

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**
To provide positive, safe, healthy and inclusive learning and working environments for children, youth, and staff.
- 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.
- 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.
- Ends Policy 4**
To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and District wide initiatives that promote mental fitness.
- Ends Policy 5**
To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.
- Ends Policy 6**
To coordinate and maximize access to resources to support children, youth & families.
- Ends Policy 7**
To promote the value of education through effective partnerships and positive pro-active communication.

Goal
To improve the quality of the positive learning and working environment.
Strategies:

- Expand "Positive Behaviour Intervention and Supports" (PBIS) in 6 schools annually and restorative practices training in 3 schools annually
- Enhance capacities of school based "Education Student Support Teams" (ESST),
- Improve the quality of alternative education programs

Goal
To increase capacity in schools / early learning centers by providing current information on topics such as nutrition, physical activity, school safety and current health topics.

Goal
To increase the number of international students and provide appropriate support for the integration and retention of all newcomer and international students.
Strategies:

- Develop and implement a plan with "Atlantic Education International" (AEI) to increase International Student enrollment in schools.
- Implement the Welcoming Schools Initiative.
- Support all teachers and schools that are involved with the "English Additional Language" (EAL) students.

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

- Create and implement a process improvement plan to measure the consistency of assessing and reporting practices in schools.

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

- Create and implement a process improvement plan to measure the overall functioning for professional learning communities in schools.
- Establish a Centre of Excellence in Preschool Education for educators in ASD-S
- Implement a Communities of Practice in all designated Early Learning Center to improve educator practice for enhanced learning experiences.

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

- Develop and implement a professional learning plan for all educators in the New Brunswick Global Competencies.

Goal
To increase engagement of children and youth through the promotion of innovative teaching strategies
Strategies:

- Develop and implement a professional learning plan around the "Competence, Autonomy, Relevance and Relatedness" (CARR) model for teachers.
- Make available to teachers an "Innovative Teaching Grant."
- Provide access to virtual learning opportunities in early learning centers of excellence and demonstration sites for Early Childhood staff.

Goal
To provide opportunities for staff to learn about mental health issues.
Strategies:

- Provide professional learning for guidance staff to meet recommendations of "Education and Early Childhood Department" (EECD).
- Train guidance leads to function as "Clinical Supervisors" to guidance counsellors.
- Expand "Mental Health First Aid" (MHFA) training to school based staff.

Goal
To support school and district initiatives that promote resilience.
Strategies:

- Expand district sponsored initiatives both nationally recognized and district developed.
- Promote positive education strategies / celebrate.

Goal
To reduce inadvertent heterosexism.
Strategies:

- Provide professional learning for teaching and non-teaching staff on the topics of heterosexism, transgender students, and associated administrative concerns.
- Specific training for guidance staff.

Goal
To increase capacity of schools to promote affirming cultures.
Strategies:

- Build capacity of "Gay-Straight Alliance's" (GSA).
- Increase diversity of curriculum resources with regards to "Lesbian - Gay - Bisexual - Trans, Queer and Questioning - Plus" (LGBTQ+).

Goal
To develop a method to provide families with information on resources available and processes to access available supports for all ages.
Strategies:

- Develop a user-friendly site on the ASD-S website for District resources available for parents – including information on curriculum (e.g. literacy, numeracy, science, assessment, report cards), early childhood (e.g. programs, daycare), and education support services (e.g. tragic response, Integrated Services Delivery, Complex Case, LINK Program).
- Compile a list of community partner agencies that support children, youth and families.

Goal
To work with schools / early childhood facilities and PSSC's to identify effective ways to offer information sessions to support families.
Strategies:

- Encourage school communities (Principals and Parent School Support Committee's) to work together in hosting information sessions for families.

Goal
To develop a communication strategy that reaches beyond traditional media (e.g. web, twitter, and social media).
Strategies:

- Hire a qualified communication staff person.
- Examination of the website and its effectiveness.
- Ensure each change implemented has a intentional communication strategy.

Goal
To develop a learning focused strategy to publicly recognize and celebrate the work of early learning centres, schools, staff and partners.
Strategies:

- Promote and celebrate school and district success stories through acknowledgment of students, staff and partners by using de different district social media platforms and encouraging coverage by traditional media outlets.

Goal
To increase community partnerships and connections with outside agencies.
Strategies:

- Promote and define the role of the PALS and Community Schools initiative to school stakeholders.
- Expand the PALS and the Community Schools initiative in ASD-S