

**District
Improvement Plan
and
Positive Learning &
Working Environment Plan**

**2017-2020
*Overview***



*Excited. Involved.
Prepared.*

August 2019 Update



Message from the Superintendent

The District Improvement and Positive Learning and Working Environment Plans are focused on enhancing engagement in all learners, using quality assessment practices to improve learning, and building leadership capacity. The plans have been formulated and revised after much conversation on quality educational practices and review of meaningful data. Anglophone West School District will actively use these plans to help strategically move our district forward as part of the Province of New Brunswick's 10-year education plan titled "Everyone at their best". We hope they serve as a good source for schools as they work on their School Improvement Plans and for teachers as they reflect on professional growth goals.

We know the biggest impact on a student's learning will be the presence of an engaging, professional teacher...let's keep this at the forefront as we accept our tremendous responsibility of supporting our students as they become resilient, confident and contributing citizens in our local neighborhoods and around the world.

David McTimoney





Our 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

- Act consistently with our values
- Commit to continuous learning and teaching
- Identify strengths, weaknesses and opportunities to ensure improvement
- Welcome performance feedback

Trust, Openness and Transparency

- Act in a manner that is honest, trustworthy and with integrity
- Act in a professional and respectful manner
- Communicate challenges, difficulties and expectations openly and constructively

Collaborative Relationships

- Invest in people
- Promote teaming
- Support group decision-making and problem solving
- Welcome and encourage participation

Support and Recognition

- Express concern for others
- Recognize progress
- Celebrate achievements
- Build and leverage strengths

Shared Leadership

- Structure as environment of shared decision making
- Focus on building capacity
- Share responsibility
- Address difficult situations

Engagement

- Commit to the vision
- Collaborate to move forward
- Focus on solutions
- Support a culture of creativity



Priorities 2017-2020 In the Service of Learning

“Learner” refers to both adults and students

District Improvement Plan

1. Enhance Engagement of All Learners
2. Focus on Formative Assessment Practices to Support Pedagogy and Learning
3. Build Collaborative Leadership Capacity

&

Positive Learning and Working Environment Plan

1. Enhance Positive Learning and Working Environments





Goals 2019-20

DIP – Goal 1

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

In order to truly teach our students, we must be willing to learn from them. Only they can tell us where they would like their journey to take them beyond school, and that is essential information if we are to do the important work of successfully inspiring and equipping them for what lies ahead. By inviting and encouraging their voices, and being open to what they have to say, educators create a community of collaborative learners

Quadria & Corso – Student Voice The Instrument of Change, p. 7

DIP – Goal 2

Anglophone School District-West will model the use of formative assessment practices and strategies to increase the learners understanding of: where they are; where they are going; how they are going to get there; and what to do next (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

DIP – Goal 3

Anglophone School District-West will work with learners to strengthen collective efficacy through collaborative leadership.

The leader who helps develop focused collaborative capacity will make the greatest contribution to student learning.

Fulton & Quinn - Coherence, p. 57



Goals 2019-20

DPLWEP – Goal 1

Anglophone School District-West will strengthen the collective understanding of positive learning and working environments.

“School cultures are influential. They shape and re-shape what people do, think, and feel

Hongboontri & Keawkhong, 2014

DPLWEP – Goal 2

Anglophone School District-West will strengthen the conditions for success by targeting strategies to promote connectedness in the educational community.

“Teachers can impact school culture, with the largest effect coming from their individual interactions and relationships with students”

Young et al - Positive behavior support in secondary schools

“...shared beliefs shape the normative environment...these shared beliefs are in an important aspect of the culture...”

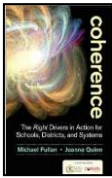
Dewitt 2017 pg 61



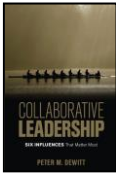
Resources / References



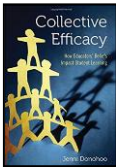
Empower
A.J Juliani and John Spencer, 2017
“..provide teachers, coaches, and administrators with a roadmap that will inspire innovation, authentic learning experiences, and practical ways to empower students to pursue their passions while in school”



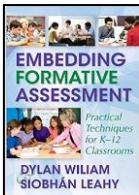
Coherence: The Right Drivers in Action for Schools, Districts, and Systems
Michael Fullan & Joanne Quinn, 2016



Collaborative Leadership: Six Influences That Matter Most
Peter M. DeWitt, 2017



Collective Efficacy: How Educators' Beliefs Impact Student Learning
Jenni Donohoo, 2017



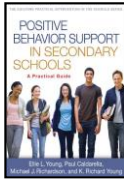
Embedding Formative Assessment: Practical Techniques for K-12 Classrooms
Dylan William & Siobhan Leahy, 2015



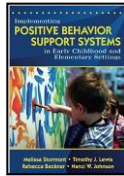
Developing Assessment-Capable Visible Learners Grades K-12
Nancy Frey, John Hattie, Douglas Fisher, 2018



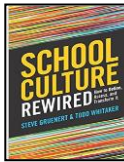
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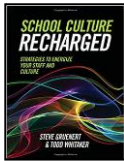
Positive Behavior Support in Secondary Schools: A Practical Guide
Ellie L. Young, Paul Caldarella, Michael J. Richardson, and K. Richard Young,
2011



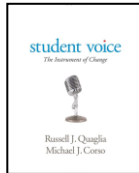
Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings
Melissa Stormont, Timothy Lewis, Rebecca Beckner, Nanci Johnson, 2008



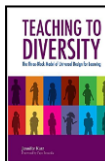
School Culture Rewired
Steve Gruenert & Todd Whitaker,
2015



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Steve Gruenert & Todd Whitaker,
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Student Voice: The Instrument of Change
Russell J. Quaglia, Michael J. Corso,
2014



Teaching to Diversity: The Three-Block Model of Universal Design for Learning
Jennifer Katz,
2011