

District Improvement Plan

2017-2020

<p>Vision</p>	<p>Engagement – Vision – Equality</p>	
<p>Mission</p>	<p>The Anglophone North School District community commits to engaging children and students in an inclusive environment that embraces teamwork, responsibility, innovation and personal excellence.</p>	
<p>Values/Beliefs</p>	<p><i>Trust</i></p>	<p>We commit to working with integrity, respect, transparency and honesty, building trust among team members.</p>
	<p><i>Collaboration</i></p>	<p>We commit to working collaboratively, which will build team work, engagement and synergy.</p>
	<p><i>Excellence</i></p>	<p>We commit to striving for excellence, taking ownership of our decisions and working towards achieving the District’s priorities.</p>
	<p><i>Building Capacity</i></p>	<p>We commit to building the capacity of all employees, empowering them to support continuous improvement with respect to the District’s vision.</p>
	<p><i>Communication</i></p>	<p>We commit to having open, respectful, honest and timely communication.</p>
	<p><i>Innovation</i></p>	<p>We commit to working creatively, seeking a diversity of ideas and valuing innovative needs.</p>

Areas of Focus – Alignment Table

EECD Areas of Focus	District Areas of Focus (DIP)		
	2017-18	2018-19	2019-20
1. <i>Ensure all learners value diversity and have a strong sense of belonging</i>			
2. <i>Ensure all pre-school children develop their competencies they need to be successful in school and in life</i>			
3. <i>Improve literacy skills for all learners</i>	*		
4. <i>Improve numeracy skills for all learners</i>	*		
5. <i>Improve learning in, and application of, the arts, science, trades and technologies for all learners</i>			
6. <i>Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture</i>	*		
7. <i>Ensure all learners develop the knowledge, skills and behaviours to continually adapt to, and thrive in, their environment</i>	*		
8. <i>Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences</i>	*		
9. <i>Foster leadership, active citizenship and entrepreneurial mindset</i>			

District Area of Focus 1: Improve literacy skills for all learners

District Team Area of Focus 1; A – Improving the oral proficiency level of French Second Language (Immersion and Intensive) students focusing on accuracy and fluency.

District Team Area of Focus 1; B – Improving the literacy skills of all learners by strengthening instructional practices.

Justification: With Provincial Delivery Unit Focus on K-2 Literacy, efforts must be made to ensure students at all levels benefit from strong instructional and assessment practices in literacy to increase their achievement.

(Why is work needed in this area?)

Smart Goals & PLOP	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
<p>By June 2018, a French Oral Proficiency district assessment will be created and utilized to develop baseline data.</p>	<ul style="list-style-type: none"> - A cohort of students in grade 1 and 3 Immersion and grade 5 Intensive French will be followed and assessed over a three year period - PL for FSL teachers in oral proficiency acquisition 	<p>Michelle Tobin-Forgrave and Linda Dickson</p>	<ul style="list-style-type: none"> - CEFR -NB OPI scale - Curriculum documents - FSL leads 	<p>2017-2020</p>	<p>Michelle Tobin-Forgrave and Linda Dickson</p>	<ul style="list-style-type: none"> -Oral interviews -Report card data
<p>Increase teacher efficacy in the area of formative assessment, Grades 3-12 PLOP: Formative Assessment Reflection Tool, Provincial Assessment results (Grades 2,4,6 &9)</p>	<ul style="list-style-type: none"> - Increase district literacy team knowledge on formative assessment - teacher and administrator PL focused on a comprehensive understanding of formative assessment as an instructional/learning approach - quarterly newsletters focused on formative assessment strategies -provide professional resources related to formative assessment use at PLC's - continue to develop a literacy website to support PL and collaboration with colleagues 	<p>Gail Craswell</p>	<ul style="list-style-type: none"> - Formative Assessment Reflection Tool - EECD Formative Assessment Foldout - Knowing What Counts series - Grading Smarter, Not Harder and Smarter Assessment in the Secondary Classroom video by Myron Dueck - ASD-N Literacy Website - quarterly newsletters 	<p>FA Reflection Tool 09/17 – full survey with FA reflection tool 10/17 – 20% calibration with cross-section 01/18 – full survey 02/18 – 20% calibration with cross-section 05/18 – full survey 06/18 – 20% calibration with cross-section</p> <p>Professional Learning</p>	<p>Gail Craswell</p>	<p>PLOP: - FA reflection tool - Provincial Assessment results (Grades 4, 6 &9) - District Reading Assessment (Grades 4 &5)</p>

<p>(...continued) Increase teacher efficacy in the area of formative assessment, Grades 3-12</p> <p>PLOP: Formative Assessment Reflection Tool, Provincial Assessment results (Grades 2,4,6 &9)</p>				<p>Opportunity 1: Full day PL with administrators</p> <p>Opportunity 2: Full day PL with Grades 3-12 teachers</p> <p>Opportunity 3: Follow up release days for:</p> <ul style="list-style-type: none"> - Grades 9-12 - Grades 6-8 - Grades 3-5 <p>District Literacy Team Learning</p> <ul style="list-style-type: none"> - learning component at monthly literacy team meetings <p>Literacy Website</p> <ul style="list-style-type: none"> - operational by 09/17 - monthly updates on website 		
<p>Continue to build knowledge, understanding, and expertise in all components of balanced literacy (K-3)</p>	<ul style="list-style-type: none"> - PL opportunities to create grade level experts to support a collaborative culture of learning - Kindergarten focus on Read Aloud best practices - Grade 1 focus on Shared Reading best practices 	<p>Karen MacDonald/ Literacy Leads/ K-1 teachers</p>	<ul style="list-style-type: none"> - Release day with Kindergarten and Grade 1 teachers (use of resources already in most schools that support these topics) 	<p>11/17</p>	<p>Karen MacDonald</p>	<p>PLOP: BLNA Provincial Assessments (Grade 2)</p>

<p>(...continued) Continue to build knowledge, understanding, and expertise in all components of balanced literacy (K-3)</p>	<p>- Grade 2 continued focus on Guided Reading best practices</p>	<p>Karen MacDonald/ Leads/ Grade 2 teachers</p>	<p>- Term articles and ideas for Gr.2 teachers to share at PLC meetings</p>	<p>2017 – 2020 (quarterly: September, January, April)</p>	<p>Karen MacDonald</p>	
	<p>- Kindergarten/Grade 1 focus on Shared Reading/Read-Alouds</p>	<p>Karen MacDonald/ Literacy Leads/ K-1 teachers</p>	<p>- Term articles and ideas for Grades K-1 teachers to share at PLC meetings</p>	<p>2017 (February, May) 2018 – 2020 (October, February, May)</p>	<p>Karen MacDonald</p>	
	<p>- Provide Grade 3 teachers with PL on the reading areas of balanced literacy</p>	<p>Karen MacDonald/ Literacy Leads</p>	<p>- Supper meetings</p>	<p>Fall 2018</p>	<p>Karen MacDonald</p>	
	<p>- Develop a Guided Reading/Shared Reading and Read Aloud Needs Assessment for reflection/growth purposes and have teachers use for reflection and areas of focus</p>	<p>Karen MacDonald/ Literacy Leads/ School Teams</p>	<p>- Literacy leads via co-teaching - Classroom visits - PLC meetings - District literacy website</p>	<p>Fall 2017, 2018</p>	<p>Karen MacDonald</p>	
	<p>- Support professional learning in balanced literacy through the sharing of resources/ideas</p>	<p>Karen MacDonald/ Literacy Leads/ School Teams</p>	<p>- Subject coordinator visits</p>	<p>Ongoing, upon request or suggestion When leads are at schools to support</p>		

<p>(...continued) Continue to build knowledge, understanding, and expertise in all components of balanced literacy (K-3)</p>	<p>- Continue to develop literacy website to support PL and collaboration</p>	<p>Karen MacDonald/ Gail Craswell</p>	<p>- Term articles on Guided Reading - Guided Reading reflection meeting with literacy leads</p>	<p>Ongoing</p>	<p>Karen MacDonald/ Gail Craswell</p>	
	<p>- Continue to support literacy leads in developing their own pedagogy around reading and co-teaching</p>	<p>Karen MacDonald/ Gail Craswell</p>				<p>Karen MacDonald/ Gail Craswell</p>
<p>Build knowledge, understanding and expertise in instructional practices in reading</p>	<p>- Lync Calls - Continue to develop literacy website to support PL and collaboration</p>	<p>Gail Craswell/ Karen MacDonald</p>		<p>Bimonthly</p>		<p>PLOP: Provincial Assessment results (Grades 4 & 5)</p>
	<p>- Train all Grades 4 & 5 teachers in the use of implementing/using the data in the “District Grades 4 & 5 Reading Comprehension Assessment” Tool</p>	<p>Gail Craswell/ Karen MacDonald</p>	<p>“Grades 4 & 5 Reading Comprehension” Tool</p>	<p>Fall 2017</p>		<p>District Reading Comprehension Assessment results (Grades 4 & 5)</p>
	<p>- Continue to train and support teachers (Inspiring and Instructing Adolescent Readers – Dawn Reithaug resources)</p>	<p>Gail Craswell/ Karen MacDonald</p>			<p>Spring 2018</p>	

District Area of Focus 2: Improve numeracy skills for all learners

District Team Area of Focus 2 – Improving the numeracy achievement of all students focusing on number sense with an emphasis on strong instructional and formative assessment practices across all curricular areas.

Justification: With Provincial Delivery Unit Focus on K-2 Numeracy, efforts must be made at all levels to ensure students benefit from strong instructional and assessment practices in numeracy to increase their achievement.

Smart Goals & PLOP	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
Improve primary level numeracy assessment scores to 80% of ASD-N students who are appropriate and above by June 2020	- Continue to implement the provincial math improvement initiative in order to identify and address learning gaps	*Joey Savoy	- tools created by EECD team	2017-2020	Joey Savoy - Judson Waye	- Key Skills - Data Collection Sheets - Report Card Data
By June 2020, have 90-100% of Grade 5-8 teachers using district curriculum maps to drive instruction	-District curriculum maps with supporting data will drive appropriate instructional focus and practice	*Joey Savoy	- Curriculum Documents - District Curriculum Maps	2017-2020	Joey Savoy	- Grade 5-8 Benchmark Assessment - Grade 6 Provincial Assessment
Ensure 90-100% of K-8 teachers using formative assessment to inform and guide instruction and learning by June 2020	-Building instructional capacity in numeracy through co-planning, co-teaching, and co-assessing	*Joey Savoy	- Curriculum documents and district numeracy maps - Numeracy Leads - Professional Readings (Jo Boaler, Christine Tonevold)	2017-2020	Joey Savoy	- Report Card Data - Data Collections Sheets - Provincial Assessment Data - District Assessments - Lead journal
By June 2020, have 75% of all ASD-N Math teachers incorporating STEAM based learning into their classroom instruction	-Ensure that the STEAM philosophy is implemented across all curricula	* Joey Savoy and other Subject Coordinators	- Math manipulatives and tools	2017 – 2020	Joey Savoy	- Engagement (Our Schools/TTFM Surveys) - ASD-N Survey (TBD)

District Area of Focus 3: Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture (Objective 6 of N.B.'s 10-Year Education Plan)

District Team Area of Focus 3: Work towards achieving the three objectives of the First Nation Education Services and Programs Agreement; closing the achievement gap of First Nation students, increase awareness of First Nation culture, history and perspectives, and collaborate with communities

Justification: ASD-N has the largest population of Mi'kmaq students in the province and partners with nine First Nation communities. As part of reconciliation, we must work to ensure First Nation students and their families see themselves as represented appropriately in our curriculum, activities and facilities. ASD-N is committed to working toward these goals in response to the Truth and Reconciliation Commission's Call to Action.

Smart Goals & PLOP	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
<p>Increase professional learning activities for all educators. Only 7.8% of educators in N.B. have received training in First Nation history, culture, traditions and perspectives</p> <p>(PLOP taken from Objective 6 in N.B.'s 10-Year Education Plan)</p>	<p>-Support school –based and district staff organized professional learning on First Nation education, history, culture contributions and Treaty Education. Included in this are the impacts of intergenerational trauma and Residential School history and impact.</p> <p>-District wide professional learning on historical context and perspectives</p> <p>-To promote the articles from the United Nation Declaration Rights of Indigenous Peoples relating to education</p> <p>-Facilitate and support book study opportunities relating to above topics</p>	<p>First Nation Subject Coordinator and First Nation leads</p>	<p>-Kairos Blanket Exercise</p> <p>-Culturally Responsive Teaching and The Brain</p> <p>-Various resources focused on trauma</p> <p>-Orange Shirt Day Celebrations and Activities</p>	<p>2017-2020</p>	<p>Matthew Swezey</p>	<p>-Certificate to acknowledge that schools have grown in First Nation cultural proficiency through the completion of the Kairos Blanket Exercise</p> <p>-Percentage of school participation in Orange Shirt Day</p> <p>-Book study on Culturally Responsive Teaching and The Brain with staff</p> <p>-Professional learning sessions at school, district and provincial-based learning days</p> <p>-Request for resources and support in school and classroom environment</p>

<p>To ensure strong transitions to school</p>	<ul style="list-style-type: none"> -Establish and participate in NEAT committees in all schools -Strengthen conditions to allow transitions to occur successfully through networking, team building with staff, schools and communities 	<p>First Nation Education Team, Cultural Transition Coordinators and school-based staff</p>	<ul style="list-style-type: none"> -Perception Surveys -Annual transition meetings -Student focus groups -NEAT Committees 	<p>2017-2020</p>	<p>Matthew Sweezey</p>	<ul style="list-style-type: none"> -Ongoing participation in NEAT meetings -Ongoing communication between First Nation communities and all stakeholders -Perception Surveys
<p>To ensure and promote implementation of culturally responsive curriculum</p>	<ul style="list-style-type: none"> -Co-teach and model lessons using relevant materials to support First Nation history and culture -Implementation of provincial curriculum materials and documents -Purchase of culturally and historically relevant materials for schools and classrooms -3-D printer project on First Nation artifacts -Support implementation of Mi'kmaq Language Curriculum in high schools both on-line and F2F 	<p>First Nation Education Team</p>	<ul style="list-style-type: none"> -EECD resources: <ul style="list-style-type: none"> *K-12 First Nation Literacy Lessons *K-8 First Nation Art Lessons *K-8 First Nation Music lessons -Teaching About the Mi'kmaq resource -100 Years of Loss EDU Kit -Class sets of Indian Residential School themed books from grades 4-9 -Indigenous themed book for K-12 -Culturally Responsive Teaching and the Brain 	<p>2017-2020</p>	<p>Matthew Sweezey</p>	<ul style="list-style-type: none"> -Student enrolment in Mi'kmaq language courses -Ongoing co-teaching and co-planning opportunities with K-12 literacy lessons for teachers -Professional learning sessions with all grade 6-12 teachers -Professional learning sessions at school, district and provincial-based learning days -Professional learning support upon request for First Nation Community Schools

			-Annotated video resource list			
<p>To collaborate and engage with First Nation communities and beyond</p>	<ul style="list-style-type: none"> -Active participation in NEAT meetings -Orange Shirt Day Participation -Support of enhancement employees in collection and analysis of data -Participate in the organization and execution of traditional First Nation activities (sweat lodge, dream catcher, drumming, beading, etc.) -Development of district web page highlighting First Nation initiatives -Celebration of successes or enhancement and First Nation education staff -Collaborate with fellow Subject Area Coordinators and Leads to promote First Nation activities and initiatives and provide a First Nation lens on other district initiatives -Continue to share resources and include First Nation community operated schools in professional learning opportunities 	<p>First Nation Education Team</p>		<p>2017-2020</p>	<p>Matthew Sweezey</p>	<ul style="list-style-type: none"> -Increased formation of and participation in NEAT committees -Ongoing maintenance and updates to ASD-N's First Nation web page -Organization of and support for stakeholder group initiatives like Mawiomi's, First Nation "We Day", Treaty Day celebrations and school feasts -Mi'kmaq language and cultural representation visible in all schools -Professional learning support upon request for First Nation Community Schools

District Area of Focus 4: Ensure all learners develop the knowledge, skills and behaviors to continually adapt to, and thrive in, their environment.
District Team Area of Focus – Collaboratively build capacity of school-based ESS staff, teachers and school administrators to develop best practices for Response to Intervention strategies (social, emotional, behavioral and academic)
Justification: New Brunswick Wellness Survey results continue to show low results for students in ASD-N in the areas of engagement and self-regulation.

Smart Goals & PLOP	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
<p>DESS will partner with targeted schools to build capacity by developing a framework to respond to behavioural, academic and social-emotional needs to students, and build mental fitness strategies to promote resiliency in students.</p>	<p>-Meet with principal to develop common plans for Comprehensive Guidance Programming and to support PLEP initiatives in their schools.</p>	<p>ESS Director ESS PLEP Coordinator Director of Schools</p>	<p>Guidance leads School Guidance staff District Template</p>	<p>Ongoing</p>	<p>Lynn Orser</p>	<p>-A template for Common Comprehensive Guidance Programs (complete) Schools will develop an action plan for programming priorities -Training needs for guidance staff to be identified and work plan for in-school coaching and 3-4 training days to be created for 2017-18 school year</p>
	<p>-Create a best practices reference document to support school-based best practices as it relates to building more effective Response to Intervention for the PLP areas of retention, transition, tracking, Positive Behavior Supports and Intervention Strategies and Attendance</p>	<p>Lynn Orser</p>	<p>ESS/PLEP Coordinators</p>	<p>Ongoing</p>	<p>Lynn Orser</p>	<p>PLEP – Retention and transition documents complete</p>

	Work collaboratively with school principals to develop their priorities as it relates to most efficient time management and training needs of EST-Resource	Lynn Orser	Principals ESS Coordinators Leads	Ongoing	Angela Howe and Janice Hache	-Time survey review to be completed by all principals and EST-R teachers. -ESS work plan for each school established in collaboration with ESS Coordinators, Leads, school principals and School EST-R teachers -Identification of training needs for EST-R staff in assessment, co-teaching, PLP development (outline of 4-5 days of training)
	-Support selected ESS Teams with the implementation of school-wide PBIS strategy to support their Behavioral Pyramid of Interventions (full-day training and ongoing mentoring)	ESS PLEP Coordinator	Guidance leads Diversity and Respect leads PBIS PowerPoint Behavior Tool Kit	Ongoing	Darren Oakes	-Seven schools to be trained in 2016-17 – Rexton Elementary, Jacquet River, SLMS,EWG, Max Aitken, LBS, LER Sixteen schools to be trained in 2017-18 -All schools given access to the March 2017 Pan-Canadian Joint Consortium Mental Health Tool Kit
	-Train and support the development and progress monitoring of EECD Behavior Plan Template with schools	ESS Director ESS Coordinators	Diversity and Respect Leads District ESS School Liaison EECD Behavioral Plan Template	Ongoing	Lynn Orser	-Training complete -Ongoing monitoring of individual plans -Data available on plan created and plans transitioned to new template

	-Develop an awareness and understanding of the effects of development trauma/anxiety by production of an awareness document	ESS Director ESS Coordinators	District Psychologists Respect and Diversity Leads PLEP leads Teaching and coaching materials: Treating Traumatic Stress in Children and Adolescents How to Foster Resilience through Attachment, Self-Regulation and Competency Multimedia Series 1 and 2 of Child Trauma Academy	Ongoing	Lynn Orser	-Resource (2 PowerPoints) developed by C and Y team used in schools -Book study and training of all ESS teams and staff to begin in all ASD-N elementary schools
	-Model and coach select school-based staff on self-regulation, mindfulness, Mind Up Curriculum Intervention programs to reduce student anxiety and behavior	ESS Director ESS Coordinators	Guidance leads Diversity and Respect leads	Ongoing	Darren Oakes	
	-Train and support implementation of Restorative Practices strategy to develop positive behavior skills and conflict resolution skills with staff and students	ESS Director ESS Coordinators	Guidance leads Diversity and Respect leads School EST-G teachers Trainers	Ongoing	Lynn Orser	-Initial training February 2017 (all guidance staff, DESS PLEP/ESS leads) -Training in October 2017 for principals, vice principals as well as additional guidance staff

	-Provide mental fitness awareness by implementing the CAR curriculum in a cross curricular method in K-gr. 9 programs, reviewing PLEP for each school to support alignment of school plans with CAR goals and train all principals, EAs, SIWs, ESS resource and guidance teachers with Changing minds.	ESS Director ESS PLEP Coordinator	CAR Curriculum Guidance leads EST-G staff PLEP and ESS Coordinators Director of School ESS Director	Ongoing	Darren Oakes and Lynn Orser	-Training for ESS trainers before March 2017 -Training for EST-G and EST-R teachers on the newest on-line edition of the Pan Canadian Joint Consortium Toolkit for School Health -Partnering with DHAC sub-committee for school support and training Posters designed and ready to give to principals in August Changing Minds training complete for ESS staff, EAs and SIWs by March 2017
	-Partner with schools to bring awareness and understanding as it relates to LGBTQ population	ESS PLEP Coordinator	Diversity and Respect leads Guidance leads	Ongoing	Darren Oakes	Professional learning to all school staff to help support LGBTQ community Mentoring to school staff in terms of resources – human and literature based for all schools Four schools operating GSA in ASD-N (benchmark data)
	-Train two trainers for ASSIST	PLEP Coordinator	Jennifer Grass and Debbie Walls	April 2017	Lynn Orser	The use of one or two CI days for 2017-18 school year
	-Update two VTRS Train the Trainers	ESS Director	Darren Oakes and Connie Daley	TBA	Lynn Orser	

	-NVCII updated training for paraprofessional staff	ESS and PLEO Coordinators		TBA	Lynn Orser	
	-Develop POI to clarify the interventions provided by each of the District ESS, Child and Youth and School ESS Teams	PLEP Staff ESS Coordinators Director of ESS C and Y Coordinators		August 2017	Lynn Orser	