

# 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**

To provide positive, safe, healthy and inclusive learning and working environments for children, youth, and staff.

*(Links to objectives 1, 6 and 7 of the 10 Year Plan)*

**Ends Policy 2**

To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in and application of the arts, trades and technology.

*(Links to objectives 2, 3, 4, 5 and 8 of the 10 Year Plan)*

**Ends Policy 3**

To increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.

*(Links to objectives 3, 4, 5, 8 and 9 of the 10 Year Plan)*

**Ends Policy 4**

To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and District wide initiatives that promote mental fitness.

*(Links to objectives 1, 2 and 7 of the 10 Year Plan)*

**Ends Policy 5**

To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.

*(Links to objectives 1 and 7 of the 10 Year Plan)*

**Ends Policy 6**

To coordinate and maximize access to resources to support children, youth & families.

*(Links to objectives 2 and 7 of the 10 Year Plan)*

**Ends Policy 7**

To promote the value of education through effective partnerships and positive pro-active communication.

*(Links to all objectives 10 Year Plan)*

# ASD-S District Improvement Plan

## Ends Policy 1

To provide positive, safe, healthy and inclusive learning and working environments for children, youth, and staff.  
*(Links to objectives 1, 6 and 7 of the 10 Year Plan)*

1.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To improve the quality of the positive learning and working environment.	<ul style="list-style-type: none"> <li>▪ Expand “Positive Behaviour Intervention and Supports” (PBIS) in 6 schools annually and restorative practices training in 3 schools annually</li> <li>▪ Enhance capacities of school based “Education Student Support Teams” (ESST).</li> <li>▪ Improve the quality of alternative education programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power School Incident Management</li> <li>▪ Teacher Perception Survey</li> <li>▪ Positive Learning Environment Plan Dashboard</li> <li>▪ PBIS Survey</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>▪ PLEP Subject Coordinator</li> <li>▪ Administrators</li> <li>▪ Supervisor of Data and Accountability</li> <li>▪ Respect and Diversity Leads</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Overall increased capacity of School Based ESSTs as indicated by ESST Capacity Charts</li> <li>▪ Professional Learning (PL) for guidance and resource staff based on ESST Capacity Charts</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>▪ Director of ESS</li> <li>▪ Director of ESS</li> <li>▪ ESS Subject Coordinators</li> </ul>
		<ul style="list-style-type: none"> <li>▪ All 0.5 or greater guidance positions staffed by a certified Guidance Counsellor; All 0.4 or smaller guidance positions staffed by a certified Guidance Counsellor or certified Guidance Teacher</li> <li>▪ All 0.5 or greater resource positions staffed <i>a)</i> by a teacher with an M.Ed. in Exceptional Learners (or equivalent), or <i>b)</i> by existing resource staff with more than three years successful experience in ESS</li> <li>▪ Establish guidelines for combining ESS positions with administrative positions</li> <li>▪ ESSTs improvement pilot project in 3 schools.</li> <li>▪ Direct support to fifteen ESSTs by District ESS staff annually to improve ESS processes</li> <li>▪ PL for new administrators and resource teachers on effective ESSTs</li> </ul>	<b>2018 - 2020</b>	<ul style="list-style-type: none"> <li>▪ Director of Schools</li> <li>▪ Director of ESS</li> <li>▪ Administrators</li> </ul>
		<ul style="list-style-type: none"> <li>▪ ESSTs improvement pilot project in 3 schools.</li> <li>▪ Direct support to fifteen ESSTs by District ESS staff annually to improve ESS processes</li> <li>▪ PL for new administrators and resource teachers on effective ESSTs</li> </ul>	<b>2018 -2019</b>	<ul style="list-style-type: none"> <li>▪ Director of ESS</li> <li>▪ District Alignment Champion</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Implement renewed programming of Saint John Education Centre alternate education to improve social &amp; emotional learning (SEL) and set guidelines for alternate education and track data on student success</li> <li>▪ Review Hampton Education Centre alternate education program to improve SEL and expand revitalized program to St Stephen Education Centre</li> </ul>	<b>2018 -2019</b>	<ul style="list-style-type: none"> <li>▪ ESS Subject Coordinators</li> <li>▪ ESS Leads</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Implement renewed programming of Saint John Education Centre alternate education to improve social &amp; emotional learning (SEL) and set guidelines for alternate education and track data on student success</li> <li>▪ Review Hampton Education Centre alternate education program to improve SEL and expand revitalized program to St Stephen Education Centre</li> </ul>	<b>2018 - 2020</b>	<ul style="list-style-type: none"> <li>▪ Director of ESS</li> <li>▪ Alternative Education Subject Coordinator</li> <li>▪ High School Administrators</li> </ul>
1.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To increase capacity in schools / early learning centers by providing current information on topics such as nutrition, physical activity, school safety and current health topics.	<ul style="list-style-type: none"> <li>▪ Implementation of the updated provincial Nutrition Policy 711</li> <li>▪ Provide information to students, families and staff on cannabis (medicinal and recreational use) and the health risks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide professional learning for all administrators and support with programs and implementation</li> <li>▪ Establish a District Nutrition Committee</li> </ul>	<b>2018 - 2020</b>	<ul style="list-style-type: none"> <li>▪ Health Learner Nurses</li> <li>▪ Health and Physical Education Subject Coordinator</li> <li>▪ Administrators</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Provide professional learning to school educators</li> <li>▪ Provide information to students, families and staff</li> </ul>	<b>2018 - 2019</b>	<ul style="list-style-type: none"> <li>▪ Health Learner Nurses</li> </ul>

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	<ul style="list-style-type: none"> <li>Train IT technicians in Social Media Awareness (Safer Schools Together).</li> </ul>	<ul style="list-style-type: none"> <li>IT technicians will be able to assist school administrators in Violent Threat Risk Assessment by scanning social media.</li> <li>Host provincial “Safe Schools” Conference</li> </ul>	<b>2018 - 2019</b>	<ul style="list-style-type: none"> <li>Health and Physical Education Subject Coordinator</li> <li>Administrators</li> <li>Director of Human Resources</li> <li>Director of ESS</li> <li>PLEP Subject Coordinator</li> <li>IT Technicians II</li> </ul>
<b>1.3 Goal</b>	<b>Strategies</b>	<b>Indicators of Success</b>	<b>Timelines</b>	<b>Responsibilities</b>
To increase the number of international students and provide appropriate support for the integration and retention of all newcomer and international students.	<ul style="list-style-type: none"> <li>Develop and implement a plan with “Atlantic Education International” (AEI) to increase International Student enrollment in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Increased communication between AEI personnel and EAL team.</li> <li>The number of students enrolled will increase each semester.</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>Newcomer &amp; International Student Coordinator</li> <li>EAL Team</li> <li>Administrators</li> </ul>
	<ul style="list-style-type: none"> <li>Implement the Welcoming Schools Initiative.</li> </ul>	<ul style="list-style-type: none"> <li>School will conduct Self-assessment on becoming a welcoming school annually.</li> <li>Develop and implement a survey to collect information from students and parents regarding their experience.</li> <li>All English language learner Pre-K students receive an alternate assessment to EYE-DA.</li> </ul>	<b>2018 – 2021</b>	<ul style="list-style-type: none"> <li>Newcomer &amp; International Student Coordinator</li> <li>EAL Team</li> <li>Administrators</li> <li>Early Childhood Team</li> </ul>
	<ul style="list-style-type: none"> <li>Support all teachers and schools that are involved with the “English Additional Language” (EAL) students.</li> </ul>	<ul style="list-style-type: none"> <li>EAL teachers and other educators who work with English language learners will receive professional learning opportunities and resources.</li> <li>Build strong relationships with stakeholders to leverage additional support for ASD-S increasingly diverse schools</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>Newcomer &amp; International Student Coordinator</li> <li>EAL Team</li> <li>Administrators</li> <li>ESS Team</li> <li>Subject Area Coordinators</li> </ul>

### Ends Policy 2

To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in and application of the arts, trades and technology.

*(Links to objectives 2, 3, 4, 5 and 8 of the 10 Year Plan)*

<b>2.1 Goal</b>	<b>Strategies</b>	<b>Indicators of Success</b>	<b>Timelines</b>	<b>Responsibilities</b>
To build capacity within school communities with balanced assessment across all curricula	<ul style="list-style-type: none"> <li>Create and implement a process improvement plan to measure and improve the consistency of assessing/reporting practices in ASD-S schools.               <ul style="list-style-type: none"> <li>Implement the plan</li> <li>Analyze school based data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Process improvement plan and measurement tool(s) on balanced assessment are developed</li> </ul>	<b>2018 - 2019</b>	<ul style="list-style-type: none"> <li>District Alignment Champion</li> </ul>
		<ul style="list-style-type: none"> <li>Process improvement plan and measurement tool(s) on balanced assessment are implemented</li> </ul>	<b>2018 - 2019</b>	<ul style="list-style-type: none"> <li>Subject Coordinators</li> <li>Supervisor of Data and Accountability</li> </ul>
		<ul style="list-style-type: none"> <li>Professional learning, based on data findings from measurement tool(s), is provided to all schools</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>Director of Curriculum</li> <li>Administrators</li> <li>Core Leadership Teams</li> </ul>
		<ul style="list-style-type: none"> <li>Consistency within and across schools in assessing and reporting practices</li> </ul>	<b>2018 - 2020</b>	<ul style="list-style-type: none"> <li>ESS Subject Coordinators</li> <li>Power School Leads</li> </ul>
		<ul style="list-style-type: none"> <li>Growth in student achievement will be seen in report card data</li> </ul>	<b>2018 - 2021</b>	

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	<ul style="list-style-type: none"> <li>○ Respond appropriately to ensure consistency and growth</li> <li>○ Support schools' efforts to educate all stakeholders (children/youth, parent/guardians, staff) about quality assessment and reporting practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvement in children/youth and parent/guardian feedback on Tell Them From Me and Parent Perception Survey regarding assessment and reporting practices</li> </ul>	<p><b>2018 - 2021</b></p>	
2.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To have high functioning Professional Learning Communities at the district and in all schools / early learning centers.</p>	<ul style="list-style-type: none"> <li>▪ Create and implement a process improvement plan to measure the overall functioning of professional learning communities in schools.               <ul style="list-style-type: none"> <li>○ Implement the PLC survey tool in ASD-S schools (district, administrators, school level)</li> <li>○ Analyze the PLC survey tool data</li> <li>○ Respond to the PLC survey data to develop/adjust PLC based School Improvement Plan goals and provide support to help schools meet the goals</li> <li>○ Work directly with school leaders to support the implementation of the Plan, Do, Check, Act framework in Professional Learning Communities</li> <li>○ Develop and implement an ASD-S 'PLC Meeting Template'</li> </ul> </li> <li>▪ Establish a Centre of Excellence in Preschool Education for educators in ASD-S</li> <li>▪ Implement a Communities of Practice in all designated Early Learning Center to improve educator practice for enhanced learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All schools complete the PLC survey and submit data for analysis</li> <li>▪ Professional learning, based on data findings from the PLC survey, is provided to all schools</li> <li>▪ Scheduled PLC time is established in all schools</li> <li>▪ Data from PLC survey, and feedback from / observations of PLC groups indicate growth</li> <li>▪ Better system collaboration will lead to improvements on               <ul style="list-style-type: none"> <li>○ Grade 2 Literacy</li> <li>○ Grade 2 Common Numeracy Assessment</li> <li>○ Grade 4,6 &amp;10 provincial assessments</li> <li>○ Grade 9 English Language Proficiency Assessment</li> </ul> </li> <li>▪ PLC Meeting Template is developed and implemented in schools</li> <li>▪ Identification of demonstration sites which exemplify excellence in the goals and values of New Brunswick Curriculum Framework for Early Learning (NBCF-E).</li> <li>▪ Improved results on the Early Childhood Environment Rating Scale and the Infant/Toddler Environment Rating Scale.</li> </ul>	<p><b>2018 - 2021</b></p> <p><b>2018 - 2021</b></p> <p><b>2018 - 2019</b></p> <p><b>2018 - 2021</b></p> <p><b>2018 - 2021</b></p> <p><b>2018 - 2019</b></p> <p><b>2018 - 2021</b></p>	<ul style="list-style-type: none"> <li>▪ Administrators</li> <li>▪ Core Leadership Team</li> <li>▪ Subject Coordinators</li> <li>▪ Director of Curriculum</li> <li>▪ Supervisor of Data &amp; Accountability</li> <li>▪ Subject Coordinators</li> <li>▪ Administrators</li> <li>▪ Supervisor of Data &amp; Accountability</li> <li>▪ Administrators</li> <li>▪ Core Leadership Team</li> <li>▪ Subject Coordinators</li> <li>▪ Administrators</li> <li>▪ Director of Curriculum</li> <li>▪ Director of Early Childhood</li> <li>▪ Subject Coordinators</li> <li>▪ Administrators</li> <li>▪ Teachers</li> <li>▪ Director of Early Childhood Services</li> <li>▪ Early Learning Consultant</li> <li>▪ Literacy Facilitator</li> <li>▪ Quality Assessment Coordinator</li> </ul>

# ASD-S District Improvement Plan

## Ends Policy 3

To increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.

*(Links to objectives 3, 4, 5, 8 and 9 of the 10 Year Plan)*

3.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To implement the New Brunswick Global Competencies in all ASD-S schools.</p>	<ul style="list-style-type: none"> <li>▪ Develop and implement a professional learning plan for all educators in the New Brunswick Global Competencies.                             <ul style="list-style-type: none"> <li>○ Seek and provide professional learning for district leaders about the New Brunswick Global Competencies</li> <li>○ Provide professional learning for school and early childhood leaders about the implementation of New Brunswick Global Competencies.</li> <li>○ Create a document to align the goals of the NBCF-E with the NB Global Competencies</li> <li>○ Work with school leaders to provide PLCs with professional learning about the implementation of New Brunswick Global Competencies in the classroom</li> <li>○ Support schools' efforts to become proficient at implementing the New Brunswick Global Competencies in the classroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ All educators receive professional learning about the New Brunswick Global competencies</li> <li>▪ PLCs incorporate New Brunswick Global Competencies into the Plan, Do, Check, Act process</li> <li>▪ School review data indicates that schools are applying the competencies at a 'Mostly Evident' level in ASD-S</li> <li>▪ School Improvement Plans will include an objective that focuses on embedding the New Brunswick Global Competencies effectively in the classroom</li> <li>▪ Increased availability of course options and delivery mode. For example distance ed, virtual co-op learning, etc.</li> <li>▪ Improvement in student attendance</li> <li>▪ Improvement in data that indicates student engagement on TTFM survey results</li> <li>▪ Provincial data indicates that ASD-S students are more engaged in their community</li> <li>▪ Improved student achievement on global competency assessment on PISA (comparison 2018-2021)</li> </ul>	<p><b>2018 - 2019</b></p> <p><b>2018 - 2020</b></p> <p><b>2018 - 2021</b></p> <p><b>2018 - 2020</b></p> <p><b>2018 - 2021</b></p>	<ul style="list-style-type: none"> <li>▪ Director of Curriculum</li> <li>▪ Director of Early Childhood Services</li> <li>▪ Director of Schools</li> <li>▪ Director of Curriculum</li> <li>▪ Supervisor of Data &amp; Accountability</li> <li>▪ Subject Coordinators</li> <li>▪ Administrators</li> <li>▪ Core Leadership Team</li> <li>▪ Teacher Leader</li> <li>▪ Teachers</li> </ul>
3.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To Increase engagement of children and youth through the promotion of innovative teaching strategies</p>	<ul style="list-style-type: none"> <li>▪ Develop and implement a professional learning plan around the "Competence, Autonomy, Relevance and Relatedness" (CARR) model for teachers.                             <ul style="list-style-type: none"> <li>○ Deliver to administrators</li> <li>○ Administrators deliver to teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Measurement tool is developed and implemented (self-assessment &amp; TTFM data provided) – pre &amp; post</li> </ul>	<p><b>2018 - 2019</b></p>	<ul style="list-style-type: none"> <li>▪ Director of Curriculum</li> <li>▪ Supervisor of Data &amp; Accountability</li> <li>▪ Subject Coordinators</li> <li>▪ Administrators</li> </ul>

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	<ul style="list-style-type: none"> <li>o Follow-up with administration and provide support with next step</li> <li>o Support schools with embedding the tenets of the CARR model through personalized learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools supported with specific professional learning based on data from self-assessment</li> <li>▪ Evidence of CARR tenets collected via conversations, observations and products</li> </ul>	<p><b>2018 - 2020</b></p> <p><b>2018 - 2021</b></p> <p><b>2018 - 2021</b></p> <p><b>2018 - 2021</b></p> <p><b>2018 - 2021</b></p>	<ul style="list-style-type: none"> <li>▪ Subject Coordinators</li> <li>▪ Administrators</li> <li>▪ Subject Coordinators</li> <li>▪ Administrators</li> <li>▪ Core Leadership Teams, SPRs</li> <li>▪ Director of Curriculum</li> <li>▪ Supervisor of Data &amp; Accountability</li> <li>▪ Director of Early Childhood Services</li> <li>▪ Early Learning Consultant</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Make available to teachers an “Innovative Teaching Grant.”               <ul style="list-style-type: none"> <li>o Plan for allocation funding for innovative teaching initiatives in schools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Funds accessed and initiatives have a positive impact on student engagement</li> <li>▪ Improvement in student attendance</li> <li>▪ Improvement in data that indicates student engagement on TTFM survey results</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ Provide access to virtual learning opportunities in early learning centers of excellence and demonstration sites for Early Childhood staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of implementation of best practice in teaching and learning in early learning centers</li> </ul>		

### Ends Policy 4

To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and District wide initiatives that promote mental fitness.

*(Links to objectives 1, 2 and 7 of the 10 Year Plan)*

4.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To provide opportunities for staff to learn about mental health issues.	<ul style="list-style-type: none"> <li>▪ Provide professional learning for guidance staff to meet recommendations of “Education and Early Childhood Department” (EECD).</li> <li>▪ Train counseling leads to provide clinical supervision.</li> <li>▪ Expand “Mental Health First Aid” (MHFA) training to school based staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Guidance counsellors will have 36 hours of continuing education every three years</li> <li>▪ Number of clinical supervision hours and number of clinical meetings</li> <li>▪ Number of non-administrators (minimum 150 annually, with a stretch goal of 225)</li> </ul>	<p><b>2018- 2021</b></p> <p><b>2018 - 2019</b></p> <p><b>2018 - 2021</b></p>	<ul style="list-style-type: none"> <li>▪ Director of ESS</li> <li>▪ PLEP Coordinator</li> <li>▪ Guidance Leads</li> </ul>
4.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To support school and district initiatives that promote resilience.	<ul style="list-style-type: none"> <li>▪ Expand district sponsored initiatives both nationally recognized and district developed.</li> <li>▪ Promote positive education strategies / celebrate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review of nationally recognized programs with recommendations to schools</li> <li>▪ Establish a program for graduating students to ensure awareness of community mental health resources</li> <li>▪ High School Youth Forum to support school-based mental health initiatives</li> <li>▪ Number of schools that participate in an awareness session on Positive Education</li> <li>▪ District support to three schools with Positive Education goals in their School Improvement Plan</li> </ul>	<p><b>2018 - 2019</b></p> <p><b>2018 - 2019</b></p> <p><b>2018 - 2021</b></p> <p><b>2018 - 2019</b></p> <p><b>2018 - 2021</b></p>	<ul style="list-style-type: none"> <li>▪ PLEP Subject coordinator</li> <li>▪ Guidance Leads</li> <li>▪ Respect and Diversity Leads</li> <li>▪ Director of ESS</li> </ul>

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## Ends Policy 5

To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.  
*(Links to objectives 1 and 7 of the 10 Year Plan)*

5.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To reduce inadvertent heterosexism.	<ul style="list-style-type: none"> <li>▪ Provide professional learning for teaching and non-teaching staff on the topics of heterosexism, transgender students, and associated administrative concerns.</li> <li>▪ Specific training for guidance staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of professional learning and elimination of heterosexist administrative procedures</li>   <li>▪ Completion of professional learning, education and awareness</li> </ul>	<b>2018 - 2019</b>	<ul style="list-style-type: none"> <li>▪ ASD-S Management Team</li> <li>▪ PLEP Subject Coordinator</li> <li>▪ Guidance Leads</li> <li>▪ Respect and Diversity Leads</li> <li>▪ Director of ESS</li> </ul>
5.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To increase capacity of schools to promote affirming cultures.	<ul style="list-style-type: none"> <li>▪ Build capacity of “Gay-Straight Alliance’s” (GSA).</li>   <li>▪ Increase diversity of curriculum resources with regards to “Lesbian - Gay - Bisexual - Trans, Queer and Questioning - Plus” (LGBTQ+).</li> </ul>	<ul style="list-style-type: none"> <li>▪ ASD-S Middle school GSA conference</li> <li>▪ Establish best practices for GSAs</li> <li>▪ High participation at provincial high school conference</li>   <li>▪ Resource guide by subject and level</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>▪ PLEP Subject coordinator</li> <li>▪ Respect and Diversity Leads</li>   <li>▪ Director of Curriculum &amp; Instruction</li> <li>▪ Director of ESS</li> <li>▪ Subject Coordinators</li> <li>▪ PLEP Subject coordinator</li> </ul>

## Ends Policy 6

To coordinate and maximize access to resources to support children, youth & families.  
*(Links to objectives 2 and 7 of the 10 Year Plan)*

6.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To develop a method to provide families with information on resources available and processes to access available supports for all ages.	<ul style="list-style-type: none"> <li>▪ Develop a user-friendly site on the ASD-S website for District resources available for parents – including information on curriculum (e.g. literacy, numeracy, science, assessment, report cards), early childhood (e.g. programs, daycare), and education support services (e.g. tragic response, Integrated Services Delivery, Complex Case, LINK Program).</li> <li>▪ Compile a list of community partner agencies that support children, youth and families.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A user-friendly website will be available for parents and community members to access available information about the different programs offered in ASD-S.</li>   <li>▪ A comprehensive list of community partner agencies will that support children, youth and families will be generated and updated and available to the different ASD-S stakeholders.</li> </ul>	<b>2018 - 2019</b>	<ul style="list-style-type: none"> <li>▪ Communication Officer</li> <li>▪ Director of ESS</li> <li>▪ Director of Curriculum</li> <li>▪ Director of Early Childhood</li> <li>▪ Community Engagement Coordinator</li> <li>▪ Superintendent</li> </ul>
6.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To work with schools / early childhood facilities and PSSC’s to identify effective ways to offer information sessions to support families.	<ul style="list-style-type: none"> <li>▪ Encourage school communities (Administrators and Parent School Support Committee’s) to work together in hosting information sessions for families.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of partnerships formed across schools to offer parent / family education.</li> <li>▪ Offer opportunities for school leaders to share what has worked</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>▪ Communication Officer</li> <li>▪ DEC members</li> <li>▪ Directors of Schools</li> <li>▪ Superintendent</li> </ul>

# ASD-S District Improvement Plan

## Ends Policy 7

To promote the value of education through effective partnerships and positive pro-active communication.

*(Links to all objectives 10 Year Plan)*

7.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To develop a communication strategy that reaches beyond traditional media (e.g. web, twitter, and social media).	<ul style="list-style-type: none"> <li>▪ Hire a qualified communication staff person.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qualified communication staff person hired</li> </ul>	<b>2018 – 2019</b>	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Director of Human Resources</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Examination of the website and its effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An updated and user friendly website developed</li> </ul>	<b>2018 – 2021</b>	<ul style="list-style-type: none"> <li>▪ Communication Officer</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Ensure each change implemented has an intentional communication strategy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of a communication plan for changes, special initiatives and events</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>▪ Communication Officer</li> <li>▪ Management Team</li> </ul>
7.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To develop a learning focused strategy to publicly recognize and celebrate the work of early learning centres, schools, staff and partners.	<ul style="list-style-type: none"> <li>▪ Promote and celebrate school and district success stories through acknowledgment of students, staff and partners by using de different district social media platforms and encouraging coverage by traditional media outlets.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information is shared consistently using social media platforms.</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>▪ School Staff</li> <li>▪ Community Engagement Coordinator</li> <li>▪ Communication Officer</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Traditional media outlets are informed of school and district success stories enabling coverage</li> </ul>		
7.3 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To increase community partnerships and connections with outside agencies.	<ul style="list-style-type: none"> <li>▪ Promote and define the role of the PALS and Community Schools initiative to school stakeholders.</li> <li>▪ Expand the PALS and the Community Schools initiative in ASD-S</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information packets/brochures promoting the PALS and Community Schools initiative are widely distributed to all schools.</li> </ul>	<b>2018 - 2021</b>	<ul style="list-style-type: none"> <li>▪ Community Engagement Coordinator</li> <li>▪ PALS Coordinator</li> <li>▪ Superintendent</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Increase partnerships with schools expressing interest or involvement with either PALS or Community Schools.</li> </ul>		



# ASD-S Ongoing Strategies

Ends 1	Ends 2
<ul style="list-style-type: none"> <li>• Safety               <ul style="list-style-type: none"> <li>○ Crisis Events Protocol (PREpARE),</li> <li>○ Emergency Management Team</li> <li>○ Severe Allergies – Epi-Pen training for staff – Allergy Awareness Week – Sweet Caroline Foundation</li> <li>○ Professional Learning (Non-Violent Crisis Intervention, Violent Threat Risk Assessment)</li> <li>○ Procedures and drills for lock down and evacuation</li> <li>○ Liaison with local police forces</li> <li>○ Procedures and protocols for Non-Violent Crisis Intervention and Violent Threat Risk Assessment</li> </ul> </li> <li>• PLEP               <ul style="list-style-type: none"> <li>○ Attendance Matters</li> <li>○ Integrated Services Delivery</li> <li>○ School Pyramids of Intervention and codes of conducts</li> <li>○ Anti-bullying programs (WITS, Beyond the Hurt)</li> <li>○ Turnaround Achievement Awards</li> <li>○ Celebrate What’s Right With the World.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing professional learning on evidence based balanced literacy.</li> <li>• Continue implementation of the electronic French second language portfolio.</li> <li>• Common European Framework of Reference for Languages training.</li> <li>• Provide training and skill-focused support at the beginning and throughout the year for teachers with new assignments and / or teachers requiring support, in all subject areas.</li> <li>• Numeracy, continue to focus on number sense (mental math/estimation, facts, operations and problem solving).</li> <li>• Align math benchmarks to measure within the scope and sequence of an outcome.</li> <li>• Examine math benchmark results and provide timely interventions.</li> <li>• Encourage the intentional use of subject specific vocabulary.</li> <li>• Continue to upgrade and promote the offering of skilled trades’ courses.</li> <li>• Provide targeted learning experiences to create interest in and increase competencies in coding and cyber-security.</li> <li>• Encourage the development of common assessments in schools.</li> <li>• Maintain a direct line of communication from teachers to Subject Coordinators (Distribution lists and work in schools).</li> <li>• Bridging Project</li> </ul>
Ends 3	Ends 4
<ul style="list-style-type: none"> <li>• Pitchfest</li> <li>• Coding Quest</li> <li>• Science Fair</li> <li>• Hour of Code</li> <li>• Entrepreneurial Adventure</li> <li>• Center for Entrepreneurship</li> <li>• IQ’d</li> <li>• Oratorical / Speak Out</li> <li>• FSL oratorical</li> <li>• Chess Tournament</li> <li>• Talk With our kids about money</li> <li>• Attendance Matters initiatives</li> <li>• School-based programs, eg. Athletics, Buddy Benches, Me to We Clubs and Events, etc.</li> <li>• Early Learning Literacy Lead positions working with Early Learning Centers and K-2 teachers of ASD-S</li> <li>• The Bridging Project continues to pair Early Childhood Educators and Kindergarten Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Objective 7 Initiative</li> <li>• The Link Program</li> <li>• Applied Suicide Intervention Skills Training (ASIST) &amp; Safe Talk</li> <li>• School Wellness Reps,</li> <li>• District Health Advisory Committee</li> <li>• InConfidence Services</li> <li>• The Celebrate Initiative</li> <li>• On the Right Track</li> <li>• The CAR Model (Competence, Autonomy, Relatedness)</li> <li>• Menu of ESS Speakers for schools</li> <li>• Mental Health First Aid (all school administrators trained)</li> </ul>
Ends 5	Ends 6
<ul style="list-style-type: none"> <li>• Participation in annual provincial GSA Conference</li> <li>• Professional learning for administrators and district staff on LGBTQ+ issues</li> </ul>	<ul style="list-style-type: none"> <li>• Twitter</li> <li>• ASD-S blog site</li> <li>• ASD-S website</li> <li>• Southern Exposure weekly staff newsletter</li> <li>• Local Media Outlets</li> </ul>

## Ends 7

- Downey Ford – annual “Drive One for your PALS School”
- Port Saint John –school supplies, supporting families at Christmas, providing volunteers for special days. Donating the proceeds from the Port Community Day, developed an award-winning Education program in partnership with PALS.
- Hatheway Pavilion at Lily Lake Soap Box Derby , *PALS in the Park* program
- Credit Counselling Services- financial literacy program
- St Malachy’s Memorial High School in partnership with J.D. Irving, Limited - *En Route to Success* program
- Basketball & Books – Riptide Basketball team/YMCA
- NBCC- Summer Camp Programming
- Imperial Theatre- tickets to cultural events
- City of Saint John – City Governance Program
- PRUDE Inc. – Cultural Diversity Programs
- Big Brothers/Big Sisters- mentoring
- United Way – grants for summer programming