

ASD-W District Plan 2021-2022

Note: This is a one-year recovery plan that is responsive to returning to Green Level and remaining in a pandemic.

A 3-year 2022-2025 plan will be developed throughout the 2021-22 school year; including a review of the current mission, vision and core values.

Mission: **EXCITED. INVOLVED. PREPARED.**

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

Core Values: Pursuit of Excellence. Trust, Openness and Transparency. Collaborative Relationships. Support and Recognition. Shared Leadership. Engagement.

Recognizing that the COVID-19 Pandemic has changed education, ASD-W has developed a one-year recovery plan that will be responsive to the current needs in the system. It is a combined plan that includes both the District Plan and Positive Learning and Working Environment Plan. It will inform the work of District Leadership and determine opportunities for support and responding to schools, both academically and with a focus on well-being. We recognize that when we support staff well, they will be emotionally available to support the social and emotional needs of students.

The focus areas for the 2021- 2022 school year, are **TEACHING & LEARNING** and **WELL-BEING**.

Priority # 1- Teaching & Learning

2021-22 Goal: District Leadership will support teacher growth in assessment and instruction practices to meet students' learning needs.

Priority # 2 – Social Emotional Learning & Well-Being

2021–22 Goal: Senior Administration, Coordinators and Managers will collaborate with School Administrators and District Staff to implement the Positive Workplace Framework to build an environment that supports well-being.

Priority # 1

Priority # 1- Teaching & Learning

2021-22 Goal: District Leadership will support teacher growth in assessment and instruction practices to meet students' learning needs.

Definitions:

* **District Leadership** - Senior Administration (SAT), Subject Coordinators (SC), and Education Leads

Data Snapshot – Teaching & Learning (Goal 1)

TEACHING STAFF:

Teacher Resource Site and Digital Site: A review of teachers visits to the Professional Learning site (both unique and total visitors) tells us that teachers are seeking Professional Learning and using the resources developed. Between August 2020 – March 2021 the ASD-W teacher resource site was visited by 1704 unique users with 57, 822 visits. The digital site was visited by 1787 unique users with 31, 934 visits.

Prioritized learning survey: In examining the experiences with the prioritized curriculum survey data; it is evident that teachers need and want professional learning, greater knowledge and skills to best meet student learning needs and assist with teaching and learning. Provincially 95 % of K-2 teachers and 87 % of 3-5 teachers agreed that using the prioritized curriculum allows time to learn the concepts more thoroughly. This was also indicated by 82% of Middle and 76 % of High School teachers who responded to the survey.

STUDENTS:

Our School Data: In looking at the 2020 – 2021 Our School data, the following grade levels reported never or hardly ever receiving feedback from their teacher in helping them set goals for their learning: Grades 4-5, 10%; Grades 6-8, 15%; and Grades 9-12, 23%. It has been determined that focusing on effective feedback will enhance teaching and learning. In looking at the 2019-2020 Our School Competence Autonomy Relatedness Relevance (CARR) data specific to competence, 25.1% of grades 6-12 students report that the work they are given is too hard and 47.4% of Grades 6-12 data report they can work at their own pace.

Report Cards: K-8 Term 2 results for students in the approaching category “2” show that the highest number of students in this category for FI & English Prime Language Arts combined are in Grades 1 & 2. Examining Term 2 results for 2020-2021, Grade 1 had 20.74% of students at the “2” approaching category and Grade 2 had 21.6%.

EYE-DA: Results show 7 – 12 % difficulty within the three domains of Awareness of Self, Environment Language and Communication, and Gross Motor Skills. The Fine Motor and Cognitive domains are where children are having more issues, both at around 20.0%.

Annual School Performance Reports: Results were aggregated for 35 of the 40 schools that participated in the Provincial Improvement Framework self-assessment process in 2020-2021. Areas for focus identified most by schools were Classroom Practice (16 schools) and Learning Environments (15 schools).

Indicators of Success (Goal 1)

EVIDENCE OF GROWTH WITHIN:

- **District Leadership**
 - Increased proficiencies of effective practices through professional learning, networking opportunities and collaborative practices that improve teaching and learning.
- **School Administrators**
 - School Administrators are meeting with teachers as per ASD-W Policy 250-15 to review growth goals, including those related to teaching and learning, as applicable.
- **Teachers**
 - Teacher Perception Survey demonstrates teacher confidence with teaching and learning.
- **Students**
 - Students are engaged in feedback on their learning and goal setting.

Strategies (Goal 1)

- District Leadership will model high yield instruction and assessment practices with a focus on building the capacity of educators to best serve their students.
- District Leadership will engage leaders in instructional leadership professional learning opportunities.
- District Leadership will offer professional networking/collaborating opportunities to enhance teaching and learning.
- District Leadership will monitor School Plans on a regular cycle to determine opportunities for support and responding to schools, as they pertain to teaching and learning.

Actions (Goal 1 & Goal 2)

District Leadership work plans will reflect specific actions to support goal attainment and success indicators. (Actions are evidence-based, specific, observable, measurable, address the professional learning and training needed to meet the goal).

This is the school plan template and a sample of what a work plan could look like for district leadership.

Actions (for realizing Goal #1)	Implementation Plan		Monitoring Plan			Monitoring Updates	
	Responsibility	Timeframe	Evidence to be examined	Accountability	Frequency	Impact	Next steps

Priority # 2

Priority # 2 - Social Emotional Learning & Well-Being

2021–22 Goal: Senior Administration, Coordinators and Managers will collaborate with School Administrators and District Staff to implement the Positive Work Place Framework to build an environment that supports well-being.

Definitions:

* **District Staff** - Education Leads, Assistant Managers and staff from departments such as Facilities, Budget and Accounting, Transportation, Information Technology, Human Resources etc. within the district office setting.

Data Snapshot - Well-Being (Goal 2)

MFRI - District Results – May 2021

In examining the Mental Fitness and Resiliency Inventory (MFRI), completed by 144 district personnel, the results summary identifies a Well-Being Index (WBI) of 4, which is in the “building phase”. Scores on the WBI are reported in three categories using a nine-point scale. The WBI provides an indication of the organization’s overall workplace well-being.

ASIST - School-Based Data

In the 2020-2021 school year, school personnel completed 666 Applied Suicide Intervention Skills Training (ASIST) compared to 436 in 2019-2020. This is an increase of 35% during the 2020-2021 school year. In 2019-2020 schools experienced an extended closure due to COVID. When comparing the 2020-2021 numbers with the 2018-2019 numbers there was an increase of 16%.

CY Team Referrals

A review of the data shows there were 2118 Child and Youth (CY) Team referrals in 2020-2021 compared to 1601 referrals in 2019-2020. Overall referrals to CY Team increased by 24% during the 2020-2021 school year. Referrals for Anxiety/Panic Attacks increased by 28%, Depression by 40%, Emotional Health by 21% and Suicidal Ideation by 42%.

Indicators of Success (Goal 2)

EVIDENCE OF GROWTH WITHIN:

- **School Administrators**
 - Increased involvement in professional learning, collaboration, and shared decision making to strengthen their personal ability to enhance systemic well-being.

- **District Staff**
 - Increased involvement in professional learning, collaboration, shared decision making to strengthen their personal ability to enhance well-being.
 - Decrease in Human Resources concerns – Articles 61, 55, 10 of relevant collective agreements.
 - Decrease in absenteeism of staff.
 - Decrease in absenteeism of students.
 - Increase in the overall wellness as reported through the MFRI results.
 - Expanded use of positive workplace practices of mental fitness and resiliency domains as reported through the MFRI results.

Strategies (Goal 2)

- District staff will engage in structured coaching opportunities.
- District staff will engage in structured check-ins with Administrators and applicable staff.
- District staff will offer professional learning opportunities regarding well-being.
- District staff will monitor school plans on a regular cycle to determine opportunities for support and responding to schools.