



ANGLOPHONE WEST SCHOOL DISTRICT

**D**ISTRICT **P**ositive **L**earning  
&  
**W**orking **E**nvironment **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

## Anglophone West School District District Positive Learning and Working Environment Plan

*EECD Policy 703 requires the Superintendent to develop a District Positive Learning and Working Environment Plan (PLWEP). The plan aligns with the District and Provincial priorities. 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 goals.*

*A Positive Learning and Working Environment (PLWE) is described as a culture that provides a caring, supportive, safe and academically robust environment for students and staff to learn and work. Five components influence the creation of such a culture:*

1. Safety (physical, emotional, social and intellectual)
2. Relationships (between staff, students and parents)
3. Teaching and learning (quality of instruction)
4. Institutional Environment (appearance and arrangement)
5. School Improvement Process

*All five components should be considered when developing strategies and actions to create the positive learning and working environment that will allow students and staff to reach their potential.*

#### 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

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

***"Learner" refers to both adults and students***

**Priority 1: Enhance Positive Learning and Working Environments**

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

### 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.*

### ASD-W PRIORITY 1

**2019-2020 DPLWEP Goal 1:** Anglophone West School District will strengthen the collective understanding of positive learning and working environments.

*"...shared beliefs shape the normative environment...these shared beliefs are in an important aspect of the culture..." (Dewitt 2017 pg 61)*

Indicators of Success	Focus and Research-Based Strategies / Actions <i>(*Connection to EECD 10-Year Education Plan Objectives and DEC Ends Policies)</i>	District Monitoring and Accountability (Plan/Do/Check/Act)	District Responsibility / Timeline	Progress Notes
<b>Focus: Understanding the components of positive learning and working environments</b>				
Learners (District and School-Based staff) will be equipped with the knowledge, skills and tools to support positive learning and working environments through self-reflection, collaborative conversation, and application of concepts learned; Safety, Relationship, Teaching and Learning, Institutional Environment, School Improvement Planning.	Survey Education/Office of Superintendent staff (yearly) to determine level of understanding of positive learning and working environments. <i>Objectives 1, 7, 9 and ASDW DEC Ends Policy 2.2</i>	<ul style="list-style-type: none"> <li>Intentional conversations and learning around the 5 components of PLWEP within Subject Coordinators meetings.</li> <li>The 5 components of PLWEP will be embedded within district learning opportunities.</li> </ul>	Directors, Subject Coordinators, and Managers	

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

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>➤ <a href="http://www.ourschool.net">www.ourschool.net</a></li> <li>➤ <a href="http://EECD.org">EECD Perception Surveys</a></li> <li>➤ <a href="http://PBIS.org">http://PBIS.org</a></li> <li>➤ <a href="http://Casel.org">http://Casel.org</a></li> <li>➤ <a href="http://www.nasponline.org">www.nasponline.org</a></li> </ul> | <ul style="list-style-type: none"> <li>➤ <a href="#">EECD Policy 703: Positive Learning and Working Environment</a></li> <li>➤ <a href="#">EECD Policy 322: Inclusive Education</a></li> <li>➤ <i>Teaching to Diversity The Three-Block Model of Universal Design for Learning</i> by Jennifer Katz</li> <li>➤ <i>Positive Behavior Support in Secondary Schools A Practical Guide</i> by Ellie L. Young</li> <li>➤ <i>Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings</i> by Stormont Lewis, Beckner, Johnson</li> </ul> | <ul style="list-style-type: none"> <li>➤ <i>Collaborative Leadership: Six Influences that Matter Most</i> by Peter M. Dewitt</li> <li>➤ <i>School Culture Rewired: How to Define, Assess, and Transform It</i> by Gruenert &amp; Whittaker</li> <li>➤ <i>School Culture Recharged: Strategies to Energize Your Staff and Culture It</i> by Gruenert &amp; Whittaker</li> </ul> |
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**ASD-W PRIORITY 1**

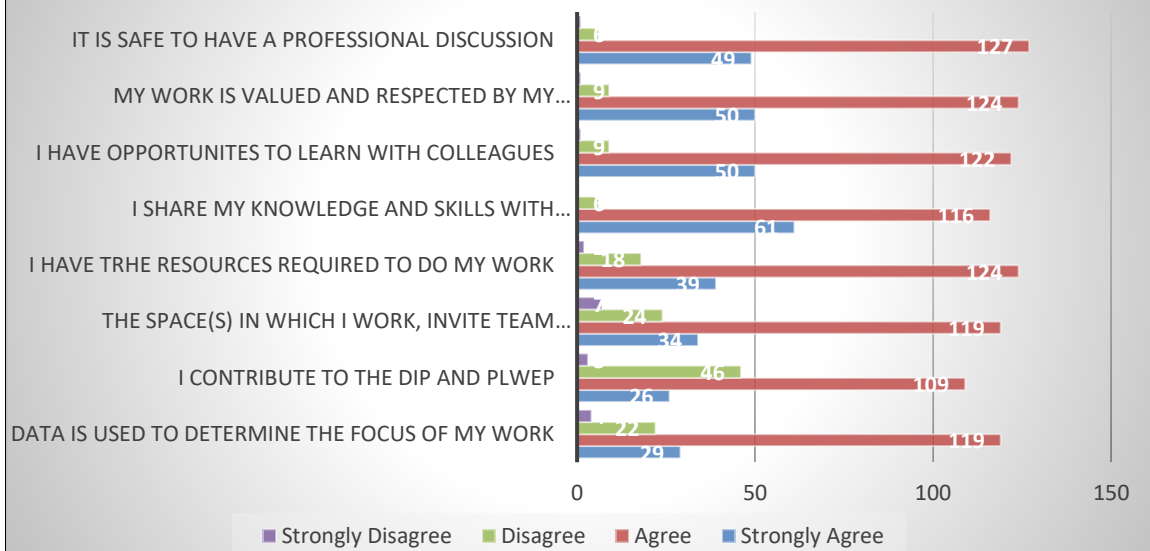
**2019-2020 DPLWEP Goal 1:** Anglophone West School District will strengthen the collective understanding of positive learning and working environments.

*"...shared beliefs shape the normative environment...these shared beliefs are in an important aspect of the culture..." (Dewitt 2017 pg 61)*

**Outcome Measures**

**D-PLWEP Survey** was sent to 483 staff who were connected to the Office of the Superintendent and all 3 education centres. Feb/March 2018 - 38% Response Rate

**D-PLWEP Survey Summary**



**147 respondents had a professional growth plan; 37 Respondents did not**

## ASD-W PRIORITY 1

**2019-2020 DPLWEP Goal 2:** Anglophone West School District will strengthen the conditions for success by targeting strategies to promote connectedness in the educational community.

**School Connectedness is defined as “an academic environment in which students believe that adults in the school care about their learning and about them as individuals.”(ASCD)**

Indicators of Success	Focus and Research-Based Strategies / Actions <i>(*Connection to EECD 10-Year Education Plan Objectives and ASDW DEC Ends)</i>	District Monitoring and Accountability (Plan/Do/Check/Act)	District Responsibility / Timeline	Progress Notes
<b>Focus: Targeting strategies to promote connectedness</b>				
School based PLWE plans will include actions that support strengthening student resiliency and mental fitness	Education Directors and Subject Coordinators will deepen understanding and knowledge of Social Emotional Learning. <i>Objectives 1,6, 7, 9 and ASDW DEC Ends Policy 2.2</i>	<ul style="list-style-type: none"> <li>Intentional conversations and learning around SEL will be embedded within Subject Coordinator meetings.</li> <li>SEL will be embedded within district learning opportunities.</li> </ul>	Directors, Subject Coordinators  DIP/SIP/PLWEP Monitoring Plans posted to <a href="#">ASD-W Portal Site</a>	
<b>Professional Learning / Resources</b>				
<ul style="list-style-type: none"> <li>➤ <a href="http://www.ourschool.net">www.ourschool.net</a></li> <li>➤ <a href="#">EECD Perception Surveys</a></li> <li>➤ <a href="http://PBIS.org">http://PBIS.org</a></li> <li>➤ <a href="http://Casel.org">http://Casel.org</a></li> <li>➤ <a href="http://www.nasponline.org">www.nasponline.org</a></li> <li>➤ <a href="#">EECD Policy 703: Positive Learning and Working Environment</a></li> <li>➤ <a href="#">Healthy School Planner</a></li> <li>➤ <a href="#">EECD Policy 322: Inclusive Education</a></li> <li>➤ <i>Teaching to Diversity The Three-Block Model of Universal Design for Learning</i> by Jennifer Katz</li> <li>➤ <i>Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings</i> by Stormont, Lewis, Beckner, Johnson</li> <li>➤ <i>Collaborative Leadership: Six Influences that Matter Most</i> by Peter M. Dewitt</li> <li>➤ <i>School Culture Rewired: How to Define, Assess, and Transform It</i> by Gruenert &amp; Whittaker</li> <li>➤ <i>School Culture Recharged: Strategies to Energize Your Staff and Culture It</i> by Gruenert &amp; Whittaker</li> </ul>				

### Outcome Measures

Baseline Data used to determine strategies / actions within school based PLWEP	2016-2017 School PLWE Plan Data:	2017-2018 School PLWE Plan Data:																								
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>Yes</th> <th>No</th> <th>Somewhat</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>42</td> <td>21</td> <td>7</td> </tr> <tr> <td>2015-2016</td> <td>63</td> <td>3</td> <td>4</td> </tr> <tr> <td>2016-2017</td> <td>66</td> <td>0</td> <td>0</td> </tr> <tr> <td>2017-2018</td> <td>54</td> <td>10</td> <td>0</td> </tr> <tr> <td>2018-2019</td> <td>51</td> <td>6</td> <td>9</td> </tr> </tbody> </table>	Year	Yes	No	Somewhat	2014-2015	42	21	7	2015-2016	63	3	4	2016-2017	66	0	0	2017-2018	54	10	0	2018-2019	51	6	9	<ul style="list-style-type: none"> <li>66 schools developed a PLWEP linked to increasing connectedness</li> <li>Strategies to support the promotion of student connectedness include themes of: improving processes for documenting and interpreting behavioural data; strengthening communication processes among staff; developing school wide responses to behavioural interventions; improving school climate and culture; strengthening mental fitness among students and staff; implementing and/or enhancing programs for developing self-regulation skills and to decrease anxiety; implementing anti-bullying initiatives; teaching cultural sensitivity and respect for diversity among students and adults; increasing development of student forums and leadership groups; increasing staff leadership groups to support positive behavioral interventions and strategies; increasing options for school wide activities and clubs; teaching and applying self-determination theory constructs to students and adults; citizenship; and training in trauma-informed schools</li> <li>47 schools received embedded training and coaching in Positive Behavioural Interventions and Supports (PBIS) (FEC-16; OEC-14; WEC- 17)</li> </ul>	<ul style="list-style-type: none"> <li>52 schools developed a PLWEP linked to increasing connectedness</li> <li>Strategies embedded within school PLWE plans to support the understanding of the components of PLWE include themes of: formation and strengthening of staff professional learning communities (PLC); staff focus on increasing collective efficacy; school-wide implementation of Positive Behavioral Interventions &amp; Support (PBIS) model; formation of school based PBIS Teams; behavioral data walks; active staff and student leadership teams; staff training in the 5 components of a PLWE; strengthening of school based communication processes; celebrations of staff and student successes; wellness activities for staff and students</li> <li>42 schools received embedded training and coaching in Positive Behavioural Interventions and Supports (PBIS) (FEC-11; OEC-13; WEC- 18) Within the ASD-W PBIS Model of Implementation, 8 schools are in Phase 1, 32 schools in Phase 2 and 1 school is transitioning to Phase 3</li> </ul>
Year	Yes	No	Somewhat																							
2014-2015	42	21	7																							
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2018-2019	51	6	9																							

**OurSchool (Formerly TTFM)**

Teacher-student relations – elementary and secondary / Advocacy

**ASD-W Results**

**Positive Teacher Student Relations-** Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

\*Results are based on a 10 point scale.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	8.4	8.1	6.0	6.2
2013-14	8.6	8.1	6.1	6.2
2014-15	8.8	8.1	6.1	6.2
2015-16	8.8	8.1	6.3	6.2
2016-17	8.8	8.1	6.3	6.2
2017-18	8.7	8.1	6.3	6.2

**CARR Results - Relatedness**

There is at least one adult at school I can go to for help.

	ASDW Elem	NB Elem	ASDW Secondary	NB Secondary
2018-2019	87.2%	86.5%	66.1%	65.9%

My teachers like me and care about me.

	ASDW Elem	NB Elem	ASDW Secondary	NB Secondary
2018-2019	90.7%	90.3%	71.5%	70.8%

I like to be with my teachers.

	ASDW Elem	NB Elem	ASDW Secondary	NB Secondary
2018-2019	86.9%	86.2%	62.9%	61.9%

I get along with others at school/I make friends easily at school.

	ASDW Elem	NB Elem	ASDW Secondary	NB Secondary
2018-2019	70.1%	70.7%	72.5%	72.3%

At school I feel accepted for who I am.

	ASDW Elem	NB Elem	ASDW Secondary	NB Secondary
2018-2019	80.7%	80.5%	59.6%	59.3%

**Secondary Students (Grades 6-12)**

**Exit Survey**

**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

**Mean Score on Happiness Index – (NB EECD)**

	2014-15	2015-16	2016-17	2017-18	2018-19
Secondary	7.0	7.0	6.3	6.2	6.2

**Survey Participation Rates**

<b>OurSchool</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Elementary</b>	96.0%	88.6%	91.1%	87.7%
<b>Secondary</b>	84.6%	82.9%	79.6%	76.4%

<b>Exit Survey – Random Sample of Grade 12 Students</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
# Students	747	314	260	641	754	1099
Random Sample of Grade 12 at the time and approximately 45% of the Grade 12 Enrollment	901 83%	887 36%	835 67%	834 77%	846 89%	**1938 57%

\*\* There was a census approach to Exit Survey in 2018, whereby high schools administered the survey to all potential graduates at the time.

<b>Wellness</b>	<b>2012-13 Grades 6-12</b>	<b>2013-14 Grades 4-5</b>	<b>2015-16 Grades 6-12</b>	<b>2016-17 Grades 4-5</b>
	71.7%	51.2%	91.3%	60.7%

**2018-2019 School PLWE Plan Data:**

- 53 schools developed a PLWE goal linked to promoting connectedness
- Strategies embedded within school PLWE plans to support the promotion of student connectedness include themes of: focus on strengthening classroom management strategies and school wide RTI; increasing options for school wide activities and clubs; strengthening processes for documenting and interpreting behavioural data; teaching and applying self-determination theory constructs to students and staff; student recognition; student forums and leadership groups; anti-bullying and harassment initiatives; implementing and/or enhancing programs for developing self-regulation skills and to decrease anxiety such as Zones of Regulation, WITS, LionsQuest; teaching, modelling, and reinforcing proactive behaviours; student interest surveys; multi-cultural events; cultural sensitivity training for staff; culturally responsive classrooms; school buddy clubs and playground pals; intentional application of SEL strategies; application of NB Global Competencies; intentional relationship building with all students; staff training in trauma informed practises and strengthening resiliency; teaching students growth mindset; student led clubs; students modelling prosocial behaviors through forums such as assemblies and video announcements; PBIS; Gr 9 Orientation; classroom greeters; student led diversity groups; birthday walls; Positive Mental Health framework; inclusive education strategies.
- Supported 53 schools with Positive Behavioral Interventions and Supports (PBIS). 20 schools are fully implementing the ASD-W PBIS Model of Implementation; 22 schools receive regularly scheduled consults and check-in as per their self-identified needs and targets of implementing PBIS strategies; 2 schools have withdrawn from the model, 9 are inactive but still receive check-ins

## APPENDIX I: Monitoring Guidelines

### ***District Positive Learning & Working Environment Planning***

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

<b>Due Date</b>	<b>Activity</b>
May	<i>Review, update District Positive Learning &amp; Working Environment Plan 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	<i>Final District Positive Learning &amp; Working Environment Plan update available to the system.</i>
October - March	<i>Progress Notes Added</i>
April – June	Examine data, review research /ED Plan /DEC Priorities .... Prepare and work on priorities and plan for following cycle/year

## ASD-W District Positive Learning & Working Environment Plan Submission Timelines

Year/Month	Date	District Positive Learning & Working Environment Plan <i>(add this to the beginning of each highlighted statement)</i>	Who and Where
<b>2019</b>			
May	Ongoing	Examine data Monitor this year's plans	Who: School based teams Where: In-house
June	Ongoing	Explore data, identify next year's goals and indicators of success	Who: School based teams Where: In-house
June	21 <sup>st</sup> Last day with students (Friday)	Document baseline data, identify goals and indicators of success in plans for 2019-2020 school year	Who: Administrator 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 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 Where: In House
September	15 <sup>th</sup>	Complete plans uploaded	Who: Administrators 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 Where: One Drive-Administrators Resource-SIP/PLWEP
October	Ongoing	Monitoring Updates	Who: Administrators and School based teams Where: In-house
October	15 <sup>th</sup>	Follow up on missing plans	Who: Director of Schools Where: In-house
November December	Ongoing	Monitoring Updates	Who: Administrators and School based teams Where: In-house
<b>2020</b>			
January	15 <sup>th</sup>	Submit Monitoring Updates	Who: Administrators Where: One Drive Administrators Resource-SIP/PLWEP
January	31 <sup>st</sup>	Verify submission of plans	Who: Director of Schools or designate Where: TBD
February	15 <sup>th</sup>	Follow up on missing plans	Who: Director of Schools
March April	Ongoing	Monitoring Updates	Who: Administrators and School based teams Where: In-house
May	Ongoing	Examine data Monitor this year's plan	Who: Administrators and School-based teams Where: In-house
June	Ongoing	Develop plans for upcoming year	Who: Administrators and School-based teams Where: In-house
June	Last day with students (Friday)	Submit full plans for upcoming year	Who: Administrator Where: One Drive-Resource -SIP/PLWEP



**APPENDIX II: Positive Learning and Working Environment Template**

**\*Template to be used by schools. Uploaded to school based portal site and ASD-W Administrators Site**

**Positive Learning Environment Plan  
 Template (School Level) – Name of School: \_\_\_\_\_  
 2019-2020 School Year**

**SIP Priority:** Link Your School Positive Learning Working Environment Plan to your School Improvement Plan.

**SMART Goal:** Clearly state the purpose using SMART language. The objective should be specific, measurable, attainable, realistic and timely.

<i>Baseline Data</i>	<i>Indicators of Success</i>	<i>Targeted Research-Based Strategies / Actions</i>	<i>Monitoring and Accountability</i>	<i>Responsibility / Timeline</i>	<i>Progress Notes</i>
How do you know action is needed? What does the data tell you? Why is this goal necessary?	What will you see at the school /classroom level from students and staff?	What specific strategies will be implemented?	What will the ongoing review look like? Who is working on it and when? How will it be shared?	Who is working on the strategy and when will it be implemented?	

