



ASD-S District Improvement Plan

Mission
The mission of ASD-S is to improve achievement by engaging children and youth and working in collaboration with families, staff and communities to provide safe and inclusive learning and working environments.

Vision
"Shaping a Positive Future for Every Child/Youth"

Our Beliefs

We believe in a safe and inclusive learning and working environment.

We believe all children/youth can learn and all schools can improve.

We believe in the importance of mental, physical, social/emotional health.

We believe in family and community involvement in schools.

We believe in on going professional learning for all staff.

We believe children/youth must be engaged in diverse, relevant and contemporary learning experiences.

Ends Polices

Ends Policy 1
Provide a healthy, safe, inclusive environment for learners, staff, families, and partners.

Ends Policy 2
Improve student engagement and achievement by embedding research based best practices in a variety of learning environments.

Ends Policy 3
Engage system's leaders in improving mental health and resiliency for both learners and staff through proactive strategies such as Positive Education and Social Emotional learning.

Ends Policy 4
Ensure all members of the school and district community are welcomed, respected, accepted and supported.

Goal 1
Ensure all learners, staff, families, and partners benefit from a positive, inclusive learning and working environment that promotes health and safety.

Strategy 1.1
Support schools in the development and implementation of ASD-S Health and Safety practices.

Strategy 1.2
Support learners, staff, families, and partners with the priorities identified by the ASD-S District Health Advisory committee.

Goal 2
Maximize the re-engagement of staff, families, and the school community through effective communication and outreach.

Strategy 2.1
Ensure school leaders have opportunities to share best practices and engage their PSSC's at meetings.

Strategy 2.2
Develop a school survey for December and May/June to measure involvement of families, community, and partners.

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.

Strategy 1.2
Support schools to ensure classroom assessment practices are balanced, outcome driven, and student centered.

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

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

Strategy 2.2
Build teacher capacity to engage learners through technology.

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.

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 a re-start of the ASD-S Bridging program.

Goal 1
Improve mental health and resilience for both learners and staff through proactive strategies.

Strategy 1.1
Support adoption of PBIS in identified schools.

Strategy 1.2
Support adoption of Restorative Practices in identified schools.

Strategy 1.3
Provide training to curriculum coaches in Positive Education and Social Emotional Learning to increase the use of these best practices across the curricula.

Strategy 1.4
Provide direct support to teachers to implement Positive Education and Social Emotional Learning into their classroom practices, specifically at the middle school level.

Strategy 1.5
Continue to implement the Positive Mental Health Framework with school and district leaders using the Mental Fitness Resiliency Inventory.

Strategy 1.6
Provide opportunities for school leaders to share their strategies and resources with each other.

Goal 1
Develop a strategic plan to promote diversity and anti-racism and to address heterosexism and discrimination by creating affirming cultures.

Strategy 1.1
Consult with the ASD-S Antiracism Advisory Committee to identify strategies to increase racial, ethnic, and cultural equity in school communities and to ensure the voices of students who are Black, Indigenous, and Persons of Colour are heard at the district level.

Strategy 1.2
Consult with the ASD-S LGBTQ+ Inclusion Advisory Committee to identify strategies to increase LGBTQ+ Inclusion and to ensure the voices of students with LGBTQ+ identities are heard at the district level.

Strategy 1.3
Provide training to curriculum coaches in antiracism as a secondary specialty to increase cultural competency as reflected in antiracist instructional strategies and resource choices as well increased racial, ethnic, and cultural inclusion.

Strategy 1.4
Support newcomers by creating welcoming environments, providing culturally responsive teaching, and ensuring equity of instruction.

Strategy 1.5
Build capacity in early childhood educators by bringing awareness to anti-racism/anti-bias education through communities of practice and by providing resources that support all forms of diversity.

Strategy 1.6
Support teacher capacity in embedding First Nations content across the curriculum through the sharing of educational resources and authentic experiences that celebrate and prioritize local First Nations (Wabanaki) cultures, histories, and knowledges.