

## ASD-S Improvement Plan Status Report – 2019

**Mission:**

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.

**Vision:**

“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 2**

To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in and application of the arts, trades and technology.

*(Links to objectives 2, 3, 4, 5 and 8 of the 10 Year Plan)*

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Ends Policy 2

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### 2.1 Goal: To build capacity within school communities with balanced assessment across all curricula

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> <li>▪ Create and implement a process improvement plan to measure and improve the consistency of assessing/reporting practices in ASD-S schools.                             <ul style="list-style-type: none"> <li>○ Implement the plan</li> <li>○ Analyze school based data</li> <li>○ Respond appropriately to ensure consistency and growth</li> <li>○ Support schools' efforts to educate all stakeholders (children/youth, parent/guardians, staff) about quality assessment and reporting practices</li> </ul> </li> </ul>	<p>Eight High Schools (St.Macs, HarbourView, St.Stephen, Belleisle Regional, Fundy Middle and High School, Kennebecasis Valley, Sussex Regional &amp; Rothesay) were part of an Assessment pilot group which involved Professional Learning, school-based release time for assessment projects (2017-2018).</p> <p>All High Schools took part in supper seminar series in September/October with Myron Dueck (Canadian Assessment Researcher and Author) videos on Grading Smarter not Harder.</p> <p>All High School Administrators and teachers have attended provincial Assessment Conferences in Nov. 2017, April 2018, Oct. 2018.</p> <p>All High School administrators have received feedback on Assessment and Reporting practices from Power School Lead and Assessment Coordinators. Red, Yellow, Green categories were defined and shared. Follow up conversations with admin teams have begun.</p> <p>All Middle Level English Language Arts teachers have been trained in the Burns and Roe Informal Reading Assessment Screener.</p> <p>Piloted new ASD-S Grade 6 Math benchmark response format.</p> <p>Middle and high school coaches and teachers met with EECD staff to develop prototype Grade 6 and 9 assessment questions for teachers to use in preparation for provincial assessments. (February 27<sup>th</sup>)</p> <p>All Grades K-3 teachers have collected and submitted Literacy and Numeracy assessment data for first assessment period (December 14<sup>th</sup>) for PDU.</p> <p>All High Schools (except GMCS) are on the Power School Parent portal for grades and attendance.</p>	<p>K-8 Schools have been receiving report card data summaries to provide feedback on school and district grading practices (Term1, Term2 2017-18, Term1, Term2 2018-19 to be released in April)</p> <p>Four High Schools were identified to be part of a 2018-2019 provincial Grade 9 pilot on formative assessment (St. Macs, St. Stephen, Kennebecasis Valley &amp; Sir James Dunn Academy). Invited three others (Saint John, Simonds &amp; Hampton) to take part in professional learning and school-based release time for assessment projects.</p> <p>Formative assessment self-reflection data will be collected from Grade 9 pilot school teachers ( St.Macs, St. Stephen, Kennebecasis &amp; Sir James Dunn Academy) in June 2019.</p> <p>Currently collecting Grade 9 English Language Arts report card data and preparing to compare with ELPA data for analysis and comparison.</p> <p>New ASD-S Grade 6 Benchmark format to be used for all middle schools (March 25<sup>th</sup>-April 4<sup>th</sup>)</p> <p>Working group of High School English teachers has formed and are in the process of working on a document to outline the expected measurable skills to be assessed for each outcome at that 9-12 level.</p> <p>Exploring the use of Office 365 to serve as a Learning Management System (LMS) for teachers, students and parents to share and give online feedback on assessments (beyond grades). Meeting to discuss ASD-S LMS needs with EECD and Assessment team scheduled for March 15<sup>th</sup>.</p>	<p>In Progress – On Schedule</p>

### 2.2 Goal: To have high functioning Professional Learning Communities at the district and in all schools / early learning centers.

Strategies	Results and Outcome Achieved	In Progress	Overall Health
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<ul style="list-style-type: none"> <li>▪ Create and implement a process improvement plan to measure the overall functioning of professional learning communities in schools.             <ul style="list-style-type: none"> <li>○ Implement the PLC survey tool in ASD-S schools (district, administrators, school level)</li> <li>○ Analyze the PLC survey tool data</li> <li>○ Respond to the PLC survey data to develop/adjust PLC based School Improvement Plan goals and provide support to help schools meet the goals</li> <li>○ Work directly with school leaders to support the implementation of the Plan, Do, Check, Act framework in Professional Learning Communities</li> <li>○ Develop and implement an ASD-S ‘PLC Meeting Template’</li> </ul> </li> </ul>	<p>Subject Coordinators, Director of Curriculum and Instruction and Alignment Champion have created a plan to develop high functioning PLCs in all schools of ASD-S.</p> <p>K-3 Literacy and Numeracy team implemented a request for service process to encourage</p> <p>PLC measurement tool was developed by the Subject Coordinator team to measure PLC functioning at school level. Revisions were made based on administrator feedback.</p> <p>Seven schools (Admin and teacher) were identified as a Guiding team to pilot the PLC improvement process (Bayside Middle, Hampton Elementary, Fairvale Elementary, Fundy Middle and High School, Quispamsis Middle, Saint John High School and St. Rose) with assigned Coordinator teams to support improvement goals.</p> <p>Each of the pilot schools has received a PLC Tool Kit of resources to support PLC professional development.</p> <p>Guiding Team met on February 5<sup>th</sup> to co-construct mission, vision and norms for our project and to identify essential characteristics of PLCs for a look-for document.</p>	<p>Coordinators completed initial school visits to all 7 schools to discuss timeline for first data collection using the PLC measurement tool and progress to date.</p> <p>Second Professional Learning day planned for March 21<sup>st</sup> to develop the look-for document and to analyze the first round of measurement tool data.</p> <p>Ongoing support for PLC goals in pilot schools from Coordinator teams planned for April-June.</p>	<p>In Progress – Ahead Schedule</p>
<ul style="list-style-type: none"> <li>• Establish a District Centres of Excellence in Preschool Education for educators in ASD-S</li> </ul>	<p>A provincial application process has been established. A district selection committee has been formed.</p>	<p>At least one Centre of Excellence in Preschool Education will be established by Spring of 2019.</p>	<p>In Progress – Behind Schedule</p>
<ul style="list-style-type: none"> <li>▪ Implement a Communities of Practice in all designated Early Learning Centers to improve educator practice for enhanced learning experiences. Communities of Practice are a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.<sup>[1]</sup> By attending a Community of Practice, directors, educators and staff will establish a welcoming, safe environment to share, discuss, and reflect on their day-to-day experiences. Together, participants will identify best practices, share curriculum-based ideas and broaden their pedagogical understanding of early learning and child care. <a href="http://wenger-trayner.com/introduction-to-communities-of-practice/">http://wenger-trayner.com/introduction-to-communities-of-practice/</a></li> </ul>	<p>Communities of Practice have been established involving 32 early learning centres. 114 educators/operators have come together to discuss and reflect on infant care and development.</p> <p>2 Communities of Practices session in March 2019 to follow on the Reflective Practice Institute held in February 2019.</p> <p>Initial meeting with afterschool educators to establish communities of practice concept to help support and guide best practices</p>	<p>The next set of Communities of Practice for infant educators will involve a book study (Loose Parts for Infants and Toddlers) and for after school educators (Loose Parts).</p> <p>Continued to expand to all designated early learning centers once the District Centres of Excellence are established.</p>	<p>In Progress – On Schedule</p>