



ANGLOPHONE WEST SCHOOL DISTRICT

# **D**ISTRICT **I**MPROVEMENT **P**LAN

**2014-2017**

**August 2016 Update**



## Department of Education and Early Childhood Development

### Provincial Education Plan

#### Mission Statement

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

#### Vision

*Excellence and Equity*

#### - Priorities – 2013-2016 -

- *Improve achievement in language, mathematical and scientific literacies*
- *Improve inclusive learning environments and instructional practices to ensure equity*
- *Increase opportunities for learners to develop entrepreneurial competencies and to engage in active citizenship*
- *Integrate the early childhood and K-12 school sectors*



## 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 2014-2017 Within an Inclusive Setting

#### Priority 1: Focus on Assessment *for, as and of* Learning to Improve Student Achievement

*All Anglophone West schools will attain higher levels of academic success.*

#### Priority 2: Enhance Positive Learning and Working Environment

*All Anglophone West schools will demonstrate improvements in inclusive instruction and intervention practices within a positive learning and working environment.*

#### Priority 3: Augment Shared Leadership Capacity

*All Anglophone West schools will build collaborative leadership capacity to enhance student success.*

### Message from the Superintendent

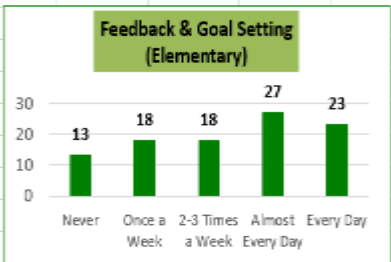
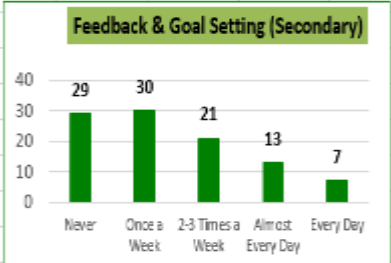
*The Anglophone West School District (ASD-W) is home to more than 22,000 students and 3,000 employees who learn and work in 69 schools and a district office setting scattered across one-third of our province. While we are guided by many policies, practices and curriculum, we are also influenced daily by a set of core values that focus on leadership, engagement, collaboration, support, recognition, trust, transparency, openness and a pursuit of excellence. To keep all of this in check, we need to be organized and follow a plan that is focused on student learning and development in an inclusive environment. The Province of New Brunswick has invested in a 10 year Education Plan that will help chart the direction of learning for the future. Likewise, ASD-W has created a plan that is aimed to improve achievement through quality assessment, engaging instruction, and investment in quality leadership. This plan has been formulated after much conversation on quality educational practices and review of meaningful data. It will serve as an active plan... not one that is shelved and dusted off every now and then. I hope it will also serve as a source of guidance as schools develop their School Improvement Plans and teachers consider professional growth goals. We know the biggest impact on a student's learning will be the presence of an engaging, professional teacher...let us keep this in mind as we continue to do our part in the teaching of our young New Brunswick citizens.*

***"Every teacher needs to improve, not because they are not good enough, but because they can be even better."***  
***Dylan William***

## ASD-W PRIORITY 1

**2016-2017 Goal/Focus:** Anglophone School District-West will *strengthen* formative assessment as an embedded practice to create the conditions for high levels of student achievement.

*Formative Assessment is the process of both learners and teachers being engaged in seeking and interpreting evidence to figure out where learners are in their learning in relation to what has been taught, where they need to go next in their learning and how best to get there. (Davies, 2014)*

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<p style="text-align: center;"><b>OurSchool (Formerly Tell Them From Me-TTFM) - ASD-W</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Feedback Data</b> - My teacher gives me feedback and helps me set goals for my learning.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Elementary</th> <th>2-3 Times / Week</th> <th>Almost Every Day</th> <th>Every Day</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>18%</td> <td>27%</td> <td>23%</td> </tr> <tr> <td>2015-16</td> <td>18%</td> <td>27%</td> <td>28%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Secondary</th> <th>2-3 Times / Week</th> <th>Almost Every Day</th> <th>Every Day</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>25%</td> <td>20%</td> <td>13%</td> </tr> <tr> <td>2015-16</td> <td>21%</td> <td>9%</td> <td>5%</td> </tr> </tbody> </table> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;">  </div> <div style="display: flex; justify-content: space-around;">  </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Interested and Motivated</b> - Students are interested and motivated in their learning</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Elem</th> <th>Cdn Norm</th> <th>Secondary</th> <th>Cdn Norm</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>72.0%</td> <td>74.0%</td> <td>38.0%</td> <td>33.0%</td> </tr> <tr> <td>2013-14</td> <td>77.0%</td> <td>74.0%</td> <td>41.0%</td> <td>33.0%</td> </tr> <tr> <td>2014-15</td> <td>87.0%</td> <td>74.0%</td> <td>40.0%</td> <td>33.0%</td> </tr> <tr> <td>2015-16</td> <td>89.0%</td> <td>74.0%</td> <td>42.0%</td> <td>33.0%</td> </tr> </tbody> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Rigor</b> - Students find the classroom instruction is well organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Elem</th> <th>Cdn Norm</th> <th>Secondary</th> <th>Cdn Norm</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>8.1</td> <td>8</td> <td>6.2</td> <td>6.3</td> </tr> <tr> <td>2013-14</td> <td>8.2</td> <td>8</td> <td>6.4</td> <td>6.3</td> </tr> <tr> <td>2014-15</td> <td>8.6</td> <td>8</td> <td>6.6</td> <td>6.3</td> </tr> <tr> <td>2015-16</td> <td>8.6</td> <td>8</td> <td>6.7</td> <td>N/A</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;"><i>Determined on a Score out of 10</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>School Improvement Plans – ASD-W</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">School Improvement Plans with Reference to Formative Assessment Actions</th> </tr> <tr> <th>Year</th> <th>No. ASDW schools</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>24/74</td> </tr> <tr> <td>2015-16</td> <td></td> </tr> </tbody> </table> </div>	Elementary	2-3 Times / Week	Almost Every Day	Every Day	2014-15	18%	27%	23%	2015-16	18%	27%	28%	Secondary	2-3 Times / Week	Almost Every Day	Every Day	2014-15	25%	20%	13%	2015-16	21%	9%	5%		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%		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	School Improvement Plans with Reference to Formative Assessment Actions		Year	No. ASDW schools	2014-15	24/74	2015-16		<p>Evidence based formative assessment practices are embedded within our schools K-12. (Page 3, <a href="#">ASD-W Balanced Assessment Framework</a>).</p> <p>(Emphasis is placed on differentiated formative assessment practices that:</p> <ul style="list-style-type: none"> <li>Support timely descriptive feedback (teacher/peer).</li> <li>Provide opportunities for students to self-assess.</li> <li>Engage students in regular conferencing and goal setting based on the triangulation of data (products, observations and conversations).</li> <li>Involve students in the co-construction of criteria.</li> <li>Provide rubrics' linked to curricular outcomes and exemplars of work for student use.</li> </ul> <p>Professional learning opportunities will be specific to school needs, and designed to refine instruction to improve student learning and achievement.</p>	<p>District staff will collaboratively facilitate the development of tools / resources to support formative assessment in all subject areas.</p> <p>District staff will work collaboratively with schools to provide support for implementing a variety of evidence based formative assessment practices linked to curriculum and student goals.</p> <p>Professional learning opportunities within ASD-W will intentionally connect to evidence based formative assessment practices.</p> <p>District staff will collect evidence of formative assessment practices to inform district priorities in support of formative assessment.</p>	<p>District staffs work plans and reports will identify specific actions and goals to support formative assessment.</p> <p>District staff will review School Improvement Plans to monitor components/Look for's of the <a href="#">ASD-W Balanced Assessment framework</a></p> <p>District DIP/PLWEP Monitoring Committee will review achievement results / progress on a defined schedule.</p> <ul style="list-style-type: none"> <li>Monitoring usage of links to Portal Formative Assessment site.</li> <li>Exploration of results of the K-12 Report Cards.</li> <li>Exploration of use of Observations/conversation and Products in PowerTeacherPro</li> <li>Review Lead feedback / usage of Formative Assessment tools.</li> <li>Conversations with school-based staff.</li> </ul>	<p>Directors and Subject Coordinators / Core Leadership Team / Administrators' Meetings</p> <p>DIP/SIP/PLWEP Monitoring Plans posted to <a href="#">ASD-W Portal Site</a> Oct. 30<sup>th</sup> and Jan 31<sup>st</sup></p> <p>District DIP/PLWEP Monitoring Committee meets 6 times per year.</p> <p>Meeting Dates:</p> <ul style="list-style-type: none"> <li>September 29, 2016</li> <li>November 15, 2016</li> <li>February 14, 2017</li> <li>April 20, 2017</li> <li>May 25, 2017</li> </ul>
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**Professional Learning / Resources (hyperlinked below) such as:**

- [SIP Information](#) – EECD Portal
- [EECD Look For Documents](#)
- [Assessment and Evaluation Site](#) – EECD Portal
- Formative Assessment – [Shirley Clarke Videos](#)

- [EECD Portal Module – Formative Assessment](#)
- [ASD-W Balanced Assessment](#) Resource
- [Provincial Assessment Results](#) – EECD Web Site
- District and School-Based Report Card Data

**ASD-W PRIORITY 1**

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	Prov 9.20%	10.10%	11.30%	6.80%	8.10%	9.40%																																																																																																																																																																																																									
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	Prov 31.30%	27.70%	39.80%	25.90%	22.70%	27.70%																																																																																																																																																																																																									
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## ASD-W PRIORITY 2

**2016-2017 Goal/Focus:** Anglophone School District-West will *strengthen* the practices within teaching and learning environments to promote student engagement.

*Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. (Tell Them From Me)*

Outcome Measures	Indicators of Success	Targeted Research-Based Strategies / Actions	District Monitoring and Accountability (Plan/Do/Check/Act)	District Responsibility / Timeline																																																																																																																																																															
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**Professional Learning / Resources**

- [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
- [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](#)

- [Mental Health Association](#)
- [Comprehensive School Safety resources](#)
- [PrevNet \(Promoting Relationships & Eliminating Violence Network\)](#)
- [PBIS \(Positive Behavioral Interventions & Supports\)](#)
- [CASEL \(Collaborative for Academic, Social & Emotional Learning\)](#)
- [NASPONLINE \(National Association of School Psychologists\)](#)
- [OurSchool / Tell Them From Me \(TTFM\)](#)

## ASD-W PRIORITY 2

**2015-2016 Goal/Focus:** Anglophone West schools will enhance the teaching and learning environment to promote student engagement.

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### ASD-W PRIORITY 3

**2016-2017 Goal/Focus:** Anglophone School District-West will *strengthen* shared leadership capacity.

*Distributed Leadership for learning and teaching is a leadership approach in which collaborative work is undertaken between individuals who trust and respect each other's contribution. It occurs as a result of an open culture within and across an institution. Through shared and active engagement, distributed leadership can result in the development of leadership capacity to sustain improvements in teaching and learning. (Jones, Harvey, Lefoe, Ryland 2013)*

Outcome Measures	Indicators of Success	Targeted Research-Based Strategies / Actions	District Monitoring and Accountability (Plan/Do/Check/Act)	District Responsibility / Timeline																																																																																																																																																																																																																																																																																																																																																	
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(identify source/background).</p> <ul style="list-style-type: none"> <li>EECD Standards of Practice for Educational Leaders; <i>fostering school and community relationships, being an instructional leader, creating a positive learning environment, driving the leadership potential of others, living the vision of learning</i></li> <li>SIR documents</li> </ul> <p>Educators are engaged in a culture of learning; that is, Professional Growth Goals will reflect a culture of learning.</p>	<p>District staff will collaboratively develop a mutual understanding of shared leadership.</p> <p>District staff will engage in partnerships to enhance the learning culture.</p> <p>District staff will collaborate to strengthen professional learning communities.</p> <p>Professional Learning provided by District staff will support schools in meeting SIP and PLEP goals.</p> <p>Professional Learning provided by District staff will strengthen shared leadership capacity and expertise in schools.</p>	<p>District staff work plans and reports identify specific actions and goals to support shared leadership. Areas such as:</p> <ul style="list-style-type: none"> <li>Co-teaching, Coaching, Co-planning</li> <li>Mentoring, Team Teaching</li> <li>Train the Trainer</li> <li>Supporting School Teams (ex. PLCs, grade level)</li> </ul> <p>School Improvement Plans and Positive Learning and Working Environment Plans demonstrate clear emphasis on improving student learning and achieving goals in a collaborative manner that reflects shared leadership.</p> <p>District DIP/PLWEP Monitoring Committee will review progress on a defined schedule.</p> <p>District staff will work collaboratively with schools surrounding priorities or direction based on professional learning goals.</p>	<p>Directors and Subject Coordinators / Core Leadership Team / Administrators' Meetings</p> <p>DIP/SIP/PLWEP Monitoring Plans posted to <a href="#">ASD-W Portal Site</a> Oct. 30<sup>th</sup> and Jan 31<sup>st</sup></p> <p>District DIP/PLWEP Monitoring Committee meets 6 times per year.</p> <p>Meeting Dates:</p> <ul style="list-style-type: none"> <li>September 29, 2016</li> <li>November 15, 2016</li> <li>February 14, 2017</li> <li>April 20, 2017</li> <li>May 25, 2017</li> </ul>
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2015-16	ASD-W	N/A	N/A	N/A	N/A	N/A	N/A																																																																																																																																																																																																																																																																																																																																														
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I have the opportunity to develop new skills in this school.																																																																																																																																																																																																																																																																																																																																																					
2012-13	ASD-W	90.1%	81.9%	75.4%	77.2%	81.6%	80.0%																																																																																																																																																																																																																																																																																																																																														
2013-14	ASD-W	87.4%	79.4%	71.1%	79.3%	83.5%	92.4%																																																																																																																																																																																																																																																																																																																																														
2014-15	ASD-W	92.2%	85.8%	73.6%	77.3%	83.6%	88.3%																																																																																																																																																																																																																																																																																																																																														
2015-16	ASD-W	88.1%	76.6%	70.9%	68.0%	79.1%	78.2%																																																																																																																																																																																																																																																																																																																																														
	Prov	86.3%	77.0%	70.8%	79.3%	77.3%	81.3%																																																																																																																																																																																																																																																																																																																																														

**Professional Learning / Resources:**

➤ [Provincial Coaching Model](#) – EECD; EECD Portal Modules;

➤ [CAMET Leadership Competencies](#)

## APPENDIX I: School Improvement Planning Monitoring Guidelines

*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
During Month of September	Administrators will update staff on ASD-W DIP goals for 2016-2017.	Administrators should revisit the 3 year DIP with staff. Schools should analyze data sources and begin SIP updates for the 2016-2017 school year.
October 15 <sup>th</sup>	Schools will upload to the <a href="#">ASD-W DIP/PLWEP school portal site</a> – drafts, monitoring documents and a development of actions of the SIP.	Schools will begin to align school goals with DIP.
January 9 <sup>th</sup>	One Day Professional Learning Session focused on SIP / PLWEP Upload to the <a href="#">ASD-W DIP/PLWEP school portal site</a> the revised / completed SIP for 2016-2017.	Schools will monitor progress and make adjustments to the SIP.
January 31st	Progress Notes uploaded to the <a href="#">ASD-W DIP/PLWEP school portal site</a> .	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.						