

Anglophone South School 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.

ASD-S District Improvement Plan

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 positive, safe, healthy, and inclusive learning and working environments for children, youth, and staff.

Ends Policy 2
Demonstrate continuous improvement by increasing engagement through innovative teaching and assessment practices, promoting mental fitness through social-emotional learning.

Ends Policy 3
Ensure all members of the school community are welcomed, respected, accepted and supported and to address heterosexism and discrimination.

Ends Policy 4
Maximize the engagement of families and the community through effective communication and outreach.

Goal 1.1
Ensure all students benefit from a positive learning and working environment that promotes health, safety, and outdoor physical activity.

Strategy 1.1.1
Support schools to ensure that current health and safety practices limit the potential spread of COVID-19.

Strategy 1.1.2
Ensure equity of instruction for vulnerable, culturally, and/or linguistically diverse students.

Strategy 1.1.3
Support schools to develop cross-curricular and exploratory learning experiences that encourage outdoor physical activity.

Goal 2.1
Explicitly embed best practices related to resiliency and social emotional learning with all ASD-S staff and students.

Strategy 2.1.1
Empower managerial and educational leaders to promote mental fitness with their staff.

Strategy 2.1.2
Support teachers to be intentional in embedding positive education in their instructional decisions to promote social emotional learning.

Goal 2.2
Support PLCs to embed global competencies and cross-curricular opportunities in instruction and assessment both live and virtually using Microsoft Teams.

Strategy 2.2.1
Build capacity in Coordinators, Coaches, Leads, and SPRs to promote best instructional and assessment practices in the areas of global competencies and cross-curricular instruction to support teacher PLCs live and virtually using Microsoft Teams.

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 district leaders about Early Childhood through engagement with the NB Curriculum Framework to ensure a collaborative effort toward a shared vision.

Goal 3.1
Develop a strategic plan to promote diversity and anti-racism and to address heterosexism and discrimination by creating affirming cultures.

Strategy 3.1.1
Create a committee of district and school leaders to build and implement, in consultation with community members, a strategic plan to promote diversity and address heterosexism and discrimination in ASD-S culture.

Strategy 3.1.2
Support curriculum and increase resources that reflect diversity and anti-racism.

Goal 4.1
Ensure all stakeholders have access to relevant information and resources pertinent to student success and wellbeing.

Strategy 4.1.1
Replace existing school and district websites with user-friendly sites that are consistent, easily maintained, and family/student focused.

Strategy 4.1.2
Provide families, students, and staff relevant, timely information regarding the Return to School plan, COVID-19, and Outbreak Management.

Goal 4.2
Maintain existing partnerships and engagement with outside organizations.

Strategy 4.2.1
Re-examine each outside partnership and adapt and update its programming to align with COVID-19 safety protocols.

Ends Policy 1

Provide positive, safe, healthy, and inclusive learning and working environments for children, youth, and staff.

Goals	Strategies	Outcomes	Accountable	Responsible
<p>Goal 1.1: Ensure all students benefit from a positive learning and working environment that promotes health, safety, and outdoor physical activity.</p>	<p>Strategy 1.1.1: Support schools to ensure that current health and safety practices limit the potential spread of COVID-19.</p>	<p>Desired Outcome 1.1.1a: ASD-S Staff will use approved safety practices in the schools of ASD-S.</p>	<p>John MacDonald</p>	<p>Clare Tooley</p> <p>Jamie Tait</p>
		<p>Outcome Measure: 1.1.1a.1: 100% of School Operational Plans are reviewed with facilities monthly.</p>		
		<p>Outcome Measure: 1.1.1a.2: 100% of EECD guidelines are followed by transportation staff.</p>		
	<p>Strategy 1.1.2: Ensure equity of instruction for vulnerable, culturally, and/or linguistically diverse students.</p>	<p>Desired Outcome 1.1.2a: Students will receive instructions that meet their linguistic needs.</p>	<p>Gary Hall</p>	<p>Lynn MacDonald</p>
		<p>Outcome Measure: 1.1.2a.1: 100% students will show growth on the CEFR language assessment.</p>		
		<p>Desired Outcome 1.1.2b: Ensure that students on home learning plans are learning in parallel to peers in schools.</p>	<p>Gary Hall & Peter Smith</p>	<p>Amy Marshall & Monique Hughes</p>
		<p>Outcome Measure: 1.1.2b.1: Audit a random sample of 20% of the home learning plan to ensure that parallel learning is occurring 100% of the time.</p>		
	<p>Strategy 1.1.3: Support schools to develop cross-curricular and exploratory learning experiences that encourage outdoor physical activity.</p>	<p>Desired Outcome 1.1.3a: District Educational Staff will have the capacity to support Teachers who are requesting strategies to incorporate outdoor physical activity into cross-curricular learning opportunities and exploratory learning experiences.</p>	<p>Gary Hall</p>	<p>Dan Vallis, Nicole MacNeill & Jennifer Keilty</p>
		<p>Outcome Measure: 1.1.3a.1: 100% of the District Educational Staff will have the capacity to embed strategies to incorporate outdoor physical activities into cross-curricular learning opportunities and exploratory learning experiences in their practices.</p>		
<p>Outcome Measure: 1.1.3a.2: 30% of Request for Support will reflect either outdoor physical activity and/or cross-curricular / exploratory learning experiences.</p>				

Ends Policy 2

Demonstrate continuous improvement by increasing engagement through innovative teaching and assessment practices, promoting mental fitness through social-emotional learning.

Goals	Strategies	Outcomes	Accountable	Responsible
<p>Goal 2.1: Explicitly embed best practices related to resiliency and social emotional learning with all ASD-S staff and students.</p>	<p>Strategy 2.1.1: Empower managerial and educational leaders to promote mental fitness with their staff.</p>	<p>Desired Outcome 2.1.1a: ASD-S School Admin Teams will have the knowledge to promote mental fitness with their staff.</p>	<p>Peter Smith, Allan Davis, Paul Smith, & Derek O'Brien</p>	<p>Jennifer Grant</p>
		<p>Outcome Measure: 2.1.1a1: 100% of Administrators will have awareness of how to promote mental fitness with their staff.</p>		
	<p>Strategy 2.1.2: Support Teachers to be intentional in embedding positive education in their instructional decisions to promote social emotional learning.</p>	<p>Desired Outcome 2.1.2a: Support Teachers to be intentional in embedding positive education in their instructional decisions to promote social emotional learning.</p>	<p>Gary Hall & Peter Smith</p>	<p>Jennifer Grant & Dan Vallis</p>
		<p>Outcome Measure: 2.1.2a1: 100% of the District Educational Staff will have the capacity to embed positive education to promote social emotional learning in their practices.</p>		
		<p>Outcome Measure: 2.1.2a2: 75% of Requests for Support will promote the embedding of positive education and social emotional learning.</p>		
	<p>Goal 2.2: Support PLCs to embed global competencies and cross-curricular opportunities in instruction and assessment both live and virtually using Microsoft Teams.</p> <p align="right"><i>Continued on next page...</i></p>	<p>Strategy 2.2.1: Build capacity in Coordinators, Coaches, Leads, and SPRs to promote best instructional and assessment practices in the areas of global competencies and cross-curricular instruction to support Teacher PLCs live and virtually using Microsoft Teams.</p>	<p>Desired Outcome 2.2.1a: District Educational Staff will have the capacity to support requests for online learning and assessment with Microsoft Teams in their subject areas.</p>	<p>Gary Hall & Peter Smith</p>
<p>Outcome Measure: 2.2.1a1: 100% of the District Educational Staff will have the capacity to support online learning and assessment through Microsoft Teams in their practices.</p>				
<p>Outcome Measure: 2.2.1a2: 50% of Requests for Support will promote the embedding of Microsoft Teams.</p>				
<p>Desired Outcome 2.2.1b: District Educational Staff will have the capacity to support the embedding of global competencies in their subject area.</p>			<p>Gary Hall & Peter Smith</p>	<p>Laura Taylor</p>
<p>Outcome Measure: 2.2.1b1: 100% of the District Educational Staff will have the capacity to embed global competencies in their practices.</p>				
<p>Outcome Measure: 2.2.1b2: 50% of Requests for Support will promote the embedding of global competencies.</p>				

Ends Policy 2

Demonstrate continuous improvement by increasing engagement through innovative teaching and assessment practices, promoting mental fitness through social-emotional learning.

Goals	Strategies	Outcomes	Accountable	Responsible
<p><i>...Continued from the previous page</i></p> <p>Goal 2.2: Support PLCs to embed global competencies and cross-curricular opportunities in instruction and assessment both live and virtually using Microsoft Teams.</p>	<p>Strategy 2.2.1: Build capacity in Coordinators, Coaches, Leads, and SPRs to promote best instructional and assessment practices in the areas of global competencies and cross-curricular instruction to support Teacher PLCs live and virtually using Microsoft Teams.</p>	<p>Desired Outcome 2.2.1c: SPRs will be able to provide coaching support to Teachers with online learning and assessment with Microsoft Teams.</p> <p>Outcome Measure: 2.2.1c1: 100% of SPRs will have the capacity to support High School Teachers with Microsoft Teams.</p> <p>Outcome Measure: 2.2.1c2: 100% of SPRs will have the awareness of their coaching role as stated in the ASD-S Policy 363.</p>	<p align="center">Gary Hall</p>	<p align="center">Jillian Gary & Darren White</p>
<p>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.</p>	<p>Strategy 2.3.1: Bring awareness to district leaders about Early Childhood through engagement with the NB Curriculum Framework to ensure a collaborative effort toward a shared vision.</p>	<p>Desired Outcome 2.3.1a: The Senior Management Team and the Coordinator Team develop an awareness of the NB Curriculum Framework for Early Learning and Child Care and see the links within their roles and responsibilities.</p> <p>Outcome Measure: 2.3.1a1: 100% of the Senior Management Team and the Coordinator Team develop an awareness of the NB Curriculum Framework for Early Learning and Child Care and see the links within their practices.</p>	<p align="center">Lissa McNaughton Dickie</p>	<p align="center">Krystle Hanson, Lisa Riggs & Emily McLean</p>

Ends Policy 3

Ensure all members of the school community are welcomed, respected, accepted and supported and to address heterosexism and discrimination.

Goals	Strategies	Outcomes	Accountable	Responsible
<p>Goal 3.1: Develop a strategic plan to promote diversity and anti-racism and to address heterosexism and discrimination by creating affirming cultures.</p>	<p>Strategy 3.1.1: Create a committee of district and school leaders to build and implement, in consultation with community members, a strategic plan to promote diversity and address heterosexism and discrimination in ASD-S culture.</p>	<p>Desired Outcome 3.1.1a: An advisory committee will be created to ensure the diversity of voices of those facing heterosexism and discrimination will be heard and inform our district plans.</p>	<p align="center">Peter Smith</p>	<p align="center">Jennifer Grant</p>
		<p>Outcome Measure: 3.1.1a1: The advisory committee will be operational by June 2021.</p>		
		<p>Desired Outcome 3.1.2a: An advisory committee will be created to ensure a diversity of voices that reflects our larger community to inform our district anti-racism plans.</p>	<p align="center">Peter Smith</p>	<p align="center">Jennifer Grant</p>
		<p>Outcome Measure: 3.1.2a1: The advisory committee will be operational by June 2021.</p>		
	<p>Strategy 3.1.2: Support curriculum and increase resources that reflect diversity and anti-racism.</p>	<p>Desired Outcome 3.1.2b: District Educational Staff will have the skills and tools to make teachers aware of issues of diversity and anti-racism in a variety of curriculum areas.</p>	<p align="center">Peter Smith</p>	<p align="center">Amy Marshall & Jennifer Grant</p>
		<p>Outcome Measure: 3.1.2b1: 100% of the District Educational Staff will have the capacity to embed diversity and anti-racism in their practices within their subject area.</p>		
		<p>Outcome Measure: 3.1.2b2: 5% of Requests for Support will promote the embedding of diversity and anti-racism.</p>		
	<p>Outcome Measure: 3.1.2c1: 100% of Administrators will be aware of diversity and anti-racism in their schools.</p>	<p align="center">Allan Davis, Derek O'Brien, Paul Smith, Peter Smith & Gary Hall</p>	<p align="center">Amy Marshall & Jennifer Grant</p>	
<p>Outcome Measure: 3.1.2c1: 100% of Administrators will be aware of diversity and anti-racism in their schools.</p>				

Ends Policy 4

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

Goals	Strategies	Outcomes	Accountable	Responsible
<p>Goal 4.1: Ensure all stakeholders have access to relevant information and resources pertinent to student success and wellbeing.</p>	<p>Strategy 4.1.1: Replace existing school and district websites with user-friendly sites that are consistent, easily maintained, and family/student focused.</p>	<p>Desired Outcome 4.1.1a: 50% of all school websites will be live by June 2021.</p>	<p>Zoe Watson</p>	<p>Jessica Hanlon & Ray Simpson</p>
		<p>Outcome Measure: 4.1.1a1: 50% of all school websites will be live by June 2021.</p>		
	<p>Strategy 4.1.2: Provide families, students, and staff relevant, timely information regarding the Return to School plan, COVID-19, and Outbreak Management.</p>	<p>Desired Outcome 4.1.2a: Maintain a responsive ASD-S communication plan.</p>	<p>Zoe Watson</p>	<p>Jessica Hanlon</p>
		<p>Outcome Measure: 4.1.2a1: ASD-S will monitor and adjust district communications on an ongoing basis.</p>		
<p>Goal 4.2: Maintain existing partnerships and engagement with outside organizations.</p>	<p>Strategy 4.2.1: Re-examine each outside partnership and adapt and update its programming to align with COVID-19 safety protocols.</p>	<p>Desired Outcome 4.2.1a: ASD-S will maintain the 180 partnerships.</p>	<p>Zoe Watson</p>	<p>Erica Lane</p>
		<p>Desired Outcome Outcome Measure: 4.2.1a1: 100% of organization partnerships will remain active with ASD-S.</p>		