DRAFT - Date: October 8, 2021

ASD-S District Improvement Plan

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 Polices

Ends Policy 1

Provide a safe, healthy, and welcoming educational environment for learners, staff, families, and partners.

Goal 1.1

Ensure all learners benefit from a positive learning and working environment that promotes health and safety.

Strategy 1.1.1

Support schools to ensure that current health and safety practices limit the potential spread of COVID-19.

Goal 1.2

Maximize the engagement of families and the community through effective communication and outreach.

Strategy 1.2.1

Provide families, learners, and staff relevant, timely information regarding the Healthy and Safe Schools Guidelines, COVID-19, and Outbreak Management.

Strategy 1.2.2

Explore new ways to engage families and partners through year two of the pandemic.

Ends Policy 2

Improve student engagement and achievement by embedding research based best practices in a variety of learning environments.

Goal 2.1

Enhance best practices in instruction and assessment both in person and virtually.

Strategy 2.1.1

Model and support the embedment of Plan, Do, Check, Act methodology in district professional learning and classroom practice.

Strategy 2.1.2

Model and support the embedment of meaningful feedback in district, school, and classroom practice.

Goal 2.2

Ensure effective instruction in non-traditional learning environments.

Strategy 2.2.1

Support schools to develop cross-curricular and exploratory learning experiences that encourage learning outdoors.

Strategy 2.2.2

Build teacher capacity to engage learners through technology.

Goal 2.3

Bring awareness to district educational staff about Early Childhood through engagement with the NB Curriculum Framework to ensure a collaborative effort towards a seamless transition for children birth to grade 12.

Strategy 2.3.1

Bring awareness to K-5 school leaders about Early Childhood through engagement with the NB Curriculum Framework to ensure a collaborative effort toward a shared vision.

Strategy 2.3.2

Promote the development of common language, while sharing early learning and childcare pedagogy, and creating sustainable relationships between schools and ELCC's through the implementation of the ASD-S Bridging program.

Ends Policy 3

Engage system's leaders in improving mental health and resiliency for both learners and staff through proactive strategies such as Positive Education and Social Emotional learning.

Goal 3.1

Improve mental health and resilience for both learners and staff through proactive strategies.

Strategy 3.1.1

Support adoption of PBIS in identified schools.

Strategy 3.1.2

Support adoption of Restorative Practices in identified schools.

Strategy 3.1.3

Provide direct support to coordinators and coaches to increase integration of Social Emotional learning into curricular outcomes.

Strategy 3.1.4

Provide direct support to teachers to implement Positive Education and Social Emotional Learning into their classroom practices, specifically at the middle school level.

Strategy 3.1.5

Continue to implement the Positive Mental Health Framework with school and district leaders using the Mental Fitness Resiliency Inventory.

Ends Policy 4

Ensure all members of the school and district community are welcomed, respected, accepted and supported.

Goal 4.1

Develop a strategic plan to promote diversity and anti-racism and to address heterosexism and discrimination by creating affirming cultures.

Strategy 4.1.1

Consult with the ASD-S anti-racism and LGBTQ2+ advisory committees to implement a strategic plan promoting diversity.

Strategy 4.1.2

Support curriculum and increase resources that reflect diversity and anti-racism.

Strategy 4.1.3

Ensure equity of instruction for vulnerable, culturally, and/or linguistically diverse students.

Strategy 4.1.4

Build capacity in early childhood educators by bringing awareness to anti-racism/anti-bias education through communities of practice and by providing resources that support all forms of diversity.