

Alignment of innovation and improvement within the scope of current educational practice is an effective way to map out, plan, and assess educational pedagogical practices, and their impact. Currently the Anglophone School District East has four domains of scope, systemic school planning, leadership and teaming, learning environments and classroom practice. The domains are one way to group related practices so they are easily seen as processes within a system. Once the school sees its operations as composed of interconnected processes, the easier it will be to determine the areas of focus and how it should be monitored. The school improvement plan becomes the vehicle by which change is monitored and reported. It is important to note that while one area maybe a school's area of focus, all of these are essential and need to be in place for the school year.

Examples of Best Practices:

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

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.

The School Improvement Plan is monitored routinely to gauge progress and adjust strategies based on the review of data.

Staff members design, share, and work toward their professional growth plans which are aligned with their assignments and the School Improvement Plan.

Staff members know their roles and actively work towards the realization of the school vision, mission and goals.

Processes are in place for monitoring the impact of professional learning opportunities for professional and paraprofessional staff members.

Student development data (e.g., stretch learning, personal development, behavior, and student engagement) are gathered and monitored to support school goals and priorities.

Classroom observation data are collected by school leaders and/or teachers, analyzed, and shared to inform and monitor targeted or school-wide practices.

Job embedded professional learning opportunities exist to respond to student learning needs on an ongoing basis.

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.

School-based professional learning opportunities align with SIP goals.

Ultimately team goals include objectives that are: strategic, measureable, achievable, results oriented and timely.

The School Improvement Plan is developed based on the review of student achievement, social-emotional measures, behavior, staff reflection on pedagogical practices and other data.

SYSTEMIC SCHOOL PLANNING GUIDING QUESTIONS:

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 that which we are attempting to achieve within our SIP scope of action?

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?

Therapeutic Educational Support Site

School Improvement Plan

November 2019– June 2020

Overall Objective

Every student accessing the High School Therapeutic Education Support Site will experience personalized learning and have a strength based plan for success.

ASDE Effective School Framework Sub Domains and Indicators

Classroom Practice

School Improvement Indicator #31 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.

Learning Capacity: The impact of teaching and learning on student achievement and success is the primary expectation. All staff intentionally use a variety of data sources to build a personalized strength based instructional approach. This is based on student strengths/needs and the nature of the project(s). TESS staff agree that project based learning promotes educational equity, deeper learning, embraces universal design for learning and provides a platform for restorative practices.

As a team we are committed to developing personalized project based learning experiences for our students by using a strength based approach.

As one our colleagues wrote *“Overall our staff understands personalized learning. In our first year, we jumped into what encompassed project based learning. Next we embarked on Social Emotional Learning. My hopes for this coming year is to really focus on our individual learners and what they hope to achieve by being at TESS, via project based learning. And what can I do to help to make this work?”*

“Who am I? ... Why am I here? ...What is my gift? ... How does my existence impact others and the planet? ...”

“Personalized learning means that students’ learning experiences — what they learn, as well as how, when and where they learn — are tailored to their individual needs, strengths and interests, and such experiences enable them to take ownership of their learning. Although how, when and where they learn might vary according to their needs within this approach, students also develop deep connections with educators, their peers and other adults beyond traditional learning settings.” Morrison 2017

“When teachers are proactive and responsive to the needs of students suffering from traumatic stress and make the small changes in the classroom that foster a feeling of safety, it makes a huge difference in their ability to learn.” Minahan, 2019

The conceptual frameworks of Morrison, Zacarian, Fullan, Brown, Hattie and other leading experts in the field of educational research and practice provide evidence of how personalization supports the concept of therapeutic supports within the scope of educational practice, in fact personalization of learning and knowledge acquisition would not work without the supports in place.

Actions/Evidence:

- **Daily classroom check-in**
- **ESS Connects collaborative R & Teachers**
- **SEL goal setting pilot group**
- **Intake meetings, webs and scheduling (could it be online?)**
- **Personalized learning block**
- **UDL evident in classroom practices**
- **C&Y Team**
- **Attendance monitored**

Classroom Practice

School Improvement Indicator #25. There is an appropriate balance of teacher-, student-, and self-directed instruction. In Anglophone East, teachers use a variety of instructional strategies to support student learning (e.g., Writer’s Workshop Model, literacy/math independent practice, Project-Based Learning,).

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Buck Institute for Education PBL

Project Based Learning (PBL) is a student-centered pedagogy. Our students will be provided time within the scheduled day/ classroom to discuss concepts and topics with their peers in order to deepen their understanding. Working in groups, students identify what they already know, what they need to know, and how and where to access new information. It is our hope that this will lead to the resolution of a problem or access to knowledge/resource(s) to complete the project.

As a team we will strive to have students provide examples of the following three artifacts/evidence: Products: strength based projects, poster, presentation of results. Conversations: teacher role models/facilitate or guides, student(s) lead discussions, metacognitive skills displayed in conversations/videos. Observations: consists of student-centered learning (teacher-assigned groups, elbow partners, think-pair-share, groups with assigned roles, etc.),

“Our job as teachers, parents and leaders is not to prepare kids for “something”. Our job is helps kids prepare themselves for “anything”. Spencer, 2017, Empower. A TESS educator wrote “It is also my hope we continue to prioritize personalized learning despite the barriers we are facing.”

Another educator expressed this: *“We continue to expect the unexpected. Tough to do, but we have to try not to take things to heart. In Making School a Safe Place, Jessica Minahan asserts “teachers must learn to put students’ reactions into context – and not to take them personally.”*

Both of these examples from current TESS educators provide evidence that how to support best practices are core to what we seek to do. As a team, we will continue to focus on PBL. We will strive to provide student learning experiences that promote strength based inquiry and include problem and project based opportunities. We will provide opportunities for students to work collaboratively and co-operatively, and that students will have opportunities to engage in purposeful discussion to gain a deeper understanding of their learning and themselves.

Actions/Evidence:

- Teacher to student – presenting ideas, concepts, activities
- Student to student – collaboration, setup work
- Student to self-directed – exploring personal interests, Passion projects
- All art assignments have choice and work within the theme
- Students have choice build into the majority of courses. Having choice builds motivation and autonomy.
- PBL – An umbrella approach to lesson planning, enables a broader construct of choice. The “umbrella” cannot be too far reaching but big enough to explore various possibilities / pathways to learning, but not exhaustive leading to burnout.
- PBL – “What is on your mind”, Brain Box, Cross curricular
- PBL – “At Risk in Wonderland”
- PBL – “Dystopian Lens”, Food Security
 - Creating awareness of Dystopia would lead to a solution
- Art Examples:
 - Choose professional example / choose guiding work
 - Students collaborate
 - Students create work and express why, what how
- Media Examples:
 - Exposure / awareness
 - Students explore personal interests
 - Students collaborate
 - Passion Projects / create communication
- Joe & Josee
- Sadie – SPCA
- Chloe – Mind of a Serial Killer
- Scared Straight

Learning Environments

School Improvement Indicator #19. Varied means of communication are in place to ensure students/parents/guardians and partners are well informed. In Anglophone East it is our expectation, that schools intentionally review perception data to better serve and understand their community. Once resources and needs among students/families are identified, processes are established to engage students/families, taking diverse values, composition, and needs into account. This includes students/families who may have economic, social and/or cultural challenges, or characteristics that impact their experiences in the school community.

"I'd like to focus on the art of storytelling and building the students' storytelling skills. I feel it is in sharing our stories that the healing can start and we can build a sense of safety, belonging, and community. It is where we can be most vulnerable and true." wrote one TESS educator.

Reflecting upon the TESS SIP and related data sources from 2018/19, as a staff, we collectively placed a huge amount of time and effort into supporting students who've suffered from trauma, and by extension student families also. We have witnessed the meltdowns, breakdown, fits, or crashes. Each of these episodes can be characterized by extreme emotional behavior, including crying and yelling. Minahan in her 2019 article *"compares the student to a soda can. We may not be able to tell by looking at a student if the can was recently shaken, but if it was, opening the can may result in an unexpected explosive reaction."* We have also witnessed students who leave TESS having the tools to self-regulate, scale a problem and the response, build relationships, validate their own feelings and the impact feelings have on their experiences while attending TESS and after.

One TESS educator envisions *"An environment where mutual respect is embedded within the connections that are made and strategies are explored to decrease mental fatigue. The challenge is allowing yourself to be vulnerable and trusting of others. Growing can be a difficult process."*

To support our collective vision, as a team we are committed to a restorative trauma informed resolution process that 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 resolution process/communication processes are consistent with the principles and practices of EECD Policy 322, EECD Policy 703 and the University of New Brunswick strength based educational matrix. All team members are committed to intentional contact with students/parents and provide timely information (i.e. field trip forms, assessment results, work samples, student wellness updates, behavior updates, etc...)

Varied means of communication is a balancing act of not what is communicated but how it is communicated. Right time, right intensity, right message.

"I will be empathetic when faced with conflict. I will look for the positive when things seem negative. I will leave a situation better than I found it." TESS Teacher

Actions/Evidence:

- **Webs with students/parents 3 times per year**
- **Tours of TESS – Educators, District etc.**
- **Outside resources – health nurse, Youth Quest, Additions, Rising Youth, Case Managers, Social Workers, Atlantic Wellness**
- **Guest speakers / community mentors**
- **Grant application connections – Brewer Foundation, Town of Riverview, local farmers**
- **Career Outreach – NBCC, Oultons, East Coast Trades**
- **Frequent teacher contacts with parents / students with emails, phone calls, meetings**
- **SIW – TESS Diva Group – restorative practices**
- **Daily staff meetings**
- **Whiteboard celebrations**
- **Field Trips**
- **Mentorship with EC students, student leaders**
- **Space re-designed for communication**
- **Explicit focus on teacher/student relationships and rapport to increase communication**
- **Celebrations with community and families**
- **TESS Website**

Leadership and Teaming

School Improvement Indicator #13. Students have opportunities to be heard and to influence decisions made in the school. In effective schools, all students are given deliberate opportunities to be actively engaged and involved in decision-making within the school to broaden their perspective and deepen their knowledge. Students should be able to interact with others in generating ideas and developing products, and can demonstrate use of appropriate interpersonal skills within a variety of media and social contexts.

"I dream of students becoming whole. That their brokenness be healed and they develop their purpose and passion. I dream they will achieve happiness and a much better life than they could have expected. That they are genuinely surprised at how meaningful their life has become. That their stormy lives inspire them to create something beautiful." This was written by a TESS staff member who has seen growth in our students from September to now.

Some Examples of evidence/ product would be classroom teachers and students co-construct and establish behaviour expectations (i.e., "the rules"), 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, project based learning is evident in lesson planning. As evidence of this belief another staff member wrote the following, "I hope that we continue to meet each day and brainstorm on new and exciting ideas we can implement in the program. It is so important to take the time each day to celebrate the little things in life and the positives moments. I hope that we can continue to embrace the successes and be there to pick each other up when situations don't go as planned. Each day is a new day and a chance where new opportunities can be made possible."

Two other supports for indicator #13 are conversations and observations. At TESS feedback is solicited from our students and the Principal in turn holds all of the staff, admin included to a high level of accountability on how the work we do as an individual impacts the whole student body/program.

One unique example for TESS that has evolved is that the program has created an opportunity for students to meet with visitors, students selected at random, provide real time feedback and opinions. This in turn creates a platform for visitors to discuss how teachers provide to students choice in what they learn, how they learn and how they demonstrate their learning (as it pertains to the learning outcome)

One of the main challenges to any program framework is sustainability. One item that was evident in most hopes and dreams for 2019/20 is sustainability. One educator wrote the following "Our program is sustainable. According to the Office of Adolescent Health, *Building Sustainable Programs: The Framework*, (Feb. 2004) sustainability involves securing new funding, incorporating effective programs, practices and policies into partnering organizations to ensure continuity. It also involves focusing on community needs. I think TESS is presently building an effective program for achieving sustainability. "

As a team we will continue to:

: do our personal best to make TESS an example of sustainable strength based PBL

: empower youth by providing opportunities for our youth to be heard and to influence decisions made in the school, community, school district and beyond. (IE: practice to policy)

Actions/Evidence

- **Scheduling choices: partial day scheduling / Home school + TESS schedule available**
- **Student initiated learning opportunities (example: how to be included in Home School activities)**
- **Students actively involved in conflict resolution**
- **Choices for outside services, Additions, Public Health, Transitional Housing**
- **Student led grants (grad clothing, bus shelter, weighted blankets, culinary)**
- **Inclusive connections and student voices through artwork**
- **Student personal expression through shop projects**
- **Display case of student work**
- **Student initiated social justice projects (growing sustainable food, lunch program)**
- **Storytelling through writing in ELA**
- **Mentorship program**
- **Student led tours**
- **Student testimonials**