

2014-2015 New Brunswick School Improvement Indicators

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| | VISION, MISSIONS and GOALS |
| 1 | The school has a clear vision and mission focused on meeting the needs of 21st century learners. |
| 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. |
| 3 | Staff members know their roles and work toward the realization of the school vision, mission and goals. |
| 4 | The School Improvement Plan is developed based on the review of student achievement and other data. |
| 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. |
| | INSTRUCTIONAL PRACTICE & CURRICULUM |
| 7 | High academic expectations are held for each student and students know these expectations. |
| 8 | New Brunswick curriculum outcomes, achievement standards/indicators and available look-fors are the foundation for teacher planning (daily and long-term). |
| 9 | Teachers create and refer to daily lesson plans designed to address and assess the diverse needs of learners. |
| 10 | Teachers communicate learning outcomes 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). |
| 12 | Teachers use strategies in their subject area to strengthen literacy development. |
| 13 | Communication in French and additional language classes is in the target language. |
| 14 | Learners of French and additional languages apply language skills in authentic contexts in and out of the classroom. |
| 15 | Teachers use strategies in their subject area to strengthen numeracy development. |
| 16 | Numeracy and science concepts are taught using a variety of appropriate representations and models to deepen understanding. |
| 17 | Cross-curricular connections are used in planning and instruction. |
| 18 | Short-term planning and instruction are based on ongoing, formative assessment. |
| 19 | There is an appropriate balance of teacher-, student-, and self-directed instruction. |
| 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. |
| 22 | Learning experiences promote inquiry and include problem- and project-based opportunities. |
| 23 | Learning experiences include higher-order thinking skills, such as: <ul style="list-style-type: none"> • Comparing and classifying • Generating and testing hypotheses • Engaging in in-depth analysis and synthesis of information Evaluating text |
| 24 | Opportunities for stretch learning are provided. |
| 25 | Teachers use a variety of questioning techniques (e.g., use of open-ended questions, probing) to engage |

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| | student thinking. |
| 26 | Teachers provide opportunities for students to work collaboratively and co-operatively. |
| 27 | Students have opportunities to engage in purposeful discussion to gain a deeper understanding of their learning |
| 28 | Students are engaged in their learning. |
| 29 | In order to ensure that learning opportunities are accessible to all students, teachers, at the outset: <ul style="list-style-type: none"> – 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 |
| 30 | Instruction of curriculum outcomes is differentiated to meet the diversity of learners' individual needs. |
| 31 | Learning experiences are varied and provide choice by taking into account student interests, talents, and backgrounds. |
| 32 | Flexible groupings are routinely used for intervention and classroom instruction. They are short-term, varied, inclusive, data-informed and appropriate for learning. |
| 33 | Students use metacognitive strategies to self-regulate their learning. |
| 34 | Students have opportunities to reflect on and consolidate their learning. |
| 35 | Teachers teach students to assess their own and others' learning. |
| 36 | Students use non-linguistic representations in their learning. |
| 37 | Evidence-based 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, modifications, interventions and/or supports are in place |
| 39 | Educational Support Services team members collaborate with classroom teachers to determine methodologies that meet the needs of all students. |
| 40 | Teachers consult with experts such as subject area coordinators and ESTs to help determine methodologies that best suit student skills and needs. |
| 41 | Personalized Learning Plans are collaboratively developed and used by classroom teachers for lesson planning. |
| 42 | Students with diverse needs have the supports and assistive technology needed to participate fully in the common learning environment. |
| CONTINUOUS MONITORING of PROGRESS | |
| 43 | Student achievement data are routinely gathered and monitored. |
| 44 | Student development data (e.g., stretch learning, personal development, and student engagement) are gathered and monitored to support school goals and priorities. |
| 45 | Classroom observation data are collected by school leaders and/or teachers, analyzed, and shared to inform and monitor targeted or school-wide practices. |
| 46 | Individual and class profiles are developed and shared among teachers in order to monitor student learning. |
| 47 | There is a positive correlation between student results on school-based summative assessments and external assessments. Discrepancies are examined. |
| 48 | The school has an effective process in place for identifying students who need accommodations (universal and justified). |
| 49 | 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. |
| 50 | Students with Personalized Learning Plans are meeting identified learning outcomes based on appropriate assessment. |
| 51 | Assessment techniques and formats are varied and purpose-driven. |
| 52 | There is a balanced use of formative and summative assessment (for learning/ of learning) to guide |

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| | instructional practices. |
| 53 | Effective common assessment practices are in place (benchmarking). |
| 54 | 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). |
| 55 | Students are given descriptive feedback that is ongoing, timely, explicit, meaningful and constructive. |
| | EDUCATIONAL LEADERSHIP |
| 56 | The school has a distributive leadership structure in place, such as a Core Leadership Team, to facilitate continuous improvement. |
| 57 | School leaders engage in ongoing reading and research to improve their understanding of current pedagogy and methodologies. |
| 58 | 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. |
| 59 | School leaders create an atmosphere of high expectations collaboratively with teachers, staff, parents/guardians and students. |
| 60 | School leaders are actively involved in creating and furthering an inclusive school culture. |
| 61 | Teaching-assignment and scheduling decisions are based on teacher expertise, competencies, and experience. |
| 62 | School administrators are visible in the school and model quality interactions with staff members and students. |
| 63 | The principal encourages, welcomes and employs feedback from staff members, students and parents. |
| 64 | Shared decision-making is an established practice. |
| 65 | School leaders provide staff members with thanks and other recognition for contributions and accomplishments. |
| 66 | School leaders monitor the effectiveness of team practices and their impact on student learning and behaviour. |
| 67 | The principal ensures structures are in place to observe and provide ongoing feedback for teachers using NB curriculum documents, available look-fors and standards. |
| 68 | All teachers receive a formal performance evaluation on a predetermined cycle. This includes observations and conferencing using a structured format. |
| 69 | Supports are in place for staff members who are new to a subject area or assignment, or who are struggling. |
| | LEARNING ENVIRONMENTS |
| 70 | The school staff ensures that the learning environment is orderly, healthy and safe. |
| 71 | Staff members are present and visible during unstructured time within the school day. |
| 72 | Structures for pre-school, school-to-school, and within-school transitions are in place. |
| 73 | The school day is managed in a manner that maximizes time for learning. |
| 74 | Teachers design lessons and use instructional time to maximize learning. |
| 75 | Recognition of academic and behavioral successes occurs regularly and in a variety of ways. |
| 76 | The school fosters the development of student leadership skills and the modeling of appropriate |

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| | behaviours by peers. |
| 77 | Staff members are actively involved in creating and furthering an inclusive school culture. |
| 78 | Students are actively involved in creating an inclusive school culture. |
| 79 | Boundaries and expectations are modeled, taught, positively reinforced, and communicated to students, parents/guardians and others in the school community. |
| 80 | School-wide responses with varied strategies for academic intervention are systematically employed. |
| 81 | 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. |
| 82 | School-wide responses with varied strategies for positive reinforcement and behavioural intervention are systematically employed. |
| 83 | Examination and tracking of data related to behaviour is used for the development of strategies and the pyramid of interventions, and monitoring their effectiveness. |
| 84 | The school has a proactive, systematic strategy for dealing with bullying. |
| 85 | School personnel identify at-risk groups of students and advocate on their behalf. |
| 86 | Staff members consistently and effectively respond to inappropriate behaviour whenever it is encountered. |
| 87 | Protocols and processes are in place for resolution of conflict involving students and/or adults within the school community. |
| 88 | The school demonstrates innovative use of physical space. |
| 89 | Technology is used effectively to enhance learning. |
| 90 | Online learning opportunities are in place to meet the needs of students. |
| 91 | 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. |
| | PROFESSIONAL LEARNING |
| 92 | There is a culture of research-based inquiry, innovation, and risk-taking towards improvement in student achievement. |
| 93 | Job-embedded professional learning opportunities exist to respond to student learning needs on an ongoing basis. |
| 94 | Common language, understanding, and practices emerge from ongoing study, professional dialogue based on current research literature, and learning in the field. |
| 95 | Educational staff members participate in observation, coaching, and structured feedback opportunities with peers. |
| 96 | Staff members design, share, and work toward their professional growth plans which are aligned with their assignments and the School Improvement Plan. |
| 97 | School-based professional learning opportunities are aligned with the goals in the School Improvement Plan. |
| 98 | School-based professional learning opportunities are based on the needs of the staff and are developed and implemented collaboratively by staff members and school leaders. |
| 99 | Administrators facilitate and support engagement in professional learning and leadership activities for and by staff members. |
| 100 | Processes are in place for monitoring the impact of professional learning opportunities for professional and |

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| | paraprofessional staff members. |
| | RELATIONSHIPS |
| 101 | The learning environment encourages and supports the active involvement and inclusion of every student physically . |
| 102 | The learning environment encourages and supports the active involvement and inclusion of every student academically . |
| 103 | The learning environment encourages and supports the active involvement and inclusion of every student socially and culturally . |
| 104 | There is a process in place to ensure grade placements are made in the best interest of each student. |
| 105 | There are processes in place to support regular student attendance. |
| 106 | Students have opportunities to be heard and to influence decisions made in the school. |
| 107 | Students feel safe. |
| 108 | Students feel like they belong in this school. |
| 109 | Interactions between students are respectful. |
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| 111 | Staff members build a strong relationship with individual students in order to foster connectedness. |
| 112 | Teachers contact parents/guardians on an ongoing, timely basis about expectations for and progress of their child. |
| 113 | The school communicates high academic and behavioural expectations to parents/guardians and the community. |
| 114 | A variety of opportunities are hosted by the school to enable parents/guardians to assist their children's learning. |
| 115 | Parents/guardians feel they are treated with respect and that staff members are approachable and open. |
| 116 | Personalized Learning Plans are developed in collaboration with parents/guardians and students, and reviewed regularly with them to ensure the PLP is well-understood. |
| 117 | Varied means of communication are in place to ensure parents/guardians and key stakeholders are well informed. |
| 118 | Parents/guardians and community members are actively involved in the school. |
| 119 | Processes are in place to provide access for all families to be involved in the school. |
| 120 | The school collaborates with businesses, community groups, and others to support students, school goals, curricular outcomes, citizenship, and 21 st century competencies. |
| 121 | Teams meet regularly to discuss teaching methods, strategies, ideas, and innovations. |
| 122 | Staff members meet regularly to discuss the progress of individual students using student profile data. |
| 123 | Staff members model professionalism in ethics, language and appearance. |
| 124 | Staff members feel included and respected by colleagues and can rely on colleagues for assistance and support. |