

# **ASD-S District Improvement Plan**

**June 2021**

<b>Ends Policy 1: Provide positive, safe, healthy, and inclusive learning and working environments for children, youth, and staff.</b>	
<b>Goal 1.1: Ensure all students benefit from a positive learning and working environment that promotes health, safety, and outdoor physical activity.</b>	
<b>Strategies</b>	<b>Outcomes</b>
<b>Strategy 1.1.1: Support schools to ensure that current health and safety practices limit the potential spread of COVID-19.</b>	<b>Desired Outcome 1.1.1a: ASD-S Staff will use approved safety practices in the schools of ASD-S.</b>
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Trained all drivers on safety and provided them Personal Protective Equipment (PPE) to ensure student and staff safety.</li> <li>• Trained all drivers on cleaning and provided appropriate cleaning materials to ensure buses maintain a high level of cleanliness and disinfection.</li> <li>• Hired Assistant Manager to ensure drivers have the supplies required in an effective and timely manner.</li> <li>• District staff also completed COVID-19 compliance reviews\inspections with all drivers.</li> <li>• All school staff have received an orientation on COVID-19 preventive controls.</li> <li>• Required PPE, hand sanitizer, materials such as distancing arrows, and cleaning supplies, have been provided on an as-needed basis.</li> <li>• All schools have had at least one in-person inspection during the school year to ensure COVID-19 preventive controls are in place and being followed.</li> <li>• A rotation of twenty percent of school websites are checked monthly to ensure the COVID-19 Operational Plans have been updated as required.</li> <li>• The District has assisted schools with COVID-19 Operational Plans for activities, diploma ceremonies, sports, field trips, and other events throughout the school year to ensure compliance with EECD and GNB processes.</li> </ul>	
<b>Strategies</b>	<b>Outcomes</b>
<b>Strategy 1.1.2: Ensure equity of instruction for vulnerable, culturally, and/or linguistically diverse students.</b>	<b>Desired Outcome 1.1.2a: Students will receive instructions that meet their linguistic needs.</b>
	<b>Desired Outcome 1.1.2b: Ensure that students on home learning plans are learning in parallel to peers in schools.</b>
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Implemented Language Learning Center in schools with high populations of ELL's at Grades 3-8.</li> <li>• Developed a model of instruction for vulnerable students at high school.</li> <li>• High schools identified vulnerable students which were supported daily.</li> <li>• Supported development of Newcomer &amp; Support Transition Plans for ELL's at STM and SJHS</li> <li>• Developed an EAL SharePoint site to support EAL Mentors and classroom teachers.</li> <li>• Surveyed EAL Mentors to ensure they had what was required to support their instruction and the knowledge to work through MS Teams.</li> <li>• Developed a bank of Translators/Interpreters to enhance communication between students, families and schools.</li> <li>• Provided a-synchronous and synchronous PL to 40+ teachers that supports them with strategies and practices to enhance Language learners' personalized growth and engagement.</li> <li>• Completed the Welcoming Schools Initiative guide to implementing in schools in 2021-2022</li> <li>• Started online EAL Lending Library with up-to-date resources to support classroom teaching as well as PL.</li> <li>• Developed roles and responsibilities for Home Learning Support teachers, tutors, and school-based teachers.</li> <li>• Supported the educational needs of 90 to 140 HL students depending on the COVID alert level.</li> <li>• Hired 7 HLS teachers and 10 HL tutors.</li> <li>• Trained tutors on basic instructional practices, MS Teams and technology, and operational plans</li> <li>• Provided technology for tutors and students as needed.</li> <li>• Created exemplars to demonstrate the expectation of work sent from the school-based teacher to the HLS teacher and share them with administrators.</li> <li>• Maintained a Home Learning Teams site for effective communication between HLS teachers, tutors, and coordinators.</li> </ul>	
<b>Strategies</b>	<b>Outcomes</b>
<b>Strategy 1.1.3: Support schools to develop cross-curricular and exploratory learning experiences that encourage outdoor physical activity.</b>	<b>Desired Outcome 1.1.3a: District Educational Staff will have the capacity to support teachers requesting strategies to incorporate outdoor physical activity into cross-curricular learning opportunities and exploratory learning experiences.</b>

**Actions:**

- Kari Parsons facilitated a presentation to all ASD-S coaches on Outdoor learning opportunities across the curriculum in the fall of 2020. This presentation focused on the physical, social-emotional, cognitive, and creative benefits of outdoor learning.
- Surveyed coaches and District Educational Staff (DES) on their knowledge base and comfort in promoting cross-curricular and exploratory learning experiences.
- Tzoumi Burkhart and her team from Great Minds Think Outside presented to the coaches monthly meeting and DES on February 5 to share their programming available to schools and educators.
- DES and Kari Parsons continue collaborating to support outdoor physical activity into cross-curricular and exploratory learning through MS Teams' meetings.
- Kari Parsons created a SharePoint site for subject-related outdoor learning opportunities. Teachers and coaches contributed materials and lessons from their subject areas.

**Ends Policy 2: Demonstrate continuous improvement by increasing engagement through innovative teaching and assessment practices, promoting mental fitness through social-emotional learning.**

**Goal 2.1: Explicitly embed best practices related to resiliency and social-emotional learning with all ASD-S staff and students.**

Strategies	Outcomes
Strategy 2.1.1: Empower managerial and educational leaders to promote mental fitness with their staff.	Desired Outcome 2.1.1a: ASD-S School Admin Teams will have the knowledge to promote mental fitness with their staff.

**Actions:**

- Provided all principals a one-hour workshop on applying positive psychology to management based on Shawn Achor's *The Happiness Advantage*. Twenty-two schools as well as the District budget and accounting department have begun or plan to begin book studies of this resource.
- District and school leadership consulted on mental health concerns with Kevin Cameron of the North American Center for Threat Assessment and Trauma Response (June 15, October 20, November 5, 6, and 18, and February 3) and with Dr. Daniel Chorney of Dr. Daniel Chorney and Associates Psychological Services (August 27).
- Twenty-five schools joined the first cohort of schools to implement the Positive Workplace Framework developed by Dr Bill Morrison and Dr Patti Peterson of UNB. A second cohort will be starting in June and will include Child & Youth Teams as well as schools.
- Held the 8<sup>th</sup> Annual ASD-S Physical Activity Challenge ran in January and February with 655 employees participating.

Strategies	Outcomes
Strategy 2.1.2: Support Teachers to be intentional in embedding positive education in their instructional decisions to promote social emotional learning.	Desired Outcome 2.1.2a: Support Teachers to be intentional in embedding positive education in their instructional decisions to promote social emotional learning.

**Actions:**

- ESS staff collaborate regularly with curriculum staff, including on monthly meetings, to develop capacity with curriculum coaches to help teachers embed Social Emotional Learning (SEL) in their work. The District promoted and supported a variety of school-based initiatives to enhance SEL teaching. One example is the 4th R program that teaches youth about healthy relationships and was taught in sixteen schools this year.
- Dr. Daniel Chorney provided training on anxiety, school refusal, and general mental health for the school counsellors on November 3 and 19.

**Goal 2.2: Support PLCs to embed global competencies and cross-curricular opportunities in instruction and assessment both live and virtually using Microsoft Teams.**

Strategies	Outcomes
Strategy 2.2.1: Build capacity in Coordinators, Coaches, Leads, and SPRs to promote best instructional and assessment practices in the areas of global competencies and cross-curricular instruction to support Teacher PLCs live and virtually using Microsoft Teams.	Desired Outcome 2.2.1a: District Educational Staff will have the capacity to support requests for online learning and assessment with Microsoft Teams in their subject areas.
	Desired Outcome 2.2.1b: District Educational Staff will have the capacity to support the embedding of global competencies in their subject area.
	Desired Outcome 2.2.1c: SPRs will be able to provide coaching support to Teachers with online learning and assessment with Microsoft Teams.

**Actions:**

- Presented four sessions on Global Competencies (GC) at the coach’s meetings between November and February.
- Created GCs Formative Assessment Guides (K-5) as a tool for coaches/teachers.
- Sixty of sixty-nine SPRs registered for PL related to coaching, blended learning and ADKAR change management processes.
- Myron Dueck addressed High School staff in November, highlighting the importance of involving students in their learning.
- Catlin Tucker provided a detailed professional learning experience on blended learning strategies for all SPRs.

**Goal 2.3: Bring awareness to District educational staff about Early Childhood through engagement with the NB Curriculum Framework to ensure a collaborative effort towards a seamless transition for children birth to grade 12.**

Strategies	Outcomes
Strategy 2.3.1: Bring awareness to District leaders about Early Childhood through engagement with the NB Curriculum Framework to ensure a collaborative effort toward a shared vision.	Desired Outcome 2.3.1a: The Senior Management Team and the Coordinator Team develop an awareness of the NB Curriculum Framework for Early Learning and Child Care and see the links within their roles and responsibilities.

**Actions:**

- 100% of District leaders have increased their awareness of the NB Curriculum Framework
- Conducted five 1-hours professional learning sessions with the Senior Management Team
- Conducted 3-hour professional learning sessions with Coordinator Team (Curriculum)
- Conducted 3-hour professional learning session with ESS Coordinator Team
- Survey results increase from baseline 3.14 to 4.18 overall, which exceeding our 3.5 target

**Ends Policy 3: Ensure all members of the school community are welcomed, respected, accepted and supported and to address heterosexism and discrimination.**

**Goal 3.1: Develop a strategic plan to promote diversity and anti-racism and to address heterosexism and discrimination by creating affirming cultures.**

Strategies	Outcomes
Strategy 3.1.1: Create a committee of District and school leaders to build and implement, in consultation with community members, a strategic plan to promote diversity and address heterosexism and discrimination in ASD-S culture.	Desired Outcome 3.1.1a: An advisory committee will be created to ensure the diversity of voices of those facing heterosexism and discrimination will be heard and inform our District plans.

**Actions:**

- The ASD-S LGBTQ+ Advisory Committee met twice this year, between February and May. They recommended several areas for the District to follow up on, including reviewing data, supporting the ongoing implementation of EECD 713, working with curriculum to ensure a diversity of resources, and continuing to develop safe spaces in schools.
- Briefed all principals on EECD 713 (Sexual Orientation and Gender Identity) which they have presented to their staff.

Strategies	Outcomes
Strategy 3.1.2: Support curriculum and increase resources that reflect diversity and anti-racism.	Desired Outcome 3.1.2a: An advisory committee will be created to ensure a diversity of voices that reflects our larger community to inform our District anti-racism plans.
	Desired Outcome 3.1.2b: District Educational Staff will have the skills and tools to make teachers aware of issues of diversity and anti-racism in a variety of curriculum areas.
	Desired Outcome: 3.1.2c: 100% of Administrators will be aware of diversity and anti-racism in their schools. June 2021 Status June Target

**Actions:**

- The committee met for the first time in March and will meet again in June. They recommended several actions, including to examine how other jurisdictions are taking anti-racist action and investigation policy for anti-racism. Furthermore, they has been asked to advise on a survey about high school students' experiences with system racism which will form a baseline for the District.

- Created a professional learning plan to begin to familiarize DES with diversity and anti-racism. Furthermore, all coaches attended a session offered by Matthew R. Kay on how to have race conversations with teachers and students.
- Held book study of *Cultivating Genius* by Gholdy Muhammad with 24 middle school and high school ELA teachers.
- Created a social justice/anti-racist anti-bias 'living' book list for teachers to use when selecting texts for their classrooms.
- Provided twenty classroom libraries of approximately 60 books to 20 middle school and high school ELA teachers, all of which are anti-racist, diverse, equitable and own voices texts.
- Met with a representative from Panorama Education about a tool/service to collect data on anti-racism in schools and the District to help create action items from the data.

**Ends Policy 4: Maximize the engagement of families and the community through effective communication and outreach.**

**Goal 4.1: Ensure all stakeholders have access to relevant information and resources pertinent to student success and wellbeing.**

Strategies	Outcomes
Strategy 4.1.1: Replace existing school and District websites with user-friendly sites that are consistent, easily maintained, and family/student focused.	Desired Outcome 4.1.1a: 50% of all school websites will be live by June 2021.

**Actions:**

- Following delay in province's adoption and implementation of WordPress platform, ASD-S is hiring full time web designer to work under compressed timeline and expedite migration of sites.
- Best practices in school website design have informed redesign templates.
- Meetings with individual principals to discuss their specific school community's website are ongoing.

Strategies	Outcomes
Strategy 4.1.2: Provide families, students, and staff relevant, timely information regarding the Return to School plan, COVID-19, and Outbreak Management.	Desired Outcome 4.1.2a: Maintain a responsive ASD-S communication plan.

**Actions:**

- Documentation of media coverage, planned media, and family communications were reported to DEC monthly and are available in DEC meeting documents. Media requests have surpassed 175 (Sept-June) and family communications are at 150, timely, relevant messages, shared through multiple platforms.
- Provided increased translation for key messages.
- Increased coordination between 4 Anglophone School Districts to ensure consistency and equity in messaging.
- Developed District as a preferred and familiar sender of certain types of messages to our families.

**Goal 4.2: Maintain existing partnerships and engagement with outside organizations.**

Strategies	Outcomes
Strategy 4.2.1: Re-examine each outside partnership and adapt and update its programming to align with COVID-19 safety protocols.	Desired Outcome 4.2.1a: ASD-S will maintain the 180 partnerships.

**Actions:**

- Successfully maintained all existing partners through continued engagement and by re-structuring their plans for involvement to comply with COVID-19 safety protocols.
- Maintained food programs in several SJEC schools through the creation of a hub-kitchen. This reinvention of our food programs is a model we will explore expanding in the future.