, results oriented and timely (SMART).			✓	
6	The School Improvement Plan is monitored routinely to gauge progress and adjust strategies based on the review of data.				✓

Notes: Some of the indicators of success contained within the SIP need revision based upon the School Improvement Review. Several need specific timelines (e.g., January 2014 versus 2014-2016). The Core Leadership Team should continue to broadcast the goals contained within the SIP and administrators should provide on-going feedback to staff with respect to goal completion.

Instructional Practice & Curriculum

Successful schools are characterized by instructional practices and strategies designed to meet the diverse needs of students and engage the learner. These practices are continually modified according to existing data. Learning outcomes are focused on the application of information and depth of understanding drawing upon a mastery of foundational skills and content knowledge. Consistent and high expectations for student achievement are clearly communicated.

2014	Instructional Practice & Curriculum	VE	ME	SE	NE
7	High academic expectations are held for each student and students know these expectations.		I	E	
8	New Brunswick curriculum outcomes, achievement standards/indicators and available look-fors are the foundation for teacher planning (daily and long term).		I	E	
9	Teachers create and refer to daily lesson plans designed to address and assess the diverse needs of learners.			✓	
10	Teachers communicate learning outcomes to students in student-friendly language and these are current and prominent within the learning environment.			✓	
11	Teachers model expectations for, and provide examples of, quality work reflecting provincial standards (where available).		I	E	
12	Teachers use strategies and provide resources to strengthen students' literacy levels in their subject area.			✓	
13	Communication in French and additional language classes are in the target language.		✓		
14	Learners of French and additional languages apply language skills in authentic contexts in and out of the classroom.			I	E
15	Teachers incorporate strategies into their instructional practice in their subject area to support numeracy development.			✓	
16	Numeracy and science concepts are initially introduced using concrete models before progressing to pictorial and symbolic representations.		I	E	
17	Cross-curricular connections are used in planning and instruction.		I	E	
18	Short-term planning and instruction are based on ongoing, formative assessment.			*	
19	There is an appropriate balance of teacher- and student- directed instruction.			*	

2014	Instructional Practice & Curriculum, continued	VE	ME	SE	NE
20	New information is linked to existing and personal knowledge and previously learned concepts.		✓		
21	Learning opportunities are designed to maximize relevance, make real-world connections, and encourage and recognize learning beyond the school.		I	E	
22	Learning experiences promote inquiry and include problem-based opportunities.			I	E
23	Learning experiences include higher-order thinking skills, such as: • Comparing and classifying • Generating and testing hypotheses • Engaging in-depth analysis and synthesis of information (e.g., note making) • Evaluating text (i.e., using developmentally appropriate critical literacy skills)		I	E	
24	Opportunities for stretch learning are provided.			I	E
25	Teachers use a variety of questioning techniques (e.g., use of open-ended questions, probing) to engage student thinking.		I	E	
26	Teachers provide opportunities for students to work collaboratively and co-operatively.		✓		
27	Students engage in purposeful discussion and formal and informal sharing to gain a deeper understanding of their learning, to respect and build on the ideas of others, and to articulate their views effectively.		I	E	
28	Students are engaged in their learning.		I	E	
29	In order to ensure that learning opportunities are accessible to all students, teachers, from the outset: − plan and present information and ideas in multiple ways; − provide students with opportunities to demonstrate knowledge and skills in a variety of ways; and − provide students with multiple opportunities for engagement		I	E	
30	Instruction of curriculum outcomes is differentiated to meet the diversity of learners' needs.			✓	
31	Learning experiences are varied and provide choice by taking into account student interests, talents, and backgrounds.			I	E
32	Flexible groupings are routinely used for intervention and classroom instruction, are varied, inclusive, data-informed and appropriate for learning.			✓	

2014	Instructional Practice & Curriculum, continued	VE	ME	SE	NE
33	Teachers explicitly teach students metacognitive strategies to self-regulate their learning.		I	*	
34	Students have opportunities to reflect on and consolidate their learning.			✓	
35	Teachers teach students to assess their own and others' learning.		I	E	
36	Students use non-linguistic representations (e.g., graphic organizers, pictures, pictographs, concrete representations and kinesthetic activity) in their learning.		✓		
37	Interventions to support curriculum outcomes are applied in classrooms.			✓	
38	Classroom teachers take primary responsibility for teaching students with exceptionalities and ensuring that appropriate accommodations and interventions are in place.			✓	
39	Educational Support Services team members collaborate with classroom teachers to determine methodologies that best suit student skills and needs.			*	
40	Teachers consult with experts such as learning specialists and mentors to help determine methodologies that best suit student skills and needs.			✓	
41	Educational plans for students with exceptionalities are collaboratively developed and used by classroom teachers for lesson planning.			E	I
42	Students with diverse needs have the supports and assistive technology needed to participate fully in the learning environment.			*	

Notes: In-class observations indicated wide-spread teacher use of differentiation by product (e.g., posters, advertisements, skits) which should be celebrated. Content-area teachers could consult Subject Area Coordinators on ideas for integrating project- and/or problem-based learning into their lessons and unit planning.   The UDL Action Research Team could build understanding of critical inquiry by presenting their *Cycle of Inquiry* to teachers. The team could highlight how their reflective teaching drives the project, as well as what they are learning about how to best support student learning.

Continuous Monitoring of Progress

A fundamental characteristic of all successful schools is their embedded practice of routinely collecting, interpreting and using data to inform decisions. Data encompasses student growth in all areas of development. Student assessment is varied, including formative and summative practices, and ensures the student's personal best achievement and improvements are documented. The resulting data drive short- and long-term planning at the student, classroom, and school system levels.

2014	Continuous Monitoring of Progress	VE	ME	SE	NE
43	Student achievement data are routinely gathered and monitored (i.e., school, district and provincial data, and external data as available).			I	E
44	Collected data are available to all staff members and used on an ongoing basis for discussions on driving instructional strategies and instructional interventions.				✓
45	Data on other areas of student development (e.g., stretch learning, personal development, and student engagement) are gathered and monitored to support school goals and priorities.			I	E
46	Classroom observation data are collected by teachers and/or administrators, analyzed, and shared to inform and monitor school-wide strategies.				✓
47	Individual and class profiles are developed and shared with other teachers in order to monitor student learning (e.g., writing, learning style, behaviour, attendance, running records, student interest profiles).				✓
48	Examination and tracking of data related to behaviour has led to the development of strategies and interventions (e.g., pyramid of intervention).			*	
49	Results from targeted improvement initiatives are shared and used to inform decisions.				✓
50	There is a positive correlation between student results on school-based and external assessments. Discrepancies are examined.			I	E
51	Assessment results of students who receive justified accommodations for assessments are comparable to the results of their non-accommodated peers.		E	I	
52	Special education plans for students with exceptionalities are monitored by teachers on an ongoing basis to ensure progress in meeting identified goals and outcomes.			✓	
53	Students with Special Education Plans are meeting identified learning outcomes.			✓	
54	Assessment techniques and formats are varied.		I	E	
55	There is a balanced use of formative and summative assessment (for learning/ of learning) to guide instructional practices. (T18)			*	

2014	Continuous Monitoring of Progress, continued	VE	ME	SE	NE
56	Effective common assessment practices are in place.			*	
57	Teachers develop and use rubrics, indicators, exemplars and performance levels to create a common understanding of quality work with students.		I	E	
58	Students are given descriptive feedback that is ongoing, timely, explicit, meaningful and constructive.		I	E	

Notes: Collaborative examination and tracking of student achievement data could support grouping and regrouping between classes. Administrators could review teacher schedules and support consideration of intentional scheduling. This would support short-term targeted interventions, as well as possible interdisciplinary instruction. The school could support the initiation of formative- and summative-based Common Assessments by:

- studying, collecting, and sharing useful formative assessment techniques
- ensuring that students receive this type of daily embedded feedback, in order to adjust/revise their thinking
- creating a summative Common Assessment literacy and numeracy plan, guided by SMART goals

Educational Leadership

Leaders in successful schools persistently focus on learners, their needs and subsequent teaching and assessment practices. School leaders have a commitment to strive for continuous improvement and support change management. Shared and collaborative leadership is embedded in the culture of the school.

2014	Commitment to Improvement	VE	ME	SE	NE
59	The school has a distributive leadership structure in place, such as a Core Leadership Team, to facilitate continuous improvement.	I	E		
60	The school leaders demonstrate continuous improvement through research, planning and evaluation and an understanding of current pedagogy and methodology.		✓		
61	The school leaders work with teachers in gathering and interpreting data on student performance to inform decisions including setting targets to close achievement gaps.				✓
62	The school leaders create an atmosphere of high expectations collaboratively with teachers, staff, parents and students.		I	E	
63	The school leaders demonstrate commitment to bringing about an inclusive school culture.		✓		
64	Teaching-assignment and scheduling decisions are based on teacher expertise, competencies, and experience.		E	I	

2014	Empowering Others	VE	ME	SE	NE
65	School administrators are visible in the school and model quality interactions with staff members and students.		I	E	
66	There is effective two-way communication between school administrators and staff members.		✓		
67	The principal encourages, welcomes and employs feedback from teachers, students and parents.	✓			
68	Shared decision-making is an established practice in the school.			✓	
69	The school leaders provide staff members with thanks and other recognition for contributions and accomplishments.		✓		

2014	Staff Performance	VE	ME	SE	NE
70	School leaders are knowledgeable about, and work with individual teachers and teams on curriculum planning, instruction, and assessment.				✓
71	School leaders monitor the implementation of curricula.			I	E
72	School leaders monitor the effectiveness of team practices and their impact on student learning.				✓
73	The principal ensures structures are in place to observe and provide ongoing feedback for teachers, through walkthroughs and observations, using available look-fors and standards.			E	I
74	All teachers receive a formal performance evaluation on a predetermined cycle. This includes observations and conferencing using a structured format.				✓
75	Supports are in place for staff members who are new to a subject area or assignment, or who are struggling.				✓

Notes: Teachers were very satisfied with the recent work towards formative *Walkthrough* observations led by the school principal. Teachers reported the recent initiation of a Core Leadership Team, and explained how this team facilitated teacher input on the Positive Learning and Working Environment Plan and School Improvement Plan.

Learning Environments

Successful schools work attentively to create caring and engaging environments that are conducive to 21st century learning. Members of the school community celebrate individual successes and respond to individual challenges. Routines, structures and procedures are in place to maximize learning time and opportunities for collaboration.

2014	Learning Environments	VE	ME	SE	NE
76	The school staff ensures that the learning environment is a healthy and safe.		✓		
77	Staff members are present and visible during unstructured time within the school day.	I	E		
78	Structures for pre-school, school-to-school, and within-school transitions are in place.		✓		
79	The school provides diverse experiences to address the needs of the whole child.	I	E		
80	The school day is managed in a manner that maximizes time for learning.			✓	
81	Teachers design and use instructional time to maximize learning.		I	E	
82	Curriculum-based samples of strong student work are on display.		✓		
83	Celebration of successes occurs in a variety of ways.	I	E		
84	The school offers opportunities for students to develop and demonstrate leadership skills.	I	E		
85	Students demonstrate a commitment to creating an inclusive school culture.	E	*		
86	Boundaries and expectations are modeled, taught, and communicated to students, parents and others in the school community (e.g., school code of conduct, student handbook).		E	I	
87	School-wide responses with varied strategies for academic intervention are systematically employed.			✓	

2014	Learning Environments, continued	VE	ME	SE	NE
88	The academic pyramid of interventions is developed and monitored, based on data.			I	E
89	School-wide responses with varied strategies for behavioural intervention are systematically employed.			✓	
90	The behavioural pyramid of interventions is developed and monitored, based on data.			I	E
91	The school has a proactive, systematic strategy for dealing with bullying.			✓	
92	School personnel ensure academic and behaviour intervention strategies are in place for vulnerable groups of students.			✓	
93	Staff members consistently respond to inappropriate behaviour whenever it is encountered.		I	E	
94	Protocols and processes are in place for resolution of conflict involving students and/or adults within the school community.			✓	
95	Students participate fully in a common learning environment that is designed for all students, typical for the student's age and grade, and is shared with his/her neighbourhood peers.		✓		
96	The school demonstrates innovative use of physical space and scheduling to maximize student learning experiences.		I	E	
97	Technology is used effectively to enhance learning.			✓	
98	Online learning opportunities are in place to meet the needs of students.		I	E	
99	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.		I	E	

Notes: The perception survey data indicated that 91 % of parents/guardians agreed that their children are clear about the rules of school behaviour. Support Staff reported that teachers support social inclusion of students with disabilities (e.g., Cross Country involvement). The Core Leadership Team should plan for teacher revision of the Academic Pyramid of Interventions. Tier one interventions should be the first focus. School administrators should monitor the amount of time exceptional students are away from their peers and absent from common learning environments, and respond accordingly.

Professional Learning

High-performing schools are learning communities where professional growth and a culture of inquiry are well-established. Professional development is embedded in the work of teaching, reflecting and refining. Professional development is connected to improving student learning and is differentiated to address both school-wide and individual needs. Professional learning empowers teachers to deepen their knowledge and skills, innovate, and inspire students to reach their full potential.

2014	Professional Learning	VE	ME	SE	NE
100	There is a culture of inquiry, innovation, and risk-taking towards improvement in student achievement.			✓	
101	Job-embedded professional learning opportunities exist to respond to student learning needs on an ongoing basis.			✓	
102	Teacher knowledge of subject area and teaching practices is current and enhanced by ongoing study and professional learning.			✓	
103	Common language, understanding, and practices emerge from professional dialogue based on research literature and learning in the field.		I	E	
104	School personnel participate in observation, coaching, and structured feedback opportunities with peers.			✓	
105	Staff members design, share, and work toward their professional growth plans which are aligned with their assignments and the School Improvement Plan.			*	
106	Professional learning opportunities and the school's PL Plan are aligned with the goals in the School Improvement Plan.			*	
107	Professional learning opportunities are based on the needs of the staff and are developed and implemented collaboratively by staff members and school leaders.			E	I
108	Staff professional learning is differentiated to meet individual learning needs.			I	E
109	Administrators facilitate and support engagement in professional learning and leadership activities by staff members. (T49)		✓		
110	Processes are in place for monitoring the impact of professional learning opportunities for professional and paraprofessional staff members.			I	E

Notes: Administrators could take advantage of internal expertise to free-up teachers to observe specific instructional practices. These observations should be accompanied with intentional pre- and post-observation conversations.   Teachers should invite Subject-Area Coordinators and district-provided mentors into their classrooms to support their professional growth in early literacy education. This would support EAL populations and differentiated lesson planning. Administrators have created an on-line professional reading and response web-site for sharing research which supports recent improvement initiatives. This can enable low-risk reflection and response (e.g., post a connection).

Relationships

In successful schools there is a culture of caring, collegiality, trust and professionalism. Schools intentionally nurture relationships among staff, students, and the community. Collaboration, with its emphasis on goals, relationships, and mutual interdependence is a way to build community as well as being a way of life within a school community.

2014	Student Relationships	VE	ME	SE	NE
111	The learning environment encourages and supports the active involvement and inclusion of every student *physically*.		✓		
112	The learning environment encourages and supports the active involvement and inclusion of every student *academically*.		I	E	
113	The learning environment encourages and supports the active involvement and inclusion of every student *socially*.		✓		
114	Students have opportunities to be heard and to influence decisions made in the school.		E	I	
115	Students feel that teachers and staff assist them when they need help.	✓			
116	Students feel safe.		✓		
117	Students feel like they belong in this school.	I	E		
118	Interactions between students are respectful**.**		✓		
119	Interactions between students and teachers are respectful.	E	I		
120	Teachers provide students with encouragement and recognition for their learning and for contributing to the learning of others.		✓		
121	Staff members build a strong relationship with individual students in order to foster connectedness.	E	I		

2014	**Parent Relationships**	VE	ME	SE	NE
122	Teachers use a variety of informative evidence of learning (e.g., portfolios, assessment results, report cards, work samples) to make ongoing contact with parents about their child's academic and social progress.		I	E	
123	The school communicates high academic and behavioural expectations to parents and the community.		E	I	
124	Teachers provide parents with ongoing information about what their children are expected to learn.		I	E	
125	Parent School Support Committee (PSSC) members understand the role of the PSSC and contribute to the achievement of school improvement goals.			✓	
126	A variety of opportunities are hosted by the school to enable parents to assist their children's learning (e.g., information sessions, workshops, guest speakers).			✓	
127	Parents feel they are treated with respect and that staff members are approachable and open.	I	E		
128	Individual behaviour plans and SEPs are developed in collaboration with parents and reviewed regularly to ensure they are well-understood.		E	I	

2014	**Local, Regional and Global Relationships**	VE	ME	SE	NE
129	Schools expose students to, and involve parents with, student career and life goals.		*		
130	Varied means of communication are in place to ensure parents and key stakeholders are well informed.	I	E		
131	Parents and community members are actively involved in the school.		I	E	
132	Processes are in place to provide access for all families to be involved in the school.		I	E	
133	Opportunities are provided for students to participate in real-world citizenship-building activities involving the local community and beyond.			✓	
134	The school collaborates with businesses, community groups, and others to support students, school goals, curricular outcomes, and 21st century competencies.			✓	

2014	Staff relationships	VE	ME	SE	NE
135	Teams meet regularly to discuss teaching methods, strategies, ideas, and innovations.		I	E	
136	Staff members meet regularly to discuss the progress of individual students using student profile data.			I	E
137	Staff members model professionalism in ethics, language and appearance.	✓			
138	Staff members feel included and respected by colleagues and can rely on colleagues for assistance and support.		I	E	

Notes: The Core Leadership Team could consider bringing community members into the learning environment to support student self-identified learning interests (e.g., artists, advertisers, builders). This need was also identified by parents/guardians.

Focus for 2013-14: Inclusive Practice (Summary)

2014	Inclusive Practice	VE	ME	SE	NE
29	In order to ensure that learning opportunities are accessible to all students, teachers from the outset: plan and present information and ideas in multiple ways; provide students with opportunities to demonstrate knowledge and skills in a variety of ways; and provide students with multiple opportunities for engagement.		I	E	
30	Instruction of curriculum outcomes is differentiated to meet the diversity of learners' needs.			✓	
32	Flexible groupings are routinely used for intervention and classroom instruction, and are varied, inclusive, data-informed and appropriate for learning.			✓	
38	Classroom teachers take primary responsibility for teaching students with exceptionalities and ensuring that appropriate accommodations and interventions are in place. (T21, 28)			✓	
39	Educational Support Services team members collaborate with classroom teachers to determine methodologies that best suit student skills and needs.		E		I
41	Educational plans for students with exceptionalities are collaboratively developed and used by classroom teachers for lesson planning.			E	I
42	Students with diverse needs have the supports and assistive technology needed to participate fully in the learning environment.		E		I
51	Assessment results of students who receive justified accommodations for assessments are comparable to the results of their non-accommodated peers.		E		I
52	Special education plans for students with exceptionalities are monitored by teachers on an ongoing basis to ensure progress in meeting identified goals and outcomes.			✓	
53	Students with Special Education Plans are meeting identified learning outcomes.			✓	
63	The school leaders demonstrate commitment to bringing about an inclusive school culture.		✓		
79	The school provides diverse experiences to address the needs of the whole child.	I	E		
85	Students demonstrate a commitment to creating an inclusive school culture.	E		I	

2014	Inclusive Practice	VE	ME	SE	NE
88	The academic pyramid of interventions is developed and monitored, based on data.			I	E
90	The behavioural pyramid of interventions is developed and monitored, based on data.			I	E
95	Students participate fully in a common learning environment that is designed for all students, typical for the student's age and grade, and is shared with his/her neighbourhood peers.		✓		
111	The learning environment encourages and supports the active involvement and inclusion of every student physically.		✓		
112	The learning environment encourages and supports the active involvement and inclusion of every student academically.		I	E	
113	The learning environment encourages and supports the active involvement and inclusion of every student socially.		✓		
128	Individual behaviour plans and SEPs are developed in collaboration with parents and reviewed regularly to ensure they are well-understood.		E	I	
132	Processes are in place to provide access for all families to be involved in the school.		I	E	
138	Staff members feel included and respected by colleagues and can rely on colleagues for assistance and support.		I	E	

Appendices: Provincial Assessment Results & Perception Survey Reports