



ANGLOPHONE WEST SCHOOL DISTRICT

# **D**ISTRICT **I**MPROVEMENT **P**LAN

**2017-2020**

**September 2019 Update**



## Department of Education and Early Childhood Development

### Ten Year Education Plan: Everyone At Their Best

#### Objectives

1. Ensure all learners value diversity and have a strong sense of belonging
2. Ensure all pre-school children develop the competencies they need to be successful in school and in life
3. Improve literacy skills for all learners
4. Improve numeracy skills for all learners
5. Improve learning in, and application of, the arts, science, trades and technology for all learners
6. Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture
7. Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment
8. Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences
9. Foster leadership, active citizenship and an entrepreneurial mindset

### Message from the Superintendent

*Serving more than 22 500 students in 69 schools, the 3000 employees of Anglophone West School District (ASD-W) are influenced daily by a set of core values that focus on leadership, engagement, collaboration, support, recognition, trust, transparency, openness and a pursuit of excellence. Although we are guided by many policies, practices and curriculum, we are also focused on strategically moving our district forward. To keep all of this in check, we need to be organized and follow a plan that is focused on student learning and development in an inclusive environment. We know there needs to be a connection with the Province of New Brunswick's 10 year education plan titled "Everyone at their best" and that school improvement plans (SIP) need to be active and collaborative, focused on student academic growth.*

*This plan is focused on enhancing engagement in all learners, quality assessment practices to improve learning and building leadership capacity. The plan has been formulated and revised after much conversation on quality educational practices and review of meaningful data. It is a plan we will use actively and we hope it serves as a good source for schools as they work on their SIPs and teachers as they reflect on professional growth goals. We know the biggest impact on a student's learning will be the presence of an engaging, professional teacher...lets keep this at the forefront as we accept our tremendous responsibility of supporting our students as they become resilient, confident and contributing citizens in our local neighborhoods and around the world.*

## Anglophone West School District District Improvement Plan

*The District Improvement Plan is a commitment to improve the academic and social growth of our youth. The priorities of the plan span a three year period and align with the provincial priorities. The plan is developed based on the results of student success and needs in our system and identifies the goals of focus for the year. The goals are established to guide the efforts of educators in achieving district priorities, set strategies and actions, and outline processes for monitoring, making adjustments and evaluation of the goals.*

### Mission

**Excited. Involved. Prepared.**

### Vision Statement

*All individuals engaged within our system are empowered to assist in building resilient, confident and contributing members of our communities.*

### Core Values

1. Pursuit of Excellence
2. Trust, Openness and Transparency
3. Collaborative Relationships
4. Support and Recognition
5. Shared Leadership
6. Engagement

### Priorities for 2017-2020 in the Service of Learning

*"Learner" refers to both adults and students*

**Priority 1: Enhance Engagement of All Learners**

**Priority 2: Focus on Formative Assessment Practices to Support Pedagogy and Learning**

**Priority 3: Build Collaborative Leadership Capacity**

**\*\*\*The focus for 2019-2020 is to achieve our goals and review results to determine future priorities.**

**As we are on the 3<sup>rd</sup> year of the DIP we have moved from work that has evolved from a starting phase, to developing skills, to now embedding the strategies and practices.**

## ASD-W PRIORITY 1

**2019-2020 DIP Goal 1: Anglophone West School District will strengthen teaching practices and learning environments to foster competency in the engagement of all learners with a focus on increasing student voice.**

| Indicators of Success  | Focus and Research-Based Strategies / Actions<br><i>(*Connection to EECD 10-Year Education Plan Objectives and DEC Ends Policies )</i>   | District Monitoring and Accountability<br>(Plan / Do / Check / Act)  | District Responsibility / Timeline  | Progress Notes |
|--|--|--|---|----------------|
| <b>Focus: Increasing Student Voice</b>   |  |  |   |                |
| Professional learning opportunities will enhance a <b>shared understanding</b> and demonstrate competency of student voice and student engagement for all learners (District Staff, Administrators, Teachers, and Students).   | Build upon practices and knowledge to create learning environments that foster engagement and increase student voice.<br><i>*EECD Objectives 1,3,4,5,<br/>ASDW DEC Ends Policy 2.2 School Culture</i>  | <ul style="list-style-type: none"> <li>Education Directors and Subject Coordinators work plans reflect student voice and student engagement.</li> <li>Intentional conversations and learning around student voice will be embedded within Subject Coordinator meetings.</li> <li>Engagement practices with a focus on student voice will be embedded within district learning opportunities.</li> </ul>  | Education Directors and Subject Coordinators, All Subject Leads<br>Timeline – Sept 2019-June 2020 |                |
| Evidence of First Nation student voice in all schools and in all subject content areas (within all learning environments).   | Build a mutual understanding of culturally responsive classrooms that are inclusive of First Nation student voice.<br><i>*EECD Objectives 1,6,<br/>ASDW Ends Policy ER 2.2 School Culture”</i>   | <ul style="list-style-type: none"> <li>Education Directors and Subject Coordinators’ work plans will reflect First Nation student voice.</li> <li>Intentional conversations on how to include First Nation students’ voice will be embedded within Subject Coordinators Meetings.</li> <li>First Nation students’ voice will be embedded within district learning opportunities.</li> <li>Intentional conversations and learning related to First Nations teachings, relationships, sense of belong, history and culture will be embedded within Subject Coordinators Meeting.</li> <li>First Nations teachings, relationships, sense of belong, history and culture will be embedded within district learning opportunities.</li> </ul> | Education Directors and Subject Coordinators, All Subject Leads<br>Timeline – Sept 2019-June 2020 |                |
| <p><b>Student engagement</b> is the extent to which students identify with and value schooling outcomes, have a sense of belonging to school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling, and make a serious personal investment in learning.” (2009, Willms, Friesen &amp; Milton)</p> <p><b>Engagement</b> is a multi-dimensional construct including three components:</p> <ul style="list-style-type: none"> <li><b>Behavioural</b> – Students’ direct actions and participation in activities associated with the school and classroom learning.</li> <li><b>Emotional</b> – Students’ affective reactions to peers, teachers, and overall school context.</li> <li><b>Cognitive</b> – Students’ level of effort, investments in learning, and willingness to use complex learning strategies and processes.</li> </ul> <p><b>Student voice</b> gives learners a chance to share opinions about something they believe in. The learning environment changes as student voice is encouraged and learners take more control of their learning, in a learner driven environment learners become active participants in their learning, to own their learning, to drive their learning and eventually to discover their purpose for learning. (2016, Continuum of Voice: What it Means for the Learner)</p> |  |  |   |                |
| <b>Professional Learning / Resources</b>   |  |  |   |                |
| <ul style="list-style-type: none"> <li>➤ <a href="#">Provincial Exit Survey Data</a></li> <li>➤ <a href="#">Healthy School Planner</a> – Youth Engagement Section</li> <li>➤ <a href="#">Policy 703 – Positive Learning and Working Environment</a> – Section 6</li> </ul>   | <ul style="list-style-type: none"> <li>➤ <a href="#">EECD Perception Surveys</a></li> <li>➤ <a href="#">NBTA School Wellness Facilitators</a></li> <li>➤ <a href="#">New Brunswick Student Wellness Surveys (2016-2017 last update)</a></li> </ul> | <ul style="list-style-type: none"> <li>➤ <a href="#">Mental Health Association</a></li> <li>➤ <a href="#">PrevNet (Promoting Relationships &amp; Eliminating Violence Network)</a></li> <li>➤ <a href="#">PBIS (Positive Behavioral Interventions &amp; Supports)</a></li> <li>➤ <a href="#">CASEL (Collaborative for Academic, Social &amp; Emotional Learning)</a></li> <li>➤ <a href="#">NASP ONLINE (National Association of School Psychologists)</a></li> <li>➤ <a href="#">OurSchool / Tell Them From Me (TTFM)</a></li> <li>➤ <a href="#">Student Voice – by Peter Johnston</a></li> </ul>   |   |                |

# ASD-W PRIORITY 1

**2019-2020 DIP Goal 1: Anglophone West School District will strengthen teaching practices and learning environments to foster the engagement of all learners with a focus on increasing student voice.**

## Global Outcome Measures

### OurSchool Data ASD-W (Formerly TTFM)

| Student Participation Rate | Elementary | Secondary |
|----------------------------|------------|-----------|
| 2012-13                    | 90.0%      | 74.0%     |
| 2013-14                    | 93.0%      | 76.0%     |
| 2014-15                    | 91.3%      | 75.0%     |
| 2015-16                    | 89.6%      | 79.9%     |
| 2016-17                    | 88.6%      | 83.0%     |
| 2017-18                    | 93.9%      | 78.8%     |
| 2018-19                    | 88.0%      | 78.0%     |

### OurSchool Data ASD-W Results

| Interested and Motivated - Students are interested and motivated in their learning |       |          |           |          |
|--|-------|----------|-----------|----------|
|  | Elem  | Cdn Norm | Secondary | Cdn Norm |
| 2012-13  | 72.0% | 74.0%    | 38.0%     | 33.0%    |
| 2013-14  | 77.0% | 74.0%    | 41.0%     | 33.0%    |
| 2014-15  | 87.0% | 74.0%    | 40.0%     | 33.0%    |
| 2015-16  | 89.0% | 74.0%    | 42.0%     | 33.0%    |
| 2016-17  | 89.0% | 74.0%    | 42.0%     | 33.0%    |
| 2017-18  | 87.0% | 74.0%    | 43.0%     | 33.0%    |
| 2018-19  | 86.0% | 87.0%    | 40.0%     | 43.0%    |

### Value School Outcomes - Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

|         | Elem  | Cdn Norm | Secondary | Cdn Norm |
|---------|-------|----------|-----------|----------|
| 2012-13 | 96.0% | 96.0%    | 73.0%     | 76.0%    |
| 2013-14 | 95.0% | 96.0%    | 73.0%     | 76.0%    |
| 2014-15 | 96.0% | 96.0%    | 70.0%     | 76.0%    |
| 2015-16 | 96.0% | 96.0%    | 71.0%     | 76.0%    |
| 2016-17 | 96.0% | 96.0%    | 72.0%     | 76.0%    |
| 2017-18 | 95.0% | 96.0%    | 71.0%     | 76.0%    |
| 2018-19 | 96.0% | 96.0%    | 71.0%     | 74.0%    |

### Sense of Belonging - Students feel accepted and valued by their peers and by others at their school.

|         | Elem  | Cdn Norm | Secondary | Cdn Norm |
|---------|-------|----------|-----------|----------|
| 2012-13 | 86.0% | 86.0%    | 66.0%     | 72.0%    |
| 2013-14 | 86.0% | 86.0%    | 63.0%     | 72.0%    |
| 2014-15 | 85.0% | 86.0%    | 62.0%     | 72.0%    |
| 2015-16 | 85.0% | 86.0%    | 63.0%     | 72.0%    |
| 2016-17 | 84.0% | 86.0%    | 62.0%     | 72.0%    |
| 2017-18 | 82.0% | 86.0%    | 60.0%     | 72.0%    |
| 2018-19 | 79.0% | 81.0%    | 60.0%     | 67.0%    |

### OurSchool Data ASD-W Results for students who self identify as Aboriginal

| Interested and Motivated - Students are interested and motivated in their learning |       |          |           |          |
|--|-------|----------|-----------|----------|
|  | Elem  | Cdn Norm | Secondary | Cdn Norm |
| 2017-18  | 85.8% | 74.0%    | 42.0%     | 33.0%    |
| 2018-19  | 86.0% | 87.0%    | 39.0%     | 43.0%    |

  

| Value School Outcomes - Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. |       |          |           |          |
|--|-------|----------|-----------|----------|
|  | Elem  | Cdn Norm | Secondary | Cdn Norm |
| 2017-18  | 94.5% | 96.0%    | 66.0%     | 76.0%    |
| 2018-19  | 95.0% | 96.0%    | 66.0%     | 74.0%    |

Cdn Norm = Aboriginal & Non-Aboriginal Students

### CARR Results - Autonomy

| I can work at my own pace. |           |         |                |              |
|----------------------------|-----------|---------|----------------|--------------|
|                            | ASDW Elem | NB Elem | ASDW Secondary | NB Secondary |
| 2018-2019                  | 80.7%     | 79.5%   | 51.0%          | 50.0%        |

  

| I have choices in how I show what have learned. |           |         |                |              |
|---|-----------|---------|----------------|--------------|
|   | ASDW Elem | NB Elem | ASDW Secondary | NB Secondary |
| 2018-2019                                       | 79.5%     | 79.1%   | 50.7%          | 49.5%        |

  

| Teachers/adults in this school listen to my ideas and opinions. |           |         |                |              |
|---|-----------|---------|----------------|--------------|
|   | ASDW Elem | NB Elem | ASDW Secondary | NB Secondary |
| 2018-2019   | 72.9%     | 73.3%   | 51.5%          | 51.2%        |

  

| I feel free to express myself at school. |           |         |                |              |
|--|-----------|---------|----------------|--------------|
|  | ASDW Elem | NB Elem | ASDW Secondary | NB Secondary |
| 2018-2019                                | 75.8%     | 74.2%   | 62.2%          | 61.8%        |

  

| I feel I have a choice about when and how to do my schoolwork. |           |         |                |              |
|--|-----------|---------|----------------|--------------|
|  | ASDW Elem | NB Elem | ASDW Secondary | NB Secondary |
| 2018-2019  | 75.1%     | 74.3%   | 53.4%          | 53.8%        |

### OurSchool (Formerly Tell Them From Me-TTFM) - ASD-W

| Feedback Data - My teacher gives me feedback and helps me set goals for my learning. |                  |                  |           |  |
|--|------------------|------------------|-----------|--|
| Elementary   | 2-3 Times / Week | Almost Every Day | Every Day |  |
| 2014-15  | 18%              | 27%              | 23%       |  |
| 2015-16  | 18%              | 27%              | 28%       |  |
| 2016-17  | 16%              | 29%              | 28%       |  |
| 2017-18  | 18%              | 26%              | 29%       |  |
| 2018-19  | 15%              | 31%              | 33%       |  |

  

| Secondary | 2-3 Times / Week | Almost Every Day | Every Day |  |
|-----------|------------------|------------------|-----------|--|
| 2014-15   | 25%              | 20%              | 13%       |  |
| 2015-16   | 21%              | 9%               | 5%        |  |
| 2016-17   | 22%              | 13%              | 10%       |  |
| 2017-18   | 23%              | 15%              | 9%        |  |
| 2018-19   | 25%              | 18%              | 14%       |  |

| Rigor - Students find the classroom instruction is well organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn. |      |          |           |          |
|---|------|----------|-----------|----------|
|   | Elem | Cdn Norm | Secondary | Cdn Norm |
| 2012-13   | 8.1  | 8        | 6.2       | 6.3      |
| 2013-14   | 8.2  | 8        | 6.4       | 6.3      |
| 2014-15   | 8.6  | 8        | 6.6       | 6.3      |
| 2015-16   | 8.6  | 8        | 6.7       | N/A      |
| 2016-17   | 8.5  | 8        | 6.7       | N/A      |
| 2017-18   | 8.5  | 8        | 6.7       | N/A      |
| 2018-19   | 8.4  | 8.4      | 6.7       | 6.7      |

### Exit Survey – ASD-W

| Student Sample Rate: 2016-2017 - 45% of which 32% responded.            | 2012       | 2013       | 2014       | 2015       | 2016       | 2017       | 2018        |
|---|------------|------------|------------|------------|------------|------------|-------------|
| <b>Total Students ASD-W</b>   | <b>620</b> | <b>747</b> | <b>314</b> | <b>560</b> | <b>641</b> | <b>754</b> | <b>1099</b> |
| My school is a place where I never felt like an outsider.               | ASD-W      | 52.3%      | 49.0%      | 55.7%      | 58.6%      | N/A        | N/A         |
|   | Prov       | 56.5%      | 54.0%      | 58.4%      | 57.0%      | N/A        | N/A         |
| My school experience was academically challenging.                      | ASD-W      | 58.2%      | 58.9%      | 61.5%      | 61.2%      | 68.5%      | 67.9%       |
|   | Prov       | 62.5%      | 63.9%      | 64.3%      | 64.4%      | 67.4%      | 66.4%       |
| My learning is interrupted by the behaviour problems of other students. | ASD-W      | 29.5%      | 42.0%      | 42.7%      | 42.1%      | 35.9%      | 41.6%       |
|   | Prov       | 34.1%      | 40.8%      | 40.9%      | 41.5%      | 39.7%      | 39.2%       |
| The variety of courses available met my need.                           | ASD-W      | 73.1%      | 71.1%      | 71.0%      | 76.1%      | 75.2%      | 76.7%       |
|   | Prov       | 78.0%      | 76.2%      | 75.0%      | 76.9%      | 74.9%      | 75.9%       |
| My school experience encouraged me to want to learn.                    | ASD-W      | 63.4%      | 64.5%      | 72.9%      | 67.9%      | 64.6%      | 66.9%       |
|   | Prov       | 69.9%      | 68.5%      | 72.1%      | 71.8%      | 69.9%      | 69.3%       |
| I am satisfied with the quality of education received in school.        | ASD-W      | 71.1%      | 67.6%      | 67.6%      | 71.4%      | 79.4%      | 75.1%       |
|   | Prov       | 78.3%      | 75.1%      | 72.8%      | 73.5%      | 77.0%      | 76.7%       |

### Exit Survey: Province = Anglophone Sector

### OurSchool Data ASD-W Results

| Relevance - Students find classroom instruction relevant to their everyday lives. |      |          |           |          |
|---|------|----------|-----------|----------|
|   | Elem | Cdn Norm | Secondary | Cdn Norm |
| 2012-13   | 8.0  | 8.0      | 6.1       | 6.1      |
| 2013-14   | 8.1  | 8.0      | 6.3       | 6.1      |
| 2014-15   | 8.3  | 8.0      | 6.3       | 6.1      |
| 2015-16   | 8.4  | 8.0      | 6.3       | 6.1      |
| 2016-17   | 8.3  | 8.0      | 6.4       | 6.1      |
| 2017-18   | 8.3  | 8.0      | 6.3       | 6.1      |
| 2018-19   | 8.2  | 8.1      | 6.4       | 6.4      |

### Dropout Data – ASD-W Represents Grades 7-12

|         | ASD-W | F    | M    | Prov | F    | M    |
|---------|-------|------|------|------|------|------|
| 2011-12 | 1.9%  | 1.9% | 1.9% | 1.7% | 1.5% | 1.8% |
| 2012-13 | 1.6%  | 1.6% | 1.5% | 1.5% | 1.2% | 1.7% |
| 2013-14 | 1.8%  | 1.7% | 1.8% | 1.6% | 1.4% | 1.7% |
| 2014-15 | 1.7%  | 1.6% | 1.8% | 1.6% | 1.3% | 1.8% |
| 2015-16 | 1.1%  | 0.9% | 1.3% | 1.2% | 1.1% | 1.6% |
| 2016-17 | 1.5%  | 1.4% | 1.6% | 1.4% | 1.2% | 1.6% |
| 2017-18 | 1.2%  | 0.9% | 1.5% | 1.1% | 0.9% | 1.4% |

### Effective Learning Time - Important concepts are taught well, class time is used efficiently and homework and evaluations support course objectives.

|         | Elem | Cdn Norm | Secondary | Cdn Norm |
|---------|------|----------|-----------|----------|
| 2012-13 | 8.4  | 8.2      | 6.7       | 6.6      |
| 2013-14 | 8.6  | 8.2      | 6.8       | 6.6      |
| 2014-15 | 8.5  | 8.2      | 6.9       | 6.6      |
| 2015-16 | 8.5  | 8.2      | 6.9       | 6.6      |
| 2016-17 | 8.5  | 8.2      | 6.9       | 6.6      |
| 2017-18 | 8.4  | 8.2      | 7.0       | 6.6      |
| 2018-19 | 8.3  | 8.2      | 7.0       | 7.0      |

## ASD-W PRIORITY 2

**2019-2020 DIP Goal 2:** Anglophone West School District will model the use of formative assessment practices and strategies to increase each learner’s understanding of: where they are; where they are going; how they are going to get there; and what to do next (assessment capable learners).

| Indicators of Success  | Focus and Research-Based Strategies / Actions<br><i>(*Connection to EECD 10-Year Education Plan Objectives and DEC Ends Policy )</i>   | District Monitoring and Accountability<br>(Plan/Do/Check/Act)  | District Responsibility / Timeline  | Progress Notes |
|--|--|--|---|----------------|
| <b>Focus: Assessment Capable Learners</b>  |  |  |   |                |
| Learners (District staff, administrators and teachers) will be equipped with the knowledge, skills and tools to model learning themselves and maximize the ability for students to be assessment capable learners.   | Continue to build assessment capable learners by working alongside educators and modeling walkthroughs. (see <a href="#">ASDW DIP Goal 2 Tools and Strategies</a> ) <ul style="list-style-type: none"> <li>• <a href="#">EECD Objectives 3,4,5,8,9</a></li> <li>• <a href="#">DEC Ends Policy ER2.1 Academic Excellence</a></li> </ul> | <ul style="list-style-type: none"> <li>• Education Directors and Subject Coordinators’ work plans will identify specific actions to model, use, and analyze formative assessment tools, strategies and walkthroughs.</li> <li>• Intentional conversations around ASDW formative assessment tools will be embedded within Subject Coordinator meetings.</li> <li>• ASDW formative assessment tools will be embedded within district learning opportunities.</li> <li>• Subject Coordinators will reference ASDW formative assessment tools when having conversations with schools (administrators and teachers) regarding formative assessment.</li> <li>• District Education team (Directors, Subject Coordinators, Leads) will analyze district collected (such as self- assessment formative assessment results to guide work plans and actions) 3 times per year (Sept., Nov., Jan.)</li> </ul> | Education Directors and Subject Coordinators<br><br>Timeline: Sept 2019 – June 2020 |                |
| <p>Formative Assessment is a teaching and learning process that is frequent and interactive. Formative Assessment provides ongoing feedback for understanding and progress to inform adjustments in teaching and learning throughout the entire learning cycle. (Source: EECD Formative Assessment Foldout)</p> <p>Assessment capable learners are students who can assess their own learning. They take risks and know what to do when they don’t know what to do. They know WHERE they are going in their present learning, HOW they are going (getting there), and WHERE TO GO NEXT as they evolve as a learner. Dewitt – Collaborative Leadership, p. 68</p> |  |  |   |                |

### Professional Learning / Resources

- [ASD-W DIP Goal 2 Formative Assessment PowerPoint and Tools](#)
- Formative Assessment – [Shirley Clarke Videos](#)
- [Provincial Assessment Results](#) – EECD Web Site
- District and School-Based Report Card Data

## Global Outcome Measures

### Provincial Assessments

| Anglophone West District Results | 2011-2012                          | 2012-2013                          | 2013-2014                          | 2014-2015                          | 2015-2016           | 2016-2017       | 2017-2018     |
|----------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------|-----------------|---------------|
| Gr. 2 Reading                    | 78.0%                              | 80.3%                              | 76.8%                              | 77.3%                              | 75.2%               | 75.8%           | 72.1%         |
| Gr. 4 Reading, Math & Science    |                                    |                                    |                                    |                                    | Field Test          | N/A             |               |
| Gr. 6 Reading                    |                                    |                                    | Field Test                         | Main Administration                | 53.0%               | 61.2%           | 61.8%         |
| Gr. 6 Math                       |                                    |                                    | Field Test                         | Main Administration                | 18.8%               | 39.0%           | 35.0%         |
| Gr. 6 Scientific Literacy        |                                    |                                    | Field Test                         | Main Administration                | 25.9%               | 32.7%           | 34.2%         |
| Gr. 9 ELPA                       | 73.5% (Reading)<br>82.0% (Writing) | 78.6% (Reading)<br>83.2% (Writing) | 80.4% (Reading)<br>89.5% (Writing) | 78.5% (Reading)<br>91.1% (Writing) | 82.8% (Reading)     | 80.6% (Reading) | 80.0%         |
| Gr. 10 Mathematics               |                                    |                                    |                                    | Field Test                         | Main Administration | N/A             | 66.9%         |
| Gr. 10 Scientific Literacy       |                                    |                                    |                                    | Field Test                         | Main Administration | N/A             | 64.7%         |
| Gr. 6 FSL Reading                |                                    |                                    |                                    |                                    |                     |                 | 55.3%         |
| Gr. 10 FSL Reading               |                                    |                                    |                                    |                                    |                     |                 | 76.5%         |
| Gr. 6 FSL Oral Proficiency       |                                    |                                    |                                    |                                    |                     | *28.6%          | N/A           |
| Gr. 10 FSL Oral Proficiency      | N.A.                               | N/A                                | *32.1%                             | N/A                                | *44.1%              | N/A             | *37.4%        |
| Gr. 12 FSL Oral Proficiency      |                                    | Voluntary                          |                                    | 44.7% (Early)                      | 48.9% (Early)       | 43.7% (Early)   | 48.5% (Early) |
|                                  |                                    | Voluntary                          |                                    | 54.5% (Late)                       | 58.4% (Late)        | 58.3% (Late)    | 66.7% (Late)  |
|                                  |                                    | Voluntary                          |                                    |                                    | 32.6% (PIF)         | 25.0% (PIF)     | 24.5% (PIF)   |

### Teacher Perception Survey

| <i>Percentages below represent in "Almost every lesson"</i>                                     |       |       |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|-------|-------|
|   |       | K-5   | 6-8   | 9-12  | 6-12  | K-12  | K-8   |
| I use formative assessment evidence to inform my teaching.                                      |       |       |       |       |       |       |       |
| 2015-16   | ASD-W | 60.7% | 48.5% | 37.7% | 30.6% | 50.5% | 61.8% |
| 2016-17   | ASD-W | 58.5% | 54.9% | 41.9% | 31.4% | 59.6% | 61.7% |
| 2017-18   | ASD-W | 72.7% | 55.0% | 44.0% | 45.0% | 54.3% | 66.1% |
| 2018-19   | ASD-W | 67.2% | 55.3% | 51.2% | 47.9% | 63.9% | 66.7% |
|   | Prov. | 62.7% | 49.8% | 48.4% | 49.7% | 59.4% | 60.0% |
| I use formative assessment evidence to inform academic interventions.                           |       |       |       |       |       |       |       |
| 2015-16   | ASD-W | 58.5% | 37.6% | 30.3% | 34.7% | 42.3% | 54.5% |
| 2016-17   | ASD-W | 60.2% | 48.1% | 39.3% | 28.0% | 53.2% | 55.4% |
| 2017-18   | ASD-W | 67.4% | 55.5% | 35.7% | 47.5% | 46.2% | 55.1% |
| 2018-19   | ASD-W | 61.7% | 41.1% | 42.1% | 34.0% | 53.6% | 53.7% |
|   | Prov. | 59.3% | 41.0% | 39.1% | 39.5% | 50.8% | 54.1% |
| I use formative assessment evidence to inform behaviour interventions.                          |       |       |       |       |       |       |       |
| 2015-16   | ASD-W | 49.4% | 36.1% | 24.2% | 26.5% | 36.1% | 33.9% |
| 2016-17   | ASD-W | 43.8% | 37.4% | 32.3% | 28.0% | 44.6% | 39.5% |
| 2017-18   | ASD-W | 51.7% | 40.7% | 32.1% | 35.0% | 30.7% | 46.4% |
| 2018-19   | ASD-W | 54.0% | 41.2% | 35.3% | 31.9% | 42.3% | 48.9% |
|   | Prov. | 49.8% | 33.3% | 32.9% | 31.3% | 39.2% | 44.7% |
| I use formative assessment evidence to monitor student goals.                                   |       |       |       |       |       |       |       |
| 2015-16   | ASD-W | 45.3% | 33.6% | 29.3% | 24.5% | 35.8% | 44.5% |
| 2016-17   | ASD-W | 46.0% | 38.9% | 34.1% | 27.5% | 41.9% | 51.2% |
| 2017-18   | ASD-W | 51.3% | 39.5% | 33.6% | 47.5% | 32.6% | 43.7% |
| 2018-19   | ASD-W | 51.0% | 36.5% | 28.9% | 35.4% | 44.8% | 43.5% |
|   | Prov. | 47.9% | 34.3% | 34.0% | 33.7% | 39.5% | 44.6% |
| I use formative assessment evidence to inform planning for individual students with my team(s). |       |       |       |       |       |       |       |
| 2015-16   | ASD-W | 47.0% | 32.1% | 22.8% | 28.6% | 28.7% | 38.5% |
| 2016-17   | ASD-W | 42.4% | 36.4% | 25.9% | 26.0% | 37.6% | 40.3% |
| 2017-18   | ASD-W | 49.7% | 40.7% | 21.6% | 30.8% | 29.5% | 38.9% |
| 2018-19   | ASD-W | 45.8% | 33.8% | 24.4% | 22.2% | 37.1% | 36.5% |
|   | Prov. | 45.6% | 32.1% | 26.6% | 22.2% | 35.4% | 40.6% |

| <i>Percentages below represent a total of</i>  |  |                                    |       |   |       |       |       |
|--|--|------------------------------------|-------|---|-------|-------|-------|
| I could use some help with this  | I am clear on what I need to do and am working on it | This is established in my practice |       | I do this really well and could show others how |       |       |       |
|  | K-5  | 6-8                                | 9-12  | 6-12  | K-12  | K-8   |       |
| The feedback I provide to students is on-going (as opposed to assignment based)  |  |                                    |       |   |       |       |       |
| 2015-16  | ASD-W  | 9.9%                               | 9.0%  | 7.6%  | 2.0%  | 4.50% | 10.0% |
| 2016-17  | ASD-W  | 81.5%                              | 79.7% | 78.6%   | 64.7% | 71.6% | 72.9% |
| 2017-18  | ASD-W  | 81.2%                              | 82.4% | 70.4%   | 61.0% | 60.2% | 72.2% |
| 2018-19  | ASD-W  | 78.1%                              | 78.8% | 70.3%   | 57.4% | 63.9% | 74.1% |
|  | Prov.  | 79.0%                              | 74.7% | 73.3%   | 64.6% | 64.6% | 79.1% |
| The feedback I provide to students is explicit and constructive; it explains what is working and what needs attention. |  |                                    |       |   |       |       |       |
| 2015-16  | ASD-W  | 9.9%                               | 14.2% | 10.3%   | 4.1%  | 9.1%  | 14.5% |
| 2016-17  | ASD-W  | 81.0%                              | 81.8% | 82.1%   | 75.8% | 76.5% | 78.5% |
| 2017-18  | ASD-W  | 80.6%                              | 84.3% | 76.9%   | 65.9% | 64.1% | 77.0% |
| 2018-19  | ASD-W  | 81.0%                              | 81.5% | 81.4%   | 74.5% | 71.1% | 66.2% |
|  | Prov.  | 79.6%                              | 79.3% | 79.5%   | 75.8% | 72.6% | 78.5% |
| <i>Percentages below represent "Two or more times"</i>   |  |                                    |       |   |       |       |       |
| Since September, how often have you had the opportunity to observe peer teaching?                                      |  |                                    |       |   |       |       |       |
| 2015-16  | ASD-W  | 29.8%                              | 29.1% | 37.1%   | 28.6% | 19.8% | 29.7% |
| 2016-17  | ASD-W  | 54.1%                              | 53.0% | 56.7%   | 48.4% | 77.1% | 71.2% |
| 2017-18  | ASD-W  | 35.9%                              | 31.5% | 32.3%   | 35.0% | 21.7% | 34.4% |
| 2018-19  | ASD-W  | 34.8%                              | 33.1% | 32.5%   | 35.6% | 22.9% | 34.1% |
|  | Prov.  | 32.7%                              | 31.0% | 37.3%   | 30.2% | 21.2% | 31.0% |
| Since September, how often have you had the opportunity to have a peer observe your teaching?                          |  |                                    |       |   |       |       |       |
| 2015-16  | ASD-W  | 28.4%                              | 27.8% | 28.8%   | 23.4% | 14.3% | 22.5% |
| 2016-17  | ASD-W  | 55.3%                              | 52.2% | 58.9%   | 56.2% | 70.8% | 61.5% |
| 2017-18  | ASD-W  | 33.7%                              | 26.4% | 26.5%   | 43.6% | 23.9% | 25.8% |
| 2018-19  | ASD-W  | 30.2%                              | 28.5% | 27.5%   | 28.9% | 21.6% | 31.4% |
|  | Prov.  | 30.7%                              | 28.3% | 33.3%   | 30.6% | 20.3% | 30.2% |

| Initiative Name:   | Initiative Number: | Timeline                                  | Quarter 1 (June 2019) | Quarter 1 (June 2019)          |
|--|--------------------|---|-----------------------|--------------------------------|
| Ensure use of formative assessment with K-3 teachers.  | TBD                |   | Doing / Sustaining    | Improving / Doing / Sustaining |
| June 2020 - Input Measure  |                    | Formative Assessment Literacy             | 77%                   | 93%                            |
| K-3 English teachers are doing and sustaining formative assessment practices to inform and guide instruction and learning. Teachers who have benefited from previous support should now be striving for a mastery level of competence.         |                    | Timeline                                  | Quarter 1 (June 2019) | Quarter 1 (June 2019)          |
|  |                    | Formative Assessment Numeracy             | Doing / Sustaining    | Improving / Doing / Sustaining |
|  |                    |   | 77%                   | 93%                            |
| Grade 9 high school teachers are doing and sustaining formative assessment practices to inform and guide instruction and learning. Teachers who have benefited from previous support should now be striving for a mastery level of competence. |                    | Timeline                                  | Quarter 1 (June 2019) | Quarter 1 (June 2019)          |
|  |                    | Formative Assessment High School Teachers | Doing / Sustaining    | Improving / Doing / Sustaining |
|  |                    |   | 44%                   | 83%                            |

# SCHOOL REPORT CARD MONITORING

## STUDENTS MEETING OR EXCELLING EXPECTATIONS Grades K-8 Report Card Data (3,3+,4,4+)

| Anglophone West School District   | June 2017 | June 2018 | June 2019 |  |
|-----------------------------------|-----------|-----------|-----------|--|
| <b>K-2 Language Arts</b>          | 80%       | 78%       | 77%       | English Language Arts K, 1, 2 FI Language Arts 1   |
| <b>3-5 Language Arts</b>          | 83%       | 84%       | 83%       | English Language Arts 3, 4, 5, FI Language Arts 3, 4, 5, Intensive French 5, Pre-Intensive French 3, 4, Pre-Intensive French (Combined) 3, 4 |
| <b>6-8 Language Arts</b>          | 88%       | 87%       | 88%       | English Language Arts 6, 7, 8, FILA 6, 7, 8 (Gr 3 Entry) and (Gr 6 Entry), FI Language Arts 6, 7, 8, Post-Intensive French 6, 7, 8           |
| <b>K-2 Mathematics</b>            | 90%       | 90%       | 90%       | Mathematics K,1,2 FI Mathematics 1,2   |
| <b>3-5 Mathematics</b>            | 88%       | 87%       | 87%       | Mathematics 3,4,5, FI Mathematics 3, 4, 5  |
| <b>6-8 Mathematics</b>            | 88%       | 87%       | 87%       | Mathematics 6, 7, 8, FI Mathematics 6, 7, 8  |
| <b>K-2 (You &amp; Your World)</b> | 98%       | 99%       | 98%       | You and Your World K, 1, 2   |
| <b>3-5 Science</b>                | 93%       | 94%       | 94%       | Science 3, 4, 5, FI Science 3, 4, 5  |
| <b>6-8 Science</b>                | 91%       | 88%       | 91%       | Science 6, 7, 8, FI Science 6, 7, 8  |

## STUDENTS MEETING OR EXCELLING EXPECTATIONS Grades 9-12 Report Card Data %60+

| Anglophone West School District | June 2017 | June 2018 | June 2019 |  |
|---------------------------------|-----------|-----------|-----------|--|
| <b>Language Arts 9</b>          | 91%       | 92%       | 91%       | English Language Arts 9, FI Language Arts 9, FI(E) Language Arts 9, FI(L) Language Arts 9, Post-Intensive French 9   |
| <b>Language Arts 10</b>         | 90%       | 91%       | 91%       | English Language Arts 10, FI Language Arts 10, FI(E) Language Arts 10, FI (L) Language Arts 10, Post Int French 10   |
| <b>Language Arts 11</b>         | 91%       | 93%       | 93%       | English Language Arts 111, 112, 113, FI Language Arts 110, Post Intensive French 110, Reading 110, Writing 110   |
| <b>Language Arts 12</b>         | 92%       | 93%       | 94%       | English Language Arts 121, 122, 123, FI Language Arts 120, Journalism 120, Post Intensive French 120   |
| <b>Mathematics 9</b>            | 82%       | 84%       | 84%       | FI Mathematics 9, FI Mathematics A 9, FI Mathematics B 9, Mathematics 9, Mathematics A 9, Mathematics B 9  |
| <b>Mathematics 10</b>           | 80%       | 81%       | 85%       | FI Geo Meas& Fin 10, FI Num Rel & Fun 10, Geo Measure & Fin 10, Num Rel & Funct 10   |
| <b>Mathematics 11</b>           | 82%       | 82%       | 82%       | FI Fds Math 110, FI Fin & Work Math 110, Fin & Work 110, Foundation Math 110, Pre-Calculus 110   |
| <b>Mathematics 12</b>           | 91%       | 90%       | 90%       | Calculus 120, Fin & Work Math 120, Foundation Math 120, Pre&AP Cal AB (3cr) 120, Pre-Calculus A120, Pre-Calculus B 120   |
| <b>Science 9</b>                | 87%       | 90%       | 90%       | FI Science 9, Science 9  |
| <b>Science 10</b>               | 86%       | 87%       | 86%       | FI Science 10, Science 10  |
| <b>Science 11</b>               | 89%       | 89%       | 91%       | Biology 111, Biology 112, Chemistry 111, Chemistry 112, FI Biology 122, FI Chemistry 112, Physics 111, Physics 112   |
| <b>Science 12</b>               | 89%       | 90%       | 92%       | AP Physics 2 120, Biology 121, Biology 122, Chemistry 121, Chemistry 122, FI Biology 122, Into Env Sc 120, Oceanography 120, Physics 121, Physics 122, Science 122 |

## School Improvement Plans – ASD-W

| School Improvement Plans with Reference to Formative Assessment Actions |                    |
|---|--------------------|
|   | No. ASDW schools   |
| 2014-15   | 24/74              |
| 2015-16   | 35/70              |
| 2016-17   | 45/69              |
| 2017-18   | 51/69              |
| 2018-19   | 36/69 (April 2019) |

*Excellent (4, 4+) Student learning and work show strong and/or exceptional achievement.*

*Meeting (3, 3+) Student learning and work shows appropriate and/or proficient achievement.*

### ASD-W PRIORITY 3

**2019-2020 DIP Goal 3: Anglophone West School District will work with learners to strengthen collective efficacy through collaborative leadership.**

| Indicators of Success  | Focus and Research-Based Strategies / Actions<br><i>(*Connection to EECD 10-Year Education Plan Objectives and DEC Ends Policies)</i>   | District Monitoring and Accountability<br>(Plan/Do/Check/Act)   | District Responsibility / Timeline   | Progress Notes |
|--|---|---|--|----------------|
| <b>Focus: Collective Efficacy</b>  |   |   |  |                |
| Professional learning opportunities will enhance a <b>shared understanding of tools and strategies to promote</b> collective efficacy and encourage collaboration between learners (Directors and Subject Coordinators). (Resource J.L – Donohoo, 2017)  | Directors and Subject Coordinators will develop and build upon a shared understanding of collective efficacy.<br><i>*OEECD objectives 6,9 and ASDW DEC Ends Policy 2.2 School Culture</i> | <ul style="list-style-type: none"> <li>• Education Directors will provide professional learning, with our teams that promotes leadership through collective efficacy.</li> <li>• Subject Coordinators will provide professional learning with our teams that promotes leadership through collective efficacy.</li> <li>• Education Directors and Subject Coordinators will support actions that build collaborative leadership capacity within our team.</li> </ul> | Education Directors and Subject Coordinators<br><br>Embed scheduled dates / times (ex. Every 2 weeks, monthly, predetermined schedule) |                |
| <p>Collective efficacy is the belief that through collective actions educators can influence student outcomes and improve student learning. (Source: Based on work of Jenni Donohoo)</p> <p>Collaborative leadership includes the purposeful actions taken to enhance instruction, build deep relationships, and create opportunities for meaningful learning. (Source: Based on work of Peter DeWitt)</p> |   |   |  |                |

#### **Professional Learning / Resources**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ <i>Collective Efficacy</i>, Jenni Donohoo</li> <li>➤ <i>All Systems Go</i>, Michael Fullan</li> <li>➤ <i>District Leadership That Works</i>, Robert Marzano &amp; Timothy Waters</li> </ul> | <ul style="list-style-type: none"> <li>➤ <i>Collaborative Leadership: Six Influences That Matter Most</i>, Peter M. DeWitt</li> <li>➤ <i>Deep Learning</i>, Michael Fullan</li> </ul> |
|--|---|



## ASD-W PRIORITY 3

**2019-2020 DIP Goal 3: Anglophone West School District will work with learners to strengthen collective efficacy through collaborative leadership.**

### Global Outcome Measures

#### Teacher Perception Survey Data – ASD-W

|   |       | K-5   | 6-8   | 9-12  | 6-12   | K-12   | K-8    |
|---|-------|-------|-------|-------|--------|--------|--------|
| I have been involved in the development of the School Improvement Plan (SIP).                         |       |       |       |       |        |        |        |
| 2012-13   | ASD-W | 90.7% | 86.5% | 85.1% | 93.7%  | 100.0% | 93.8%  |
| 2013-14   | ASD-W | 92.2% | 77.9% | 75.9% | 95.1%  | 97.1%  | 86.4%  |
| 2014-15   | ASD-W | 94.6% | 89.9% | 86.5% | 89.4%  | 95.5%  | 92.6%  |
| 2015-16   | ASD-W | 95.2% | 88.3% | 83.7% | 96.0%  | 93.8%  | 94.6%  |
|   | Prov. | 94.4% | 89.0% | 81.5% | 91.2%  | 92.0%  | 90.6%  |
| 2016-17   | ASD-W | 93.4% | 86.8% | 88.6% | 96.7%  | 96.2%  | 100.0% |
|   | Prov. | 91.5% | 83.7% | 81.5% | 82.9%  | 96.1%  | 86.4%  |
| 2017-18   | ASD-W | 94.7% | 96.0% | 87.5% | 100.0% | 96.8%  | 94.5%  |
|   | Prov. | 93.8% | 90.2% | 84.4% | 94.2%  | 94.4%  | 90.1%  |
| 2018-19   | ASD-W | 93.3% | 91.0% | 82.0% | 93.8%  | 94.9%  | 92.8%  |
|   | Prov. | 88.6% | 85.5% | 79.0% | 88.0%  | 91.1%  | 82.9%  |
| School leaders are knowledgeable about, and work with individual teams on curriculum and instruction. |       |       |       |       |        |        |        |
| 2012-13   | ASD-W | 85.4% | 81.5% | 61.0% | 68.4%  | 83.5%  | 80.0%  |
| 2013-14   | ASD-W | 88.9% | 70.5% | 65.4% | 72.0%  | 79.6%  | 86.6%  |
| 2014-15   | ASD-W | 88.2% | 77.2% | 69.7% | 77.3%  | 74.5%  | 87.2%  |
| 2015-16   | ASD-W | 87.0% | 68.6% | 60.2% | 69.4%  | 69.6%  | 75.2%  |
|   | Prov. | 86.0% | 72.3% | 64.5% | 77.8%  | 67.0%  | 77.4%  |
| 2016-17   | ASD-W | 83.8% | 75.7% | 64.0% | 81.3%  | 73.7%  | 55.8%  |
|   | Prov. | 86.8% | 71.6% | 68.9% | 81.7%  | 75.3%  | 69.7%  |
| 2017-18   | ASD-W | 84.3% | 76.0% | 61.9% | 73.2%  | 72.3%  | 78.7%  |
|   | Prov. | 85.5% | 78.0% | 66.0% | 74.0%  | 70.2%  | 78.8%  |
| 2018-19   | ASD-W | 86.9% | 78.7% | 69.3% | 71.4%  | 73.2%  | 80.4%  |
|   | Prov. | 85.4% | 77.4% | 72.8% | 73.9%  | 75.1%  | 77.9%  |

|   |       | K-5   | 6-8   | 9-12  | 6-12  | K-12  | K-8   |
|---|-------|-------|-------|-------|-------|-------|-------|
| I have been involved in decisions about school-wide processes (e.g. developing our pyramid of interventions, assessment planning, setting SIP goals). |       |       |       |       |       |       |       |
| 2012-13   | ASD-W | 80.0% | 72.5% | 61.4% | 58.2% | 64.3% | 68.4% |
| 2013-14   | ASD-W | 87.7% | 74.1% | 70.5% | 80.5% | 80.4% | 83.6% |
| 2014-15   | ASD-W | 92.2% | 82.4% | 78.3% | 77.3% | 74.5% | 87.2% |
| 2015-16   | ASD-W | 90.7% | 82.5% | 75.0% | 86.0% | 88.4% | 85.5% |
|   | Prov. | 88.7% | 83.7% | 72.9% | 84.6% | 86.6% | 86.2% |
| 2016-17   | ASD-W | 86.3% | 83.8% | 73.7% | 85.4% | 87.5% | 73.1% |
|   | Prov. | 86.2% | 80.4% | 72.3% | 79.2% | 92.2% | 77.3% |
| 2017-18   | ASD-W | 89.2% | 88.0% | 72.7% | 90.2% | 83.0% | 82.9% |
|   | Prov. | 88.1% | 85.9% | 73.7% | 83.8% | 81.6% | 83.0% |
| 2018-19   | ASD-W | 89.1% | 83.3% | 72.3% | 83.7% | 83.3% | 84.7% |
|   | Prov. | 85.2% | 80.9% | 74.7% | 85.0% | 84.7% | 77.0% |
| I work within a team in my school.  |       |       |       |       |       |       |       |
| 2012-13   | ASD-W | 92.7% | 95.0% | 87.2% | 81.0% | 77.4% | 87.5% |
| 2013-14   | ASD-W | 93.1% | 95.8% | 83.8% | 81.5% | 85.4% | 98.5% |
| 2014-15   | ASD-W | 96.0% | 93.2% | 83.3% | 80.3% | 80.9% | 90.4% |
| 2015-16   | ASD-W | 94.4% | 85.4% | 83.2% | 80.0% | 81.8% | 89.2% |
|   | Prov. | 93.6% | 88.2% | 81.9% | 83.8% | 86.0% | 91.5% |
| 2016-17   | ASD-W | 93.4% | 94.10 | 79.5% | 92.7% | 88.5% | 67.3% |
|   | Prov. | 89.1% | 89.4% | 81.7% | 89.1% | 93.5% | 79.1% |
| 2017-18   | ASD-W | 94.8% | 91.1% | 81.4% | 78.0% | 91.4% | 94.5% |
|   | Prov. | 92.4% | 90.9% | 82.9% | 79.9% | 93.3% | 92.1% |
| 2018-19   | ASD-W | 93.3% | 96.2% | 89.1% | 78.7% | 82.7% | 96.4% |
|   | Prov. | 92.9% | 92.2% | 85.8% | 81.1% | 89.7% | 93.3% |

|   |       | K-5   | 6-8   | 9-12  | 6-12  | K-12  | K-8   |
|---|-------|-------|-------|-------|-------|-------|-------|
| I work collaboratively with others to discuss student progress and achievement results. |       |       |       |       |       |       |       |
| 2012-13   | ASD-W | 91.9% | 90.0% | 79.2% | 79.7% | 83.5% | 85.0% |
| 2013-14   | ASD-W | 96.4% | 88.5% | 77.7% | 81.7% | 91.3% | 89.6% |
| 2014-15   | ASD-W | 96.0% | 89.2% | 79.8% | 80.3% | 90.9% | 92.6% |
| 2015-16   | ASD-W | 93.8% | 84.7% | 75.2% | 80.0% | 85.7% | 90.1% |
|   | Prov. | 94.0% | 85.3% | 79.6% | 81.6% | 88.8% | 92.4% |
| 2016-17   | ASD-W | 91.6% | 91.1% | 74.7% | 89.3% | 84.4% | 76.9% |
|   | Prov. | 93.2% | 88.3% | 78.2% | 91.2% | 93.5% | 70.0% |
| 2017-18   | ASD-W | 94.2% | 91.1% | 75.7% | 80.0% | 89.2% | 88.3% |
|   | Prov. | 92.9% | 88.6% | 79.5% | 79.7% | 88.2% | 89.2% |
| 2018-19   | ASD-W | 92.4% | 91.0% | 80.5% | 83.0% | 83.7% | 92.1% |
|   | Prov. | 93.5% | 89.3% | 82.8% | 82.9% | 87.1% | 91.5% |
| I am encouraged and supported to pursue professional learning.                          |       |       |       |       |       |       |       |
| 2012-13   | ASD-W | 88.7% | 82.3% | 76.7% | 86.1% | 88.6% | 86.2% |
| 2013-14   | ASD-W | 92.0% | 78.9% | 73.5% | 90.2% | 89.3% | 90.9% |
| 2014-15   | ASD-W | 93.6% | 82.4% | 79.1% | 81.8% | 85.5% | 94.7% |
| 2015-16   | ASD-W | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
|   | Prov. | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| I have the opportunity to develop new skills in this school.                            |       |       |       |       |       |       |       |
| 2012-13   | ASD-W | 90.1% | 81.9% | 75.4% | 77.2% | 81.6% | 80.0% |
| 2013-14   | ASD-W | 87.4% | 79.4% | 71.1% | 79.3% | 83.5% | 92.4% |
| 2014-15   | ASD-W | 92.2% | 85.8% | 73.6% | 77.3% | 83.6% | 88.3% |
| 2015-16   | ASD-W | 88.1% | 76.6% | 70.90 | 68.0% | 79.1% | 78.2% |
|   | Prov. | 86.3% | 77.0% | 70.8% | 79.3% | 77.3% | 81.3% |
| 2016-17   | ASD-W | 86.9% | 82.2% | 68.8% | 84.7% | 79.2% | 75.0% |
|   | Prov. | 83.9% | 80.4% | 71.5% | 82.3% | 85.7% | 78.2% |
| 2017-18   | ASD-W | 91.4% | 80.6% | 69.1% | 87.8% | 88.2% | 85.8% |
|   | Prov. | 87.6% | 77.6% | 72.0% | 83.8% | 83.7% | 82.8% |
| 2018-19   | ASD-W | 90.4% | 83.9% | 73.0% | 85.4% | 87.8% | 83.5% |
|   | Prov. | 87.2% | 82.4% | 78.3% | 80.1% | 86.1% | 82.2% |

## APPENDIX I: Monitoring Guidelines

### **District Improvement Planning**

*Continuous Improvement means adjustments are made when data becomes available. The following table provides a guideline for District to monitor the District Improvement Plan.*

| <b>Due Date</b> | <b>Activity</b>  |
|-----------------|--|
| May             | <i>Review, update District Improvement Plan Priorities and Goals for 2017-2020</i>   |
| June            | <i>Reflect on the past year, update progress notes, and revise goals / actions / strategies for upcoming year .Prepare draft for next year</i> |
| August          | <i>District staff will prepare work plans that reflect DIP/DPLWEP priorities and goals</i>   |
| September       | Final District Improvement Plan will be available to the system.   |
| October - March | Progress Notes Added   |
| April – June    | Examine data, review research /ED Plan /DEC Priorities ..... Prepare and work on priorities and plan for following cycle                       |

# ASD-W School Improvement Plan Submission Timelines

| Year/Month           | Date  | Improvement Plans  | Who and Where   |
|----------------------|---|--|---|
| <b>2019</b>          |   |  |   |
| May                  | Ongoing   | Examine data<br>Monitor this year's plans  | Who: School based teams<br>Where: In-house  |
| June                 | Ongoing   | Explore data, identify next year's goals and indicators of success   | Who: School based teams<br>Where: In-house  |
| June                 | 21 <sup>st</sup> Last day with students<br>(Friday) | Document baseline data, identify goals and indicators of success in plans for 2019-2020 school year  | Who: Administrator<br>Where: OneDrive-Administrators Resource-SIP/PLWEP                     |
|                      | 24 <sup>th</sup>                                    | Verify upload of plans (data, goals and indicators of success)   | Who: Director of Schools or designate<br>Where: One Drive-Administrators Resource-SIP/PLWEP |
| August/September     | Last week of August/First week back                 | Review plans as submitted in June to refresh or revise goals and indicators of success and now identify actions and a monitoring plan with current staff | Who: Administrators and School based teams<br>Where: In House                               |
| September            | 15 <sup>th</sup>                                    | Complete plans uploaded  | Who: Administrators<br>Where: One Drive-Administrators Resource-SIP/PLWEP                   |
| September            | 30 <sup>th</sup>                                    | Verify upload of plans to One Drive  | Who: Director of Schools or designate<br>Where: One Drive-Administrators Resource-SIP/PLWEP |
| October              | Ongoing   | Monitoring Updates   | Who: Administrators and School based teams<br>Where: In-house                               |
| October              | 15 <sup>th</sup>                                    | Follow up on missing plans   | Who: Director of Schools<br>Where: In-house   |
| November<br>December | Ongoing   | Monitoring Updates   | Who: Administrators and School based teams<br>Where: In-house                               |
| <b>2020</b>          |   |  |   |
| January              | 15 <sup>th</sup>                                    | Submit Monitoring Updates (this includes requirements for EECD Improvement Framework Pilot)  | Who: Administrators<br>Where: One Drive Administrators Resource-SIP/PLWEP                   |
| January              | 31 <sup>st</sup>                                    | Verify submission of plans   | Who: Director of Schools or designate<br>Where: TBD   |
| February             | 15 <sup>th</sup>                                    | Follow up on missing plans   | Who: Director of Schools  |
| March<br>April       | Ongoing   | Monitoring Updates   | Who: Administrators and School based teams<br>Where: In-house                               |
| May                  | Ongoing   | Examine data<br>Monitor this year's plan   | Who: Administrators and School-based teams<br>Where: In-house                               |
| June                 | Ongoing   | Develop plans for upcoming year  | Who: Administrators and School-based teams<br>Where: In-house                               |
| June                 | Last day with students<br>(Friday)                  | Submit full plans for upcoming year  | Who: Administrator<br>Where: One Drive-Resource -SIP/PLWEP                                  |