

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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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"> ▪ 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"> ○ Implement the plan ○ Analyze school based data ○ Respond appropriately to ensure consistency and growth ○ Support schools' efforts to educate all stakeholders (children/youth, parent/guardians, staff) about quality assessment and reporting practices 	<ul style="list-style-type: none"> • Developed Assessment Look-Fors with all Grade 9 teachers. • Survey of formative assessment practices submitted to EECD. Highest participation in N.B. Results indicate teachers want to improve their assessment practices. • K-3 teachers using formative assessment data in conjunction with the teaching process map. (student and teacher growth). • Encouraging teachers to share formative assessment data in their PLCs. • High School Assessment Conference (Myron Dueck) Fall 2019. • High School Assessment Grants offered to 7 schools 	<ul style="list-style-type: none"> • K-5 teachers using formative assessment data in conjunction with the teaching process map. (student and teacher growth). • Encouraging teachers to share formative assessment data in their PLCs. • High School Assessment Grants offered to 7 schools 	<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
<ul style="list-style-type: none"> ▪ Create and implement a process improvement plan to measure the overall functioning of professional learning communities in schools. <ul style="list-style-type: none"> ○ Implement the PLC survey tool in ASD-S schools (district, administrators, school level) ○ Analyze the PLC survey tool data ○ Respond to the PLC survey data to develop/adjust PLC based School Improvement Plan goals and provide support to help schools meet the goals ○ Work directly with school leaders to support the implementation of the Plan, Do, Check, Act framework in Professional Learning Communities ○ Develop and implement an ASD-S 'PLC Meeting Template' 	<ul style="list-style-type: none"> • PLC Guiding Team document co-constructed with school teams completed in June. • Measuring PLC effectiveness in three areas: <ul style="list-style-type: none"> ○ Observations (Look-Fors) ○ Products (self reflection survey) ○ Conversation (Core Leadership Analysis) • In the 2018-2019 school year we introduced a Request for Service model at K-3 to encourage PLCs to identify collaborative goals and incorporate best practices in teaching and learning. • Curriculum Team piloted PLAN DO CHECK ACT (daily management system) to support the literacy and numeracy goals of the PDU. • 6 pilot PLAN DO CHECK ACT projects were establish in ASD-S (3 Curriculum and 3 ESS) 	<ul style="list-style-type: none"> • Curriculum Team is supporting 7 schools in their implementation of the components of effective PLCs using the documents that have been developed. • Based on positive feedback we moved forward with implementation of Request for Service model in all schools with both Curriculum and ESS services. • Established a goal of 80% of service being driven through this model. • Now introducing PLAN DO CHECK ACT with 7 district teams to support the request of service goal. • 12 Schools are currently involved with PLAN DO CHECK ACT with school-based ESST Teams. 	<p>In Progress – On Schedule</p>

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> ▪ Implement a Communities of Practice in all designated Early Learning Center to improve educator practice for enhanced learning experiences. 	<ul style="list-style-type: none"> • Communities of Practice: 5 sessions completed with 30 centres, including 96 educators on Infant and Toddler Educators (up to 10 Professional Learning Hours offered to each participant, in total) • Communities of Practice: 4 sessions completed with 16 centres, including 23 educators on Reflective Practices (up to 36 Professional Learning Hours offered to each participant, in total) 	<ul style="list-style-type: none"> • Each month from November 2019-March 2020 (in 2 Education Centres – St Stephen and Hampton) Community of Practice session completed with 12 centres, including 19 educators on a variety of topics for Preschool Educators (up to 10 Professional Learning Hours offered to each participant, in total) • Two part Communities of practice sessions (in 3 Ed Centres) planned with 50 centres, including 100 educators on Documentation of children's learning (up to 10 Professional Learning Hours offered to each participant, in total) 	<p>Select Status</p> <p style="margin-top: 20px;">In Progress – On Schedule</p>

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		<ul style="list-style-type: none">• Each month from November 2019-March 2020 (in 2 Ed Centres) Book Study: <u>Really Seeing Children</u>, with 10 centres, including 27 educators (up to 10 Professional Learning Hours offered to each participant, in total)• New online platform called SLACK – providing a space to reflect and share which is monitored by EECD staff to support an online community of practice.	
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