

ASD-S Improvement Plan Status Report – 2019

Mission:			Vision:		
The mission of ASD-S is to improve achievement by engaging children and youth and working in collaboration with families, staff and communities to provide safe and inclusive learning and working environments.			“Shaping a Positive Future for Every Child/Youth”		
Our Beliefs:					
We believe in a safe and inclusive learning and working environment.	We believe all children/youth can learn and all schools can improve.	We believe in the importance of mental, physical, social/emotional health.	We believe in family and community involvement in schools.	We believe in on going professional learning for all staff.	We believe children/youth must be engaged in diverse, relevant and contemporary learning experiences.
Ends Policy 3					
To increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.					
<i>(Links to objectives 3, 4, 5, 8 and 9 of the 10 Year Plan)</i>					

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Ends Policy 3

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(Links to objectives 3, 4, 5, 8 and 9 of the 10 Year Plan)

3.1 Goal: To implement the New Brunswick Global Competencies in all ASD-S schools.

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> ▪ Develop and implement a professional learning plan for all educators in the New Brunswick Global Competencies. <ul style="list-style-type: none"> ○ Seek and provide professional learning for district leaders about the New Brunswick Global Competencies ○ Provide professional learning for school and early childhood leaders about the implementation of New Brunswick Global Competencies. ○ Create a document to align the goals of the New Brunswick Curriculum Framework – English (NBCF-E) with the NB Global Competencies ○ Work with school leaders to provide PLCs with professional learning about the implementation of New Brunswick Global Competencies in the classroom ○ Support schools’ efforts to become proficient at implementing the New Brunswick Global Competencies in the classroom 	<p>All Subject and ESS Coordinators, Coaches and Leads have received professional learning on Global Competencies.</p> <p>Subject Coordinator collaboration on budgeting for cross curricular training on Global Competencies</p> <p>70 teacher leaders identified to support Global Competency implementation in all ASD-S schools</p> <p>Professional Learning Plan established and Day 1 implemented in each Education Center with 70 teacher leaders. (Phase 1)</p> <p>Coordinators (ESS and Subject) and Directors attended Provincial GC Think Tank December 2018</p>	<p>Day 2 PLC Professional Learning Day planned and dates set for 70 teacher leaders (Phase 2)</p> <p>Embedding evidence of Global Competency learning in all subject areas: Innovation, FSL Acadian Heritage, P.E., Music, and Soc. Studies, First Nations learning grants.</p> <p>UNESCO Schools. HHS (member), St.Macs (candidate), St. Stephen Middle (candidate), SJHS (candidate). Three others in application process. Loch Lomond, Lakefield Elementary, and Forest Hills. Using global competencies to enhance teaching.</p> <p>Subject Coordinator (Mark Perry) presentations on global competencies: 26 Staff meetings, 1 cluster meeting with 5 principals, 2 Core Leadership teams.</p> <p>A working group has been formed to create a document that aligns the goals of the NBCF-E with the NB Global Competencies.</p>	<p>In Progress – Ahead Schedule</p>

3.2 Goal: To Increase engagement of children and youth through the promotion of innovative teaching strategies

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> ▪ Develop and implement a professional learning plan around the “Competence, Autonomy, Relevance and Relatedness” (CARR) model for teachers. <ul style="list-style-type: none"> ○ Deliver to administrators ○ Administrators deliver to teachers ○ Follow-up with administration and provide support with next step ○ Support schools with embedding the tenets of the CARR model through personalized learning. 	<p>CARR Model training delivered to all Principals and Vice Principals</p> <p>Professional Learning plan provided to all Ps for introduction of CARR including a CARR self assessment tool for staff.</p> <p>Subject Coordinator book study of “Engagement by Design” completed.</p>	<p>EECD Consultant (Jason Reath) to work with Global Competency teacher leaders on CARR model in upcoming Professional learning day. (Phase 2)</p> <p>Follow-up with principals to determine the implementation at school level.</p> <p>Fundy Middle and High Green Belt project with Subject Coordinator (Darren White) on student engagement.</p>	<p>In Progress – On Schedule</p>
<ul style="list-style-type: none"> ▪ Make available to teachers an “Innovative Teaching Grant.” <ul style="list-style-type: none"> ○ Plan for allocation funding for innovative teaching initiatives in schools. 	<p>Innovation and Engagement Lead Teacher hired</p> <p>Innovation Grant Application process developed and communicated to all schools.</p> <p>Engagement and Innovation PL and support to teachers provided by Innovation and Engagement Lead Teacher.</p> <p>31 Innovative Teaching grants approved amounting to over 40,000.00</p>	<p>Collaboration with Subject Coordinators on FSL Innovation Learning Grants.</p> <p>Maker Spaces in 8 schools and under development in 5 schools. Also 5 Maker Spaces in community sites.</p> <p>Discussions planned with SRHS and SSHS principals about IDEA center expansion to Sussex and St. Stephen.</p>	<p>In Progress – On Schedule</p>

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	<p>Hired IDEA Center teacher (.5 fte)</p> <p>IDEA (Innovation, Design, Entrepreneurship, Action) Centre established in Saint John (Students attending from 5 SJ High Schools and RHS)</p>	<p>High School Assessment Professional Learning focused on formative assessment and student self-assessment to increase student engagement.</p> <p>Eight high schools have received ongoing PL for two years (cohort of 22 teachers). December '18 Grade 9 teachers (26) received PL on formative assessment tool for teachers and best practices in student assessment.</p>	
<ul style="list-style-type: none"> ▪ Provide access to learning opportunities through the District Community Centres of Excellence at the demonstration sites for Early Childhood Educators 	<p>Demonstration site selection committee has been established.</p> <p>Demonstration site application process has been developed.</p>	<p>Expression of interests to be sent out in winter 2019. Selection and implementation by Spring 2019</p>	<p>In Progress – Behind Schedule</p>