Anglophone West School District (ASD-W)

DISTRICT IMPROVEMENT PLAN

2013-2014

August 2013

Province of New Brunswick
Mission Statement

"Working together in inclusive learning environments to support each child and student in reaching their fullest potential."

Vision

Excellence AND Equity

ASD-W Priorities

Anglophone West School District has aligned its priorities with those of the Education and Early Childhood Department:

➢ Inclusion
➢ Student Achievement
➢ Early Childhood Development

Message from the Superintendent:

To serve the 24,000 students of Anglophone West School District, we, as professionals, need to be committed and prepared. In our inaugural school year of 2012-13, the commitment of teachers, administration, district personnel and support staff was evident each and every day. Moving forward, we are now making plans to improve our efforts in supporting the academic and social growth of our youth. Through effective planning and a focus on student learning in an inclusive and welcoming environment, we will strive to see the achievement of our students rise as we support them in reaching their full potential. This District Improvement Plan establishes the framework to help us reach this goal. As a team, I am confident we will succeed.

Learning is a joint effort of lots of people working together on a given day and cumulatively over time.

(Page 71) All Systems Go: The Change Imperative for Whole School Reform, Michel Fullan

Student Achievement for All
2013-2014
Within an Inclusive Setting

Goal 1:

All Anglophone West schools will improve academic success and move towards reaching the 2014 provincial targets demonstrating a 5 % growth in results as compared to the previous year 2012-2013 results.

Goal 2:

All of Anglophone West schools will develop and implement a Response to Intervention model to meet behavioural and academic student needs.

Goal 3:

All educational leaders will build leadership capacity among their staff members.

Establishing clear goals for student learning has a measurable impact on student achievement.

Marzano 2003

Goal 1: All Anglophone West schools will Improve academic success and move towards reaching the 2014 provincial targets demonstrating a 5 % growth in results as compared to the previous year 2012-2013 .

Indicators of Success	Strategies / Actions	Responsibility	Monitoring	Progress Notes
The School Improvement Plan includes objectives which are strategic, measurable and achievable, results oriented and timely (SMART).	• Schools will collect, analyze and use evidence and assessment to help move learners to their full potential • Schools will implement evidence based instructional practice in all curriculum, through a variety of professional learning opportunities, using current school based and district data and analysis.	☐ Superintendent ☐ Director ☐ Senior Education Officer ☐ Subject Coordinator ☐ Principal ☐ Teacher ☐ Supervisor of Data & Accountability		
The students are engaged in learning.	• Strategies are in place to enable students to discuss, share and gain deeper understanding of their learning.			
There is evidence of short and long term planning based on data from ongoing assessment and common assessment.	• A variety of questioning techniques to engage students in higher order thinking skills are used in classroom instruction. • Schools will use a balance of formative and summative assessment (for learning / of learning) to guide instructional practices.			
There is evidence of integration of services for children from birth to seven years of age.	• Students are given descriptive feedback that is ongoing, timely, explicit, meaningful and constructive.			

Goal 2: All Anglophone West schools will develop and implement a Response to Intervention model to meet behavioural and academic student needs.				
Indicators of Success	**Strategies / Actions**	**Responsibility**	**Monitoring**	**Progress Notes**
The school leader works with teachers in gathering and interpreting data on student performance to inform decision including setting targets to close achievement gaps. A school-wide systematic response with varied strategies for academic interventions is in place (pyramid of intervention). A school-wide systematic response with varied strategies for behaviour intervention is in place (pyramid of intervention).	• Schools will develop a process (i.e. Pyramids of Intervention) to improve student's achievement and response to behavioural concerns. A monitoring process will also be implemented to periodically review the interventions. • Schools will develop and implement an annual positive learning and working environment plan which will contribute to the success of each learner • Schools will promote student wellness as an essential aspect of student learning. • Schools will review and analyze data related to behaviour, including bullying incidences, and incorporate strategies and initiatives to promote an inclusive school culture. • School District staff will facilitate and provide training and support for school administrators and staff on inclusive programs and practices. • School District staff will work with Education Support Teams to support class-room teachers to foster the learning of all students in an inclusive positive learning environment. • District and School staff will assist teachers with building a working knowledge of evidence-based interventions and strategies to support students with diverse needs.	☐Superintendent ☐Director ☐Senior Education Officer ☐Subject Coordinator ☐Principal ☐Teacher ☐Supervisor of Data & Accountability ☐Inclusion Facilitators		

Goal 3: All educational leaders will build leadership capacity among their staff members.				
Indicators of Success	**Strategies / Actions**	**Responsibility**	**Monitoring**	**Progress Notes**
The school has a core leadership team in place to facilitate continuous improvement. There is a formal process at the school that provides all teachers with regular feedback on a predetermined cycle. This included observations and conferencing using a structured format.	• Professional learning and leadership initiatives will be coordinated for educational leaders (such as a 3 year leadership growth plan). • Provide opportunities for all school and district leaders and potential leaders to develop best practice in mentoring all staff through modeling of good instructional leadership. • School leaders will work with individual teachers and teams on curriculum planning, instruction and assessment.	☐Superintendent ☐Director ☐Senior Educ. Officer ☐Subject Coordinator ☐Principal ☐Teacher ☐Supervisor of Data & Accountability		

An inclusive education system puts the individual student at its heart and nurtures and supports his/her learning through pedagogical strategies, methods, accommodations and approaches that are effective and respectful and encourages high expectations and achievement.

Strengthening Inclusion, Strengthening Schools:
An Action Plan for 2012-13

Anglophone West School District
Data Summary / Background

Assessments

Provincial Assessments serve as an important piece of evidence in our quest for improved student performance. At varying times in the year, a series of assessments are administered to assess Literacy, Numeracy and French Oral Proficiency Performance. Results of these assessments help to determine if students are able to demonstrate the skills and concepts outlined in New Brunswick curriculum documents, provide a report on how well our students are performing during different points in their schooling, and assist schools, districts, and the province in monitoring student learning.

The key to a balanced assessment program lies in the effective use of both formative (assessment for learning) and summative (assessment of learning) practices. Results must inform both actions and practices at the school, district and provincial level, with the intent of improved student learning.

Provincial Assessment Activity Timetable

• Grade 2 (English Prime)	Literacy: Reading and Writing – May/June
• Grade 3 (English, French Immersion)	Mathematics – May/June
• Grade 4 (English, French Immersion)	Literacy: Reading and Writing – May/June
• Grade 5 (English, French Immersion)	Mathematics - May/June
• Grade 5 (Intensive French)	Literacy: Oral Proficiency and Writing – January
• Grade 7 (English)	Literacy: Reading and Writing - October
• Grade 8 (English, French Immersion)	Mathematics – June
• Grade 9 (English)	English Language Proficiency Assessment (ELPA)- January
• Grade 11 and 12 (English)	English Language Proficiency Reassessment (ELPR)- January
• Grade 10 (FSL)	Oral Proficiency Assessment (biennial 10% random sample) April/May
• Grade 10 (French Immersion)	Literacy: Reading and Writing – April
• Grade 12 (FSL)	Oral Proficiency Assessments (Optional) – November / December – First Semester; April / May – Second Semester

Behaviour Tracking Data

Electronic Behaviour Tracking is a means to use office referral data for decision making about discipline and for implementation of interventions at a school, district and provincial level.

According to Section 6, Policy 703 (Positive Learning and Working Environment), **Serious Misconduct Behaviours** represent a significant disruption to the learning and working environment, endanger others or significantly impair the operation of the school and the maintenance of a positive learning and working environment.

Behaviours Not Tolerated are those behaviours which may not significantly interfere with the operation of a school but do represent a challenge to the positive learning and working environment.

Early Years Evaluation: Direct Assessment (EYE-DA)

The Early Years Evaluation: Direct Assessment (EYE-DA) is designed to help schools assess the developmental skills of children age 3 to 5 years old as they prepare for the transition to school. EYE-DA assesses four developmental areas which include:

1. Awareness of Self and Environment – The ability to think and talk about their world while making connections with home and community experiences.
2. Cognitive Skills- The ability to solve problems, understand basic mathematical operations and emergent literacy skills.
3. Language and Communication – The ability to understand and communicate thoughts and feelings to others.
4. Physical Development- The ability to perform a variety of fine and gross motor skills.

The assessment and reporting to parents occurs between January and March of each school year. Results will indicate if the child is demonstrating developmentally appropriate skills or exhibiting lagging skills at the time of assessment in each of the four areas. As students transition to school through a variety of Pre-K activities, information and suggestions are provided to families to support continued development.

Exit Survey

A survey administered by the Department of Education and Early Childhood Development to high school students concerning their experience at school, as well as their plans for the future. The survey is composed of nine sections (demographic information, academic background, school environment, E-learning and new technologies, enrichment opportunities, language skills, physical activity and healthy living, learning environment and future) , and sent to a sample of graduates.

PISA - Programme for International Student Assessment

PISA is a collaborative effort among member countries of the Organization for Economic Co-operation and Development (OECD) designed to measure skills that are generally recognized as key outcomes of the educational system. PISA focuses on young people's ability to use their knowledge and skills to meet real life challenges. These skills are believed to be prerequisites to efficient learning in adulthood and for full participation in society. PISA is administered on a three year cycle to a sample of fifteen year olds across the world. PISA measures three components, one of which is defined as a major subject area of the assessment. The components include:

- **Reading Literacy** – "the ability to understand, use and reflect on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society."
- **Mathematical Literacy** – "the capacity to identify, to understand, and to engage in mathematics and make well-founded judgments about the role that mathematics plays, as needed for individuals' current and future life, occupational life, social life with peers and relatives and as a constructive, concerned and reflective citizen.
- **Scientific Literacy** – the capacity to use scientific knowledge, to identify questions and to draw evidence based on conclusions in order to understand and help make decisions about the natural world and the changes made to it through

Special Education Plans

The definition of special education program as stated in the *Education Act* is "an education program for an exceptional pupil that is based on the results of continuous assessment and evaluation and which includes a plan containing specific objectives and recommendations for education services that meet the needs of the pupil."

This is a plan that contains recommended adjustments for educational goals and programs and which identifies supports and services to effectively enable an exceptional student to learn and achieve. Planning can involve accommodation, modification and/or individualization.

- **Individualization –** In a minority of cases, the pervasive and significant nature of the disabling condition that a student displays will require planning that deviates from the regular curriculum. The student will not be expected to achieve many, if any, of the outcomes of the grade level curriculum, although he or she will be expected to be included in classroom themes and activities as much as possible. The student's program will be individualized.
- **Modification –** With this type of planning, the grade level curriculum outcomes of a subject area and have been changed to address the specific needs of the student. With modification, the majority of the outcomes of the grade level curriculum have been altered.
- **Justifiable Accommodations –** Documented strategies, technologies or adjustments without which the student would not be able to demonstrate knowledge.

Response to Intervention (RTI) is a process for improving the educational outcomes of all students through monitoring student progress and using the data to make decisions about instructional needs and modifications. This process utilizes quick and efficient assessment procedures and is useful in managing early intervening services.

Student Wellness Survey

The New Brunswick Student Wellness Survey is a key project of the *NB Wellness Strategy* and is conducted with students in Grades 4 - 12 and parents of students in Kindergarten to Grade 5. Student wellness is important to both wellness and education, as research has demonstrated the relationship between academic achievement and student wellness — healthy students are better learners.
http://www2.gnb.ca/content/gnb/en/departments/dhic/wellness/content/research.html

TTFM – Tell Them From Me

The Tell Them From Me (TTFM) Effective Schools Student Survey measures factors that are known to affect academic achievement and other outcomes. It is a web based evaluation system that provides data on student engagement to meet the ongoing planning needs of teachers, school administrators and the district.
http://www.thelearningbar.com/surveys/effective-schools-student-survey/

The teaching profession is a calling, a calling with the potential to do enormous good for students. Although we haven't traditionally seen it in this light, assessment plays an indispensable role in fulfilling our calling. Used with skill, assessment can motivate the unmotivated, restore the desire to learn, and encourage students to keep learning, and it can actually create – not simply measure – increased achievement."

~ Stiggins et al. (2007)

Anglophone School District West- Year 1 Data - Literacy

2011-2012 Student Enrollment - 23774

Provincial Literacy Results

Grade 2	Reading (11/12)	Students Asseessed	Exemption Rates	Writing (11/12)	Students Sampled	Exemption Rates	Reading (12/13)	Students Asseessed	Exemption Rates	Writing (12/13)	Students Sampled	Exemption Rates
ASD-W	78.0%	1672	2.5%	71.6%	380	2.1%						
Province	79.1%	4934	2.8%	77.5%	1022	3.6%						

Grade 4	Reading (11/12)			Writing (11/12)	Students Sampled	Exemption Rates	Reading FI (12/13)	Students Asseessed	Exemption Rates	Writing FI (12/13)	Students Sampled	Exemption Rates
ASD-W	77.4%	1161	3.0%	61.9%	126	3.0%						
Province	77.1%	3629	3.8%	58.2%	723	3.8%						

Grade 7	Reading (11/12)	Students Assessed	Exemption Rates	Writing (11/12)	Students Assessed	Exemption Rates	Reading (12/13)	Students Assessed	Exemption Rates	Writing (12/13)	Students Assessed	Exemption Rates
ASD-W	68.7%	1833	2.0%	62.5%	1833	1.9%	74.6%	1852	2.4%	59.7%	1852	2.4%
Prime Program	59.7%	1222	2.0%	54.7%	1222	1.9%	66.2%	1210	2.4%	49.4%	1210	2.4%
Early FI Program	85.6%	395	0.0%	81.6%	395	0.0%	91.1%	397	0.0%	81.6%	397	0.0%
Late FI Program	89.3%	216	0.0%	82.7%	216	0.0%	90.1%	216	0.0%	75.5%	216	0.0%
Province	69.4%	5581	1.9%	64.5%	5581	1.9%	76.2%	5430	2.0%	62.6%	5430	2.1%

Grade 9	Reading (11/12)	Students Assessed	Temporary/ Permanent Exemptions	Writing (11/12)	Students Assessed	Exemption Rates	Reading (12/13)	Students Assessed	Exemption Rates	Writing (12/13)	Students Assessed	Exemption Rates
ASD-W	73.4%	1820	94	82.3%	1819	94	78.6%	1820		83.2%	1824	
Province	73.5%	5646	134	82.2%	5633	134	78.1%	5584		82.4%	5576	

Anglophone School District West - Year 1 Data - Numeracy

Grade 3	(11/12)	Students Assessed	Exemption Rates	(12-13)					
ASD-W	69.7%	1699	2.1%						
Prime Program	67.0%	1136	2.1%	Assessment Not Adminstered in 2012-2013					
French Immersion Program	81.0%	563	0.0%						
Province	75.0%	5044	2.0%						

Grade 5	(11/12)	Students Assessed	Exemption Rates	(12/13)	Students Assessed	Exemption Rates	(13/14)	Students Sampled	Exemption Rates
ASD-W	63.7%	1704	2.7%						
Prime Program	59.0%	1280	2.7%						
FI Program	77.0%	420	0.0%						
Province	63.7%	5137	2.9%						

Grade 8	(11/12)	Students Assessed	Exemption Rates	(12/13)	Students Assessed	Exemption Rates	(13/14)	Students Assessed	Exemption Rates
ASD-W	52.6%	1926	1.9%						
Prime Program	44.5%	1309	1.9%						
Early FI Program	68.7%	393	0.0%						
Late FI Program	67.9%	224	0.0%						
Province	57.5%	5681	2.4%						

Anglophone School District West - Year 1 Data - French, Support Services & Other

Provincial French Second Language Results

Grade 5 Intensive French	Oral Proficiency (11/12)	Students Sampled	Writing (11/12)	Students Assessed	Exemption Rates		Appropriate Skills	Lagging Skills	Students Assessed	Appropriate Skills	Lagging Skills
							EYE - DA Results (11-12)			**EYE - DA Results (12-13)**	
						ASD-W	78.0%	22.0%	1477		
Province	42.0%	655	35.5%	3902		Province	73.0%	27.0%	4679		

* District Based Results are not provided.

Grade 10	Reading (11/12)		Writing (11/12)	Students Assessed	Exemption Rates	PISA Results 2009	Reading Results	Sample of Students	Drop Up Rate	
						ASD-W Average	512	589	ASD -W (10/11)	2.2%
						Provincial Anglophone Average	511	1927	Provincial	2.1%
ASD-W	81.4%		52.2%	362		Canadian Average		527	22383 * Large sample due to linguistics	
Province	78.4%		46.4%	1551		International Average		500	5000-10000 students per country (65 Countries)	

Number of Special Education Plans (11/12)	Individualized	Modified	Accomodated	Behaviour Data (11/12)			Most Frequently Documented Behaviours	
				Serious Misconduct	Unique Students	Frequency	Physical Violence -760 Incidents	
							Physical Bullying-709 Incidents	
					1754	3319	Disrupting School Operations 479 Incidents	
ASD-W	102	845	2485		Unique Students	Frequency		
Province	278	1642	7263	Behaviours Not Tolerated	4979	17324	Disorderly Conduct -2750 Incidents	
							Definace - 1790 Incidents	
							Disrespect - 1439 Incidents	

Other Data Sources Available	Location
Tell Them From Me District Survey Results 2012-2013	ASD-W Portal
N.B. Student Wellness Surveys (2010-11 K-5 & 2009-10 - 6-12)	ASD-W Portal
Dropout Survey Results	GNB Website

PISA test scores – In each test subject, the score for each participating country is the average of all student scores in that country. The average score among OECD (Organisation for Economic Cooperation and Development) countries is 500 points.

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