

ASD-S Improvement Plan Status Report – 2021-22

Ends Policy 2

Improve student engagement and achievement by embedding research based best practices in a variety of learning environments.

Goal 1: Enhance best practices in instruction and assessment both in person and virtually.

Strategy 1.1: Model and support the embedment of Plan, Do, Check, Act methodology in district professional learning and classroom practice.

Outcomes	Current State	Status
90% of students are meeting literacy and numeracy grade level targets on QPS, Phono, and Numeracy screeners for When Children Succeed project.	Literacy: Phono Screener – K 22% G1 71% G2 49% / QPS – K 11% G1 14% G2 16% (End of June Standards) Numeracy: K 53 – 78% G1 43 – 75% G2 33 – 93% (End of March Standards)	In Progress
Provincial assessment data in pilot schools exceed provincial average. Grade 4 Literacy and 5 Numeracy.	Work ongoing. Outcome measure taking place in late spring.	In Progress
Co-Constructed Middle/High School Differentiated Targeted Instruction PDCA project.	Project placed on hold due to PL freeze. After school meetings happening with 3 pilot middle schools and one high school, but it is now optional participation and the focus has moved to building awareness and laying the groundwork for future work.	Not Started
Provincial assessment data in Middle/High pilot schools (TBD) exceed provincial average. Grade 6 Literacy and 7 Numeracy. Grade 9 ELPA.	Put on hold for 2021-22	Not Started
90% of students are meeting grade level literacy and numeracy targets on QPS, Phono, and Numeracy screeners for Rural Schools Differentiated Targeted Instruction project.	Literacy: Phono – K 6% G1 58% G2 83% / QPS – K 0% G1 0% G2 0% Numeracy: Not Available. Will be updated prior to DEC presentation	In Progress
School Improvement Plans are complete and visible on all school websites	On track to complete School Performance Report by end of March.	In Progress
Teacher Perception Survey data shows 90% (currently 81%) of ASD-S staff feel they had input into the development of SIP goals	73.6% agree / 16.8% neither agree or disagree	In Progress
District Improvement Plan priorities are linked to School Improvement data	Behind schedule. Spring conversation. Still waiting for SI Framework data.	Not Started
100% of requests for support incorporate at least one component of PDCA teaching cycle	Outcome on target. Data indicates Check and Act are our areas for growth moving forward.	In Progress
Effective Instructional Practice and Continuous Monitoring of Student Progress Mean agreement on Teacher Perception Survey increases to 60% from 54%. Stretch goal of 65%	Mean agreement not provided. Most areas are above 60% agreement.	In Progress

Strategy 1.2: Model and support the embedment of meaningful feedback in district, school, and classroom practice.

Outcomes	Current State	Status
Professional growth goals of subject coordinators attained and identified through self-reflection on performance review.	On target. Meetings with coordinators take place every three weeks.	In Progress
All coaches receive formal performance review annually centred around co-constructed professional goal and ongoing progress monitoring.	On target.	In Progress
71.9% of HS teachers feel there is a formal feedback process on 2018/19 Teacher Perception Survey Data. Increase to 75% with stretch goal of 80%	Outcome met. 75.2% K-12	Completed
Increase in teachers feeling like they receive regular feedback to inform instruction on the annual “Teacher Perception Survey.” <ul style="list-style-type: none"> HS 61.2% to 65%. Stretch 70% MS 61% to 65%. Stretch 70% ES 77.1% to 80%. Stretch 85% 	70.6% K-12. Data by level not yet available.	In Progress
Increase in students feeling like they receive regular feedback to inform their learning on Our School. Currently 7% ES, 10% MS, 11% HS. Increase to 15% at all levels with stretch target of 20%.	Student Survey Data currently unavailable	Not Started
100% of requests for support are closed with completed reflection section.	Outcome met as of end of February.	In Progress
District curriculum team self-reflect quarterly to ensure feedback is incorporated into all professional learning opportunities.	Behind schedule. Second reflection scheduled for March coordinator meeting. Still time to meet outcome.	In Progress

Goal 2: Ensure effective instruction in non-traditional learning environments.

ASD-S Improvement Plan Status Report – 2021-22

Strategy 2.1: Support schools to develop cross-curricular and exploratory learning experiences that encourage learning outdoors.

Outcomes	Current State	Status
Improving student engagement at 6-12. <ul style="list-style-type: none"> • The student perception survey current state is 31%. <ul style="list-style-type: none"> ○ ASD-S target is 40% with a stretch of 50%. 	Student Survey Data currently unavailable	In Progress
Improving student’s perception to learn new and exciting things. <ul style="list-style-type: none"> • The student perception survey current state at 4-5 is 82%. <ul style="list-style-type: none"> ○ ASD-S target is 85% with a stretch of 90%. • The student perception survey current state at 6-8 is 59%. <ul style="list-style-type: none"> ○ ASD-S target is 65% with a stretch of 70%. • The student perception survey current state at 9-12 is 51%. <ul style="list-style-type: none"> ○ ASD-S target is 55% with a stretch of 60%. 	Student Survey Data currently unavailable	In Progress
Improve student behaviour causing significant loss of learning time. <ul style="list-style-type: none"> • The teacher perception survey current state at K-5 is 30.1%. <ul style="list-style-type: none"> ○ ASD-S target is 35% with a stretch of 40%. • The teacher perception survey current state at 6-8 is 38.6%. <ul style="list-style-type: none"> ○ ASD-S target is 35% with a stretch of 40%. • The teacher perception survey current state at 9-12 is 31.7%. <ul style="list-style-type: none"> ○ ASD-S target is 45% with a stretch of 50%. 	Student Survey Data currently unavailable	In Progress
Enable outdoor learning to be included into the “School Improvement Framework.” <ul style="list-style-type: none"> • ASD-S currently has one school with outdoor learning within their School improvement Plan. <ul style="list-style-type: none"> ○ ASD-S target is to increase from one to five schools during the 2021-2022 school year. 	Work ongoing. Waiting on SI Framework data.	Not Started
100% district educational staff will have the capacity to embed strategies to incorporate outdoor learning into: <ul style="list-style-type: none"> • cross-curricular learning opportunities. • exploratory learning experiences in their practices. 	Target met. PL held in fall with all coaches.	Completed
10% of requests for support will reflect: <ul style="list-style-type: none"> • learning outdoors. 	Currently 45 of 617 requests focus on learning outdoors = 7%	In Progress

Strategy 2.2: Build teacher capacity to engage learners through technology.

Outcomes	Current State	Status
50% of K-8 teachers and 100% of 9-12 teachers will feel comfortable using MS Teams as a learning platform.	86% K-12 teachers comfortable using MS Teams. Not yet broken down by level.	In Progress
Increase in number of technology requests for support by 20%.	78 requests to date (End of February) 105 last year.	In Progress
10% of requests for support relate to capacity building in online learning.	56 of 617 9%	In Progress
Increase the teacher comfort level using technology. <ul style="list-style-type: none"> • The teacher perception survey current state is 88% <ul style="list-style-type: none"> ○ ASD-S target is 95%. 	86% comfortable using MS Teams K-12	In Progress

Goal 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.

Strategy 3.1: Bring awareness to K-5 school leaders about Early Childhood through engagement with the NB Curriculum Framework to ensure a collaborative effort toward a shared vision.

Outcomes	Current State	Status
90% with a stretch of 95% of elementary school principals and/or vice principals, will build awareness of the NB Curriculum by participating in PL sessions with the Early Childhood Team by June 2022.	April meeting set up for introduction to the NB Curriculum Framework for principals and vice principals.	Not Started

Strategy 3.2: Promote the development of common language, while sharing early learning and childcare pedagogy, and creating sustainable relationships between schools and ELCC's through the implementation of the ASD-S Bridging program.

ASD-S Improvement Plan Status Report – 2021-22

Outcomes	Current State	Status
Build new PLC/community of practice with 4 schools and 13 early learning facilities.	4 community of practices have been initiated however COVID has delayed some of the work.	In Progress
75% of educators and teachers form lasting relationships beyond the 2021-22 school year		Not Started