



**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

Policy Name	Academic Excellence	
Policy Number	ASD-W-ER2	Number of Reports Per Year: 2
Date of Report	May 18, 2017	
Date of Previous Report(s) This School Year	November, 24 2016	
Date of Future Report(s) This School Year	N/A	
Report Filed by:	David McTimoney, Superintendent	
Report Supported by:	Dianne Kay, Director of Curriculum and Instruction	

- **Policy states that each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.**
- **The ASD-W District Improvement Plan (DIP) and Positive Learning and Working Environment Plan (PLEWP) finish their three-year cycle in June 2017. The baseline data in the DIP supports overall priorities, yearly goals, and is used to inform district decisions and priorities. (www.asd-w.nbed.nb.ca). Staff are in the process of collaboratively developing DIP and PLWEP Plans for 2017-2010. DEC is invited to be an active part of this process.**
- **The Director of Curriculum and Instruction provides leadership in the area of professional learning. She has prepared a document that outlines continued commitment to the priorities of this policy and a focus on providing, in consultation with district staff, educational leadership to staff of ASD-W (Appendix A).**
- **Subject Coordinators and Educational Leads continue to be integral staff in our professional support framework.**
- **The implementation of PowerSchool (student information system) – Year 3, continues to be a professional learning priority for ASD-W, as PowerSchool Gradebook was updated to PowerTeacher Pro in Fall 2016.**
- **School-based report card data K-12 has been provided to schools to use in improvement planning. This is provided at the end of each reporting period.**

Policy Name	Academic Excellence
<ul style="list-style-type: none"> • A variety of opportunities, events and partnerships continue to exist throughout ASD-W to extend the learning of students and promote critical thinking skills. Some of these include: The Learning Partnership – Turning Points Essays at Middle and High School (English and French Immersion), Entrepreneurial Adventures Program at Elementary and Middle School, I³ (Investigate, Invent, Innovate) and Coding Quest (Appendix B); Local Option Courses; Independent Studies; Advanced Placement Courses; Distance Learning (High Schools); Chess Tournaments; Drama Festivals; Heritage Fairs; Music Festivals; School Productions; Artists in the Schools programs; Science Fairs; STEAM Expo; Math Competitions; Envirothon; SHAD Valley; Legislative Assembly; Forum for Young Canadians; Oratory (French and English); Spoken Word; Summer French Program; Brilliant Labs. • ASD-W organizes and shares data on achievement. This data helps inform district decisions and the development of the DIP/PLWEP annual goals. In the weeks ahead, Provincial Assessments will be completed in Grade 2 Reading (all students), Grade 6 English and FI Reading – Science – Math (matrix sample) and Grade 12 French Second Language Oral Proficiency Interviews (completed). • All school provincial achievement results are available to the public through the EECD website (http://www2.gnb.ca/content/gnb/en/departments/education.html, click on <i>Publications</i>, click on <i>Report on Achievement</i>). • School Improvement Plans (SIPs) and Positive Learning and Working Environment Plans (PLWEPs) are revised at the school level and followed up by individualized school conversations and/or communication. • As per the request of DEC, a summary of Provincial Assessment results from the past several years is attached as Appendix E. This request was made such that some comparisons could be made in provincial assessment scores which would allow for some reflection on French Immersion programming. 	
<p><u>Appendices:</u></p> <ul style="list-style-type: none"> • Appendix A – Director of Curriculum & Instruction's Summary for ASD-W-ER2 • Appendix B – New Coding Program • Appendix C – Monthly Math Tips • Appendix D – Daily Gleaner Article, “<i>Skills Canada Competition...</i>” • Appendix E – Provincial Assessment Summaries 	

Superintendent’s Signature:	_____
DEC Chair Signature:	_____
Date:	_____

Policy – Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning. The priorities for Academic Excellence for the District Education Council during the period of 2012-2016 are:

- ***NB3Focus (Literacy, Numeracy and Science)***
- ***Critical Thinking Skills***
- ***Promote Teaching Excellence***
- ***Extend Student Learning***

UPDATE MAY 2017:

NB3Focus (Literacy, Numeracy and Science)
Promote Teaching Excellence / Literacy, Numeracy and Science

PROFESSIONAL LEARNING

Director of Curriculum and Instruction, Curriculum Subject Coordinators and Leads have provided professional learning sessions to enhance the knowledge and practice of educators regarding teaching, learning and assessment practices. Staff have also worked collaboratively with school teams on how to use school data to inform teaching and learning.

Subject Coordinators have facilitated a variety of Professional Learning Opportunities for educators from Book Studies, After School Sessions, Embedded Professional Learning, Co-Teaching, Coaching, and Mentoring. These sessions have been delivered in a variety of ways from full day, partial day, after school, evenings, and weekends.

Subject Coordinators continue to provide support for K-8 Report Cards through professional learning action research on the development of support tools and examples to assist teachers in understanding the rubrics, and to enhance formative assessment practices to support teachers and learning.

Full Days

- January 9, 2017 – School-based PL day focusing on *School Improvement Planning and Positive Learning and Working Environment Planning*
- February 25, 2017 – School-based PL Day connected to School Improvement Plan and Positive Learning and Working Environment Plan goals and initiatives
- April 28, 2017 – EECD PL Day
- Priority Unit K-2 release time for teachers to focus on Literacy and Numeracy

Literacy

- ASD-W has 9 Priority Unit (connected to the Provincial Education Plan objectives) EST-Literacy Leads Supporting Schools and Teachers K-2, 9 ASD-W Literacy Leads. Additionally, ASD-W has 6 Literacy Coaches to support Literacy across the grades.
 - Professional collaboration while consistently advocating for literacy; receiving and giving ongoing professional learning to support best practices while enhancing teacher capacity to empower life-long, engaged readers
- Projects:
 - Supporting Professional Inquiry- job-embedded literacy coaching
 - Grades 4, 6, 7 Critical Literacy Project- enhancing participating teachers' understanding of critical literacy leading to the development and field-testing of critical literacy lesson plans to be shared across the district
 - Supporting Adolescent Readers Grades 8, 9, 10
 - Bridging Project partnering with UNB and Early Childhood to create continuity between preschool and kindergarten
 - Supporting EECD K-2 Priority Unit Initiatives
 - Coordinating K-2 PDU school-based professional learning
- Professional Learning Sessions, such as
 - Peter Johnston Book Study (K-8),
 - Miriam Trehearne Book Study (K-2)
 - Lisa Eikholdt Book Study (3-5)
 - Balanced Literacy Components (K-2)
 - Let's Talk- Speaking and Listening Standards (K-2)
 - Formative Assessment (K-5)
 - Read Alouds (K-5)
 - Mentor Texts for Writing (K-5)
 - Community Journals (K-8)
 - Supporting Writer's Space (K-5)
 - Frey and Hattie Book Study (EST-L)
 - Using Picture Books to Engage Readers in Grades 6-12 (parts 1 and 2)
 - Engaging Middle and High School Readers with Digital Text
 - Beyond the Five Paragraph Essay- Developing Inquiry-Based Genre Studies for Grades 6-12, Windows and Mirrors Book Study (Grades 9-12)
 - *Mindset for Learning* Book Study (with ESS)
 - Teachers as Writers (partnership with UNB)
 - *The Reading Zone Book Study* (Grades 9-12)
 - Books that Support Resilience and Growth Mindset (with ESS)
 - Reading Engagement (K-8)
 - Writing Engagement (K-8)
 - Word Work (K-8)
- Promoting Reading and Writing Engagement Initiatives, such as: Book Talks; Read-Alouds; Book Relay (6-8), Writer's Makerspace; Writer's Notebook Model Lessons; Book Tasting, What's Up Doc Film Festival

- @ShelfieTalk Twitter Virtual Professional Book Clubs
 - *Story, Still the Heart of Literacy Learning* by Katie Cunningham (co-hosted with the author)
 - *Make Writing* by Angela Stockman (co-hosted with the author)
 - *No More Reading for Junk* by Linda Gambrell
 - *Read Write Teach* by Linda Rief (co-hosted with the author)
- @ShelfieTalk Twitter Chats (2nd and 4th Wednesdays – 9-10 pm)
- Enrichment Opportunities, such as: Speak Out; Sir Charles GD Roberts Literary Excellence Medal, What's Up Doc Film Festival
- Developing Literacy Leadership with Principals, SPRs, EST-Literacy

French Second Language

- French Language Teacher Proficiency Training sessions:
 - Retention of skills – on-line partnership with Université de Moncton – 2 courses Fall session 2016 and Winter session 2017
 - Summer – Université de Moncton (Campus de Shippagan), St. Thomas University – July 2017
 - French Proficiency courses (one-on-one online sessions with an individual tutor) - January, March, May 2017 Sessions.
 - Reading Engagement Strategies with Leo-James Levesque (partnership with St Thomas University)
- Partnership with The Second Language Research Institute of Canada (Faculty of Education, UNB):
 - Research-Focused Initiatives:
 - Grade 6 Late FI teachers and a group of Grade 4 and 5 FI teachers will pilot a pedagogical resource developed last year aimed at supporting literacy development in Late French Immersion and at supporting literacy interventions at the elementary level
- The Second Language Institute of Canada (L2RIC) – Over 150 teachers from Grades 3 to 12 participated in various professional learning opportunities geared toward the unique needs of FI teaching:
 - Topics included: Running Records and Guided Reading, Vocabulary Development in French Immersion Literacy and Content based classrooms, Teaching the Traits of Writing in FI, Formative Assessment of Writing in FI, Universal Pedagogical Actions in FI
- Partnership with St. Thomas University:
 - Courses offered in the areas of Reading Engagement Strategies and Inquiry Based Learning in French Immersion
- Kindergarten and grade 2 teachers participated in Professional Learning to enhance learning experiences in language and culture that are extended to other curricular areas
- Grade 9 French Immersion and Post-Intensive French teachers attended a session on the Common European Framework of Reference for Languages
- Administrators from schools across ASD-W participated in a cross-curricular day where FSL programs, best practices, and professional learning were highlighted.

Cultural Activities:

- Various schools across ASD-W participated in musical performances by groups such as *Les gars du Nord*, *Art Richard*, *Roland Bibeau*
- Approximately 100 students from Grades 9-12 participated in French for the Future/Français pour l'avenir. This day is designed to discover and experience the cultural and professional value of a bilingual education

Other:

- 29 students from Grades 6-12 French Immersion and Post-Intensive French will participate in the Provincial French Oratorical Competition to be held on May 6, 2017 at Université de Moncton.

Numeracy

- Education Support Teachers-Numeracy (EST-N), work collaboratively with the Numeracy Subject Coordinators to provide coaching, co-teaching and mentorship support to teachers. As part of the co-teaching component, the teacher and lead reflect on what has been accomplished during their block together – what gains were made? What could be changed? What was most helpful during the block?
- Professional learning sessions; such as components of a balanced math framework for grades 3-8 teachers for improved pedagogy and delivery within the classroom. As well as sessions for teachers on assessment practices and report card rubric.
- Review of the School Improvement Plans and Numeracy Goals of schools, along with Teacher Professional Growth Plans.
- Leads and Subject Coordinators working to engage parents, with events such as Numeracy Nights.
- Materials developed to support classroom teaching and learning at K-8 levels.
- Math exemplars were posted to the EECD portal Grades K-8 (<https://portal.nbed.nb.ca/tr/lr/K-8Mathematics/Media/Forms/All%20new%20default.aspx>). Teachers, Leads and Subject Coordinators of ASD-W collaborated and assisted with this initiative. The exemplars are also linked to the curriculum document on the provincial portal.
- ASD-W Math Coordinators facilitated sessions with regard to Mathematics and formative assessment. Monthly Mathematics Tips (*See Appendix D*), on various topics, were sent out to educators K-8 teachers and school administrators
- Groups of teachers have been working with our Math team in developing formative and summative assessment tools that complement the Provincial Rubrics
- Resources continue to be uploaded to the ASD-W Numeracy Portal Site that serves K-12 Math teachers
- Teachers continue to use tools such as Excel Spreadsheets to track their data which informs instruction. The increased participation is becoming more evident across the district
- Increased focus of participation in projects where mathematics is used in the real world, such as STEAM Expo.
- ASD-W Subject Coordinators offered a variety of sessions to educators and paraprofessional staff on topics such as: curriculum, instructional strategies, use of models in the classroom and formative assessment practices.

Focus at Grades K-2

- K-2 Numeracy Leads and Coordinators worked with teachers to develop effective and consistent teaching process, expertise, and pedagogy
- K-2 Numeracy Leads and Coordinators worked with teachers to develop deeper and clearer understanding of curriculum outcomes and expectations

- K-2 Numeracy leads and coordinators worked with teachers to develop instructional strategies such as formative assessment, Universal Design for Learning and Response to Intervention

Focus at Grades 3-8

- EST-Numeracy Leads worked with educators on lesson planning, identifying and applying effective teaching strategies, utilizing data and formative assessment practices
- EST-Numeracy Leads collaborated with EST-Resource on Interventions and supports to assist students
- Schools designed intervention blocks; time as part of Response to Intervention (RTI) model
- Subject Coordinators supported schools and collaborated on actions to support Numeracy goals as identified in School Improvement Plans and Teacher Growth Goals Plan
- Subject Coordinators worked with principals examining student achievement data, hypothesizing about the reasons students may not be learning to their potential, and developing and implementing strategies to improve
- Promote student engagement and stretch learning opportunities for students (Math Competitions- such as Canadian Math League, Caribou Math, UNB Math Competition, Math Fairs, Waterloo University Math Competition, STEAM, CHESS ...)
- Discussions with administrators on best practices for timetabling/scheduling mathematics, such as 60 minute numeracy blocks
- Worked with educators on assessment practices, use of rubrics, formative assessment to guide instruction and intervention approaches
- ASD-W Portal Site – complement of resources and support materials for educators

Science

- ASD-W Science Coordinator, Leads and teachers worked with the Department of EECD on the development of the review of *You and Your World Curriculum* (K-Gr.2) and Science Curriculum Advisory Panel for Grades 3-10.
- ASD-W Science Leads and teachers worked with the EECD on Science Assessment Coding Sessions for Grade 10 and Grade 6 and on the Grade 4 Science Assessment Field Test Development Committee
- Science Leads and Coordinator continue to develop and expand the resources on the ASD-W Science Portal site to provide links to a variety of teaching and learning resources (including curriculum documents, lesson planning resources, teaching tips and activities, formative assessment tools and strategies, etc.)
- ASD-W Science Leads collaborated to create updated Science Skills Continuums to showcase the progression of science skill development Grade 3 through grade 10. These skills align with specific curriculum outcomes and the report card rubrics
- ASD-W Science Coordinators and Leads collaborated with the French Immersion Coordinator and Leads to create student friendly "Je Peux...." Statements (K-8) that align specifically with the curriculum and can be used as a formative assessment tool in creating student portfolios of learning for students in French Immersion
- Developed and maintained an ASD-W Science Showcase Blog – to make learning visible. This blog is a compilation of lessons, videos and pictures collected from teachers as they implement engaging, hands-on and inquiry-based learning opportunities and is designed to share best teaching practices from across the District.

- Lesson Study: Inquiry and Assessment in Science - March 20th – a cohort of teachers participated in a Lesson Study. Over a full day PL sessions and an evening debrief, teachers had the opportunity to meet, discuss an inquiry approach to science and how that connects to the report cards rubrics. Teachers then designed and implemented inquiry-based lessons in their classes, collected evidence of student learning (ex. videos, photos and exemplars) that they then shared with the lesson study group during our debrief meetings to showcase the connection to our science report card rubrics. These lessons and exemplars were then added to our “Science Showcase Blog”.
- Grade 4 Spotlight on Science Skills – Grade 4 Science teachers were invited to attend professional learning sessions in March at each of the Education Centres to discuss and explore the Spotlight on Skills support document and its link to formative assessment, hands-on, inquiry-based learning and the new Report Card rubric.
- ASDW Coordinators, Leads and teachers continue to partner with Brilliant Labs to promote and design learning opportunities in the numerous MakerSpaces throughout ASDW that not only engage students but help meet and explore science curriculum outcomes in innovative and inquiry-based approaches. This partnership continues to grow and this year resulted in 2 projects from ASDW that qualified for the Canada Wide Science Festival in Saskatoon in May.

➤ **DISTRICT IMPROVEMENT PLAN / POSITIVE LEARNING AND WORKING ENVIRONMENT PLAN**

- DIP 2017-2020 is in development. Subject Coordinators are reviewing data and exploring trends. Feedback has been received from School Administrators (March and May 2017) and Priorities / Objectives of the Provincial Education Plan will help develop the 2017-2020 DIP and PLWEP
- The DIP/PLWEP Monitoring Committee consists of 7 participants (2 Directors – 1 DCI, 1 DESS, 1 DOS; 3 Subject Coordinators - 1 ESS, 2 Curriculum; the Data and Accountability Supervisor and the Priority Unit Supervisor). This Committee scheduled 6 meetings throughout the 2016-17 year (November 15, January 24, February 14, March 15, April 18 and May 24)

CRITICAL THINKING SKILLS / EXTEND STUDENT LEARNING

➤ **CHALLENGING OPPORTUNITIES**

Students of ASD-W have participated in a number of co-curricular Literacy, Numeracy and Science learning opportunities, such as: Science Fairs, STEAM Expo, UNB Math Competition Grades 7-9, Chess Tournaments, UNB All Science Challenge, Oratoire, Speak Out, DramaFest, Learning Partnership – Turning Points Essays, Entrepreneurial Adventures, I³ and Coding Quest.

Staff have organized and/or facilitated a variety of events and partnerships throughout ASD-W to enhance the learning of students. For example:

- Learning Partnership – Turning Points Essays at Middle and High School (Prime and FI) – Awards Night May 25, 2017. ASD-W has students at all participating levels receiving recognition. Learning Partnership – Entrepreneurial Adventures Program Elementary and Middle. Recognition event – June 1, 2017. The I³ Program combines inquiry, innovation and invention in an entrepreneurial spirit to solve/address issues in everyday life. This program is an authentic way to allow students to apply the concepts that they explore in the curriculum.
- Local Option Courses, Independent Student, Advanced Placement, Distance Learning (High Schools)
- Chess, Drama Festival, Heritage Fair, Music Festivals, School Theatre Productions, Artists in the Schools, Science Fair, STEAM Expo, Math Competitions, Envirothon, SHAD Valley, Canada Wide Science Fair, Provincial Speak Out Event, French Oratorical, Sir Charles G.D. Roberts Writing Contest, What's Up Doc Film Fest

A few highlights:

- Saint Mary's Experience/McAdam Experience – High school students in both of these schools (Saint Mary's – December, McAdam – April) had the opportunity to participate in a variety of learning opportunities of their choice (facilitated by Subject Coordinators or Leads in Science, Fine Arts, Drama, Leadership, Skilled Trades and Technology) with a focus on formative assessment and student engagement. In Science, students explored and created their own science themed Escape Room to expand their critical thinking and problem-solving skills. They then invited students and staff to escape their creation.
- STEAM Expo – This year marked the first time STEAM Expo was open to all students in ASD-W. Students from all corners of the District competed in the event held March 18th at Nashwaaksis Middle School where students had the opportunity to explore hands-on learning stations from our Community Partners (Brilliant Labs, UNB, STU, Stan Cassidy Centre for Rehabilitation, Science East, and many more).
- The Meduxnekeag River Association again hosted their Environmental Showcase for elementary students throughout the Woodstock Education Centre, with over 225 students participating, and the Grand Showcase was on Saturday, April 29th, at NBCC.
- Canada Wide Science Festival – ASD-W projects from George Street Middle School (The Cryptic Codex) and Fredericton High School (Water Sampling Drone) qualified to attend the CWSF, May 2017, in Saskatoon.
- ASD-W and Natural Resources Canada have partnered to connect students from throughout the District with a scientist from the field of forestry, mining and earth science via a virtual conference where students get to ask questions and learn about real-world science. This is the second year for the Talk with a Scientist program.
- UNB Physics Olympics – each year the UNB Physics Department hosts a challenged based physics competition for High School students that allows them to showcase their theoretical and practical knowledge of physics concepts and principles in a

competitive and fun setting. This year's event is to be held on June 3rd on UNB Fredericton campus.

- Me to We – Continued growth and participation of schools with Me to We initiatives. Twenty-three schools were eligible to attend the Me to We event in Halifax – November 29-30, 2016
- ASD-W Heritage Fair – will be represented at the District Heritage Fair event, May 10, 2017
- Chess – Two students of ASD-W have been invited to attend the National Chess Tournament in Toronto – May 21-22, 2017
- Legislative Assembly, Forum for Young Canadians, Oratory (French and English), Spoken Word, Summer French Program
- Brilliant Labs Partnership- Maker Labs at Bliss Carman Middle School, George Street Middle School and Harold Peterson Middle School
- Brilliant Labs Partnerships – Mobile Maker Space Labs set up at Sunbury West School, Geary Elementary School and Nashwaaksis Middle School
- French Second Language – Bilingual Learning Environment Policy (BLEP) funding intended to support the provision of opportunities for students to participate in French and bilingual activities, increase their exposure to French language, and to integrate conversational French opportunities into school life
- SHAD Valley – Ten students from ASD-W participated in Summer 2016
- Implementation of new Makerspace labs at:
 - Fredericton High School
 - Harold Peterson Middle School
- CyberTitan & CyberSecurity Team - Central New Brunswick Academy
- Trades and Tech Gala for Girls – hosted at Carleton North High School
- Big Data Conference 2016 – Leo Hayes High, Fredericton High and Oromocto High
- Hour of Code – many ASD-W schools participated in Hour of Code activities
- Equipment Upgrades to MSTE program – Partnership with the Fredericton Northwest Construction Association and the Construction Association of New Brunswick
- Implementation of a new Production Welding Program at Carleton North High School
- Reintroduction of Welding at Hartland Community School
- Partnership with the Canadian Welding Association Foundation:
 - Professional learning for teachers – skills improvement
 - Upgrades to Welding Labs at Fredericton High School, Hartland Community School and Nackawic Senior High School
- Skills Canada New Brunswick Competition hosted in ASD-W at Fredericton High School – Carleton North High School, Fredericton High School, John Caldwell School, Leo Hayes High School, Minto Memorial High School and Oromocto High School were represented at the Skills Canada New Brunswick Competition. (Appendix E)
 - FHS student won Gold in Construction and will represent New Brunswick at the Skills Canada National Competition in Winnipeg (June, 2017)
 - FHS students won Silver and Bronze in Fashion Technology
 - LHHS student won Silver in Cabinetmaking
 - FHS student won Silver in Workplace Safety
 - JCS student won Gold in Cooking and will represent New Brunswick at the Skills Canada National Competition in Winnipeg (June, 2017)
 - FHS students won Silver and Bronze in cooking
 - FHS Team won Gold in TV & Video Production and will represent New Brunswick at the Skills Canada National Competition in Winnipeg (June, 2017)
 - FHS Team won Silver in TV & Video Production
 - FHS student won Gold in Automotive and will represent New Brunswick at the Skills Canada National Competition in Winnipeg (June, 2017)
 - LHHS student win Silver in Automotive Service
 - FHS student won Bronze in Automotive Service

New coding program hones 'an essential skill'

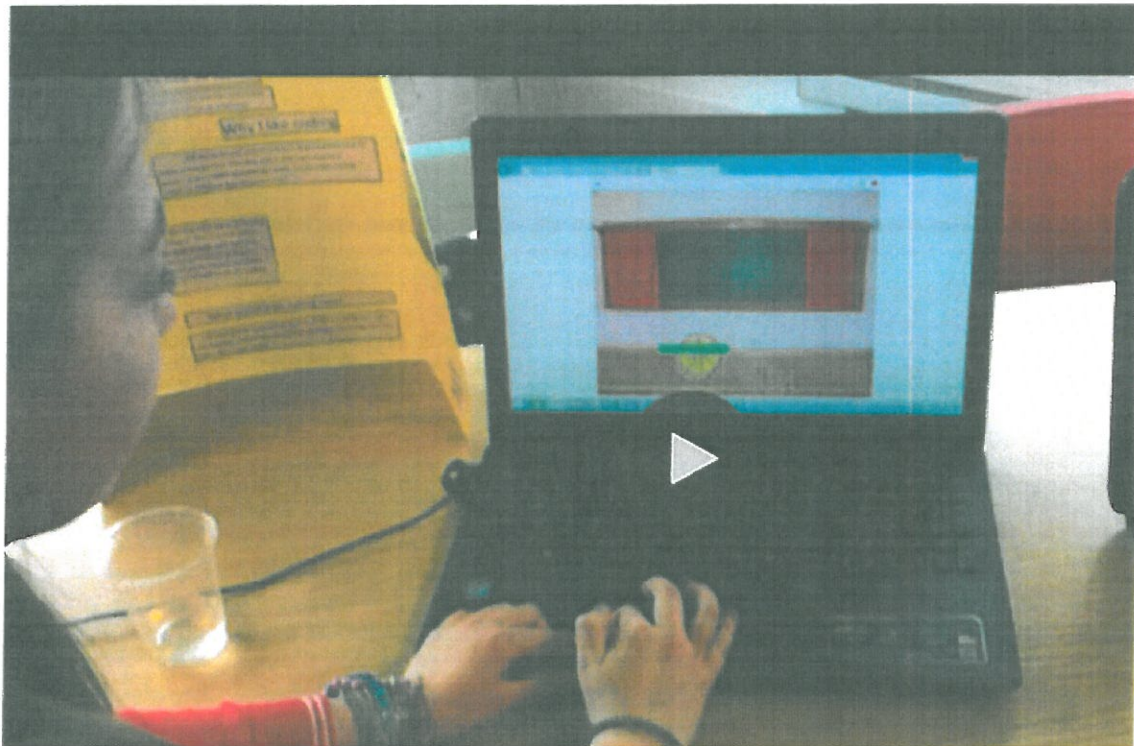
ROBERT WILLIAMS Dally Gleaner
May 3, 2017

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Elon Musk was 12 years old when he created and sold his first video game. Mark Zuckerberg was 10 when he started coding. The kids at the Coding Quest Arcade in Fredericton Wednesday were as young as nine.

"Coding has become an essential universal skill," said Jan Courtin, national director of student programs at The Learning Program. "These students have an incredible appetite for coding and it is perfect for our age of technology."

She is the former superintendent of the Peel District School Board in Ontario and began recruiting "leaders in the coding curriculum" early last year to design a program to take nationwide - Coding Quest was the result.



Math Tips for April Mini Offices



Many elementary students make regular use of mini offices in writing class. A mini office is a great resource tool for students which contains prompts that students may need to refer to from time to time, such as commonly misspelled words, graphic organizers, grammar rules and student checklists.

Why not use them in math too?

In elementary, one file folder or two overlapping folders (see images) create a mini office privacy screen for students as they work. If you cannot print a class set, a half dozen mini offices could be made for use as a resource tool at numeracy stations. They can be printed in black and white, however the mini office files attached to this 'tip' sheet are largely in colour. If possible, it's more eye catching and easier to use when printed in colour.

Mini offices can also be printed double sided and placed in sleeve protectors, laminated as cards, or placed in duotangs for long term use. Middle school students may prefer to have a pile of reference cards available that they can borrow as needed.

The mini office files have been kept to four pages each, and are print ready. However, they can be edited to suit teachers' needs. We hope you find these resources useful.

Your 3-8 math team.

Sources for the mini offices:

www.mathisfun.com	http://carsonscholars.wikispaces.com
www.virtualnerd.com	http://www.math-problem-solving.com
www.pinterest.com	http://carusostars.weebly.com
www.maths.nayland.school.nz	http://goodheartmaljevic.weebly.com
www.mathx.net	http://www.busyteacherscafe.com
http://keywordsuggest.org	https://dryuc24b85zbr.cloudfront.net
http://www.bbc.co.uk	http://www.communication4all.co.uk
www.teachingheart.net	http://www.newpathlearning.com
http://data.learnpad.co	https://www.google.ca/search
http://www.cimt.org.uk	https://d2gne97vdumgn3.cloudfront.net
http://froggypond.co.za	https://s-media-cache-ak0.pinimg.com
https://www.edplace.com	www.primaryclassroomresources.co.uk
http://images.twinkl.co.uk	www.testyourmathskills.iimdo.com
http://www.theschoolrun.com	www.teacherspayteachers.com
http://www.theschoolrun.com	

Middle School Reference Cards





2017



New Brunswick Provincial Competitions
Join us April 22, 2017 at Fredericton High School

- Carpentry
- Cabinetmaking
- Cooking
- Fashion Technology
- TV & Video Production (Team of 2)

- Workplace Safety
- Welding
- Automotive Service
- Public Speaking
- Electrical Installations



For more information on these competitions, please visit the Provincial/Territorial Member Organization Websites. A list of these is available at skillscompetencescanada.ca/en/provinces-territories/.



Team New Brunswick will be going to Winnipeg in 2017!

Skills Canada NB is currently exploring different areas that will be serving as host locations for over 35 provincial competitions in the Skilled Trades and Technologies in 2017. Team NB will be selected through these qualifying events and will be travelling to Winnipeg, Manitoba late May 2017 to do its best to bring back Gold to the province.

Skills Canada National Competition event highlights:

- Over 40 skilled trade and technology contest areas
- Over 500 competitors
- Over 40 Try-A-Trade and technology activities
- Thousands of student visitors and spectators
- Professionally produced opening ceremony and closing ceremony with attendance of approximately 2000 each
- Essential Skills Stage-interactive demonstrations by various stakeholder groups and celebrities designed to highlight the importance of Essential Skills.
- Dedicated "Career Zone" featuring career exhibitors and sponsored Try-A-Trade and Technology activities.
- Educator workshops focused on Essential Skills
- VIP events including opening and closing ceremony receptions; VIP tours; hospitality suite

A lack of information regarding the opportunities in trades and technology currently prohibits many young Canadians from considering a career in skilled trades. Through provincial, national and international skills competitions, Skills Canada helps make these occupations more visible to teachers, students, parents and the general public. The competitions are an incredible display of hands-on expertise, talent and determination which showcases the many promising futures to be found in trades and technology.

Historical Data

	Grade 2 Reading		Grade 2 Writing		Grade 2 Reading (Immersion)		Grade 2 Writing (Immersion)		Grade 4 Reading		Grade 4 Writing		Grade 4 Reading (Immersion)		Grade 4 Writing (Immersion)	
	Prov.	Dist.	Prov.	Dist.	Prov.	Dist.	Prov.	Dist.	Prov.	Dist.	Prov.	Dist.	Prov.	Dist.	Prov.	Dist.
2015-16	73.80%	75.20%														
2014-15	76.90%	77.30%														
2013-14	77.50%	76.80%														
2012-13	79.50%	80.30%														
2011-12	79.10%	78.00%	77.50%*	71.60%												
2010-11	80.30%		14 75.80%	14 58.50%	14 58.50%	14 58.50%	14 58.50%	14 58.50%	14 74.30%	14 52.40%	N/A	N/A	68.40%	65.90%	63.80%	56.20%
			17 83.40%	17 68.00%	17 68.00%	17 68.00%	17 68.00%	17 68.00%	17 86.80%	17 72.60%			65.90%	68.60%	75.60%	71.30%
			18 82.60%	18 71.80%	18 71.80%	18 71.80%	18 71.80%	18 71.80%	18 80.40%	18 62.80%			Pilot 41.00%	Pilot 41.00%	Pilot 41.00%	Pilot 38.00%
2009-10	83.60%		14 72.50%	14 60.20%	14 60.20%	14 60.20%	14 60.20%	14 60.20%	14 78.40%	14 54.50%			13 74.10%	13 74.10%	13 74.10%	13 63.00%
			17 87.40%	17 75.40%	17 75.40%	17 75.40%	17 75.40%	17 75.40%	17 89.00%	17 66.00%			14 58.50%	14 58.50%	14 58.50%	14 46.30%
			18 87.40%	18 74.50%	18 74.50%	18 74.50%	18 74.50%	18 74.50%	18 84.10%	18 66.60%			17 92.20%	17 92.20%	17 92.20%	17 92.20%
2008-09	82.30%		14 76.50%	14 52.00%	14 52.00%	14 52.00%	14 52.00%	14 52.00%	14 77.10%	14 57.80%			14 68.20%	14 68.20%	14 68.20%	14 57.70%
			17 87.30%	17 72.10%	17 72.10%	17 72.10%	17 72.10%	17 72.10%	17 82.50%	17 90.00%			17 98.00%	17 98.00%	17 98.00%	17 90.20%
			18 83.00%	18 59.40%	18 59.40%	18 59.40%	18 59.40%	18 59.40%	18 95.50%	18 84.20%			18 74.30%	18 74.30%	18 74.30%	18 69.90%
2007-08	76.20%		14 73.60%	14 58.20%	14 58.20%	14 58.20%	14 58.20%	14 58.20%	14 77.20%	14 69.60%			14 91.50%	14 91.50%	14 91.50%	14 78.00%
			17 82.70%	17 66.70%	17 66.70%	17 66.70%	17 66.70%	17 66.70%	17 83.80%	17 91.90%			17 90.80%	17 90.80%	17 90.80%	17 84.40%
			18 76.30%	18 58.10%	18 58.10%	18 58.10%	18 58.10%	18 58.10%	18 92.60%	18 91.30%			18 79.60%	18 79.60%	18 79.60%	18 77.70%
2006-07	71.60%		14 64.90%	14 54.70%	14 54.70%	14 54.70%	14 54.70%	14 54.70%	14 79.40%	14 59.80%			14 56.50%	14 56.50%	14 56.50%	14 52.20%
			17 79.60%	17 71.00%	17 71.00%	17 71.00%	17 71.00%	17 71.00%	17 84.40%	17 84.40%			17 70.40%	17 70.40%	17 70.40%	17 66.70%
			18 73.40%	18 61.00%	18 61.00%	18 61.00%	18 61.00%	18 61.00%	18 78.50%	18 74.10%			18 76.00%	18 76.00%	18 76.00%	18 72.30%

	Grade 5 Numeracy		
	Prov.	Dist.	Prov. E Prime FI Gr. 3
2015-16			
2014-15			
2013-14	59.40%	60.00%*	55.00%
2012-13	62.90%	64.00%	61.50%
2011-12	63.70%	63.70%	59.40%
2010-11	60.80%	61.80%	57.10%
2009-10	59.40%	54.30%	55.50%
		17 65.50%	
2008-09	59.40%	56.50%	55.80%
		17 64.30%	
2007-08	65.20%	61.50%	61.20%
		17 71.00%	
2006-07	67.20%	57.10%	64.50%
		17 69.80%	
		18 66.90%	

	Grade 6 Numeracy			Grade 6 Science			Grade 6 Reading				
	Prov.	Dist.	Prov. E Prime FI Gr. 3	Prov.	Dist.	Prov. E Prime FI Gr. 6	Prov.	Dist.	Prov. E Prime FI Gr. 3		
2015-16	20.20%	18.80%	-6.79%	22.50%	25.20%	25.90%	26.50%	54.10%	53.00%	63.20%	71.10%

Grade 2 (Prime) Writing ended (2011-2012)

Grade 2 (Immersion) Reading and Writing ended (2008-2009)

Grade 4 (Immersion) Reading ended (2011)/ Grade 4 (Immersion)/Writing ended (2013-2014)

Grade 5 Numeracy ended (2013-2014)

*Sample

Historical Data

Grade 7 Reading			
Prov.	Dist.	Prov. E Prime	Prov. FI Gr. 6 FI Gr. 1
2015-16			
2014-15	77.10%	66.50%	90.90%
2013-14	77.80%	66.60%	90.10%
2012-13	74.50%	58.60%	86.10%
2011-12	69.40%	17 69.40%	18 69.20%
2010-11	69.80%	14 65.10%	17 67.80%
			18 73.80%
2009-10	66.80%	14 61.70%	17 63.00%
			18 65.20%
2008-09	67.40%	14 63.20%	17 63.80%
			18 65.50%
2007-08	65.80%	14 55.10%	17 55.80%
			18 66.90%
2006-07	60.40%	14 52.20%	17 57.90%
			18 62.50%

Grade 7 Writing			
Prov.	Dist.	Prov. E Prime	Prov. FI Gr. 6 FI Gr. 1
2015-16			
2014-15	59.70%	49.10%	80.00%
2013-14	62.60%	51.20%	79.10%
2012-13	64.50%	53.70%	80.50%
2011-12	63.20%	17 63.20%	18 63.50%
2010-11	53.10%	14 50.00%	17 48.20%
			18 54.50%
2009-10	51.90%	14 50.60%	17 46.30%
			18 49.90%
2008-09	51.90%	14 54.10%	17 45.80%
			18 49.00%
2007-08	47.00%	14 40.80%	17 49.10%
			18 48.10%
2006-07	42.70%	14 35.00%	17 47.50%
			18 40.80%

Grade 8 Middle Level Math			
Prov.	Dist.	Prov. E Prime	Prov. FI Gr. 6 FI Gr. 1
2015-16			
2014-15	57.70%	49.30%	74.60%
2013-14	57.60%	47.40%	77.20%
2012-13	58.50%	49.90%	71.90%
2011-12	57.50%	52.60%	73.20%
2010-11	57.60%	14 53.90%	17 55.10%
			18 54.50%
2009-10	59.30%	14 60.00%	17 54.00%
			18 53.00%
2008-09	58.60%	14 53.00%	17 59.20%
			18 56.00%
2007-08	57.00%	14 49.00%	17 55.10%
			18 55.00%
2006-07	58.10%	14 45.00%	17 56.50%
			18 59.10%

Grade 9 ELPA Reading			
Prov.	Dist.	Prov. FI Gr. 6 FI Gr. 1	Prov. FI Gr. 6 FI Gr. 1
2015-16	80.70%	72.50%	82.80%
2014-15	78.30%	70.10%	81.70%
2013-14	80.40%	73.40%	80.40%
2012-13	78.10%	69.90%	82.70%
2011-12	73.50%	65.60%	78.60%
2010-11	72.50%	63.70%	74.70%
2009-10	65.30%	56.90%	74.40%
			14 59.00%
			17 61.80%
2008-09	65.20%	56.80%	74.00%
			18 67.00%
2007-08	56.50%	47.30%	57.30%
			18 71.30%
2006-07	60.80%	56.70%	64.40%
			17 66.70%
			18 66.80%

Grade 9 ELPA Writing			
Prov.	Dist.	Prov. FI Gr. 6 FI Gr. 1	Prov. FI Gr. 6 FI Gr. 1
2015-16	90.70%	85.40%	97.80%
2014-15	88.10%	83.30%	96.80%
2013-14	82.00%	75.00%	94.90%
2012-13	82.10%	75.30%	94.40%
2011-12	78.90%	71.40%	93.40%
2010-11	77.90%	71.70%	93.00%
2009-10	77.00%	71.70%	93.00%
			14 78.00%
			17 75.40%
2008-09	77.00%	71.70%	93.00%
			14 76.30%
			17 79.70%
2007-08	67.10%	60.50%	83.10%
			14 66.70%
			17 63.00%
2006-07	51.60%	47.50%	70.40%
			14 48.90%
			17 47.50%
			18 58.90%

Historical Data

	Grade 10 FI Reading		
	Prov.	Dist.	Prov. FI Gr. 6
2015-16			
2014-15			
2013-14	80.10%	85.80%	72.50%
2012-13	78.30%	85.30%	70.80%
2011-12	78.40%	81.40%	76.80%
2010-11	77.70%	77.00%	75.20%
	17	17	17
	18	18	18
2009-10	80.40%	81.00%	75.70%
	17	17	17
	18	18	18
2008-09	74.30%	62.00%	71.00%
	17	17	17
	18	18	18
2007-08	69.40%	68.00%	64.60%
	17	17	17
	18	18	18
2006-07	78.80%	71.00%	76.60%
	17	17	17
	18	18	18

	Grade 10 FI Writing		
	Prov.	Dist.	Prov. FI Gr. 6
2015-16			
2014-15			
2013-14	47.20%	54.80%	38.00%
2012-13	36.30%	47.20%	28.50%
2011-12	46.40%	52.20%	38.40%
2010-11	39.80%	37.00%	34.30%
	17	17	17
	18	18	18
2009-10	40.80%	44.00%	33.30%
	17	17	17
	18	18	18
2008-09	47.20%	42.00%	40.00%
	17	17	17
	18	18	18
2007-08	45.80%	41.00%	39.50%
	17	17	17
	18	18	18
2006-07	40.70%	35.00%	35.50%
	17	17	17
	18	18	18

	Grade 10 FSL OPI					
	Prov.	Dist.	Prov. Early FI	Prov. Late FI	Prov. Core/PIF	Prov. Core/PIF
2015-16	45.00%	44.10%	92.10%	69.60%	4.80% (PIF)	4.80% (PIF)
2014-15						
2013-14	36.60%	32.10%	90.50%	79.60%	5.90% (PIF)	5.90% (PIF)
2012-13					1.30% (Core)	1.30% (Core)
2011-12	33.20%	32.00%	92.00%	68.00%	10.50% (PIF)	10.50% (PIF)
	17	17	17	17	1.50% (Core)	1.50% (Core)
	18	18	18	18		
2010-11						
2009-10	33.30%	24.00%	N/A	N/A	N/A	N/A
	17	17	17	17		
	18	18	18	18		
2008-09	36.30%	27.00%	97.00%	73.40%	1.70% (Core)	1.70% (Core)
	17	17	17	17		
	18	18	18	18		

	Grade 10 FSL OPI		
	Prov. Early Gr. 1 Achieving or Above	Prov. Late Gr. 6 Achieving Intermediate or Above	Prov. Core/PIF Achieving Intermediate or Above
2015-16	41.70%	52.50%	37.80% (PIF)
2014-15	41.60%	56.20%	N/A
2013-14	30.50%	42.90%	17.70%
2012-13	28.40%	42.00%	27.90%
2011-12	23.30%	49.40%	12.90%
2010-11	29.00%	45.00%	26.00%
2009-10	26.00%	45.00%	18.00%
2008-09	32.00%	51.00%	24.00%
2007-08	32.00%	51.00%	18.00%
2006-07	47.00%	48.00%	15.00%

Grade 7 Reading & Writing ended (2013-2014)
 Grade 8 (Middle Level Math) ended (2014-2015)
 Grade 9 ELPA Writing ended (2014-2015)
 Grade 10 FI Reading & Writing ended (2013-2014)

* Sample