



ANGLOPHONE WEST SCHOOL DISTRICT

DISTRICT **I**MPROVEMENT **P**LAN
2017-2020



Department of Education and Early Childhood Development

Ten Year Education Plan: Everyone At Their Best

Objectives

1. Ensure all learners value diversity and have a strong sense of belonging
2. *Ensure all pre-school children develop the competencies they need to be successful in school and in life
3. *Improve literacy skills for all learners
4. *Improve numeracy skills for all learners
5. Improve learning in, and application of, the arts, science, trades and technology for all learners
6. Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture
7. Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment
8. Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences
9. Foster leadership, active citizenship and an entrepreneurial mindset

**Priority Delivery Unit Focus 2016-2018*

Anglophone West School District District Improvement Plan

The District Improvement Plan is a commitment to improve the academic and social growth of our youth. The priorities of the plan span a three year period and align with the provincial priorities. The plan is developed based on the results of student success and needs in our system and identifies the goals of focus for the year. The goals are established to guide the efforts of educators in achieving district priorities, set strategies and actions, and outline processes for monitoring, making adjustments and evaluation of the goals.

Mission

Excited. Involved. Prepared.

Vision Statement

All individuals engaged within our system are empowered to assist in building resilient, confident and contributing members of our communities.

Core Values

- | | | |
|----------------------------|-------------------------------------|--------------------------------|
| 1. Pursuit of Excellence | 2. Trust, Openness and Transparency | 3. Collaborative Relationships |
| 4. Support and Recognition | 5. Shared Leadership | 6. Engagement |

Priorities for 2017-2020 in the Service of Learning "Learner" refers to both adults and students

Priority 1: Enhance Engagement of All Learners

Priority 2: Focus on Formative Assessment Practices to Support Pedagogy and Learning

Priority 3: Build Collaborative Leadership Capacity

Message from the Interim Superintendent

The District Improvement Plan is our roadmap that guides us over the next three years as we set targets, determine actions and monitor change. As learners in this system, we have an important role to play. It is our responsibility to implement actions that positively impact the learning of our students and colleagues.

By concentrating our efforts in strengthening instructional practices, shared decision making and leadership opportunities, engagement of students and employees will increase.

Use this document as well as the Ten Year Education Plan as a guide to your School Improvement Plans. Revisit your goals and actions often to monitor growth.

Together, we can achieve results that will guide our students in becoming the resilient, confident and contributing members of our communities, fulfilling our ASD-W vision.

Catherine Blaney

ASD-W PRIORITY 1

2017-2018 Goal: Anglophone School District-West will strengthen teaching practices and learning environments to foster the engagement of all learners with a focus on increasing student voice.

“Student engagement is the extent to which students identify with and value schooling outcomes, have a sense of belonging to school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling, and make a serious personal investment in learning.” (2009, Willms, Friesen & Milton)

Engagement is a multi-dimensional construct including three components:

Behavioural – Students’ direct actions and participation in activities associated with the school and classroom learning.

Emotional – Students’ affective reactions to peers, teachers, and overall school context.

Cognitive – Students’ level of effort, investments in learning, and willingness to use complex learning strategies and processes.

Indicators of Success	Focus and Research-Based Strategies / Actions <i>(*Connection to EECD 10-Year Education Plan Objectives)</i>	District Monitoring and Accountability (Plan / Do / Check / Act)	District Responsibility / Timeline
Focus: Increasing Student Voice			
Professional learning opportunities will enhance a shared understanding of student voice and ways to increase within the learning environment. (80% Student Talk / 20% Teacher Talk)	Develop a mutual understanding of ways to increase student voice as an instructional practice. *Objectives 1,3,4,5,	District Coordinators and Directors’ work plans will identify specific actions and ways to increase student voice. Intentional conversations will be embedded within Subject Coordinator meetings and District Administrator learning opportunities.	Directors and Subject Coordinators / Core Leadership Team - TBA
Evidence based engagement practices are embedded within our schools K-12.	Promote the engagement of all students and reflect a culture of meaningful learning. *Objective 1,7,8,9	A review of learning opportunities will demonstrate an emphasis on practices and initiatives to increase student voice.	Directors and Subject Coordinators – Monthly Meetings
Evidence of First Nation student voice in all schools and in all subject content areas (within all learning environments).	Create connections and identify better practices within teaching and learning that are culturally relevant and inclusive of First Nation student voice. *Objectives 1,6	A review of learning opportunities and partnerships will assist in understanding our progress toward embracing a sense of belonging while promoting and fostering an understanding of First Nation history and culture.	Senior Administration Team and Subject Coordinator Team – Monthly Meetings
Benchmark Data (TTFM / Wellness Survey) will demonstrate an increase in engagement resulting from a focus on student voice.	Create opportunities for all students to contribute to the teaching and learning environment. *Objective 1	District DIP/PLWEP Monitoring Committee will review results / progress on a defined schedule. <ul style="list-style-type: none"> • Our School / TTFM • Teacher Surveys • Learning experiences • Conversations / observations with school-based staff 	District DIP/PLWEP Monitoring Committee - TBA

Professional Learning / Resources

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ➤ EECD Portal Site (i.e. Universal Design for Learning, Positive Learning Environment) ➤ Provincial Exit Survey Data ➤ Cross-Curricular Look Fors – Portal Site ➤ Healthy School Planner – Youth Engagement Section ➤ Recommendations for Ten Year Education Plan – Page 49 ➤ Policy 703 – Positive Learning and Working Environment – Section 6 | <ul style="list-style-type: none"> ➤ EECD Perception Surveys ➤ ASD-W Positive Learning Environment Framework ➤ NBTA School Wellness Facilitators ➤ New Brunswick Student Wellness Surveys ➤ New Brunswick Student Drug Use Surveys ➤ School Review Indicators EECD ➤ Marzano and Hattie ➤ Social/Emotional Supports for English Language Learners | <ul style="list-style-type: none"> ➤ Mental Health Association ➤ Comprehensive School Safety resources ➤ PrevNet (Promoting Relationships & Eliminating Violence Network) ➤ PBIS (Positive Behavioral Interventions & Supports) ➤ CASEL (Collaborative for Academic, Social & Emotional Learning) ➤ NASP ONLINE (National Association of School Psychologists) ➤ OurSchool / Tell Them From Me (TTFM) ➤ Student Voice – by Peter Johnston |
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ASD-W PRIORITY 1

2017-2018 Goal: Anglophone School District-West will strengthen teaching practices and learning environments to foster the engagement of all learners with a focus on increasing student voice.

Engagement is a multi-dimensional construct including three components: Behavioural, Emotional, and Cognitive.

Outcome Measures

OurSchool Data ASD-W (Formerly TTFM)

Student Participation Rate	Elementary	Secondary
2012-13	90.0%	74.0%
2013-14	93.0%	76.0%
2014-15	91.3%	75.0%
2015-16	89.6%	79.9%

OurSchool Data ASD-W Results

Interested and Motivated - Students are interested and motivated in their learning

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	72.0%	74.0%	38.0%	33.0%
2013-14	77.0%	74.0%	41.0%	33.0%
2014-15	87.0%	74.0%	40.0%	33.0%
2015-16	89.0%	74.0%	42.0%	33.0%
2016-17	89.0%	74.0%	42.0%	33.0%

Value School Outcomes - Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	96.0%	96.0%	73.0%	76.0%
2013-14	95.0%	96.0%	73.0%	76.0%
2014-15	96.0%	96.0%	70.0%	76.0%
2015-16	96.0%	96.0%	71.0%	76.0%
2016-17	96.0%	96.0%	73.0%	76.0%

Sense of Belonging - Students feel accepted and valued by their peers and by others at their school.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	86.0%	86.0%	66.0%	72.0%
2013-14	86.0%	86.0%	63.0%	72.0%
2014-15	85.0%	86.0%	62.0%	72.0%
2015-16	85.0%	86.0%	63.0%	72.0%
2016-17	84.0%	86.0%	62.0%	72.0%

School Wellness Data – ASD-W

School Wellness Data supports a focus to be placed on improvement in the following areas as it relates to School Connectedness in the mental fitness component.

		I feel close to people at my school.	I feel I am part of my school.	I am happy to be at my school.	I feel the teachers at my school treat me fairly.	I feel safe at school.	I feel my learning needs are met at my school.
2010-11 K-5	ASDW	78%	84%	82%	85%	88%	N/A
	Prov	77%	83%	79%	85%	87%	N/A
2012-13 6-12	ASDW	76%	74%	68%	75%	79%	76%
	Prov	78%	76%	73%	77%	81%	79%
2013-14 K-5	ASDW	89%	86%	88%	90%	92%	N/A
	Prov	90%	88%	88%	90%	93%	N/A
2015-16 6-12	ASDW	79%	75%	69%	80%	83%	78%
	Prov	81%	80%	75%	83%	86%	81%

The NB Student Wellness Survey is conducted with students in Grades 4 -5 and Grades 6-12 every three years. Survey participation is optional though encouraged.

Wellness Survey Data

High levels of mental fitness are linked to the following: more pro-social behaviors, fewer oppositional behaviours, lower susceptibility to smoking, engagement in competitive physical activities and higher levels of school connectedness. Mental fitness is fostered in environments and relationships that address three interrelated psychological needs; relatedness, autonomy and competency. (Morrison & Peterson, 2010)

Mental Fitness				
		Low	Medium	High
2010-11 K-5	ASD-W	17%	63%	17%
	Prov	19%	61%	19%
2012-13 6-12	ASD-W	25%	52%	23%
	Prov	22%	53%	25%
2013-14 K-5	ASD-W	17%	65%	18%
	Prov	16%	64%	20%
2015-16 6-12	ASD-W	24%	54%	22%
	Prov	21%	54%	25%

The NB Student Wellness Survey is conducted with students in Grades 4-5 and Grades 6-12 every three years. Survey participation is optional though encouraged.

		Competency	Autonomy	Relatedness
2010-11 K-5	ASD-W	79%	83%	77%
	Prov	79%	82%	77%
2012-13 6-12	ASD-W	74%	67%	73%
	Prov	76%	70%	75%
2013-14 K-5	ASD-W	85%	52%	85%
	Prov	85%	53%	87%
2015-16 6-12	ASD-W	75%	65%	76%
	Prov	77%	69%	79%

Dropout Data – ASD-W

	ASD-W	F	M	Prov	F	M
2011-12	1.9%	1.9%	1.9%	1.7%	1.5%	1.8%
2012-13	1.6%	1.6%	1.5%	1.5%	1.2%	1.7%
2013-14	1.8%	1.7%	1.8%	1.6%	1.4%	1.7%
2014-15	1.7%	1.6%	1.8%	1.6%	1.3%	1.8%
2015-16	1.4%	0.9%	1.3%	1.2%	1.1%	1.6%

Exit Survey – ASD-W

Student Sample Rate: 2012-40%; 2013-45%; 2014-45% of which 22% responded.		2012	2013	2014	2015	2016
Total Students ASD-W		620	747	314	560	641
My school is a place where I never felt like an outsider.	ASD-W	52.3%	49.0%	55.7%	58.6%	N/A
	Prov	56.5%	54.0%	58.4%	57.0%	N/A
My school experience was academically challenging.	ASD-W	58.2%	58.9%	61.5%	61.2%	68.5%
	Prov	62.5%	63.9%	64.3%	64.4%	67.4%
My learning is interrupted by the behaviour problems of other students.	ASD-W	29.5%	42.0%	42.7%	42.1%	35.9%
	Prov	34.1%	40.8%	40.9%	41.5%	39.7%
The variety of courses available met my need.	ASD-W	73.1%	71.1%	71.0%	76.1%	75.2%
	Prov	78.0%	76.2%	75.0%	76.9%	74.9%
My school experience encouraged me to want to learn.	ASD-W	63.4%	64.5%	72.9%	67.9%	64.6%
	Prov	69.9%	68.5%	72.1%	71.8%	69.9%
I am satisfied with the quality of education received in school.	ASD-W	71.1%	67.6%	67.6%	71.4%	79.4%
	Prov	78.3%	75.1%	72.8%	73.5%	77.0%

Relevance - Students find classroom instruction relevant to their everyday lives.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	8.0	8.0	6.1	6.1
2013-14	8.1	8.0	6.3	6.1
2014-15	8.3	8.0	6.3	6.1
2015-16	8.4	8.0	6.3	6.1
2016-17	8.3	8.0	6.4	6.1

Effective Learning Time - Important concepts are taught well, class time is used efficiently and homework and evaluations support course objectives.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	8.4	8.2	6.7	6.6
2013-14	8.6	8.2	6.8	6.6
2014-15	8.5	8.2	6.9	6.6
2015-16	8.5	8.2	6.9	6.6
2016-17	8.5	8.2	6.9	6.6

ASD-W PRIORITY 2

2017-2018 Goal: Anglophone School District-West will build upon the use of formative assessment practices and strategies to allow learners to share: where they are; where they are going; how they are going to get there; and what to do next, with an emphasis on students as assessment capable learners.

Formative Assessment is a teaching and learning process that is frequent and interactive. Formative Assessment provides ongoing feedback for understanding and progress to inform adjustments in teaching and learning throughout the entire learning cycle. (Source: EECD Formative Assessment Foldout)

Indicators of Success	Focus and Research-Based Strategies / Actions <i>(*Connection to EECD 10-Year Education Plan Objectives)</i>	District Monitoring and Accountability (Plan/Do/Check/Act)	District Responsibility / Timeline
Focus: Assessment Capable Learners			
Assessment capable learners are students who can assess their own learning. They take risks and know what to do when they don't know what to do. They know WHERE they are going in their present learning, HOW they are going (getting there), and WHERE TO GO NEXT as they evolve as a learner. Dewitt – Collaborative Leadership, p. 68			
Professional learning will provide a shared understanding, tools and strategies to support assessment capable learning.	Develop a mutual understanding of assessment capable learners. *Objectives 3,4,5,8,9	District Coordinators and Directors' work plans will identify specific actions and ways to increase assessment capable learning. Intentional conversations will be embedded within Subject Coordinator meetings and District Administrator learning opportunities.	Directors and Subject Coordinators / Core Leadership Team
Emphasis is placed on engaging students in the assessment process, such as: <ul style="list-style-type: none"> Supporting timely descriptive feedback (teacher/peer). Providing opportunities for students to self-assess. Engaging students in regular conferencing and goal setting based on the triangulation of data (products, observations and conversations). Involving students in the co-construction of criteria. 	Facilitate the effective use of the <i>Teaching Process Map</i> and <i>Intervention Map</i> such that students can share where they are in their learning, why are they learning it, what to do next, and have a voice in their learning environment. *Objectives 3,4,5,8,9	A review of learning opportunities will demonstrate a direct link to assessment capable learning through the use of the <i>Teaching Process Map</i> and <i>Intervention Map</i> .	Directors and Subject Coordinators District Education Council – Ends Policies Reports
Conversations with educators and students provides evidence of activating students as owners of their own learning.	Implement formative assessment walkthroughs, with an emphasis on observer as learner, to support assessment capable learning. *Objectives 3,4,5,8,9	Feedback from the use of the “Observers as Learners Formative Assessment Look Fors” will assist with understanding our progress toward assessment capable learning.	Directors and Subject Coordinators – Monthly Meetings
Educators sharing evidence of Conversations / Observations / Products related to assessment capable learning.	Work collaboratively with educators on the implementation of <u>*strategies / considerations</u> to activate students as owners of their own learning. *Objectives 3,4,5,8,9	Feedback from educators, as part of learning experiences, on the usage of the “Reflection Checklist”, will assist with our progress toward implementation of strategies to activate students as owners of their own learning.	District DIP/DPLWEP Monitoring Committee - TBA
		District DIP/PLWEP Monitoring Committee will review results / progress on a defined schedule. <ul style="list-style-type: none"> Our School / TTFM Provincial Assessments Teacher Perception Surveys Learning experiences Conversations / observations with school-based staff 	District DIP/PLWEP Monitoring Committee - TBA

Professional Learning / Resources

➤ SIP Information – EECD Portal	➤ Assessment and Evaluation Site – EECD Portal	➤ ASD-W Balanced Assessment Resource
➤ EECD Look For Documents	➤ Formative Assessment – Shirley Clarke Videos	➤ Provincial Assessment Results – EECD Web Site
➤ ASD-W DIP Goal 2 Formative Assessment PowerPoint and Tools	➤ EECD Portal Module – Formative Assessment	➤ District and School-Based Report Card Data

ASD-W PRIORITY 2

2017-2018 Goal: Anglophone School District-West will build upon the use of formative assessment practices and strategies to allow learners to share: where they are; where they are going; how they are going to get there; and what to do next, with an emphasis on students as assessment capable learners.

Formative Assessment is a teaching and learning process that is frequent and interactive. Formative Assessment provides ongoing feedback for understanding and progress to inform adjustments in teaching and learning throughout the entire learning cycle. (Source: EECD Formative Assessment Foldout)

Outcome Measures

OurSchool (Formerly Tell Them From Me-TTFM) - ASD-W

Feedback Data - My teacher gives me feedback and helps me set goals for my learning.			
Elementary	2-3 Times / Week	Almost Every Day	Every Day
2014-15	18%	27%	23%
2015-16	18%	27%	28%
2016-17	16%	29%	28%
Secondary	2-3 Times / Week	Almost Every Day	Every Day
2014-15	25%	20%	13%
2015-16	21%	9%	5%
2016-17	23%	18%	15%



Interested and Motivated - Students are interested and motivated in their learning				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	72.0%	74.0%	38.0%	33.0%
2013-14	77.0%	74.0%	41.0%	33.0%
2014-15	87.0%	74.0%	40.0%	33.0%
2015-16	89.0%	74.0%	42.0%	33.0%
2016-17	89.0%	74.0%	42.0%	33.0%

Rigor - Students find the classroom instruction is well organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	8.1	8	6.2	6.3
2013-14	8.2	8	6.4	6.3
2014-15	8.6	8	6.6	6.3
2015-16	8.6	8	6.7	N/A
2016-17	8.5	8	6.7	N/A

Determined on a Score out of 10

School Improvement Plans – ASD-W

School Improvement Plans with Reference to Formative Assessment Actions	
No. ASDW schools	
2014-15	24/74
2015-16	35/70
Spring 2016-17	45/69

Provincial Assessments

Anglophone West District Results	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grade 2 Literacy Reading	78.0%	80.4%	76.8%	77.3%	75.2%
Grade 5 Reading			Field Test	Main Administration	53.0%
Grade 6 Math			Field Test	Main Administration	18.8%
Grade 6 Science			Field Test	Main Administration	25.9%
Grade 9 ELPA	73.5% (Reading)	78.6% (Reading)	80.4% (Reading)	78.5% (Reading)	82.8% (Reading)
	82.0% (Writing)	83.2% (Writing)	89.5% (Writing)	91.1% (Writing)	No Writing
Grade 10 FSL Oral Proficiency	N.A.	N.A.	*32.1%	N.A.	*44.1%
Grade 12 FSL Oral Proficiency		Voluntary		44.7% (Early)	48.9% (Early)
		Voluntary		54.5% (Late)	58.4% (Late)
		Voluntary			32.6% (PIF)

Formative Assessment Learning Scale - Literacy (With Lead Support)	No. of teachers	%
Knowing - I know about formative assessment and its benefits.	0	0.0%
Willing - I think this is worthwhile and I want to learn how to better use formative assessment.	8	4.4%
Learning - I know what I need to do and am starting to use formative assessment with my students.	24	13.3%
Improving - I am getting better and do parts of the formative assessment cycle with all of my students.	82	45.6%
Doing - I am regularly doing all parts of the formative assessment cycle with all of my students.	58	32.2%
Sustaining - This is the way I will continue to assess in my classroom.	7	3.9%
Total	179	
Blanks	1	0.6%
Overall	180	100.0%

Formative Assessment Learning Scale - Numeracy (With Lead Support)	No. of teachers	%
Knowing - I know about formative assessment and its benefits.	0	0.00%
Willing - I think this is worthwhile and I want to learn how to better use formative assessment.	1	0.90%
Learning - I know what I need to do and am starting to use formative assessment with my students.	18	16.22%
Improving - I am getting better and do parts of the formative assessment cycle with all of my students.	71	63.96%
Doing - I am regularly doing all parts of the formative assessment cycle with all of my students.	21	18.92%
Sustaining - This is the way I will continue to assess in my classroom.	0	0.00%
Total	111	100.00%

Teacher Perception Survey Data

Percentages below represent in "Almost every lesson"							
		K-5	6-8	9-12	6-12	K-12	K-8
I use formative assessment evidence to inform my teaching.							
2015-16	ASD-W	60.70%	48.50%	37.70%	30.60%	50.50%	61.80%
	Prov	57.40%	45.30%	41.50%	47.40%	53.50%	55.50%
I use formative assessment evidence to inform academic interventions.							
2015-16	ASD-W	58.50%	37.60%	30.30%	34.70%	42.30%	54.50%
	Prov	55.70%	38.00%	34.40%	40.60%	46.80%	50.40%
I use formative assessment evidence to inform behaviour interventions.							
2015-16	ASD-W	49.40%	36.10%	24.20%	26.50%	36.10%	33.90%
	Prov	45.80%	32.20%	26.80%	30.30%	39.30%	39.20%
I use formative assessment evidence to monitor student goals.							
2015-16	ASD-W	45.30%	33.60%	29.30%	24.50%	35.80%	44.50%
	Prov	45.40%	29.20%	29.10%	32.60%	37.30%	43.00%
I use formative assessment evidence to inform planning for individual students with my team(s).							
2015-16	ASD-W	47.00%	32.10%	22.80%	28.60%	28.70%	38.50%
	Prov	44.50%	27.30%	24.80%	26.90%	30.40%	40.10%
The feedback I provide to students is on-going (as opposed to assignment based)							
2015-16	ASD-W	9.90%	9.00%	7.60%	2.00%	4.50%	10.00%
	Prov	8.70%	7.40%	9.10%	6.00%	5.30%	6.50%
The feedback I provide to students is explicit and constructive; it explains what is working and what needs attention.							
2015-16	ASD-W	9.90%	14.20%	10.30%	4.10%	9.10%	14.50%
	Prov	9.20%	10.10%	11.30%	6.80%	8.10%	9.40%
Percentages below represent "Two or more times"							
Since September, how often have you had the opportunity to observe peer teaching?							
2015-16	ASD-W	29.80%	29.10%	37.10%	28.60%	19.80%	29.70%
	Prov	31.30%	27.70%	39.80%	25.90%	22.70%	27.70%
Since September, how often have you had the opportunity to have a peer observe your teaching?							
2015-16	ASD-W	28.40%	27.80%	28.80%	23.40%	14.30%	22.50%
	Prov	30.50%	27.30%	35.70%	25.80%	22.50%	25.20%

ASD-W PRIORITY 3

2017-2018 Goal: Anglophone School District-West will work with all stakeholders to strengthen collective efficacy through collaborative leadership.

Collective efficacy is the belief that through collective actions educators can influence student outcomes and improve student learning. (Source: Based on work of Jenni Donohoo)

Collaborative leadership includes the purposeful actions taken to enhance instruction, build deep relationships, and create opportunities for meaningful learning. (Source: Based on work of Peter DeWitt)

Indicators of Success	Focus and Research-Based Strategies / Actions <i>(*Connection to EECD 10-Year Education Plan Objectives)</i>	District Monitoring and Accountability (Plan/Do/Check/Act)	District Responsibility / Timeline
Focus: Collective Efficacy			
Learning opportunities will enhance a shared understanding of collective efficacy and encourage collaboration between all stakeholders.	Develop a shared understanding of collective efficacy. *Objectives 6,9	District Coordinators and Directors will monitor learning experiences for ways to promote and facilitate collective efficacy.	Directors and Subject Coordinators / Core Leadership Team
School environments are reflective of teams coming together with an openness to new ideas, a willingness to experiment, and an increase in collaboration and sharing.	Apply "meet, model and motivate" strategy whereby creating a climate of openness, trust and collaboration. *Objectives 2,6,9	A review of professional learning opportunities will demonstrate components of collaboration and engagement,	
Educators feel comfortable sharing their opinions with school and district leaders through a variety of forums.	Facilitate Learning Cafes throughout ASD-W to engage in group conversations and share insights and reflections on how to impact the culture of ASD-W. *Objectives 6,9	Feedback from learning cafes will be reviewed and actions will be determined to enhance a collaborative leadership culture.	
		District DIP/PLWEP Monitoring Committee will review results / progress on a defined schedule. <ul style="list-style-type: none"> • Teacher Perception Surveys • Learning experiences • Conversations / observations with ASD-W staff 	District DIP/PLWEP Monitoring Committee meets TBA times per year. Dates: TBA

Professional Learning / Resources

➤ *Collective Efficacy*, Jenni Donohoo

➤ *Collaborative Leadership: Six Influences That Matter Most*, Peter M. DeWitt

➤ [CAMET Leadership Competencies](#)

ASD-W PRIORITY 3

2017-2018 Goal: Anglophone School District-West will work with all stakeholders to strengthen collective efficacy through collaborative leadership.

Collaborative leadership includes the purposeful actions taken within ASD-W to enhance instruction, build deep relationships, and create opportunities for meaningful learning.

(Source: Based on work of Peter DeWitt)

Outcome Measures

Teacher Perception Survey Data – ASD-W		K-5	6-8	9-12	6-12	K-12	K-8
I have been involved in the development of the School Improvement Plan (SIP).							
2012-13	ASD-W	90.70%	86.50%	85.10%	93.70%	100%	93.80%
2013-14	ASD-W	92.20%	77.90%	75.90%	95.10%	97.10%	86.40%
2014-15	ASD-W	94.60%	89.90%	86.50%	89.40%	95.50%	92.60%
2015-16	ASD-W	95.20%	88.30%	83.70%	96.00%	93.80%	94.60%
	Prov	94.40%	89.00%	81.50%	91.20%	92.00%	90.60%
2016-17	ASD-W						
	Prov						
School leaders are knowledgeable about, and work with individual teams on curriculum and instruction.							
2012-13	ASD-W	85.40%	81.50%	61.00%	68.40%	83.50%	80.00%
2013-14	ASD-W	88.90%	70.50%	65.40%	72.00%	79.60%	86.60%
2014-15	ASD-W	88.20%	77.20%	69.70%	77.30%	74.50%	87.20%
2015-16	ASD-W	87.00%	68.60%	60.20%	69.40%	69.60%	75.20%
	Prov	86.00%	72.30%	64.50%	77.80%	67.00%	77.40%
2016-17	ASD-W						
	Prov						

I have been involved in decisions about school-wide processes (e.g. developing our pyramid of interventions, assessment planning, setting SIP goals)							
2012-13	ASD-W	80.00%	72.50%	61.40%	58.20%	64.30%	
2013-14	ASD-W	87.70%	74.10%	70.50%	80.50%	80.40%	
2014-15	ASD-W	92.20%	82.40%	78.30%	77.30%	74.50%	
2015-16	ASD-W	90.70%	82.50%	75.00%	86.00%	88.40%	
	Prov	88.70%	83.70%	72.90%	84.60%	86.60%	
2016-17	ASD-W						
	Prov						
I work within a team in my school.							
2012-13	ASD-W	92.70%	95.00%	87.20%	81.00%	77.40%	
2013-14	ASD-W	93.10%	95.80%	83.80%	81.50%	85.40%	
2014-15	ASD-W	96.00%	93.20%	83.30%	80.30%	80.90%	
2015-16	ASD-W	94.40%	85.40%	83.20%	80.00%	81.80%	
	Prov	93.60%	88.20%	81.90%	83.80%	86.00%	
2016-17	ASD-W						
	Prov						

I work collaboratively with others to discuss student progress and achievement results.							
2012-13	ASD-W	91.90%	90.00%	79.20%	79.70%	83.50%	85.00%
2013-14	ASD-W	96.40%	88.50%	77.70%	81.70%	91.30%	89.60%
2014-15	ASD-W	96.00%	89.20%	79.80%	80.30%	90.90%	92.60%
2015-16	ASD-W	93.80%	84.70%	75.20%	80.00%	85.70%	90.10%
	Prov	94.00%	85.30%	79.60%	81.60%	88.80%	92.40%
2016-17	ASD-W						
	Prov						
I am encouraged and supported to pursue professional learning.							
2012-13	ASD-W	88.70%	82.30%	76.70%	86.10%	88.60%	86.20%
2013-14	ASD-W	92.00%	78.90%	73.50%	90.20%	89.30%	90.90%
2014-15	ASD-W	93.60%	82.40%	79.10%	81.80%	85.50%	94.70%
2015-16	ASD-W	N/A	N/A	N/A	N/A	N/A	N/A
	Prov	N/A	N/A	N/A	N/A	N/A	N/A
2016-17	ASD-W						
	Prov						
I have the opportunity to develop new skills in this school.							
2012-13	ASD-W	90.10%	81.90%	75.40%	77.20%	81.60%	80.00%
2013-14	ASD-W	87.40%	79.40%	71.10%	79.30%	83.50%	92.40%
2014-15	ASD-W	92.20%	85.80%	73.60%	77.30%	83.60%	88.30%
2015-16	ASD-W	88.10%	76.60%	70.90%	68.00%	79.10%	78.20%
	Prov	86.30%	77.00%	70.80%	79.30%	77.30%	81.30%
2016-17	ASD-W						
	Prov						

APPENDIX I: Monitoring Guidelines

District Improvement Planning

Continuous Improvement means adjustments are made when data becomes available. The following table provides a guideline for District to monitor their District Improvement Plan.

Due Date	Activity	Explanation
May	Review, update District Improvement Plan Priorities and Goals for 2017-2020	
August	District staff will prepare Work Plans, that reflect DIP/DPLWEP priorities and goals.	
October 15 th	District will upload to the ASD-W DIP/DPLWEP One Portal site – drafts, monitoring documents to support DIP Work Plans.	
February 27 th	Progress Notes uploaded to the ASD-W DIP/DPLWEP One Portal site , as required.	
June	Reflect on the past year, update progress notes, and revise goals / actions / strategies for upcoming year.	

Sample Tool / Activity for Continuous Improvement of District Improvement Plan.

Goals identified in DIP	Where are we now?	Where do we want to be?	What evidence will inform us that we are there?	What do we have to do differently?	Who can help us?	Monitoring – When? What? by Whom?
1.						
2.						
3.						

School Improvement Planning (Sample Timelines)

Continuous Improvement means adjustments are made when data becomes available. The following table provides a guideline for schools to monitor their School Improvement Plans.

Due Date	Activity	Explanation
May	Review, update School Improvement Plan Priorities and Goals for 2017-2020	
During Month of September	Administrators will update staff on ASD-W DIP/DPLWEP goals for 2017-2018.	Administrators should revisit the 3 year DIP with staff. Schools should analyze data sources and begin SIP updates for the 2017-2018 school year.
October 15 th	Schools will upload to the ASD-W DIP/PLWEP One Portal site – drafts, monitoring documents and a development of actions of the SIP.	Schools will begin to align school goals with DIP.
February 27 th	Progress Notes uploaded to the ASD-W DIP/PLWEP One Portal site .	Schools will monitor progress and make adjustments to the SIP.
June	Reflect on the past year, update progress notes, and develop drafts for review in August.	Schools will monitor progress and make adjustments to the SIP.

Sample Tool / Activity for Continuous Improvement of School Improvement Plan.

Goals identified in SIP	Where are we now?	Where do we want to be?	What evidence will inform us that we are there?	What do we have to do differently?	Who can help us?	Monitoring – When? What? by Whom?
1.						
2.						
3.						