



ASD-W District Plan 2020-2021

Note: *This is a one-year bridging plan that is responsive to the potential scenarios of the COVID-19 pandemic*

A 3-year 2021-2024 plan will be developed throughout the 2020-21 school year.

Mission: *EXCITED, INVOLVED. PREPARED*

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

Core Values: **Pursuit of Excellence. Trust, Openness and Transparency. Collaborative Relationships. Support and Recognition. Shared Leadership. Engagement**

Recognizing that the COVID-19 Pandemic has changed education and that various return to school scenarios may present themselves, ASD-W has developed a one-year plan that will be responsive to the current needs in the system. It is a combined plan that includes both the District Plan and Positive Learning and Working Environment Plan. It will inform the work of District Leadership and determine opportunities for support and responding to schools, both academically and with a focus on well-being. We recognize that when we support staff well, they will be emotionally available to support the social and emotional needs of students.

The focus areas for the 2020-2021 school year, are DIGITAL LEARNING and SOCIAL EMOTIONAL LEARNING and WELL-BEING.

Priority # 1- Digital Learning

2020-21 Goal: District Leadership will collaborate with educators through professional learning opportunities to leverage digital technology that supports teaching and learning.

Priority # 2 – Social Emotional Learning and Well-Being

2020–21 Goal: Senior Administration, Coordinators and Managers will collaborate with School Administrators and District Staff to build a positive teaching and learning environment that supports Intellectual Safety.

Priority # 1

Priority # 1- Digital Learning

2020-21 Goal: District Leadership will collaborate with educators through professional learning opportunities to leverage digital technology that supports teaching and learning.

Definitions:

- * **District Leadership** - Senior Administration (SAT), Subject Coordinators (SC), and Education Leads
- * **Digital Learning** - Any type of learning that leverages electronic media or computer technology to strengthen one's capacities, competencies, and behavior
- * **Digital Technology** - Electronic tools, systems, computerized devices, and resources that generate, store, or process data ...)

Data Snapshot - Digital Learning (Goal #1)

TEACHING STAFF:

Professional Learning: A review of teachers visits to the Professional Learning site (both unique and total visitors) tells us that teachers are seeking Professional Learning and using the resources developed. During the period of June 1st - June 15th; 864 unique users and 13926 visits.

On-line learning survey: In examining the experiences with on-line learning data; it is evident that teachers need and want professional learning, greater knowledge and skills to best use the tools available to them to assist with teaching and learning. 53% of respondents have limited to no experience with Microsoft teams.

Formative Assessment: 29% of ASD-W teachers K- 12 are at the Improving level. Elementary are more confident with Formative Assessment. And given that 37% of teachers report being at knowing, willing, learning or improving , there is a need to explore practices that will support teachers to feel more competent with Formative Assessment practices in all learning settings; both face-to-face and virtual.

STUDENTS:

Our School Data: In looking at the Our School data, the following grade levels reported never or hardly ever receiving feedback from their teacher in helping them set goals for their learning: Grades 4-5, 11%; Grades 6-8, 18%; and Grades 9-12, 30%. It has been determined that focusing on effective feedback will enhance teaching and learning. In looking at the 2019-2020 Our School CARR data specific to competence, 23.5% of grades 6-12 students report that the work they are given is too hard and 47.7% of Grades 6-12 data report they can work at their own pace.

Indicators of Success (Goal #1)

EVIDENCE OF GROWTH WITHIN:

- **District Leadership**
 - Increased proficiencies of digital technologies through professional learning, networking opportunities and collaborative practices that improve teaching and learning.

- **School Administrators**
 - Increased proficiency in the usage of digital learning platforms to support instructional leadership through modelling.

- **Teachers**
 - Self-assessment results show greater teacher confidence on the Formative Assessment scale (representative of work in various learning environments, ie. Face-to-face, online, and blended).
 - Increased confidence and ability to use digital tools and online spaces as environments for academic achievement.

- **Students**
 - Students know when and how to leverage digital tools to improve academic achievement as indicated by report card data.
 - Students are engaged in feedback on their learning and goal setting.

Strategies (Goal #1)

- District Leadership **will model** when and how to leverage digital tools to improve service delivery and the capacity of educators to best serve their students.
- District Leadership **will engage** leaders in Virtual Instructional Leadership professional learning opportunities
- District Leadership **will engage** schools and stakeholders to update policies to govern and support best practice in the use of digital tools for teaching and learning.
- District Leadership **will support** teachers with assessment and feedback, specific to digital platforms.
- District Leadership **will offer** digital professional networking/collaborating opportunities.
- District Leadership **will monitor** School Plans on a regular cycle to determine opportunities for support and responding to schools

Actions (Goal #1)

District Leadership work plans will reflect specific actions to support Goal Attainment and success indicators. (Actions are Evidence-Based, specific, observable, measurable, address the professional learning and training needed to meet the goal)

Below are Global Actions engaging the District Leadership Team.

Actions (for realizing Goal #1)	Implementation Plan		Monitoring Plan			Monitoring Updates	
	Responsibility	Timeframe	Evidence to be examined	Accountability	Frequency	Impact	Next steps
Engage all district education leaders in ongoing professional learning. <ul style="list-style-type: none"> Peter Dewitt Instructional Leadership series 	Education Directors	4 sessions during the 2020-21 school year	Review feedback results from tools (Mentimeter, FlipGrid, ...; Monitor artifacts for growth; Examine feedback from participants	Senior Administration (SAT)	Aug. 26th Oct. 8th Nov. 12th Jan. 7		
Engage all district education leaders in ongoing professional learning. <ul style="list-style-type: none"> Professional Learning Series for Leaders 	Education Directors	3 sessions during the 2020-21 school year	Examine feedback from participants	Senior Administration (SAT)	Dec. 10 Feb. 18 March 23		

Conduct Teacher Formative Assessment Self-Assessment Survey K-12	SAT	December and May	Review Self - assessment results for implementation of strategies learned through PL and other opportunities	SC team	2X per year		
Engage educators in Professional Learning on /with Digital Formative Assessment tools	SC /Education Director Team	August – Dec.	Explore user data reports for increased usage and feedback	Directors/ SC /Leads	Monthly		
Develop Teacher Site responsive to the needs of educators and based on teacher input	SC /Education Director Team	August – June	Examine monthly Analytic reports for increased competency and confidence	SC/ Education Director Team	Monthly – starting in September		
Maximize the knowledge of Microsoft tools for the classroom	SC /Education Director Team	August – June	Examine monthly Analytic reports for increased competency and usage	SC/ Education Director Team	Monthly		
Model the use of Microsoft Teams with regular administrator/ leadership meetings /communication	SAT	August - June	Gather feedback on use of Microsoft platform	SAT	Cycle of meetings		
Review School Plans	Education Directors	August - June	Review uploaded School plans and monitoring reports for	SAT	Cycle of Improvement		

			supports and applicable response to school needs				
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Priority # 2

Priority # 2- Social Emotional Learning and Well-Being

2020-21 Goal: Senior Administration, Coordinators and Managers will collaborate with School Administrators and District Staff to build a positive teaching and learning environment that supports Intellectual Safety.

Definitions:

- * **District Staff** - Education Leads, Assistant managers, Facilities, Budget and Accounting, Transportation, IT, Human Resources etc.
- * **Intellectual Safety** - refers to a feeling of trust in yourself and your environment to honestly and genuinely engage in collaborative thinking. Staff and students feel safe to express thoughts and ideas without the fear of judgement or ridicule. (Butner, 2012)

Data Snapshot - Social Emotional Learning and Well-Being (Goal #2)

Return to School and Experiences with Online Teaching and Assessment Practices – Teacher Survey Results – June 2020

In examining the *Return to School and Experience with Online Teaching and Assessment Practices Survey*, June 2020, of the 50% of teachers from ASD-W who responded to the survey, 35.7% reported they were likely or very likely to need mental health support.

Managing the Social- Emotional and Traumatic Impact of the Re-Entry into the school setting – Following Kevin Cameron Presentation – June 2020

In looking at the results from the *Managing the Social – Emotional and Traumatic Impact of the Re-Entry into the School Setting* survey, June 2020, 37% of administrators believed the greatest amount of their energy would be spent on supporting staff to be emotionally ready to return to school.

Indicators of Success (Goal #2)

EVIDENCE OF GROWTH WITHIN:

- **School Administrators**
 - Increased involvement in professional learning, collaboration, and shared decision making to strengthen their personal ability to respond to changing circumstances (resilience).

- Regularly scheduled School-Based Team meetings include norms, pre-determined purpose, agendas, minutes, action items and follow up.
- Adherence to district and school-based processes.
- **District Staff**
 - Increased involvement in professional learning, collaboration, shared decision making to strengthen their personal ability to respond to changing circumstances.
 - Regularly scheduled District meetings include norms, pre-determined purpose, agendas, minutes, action items and follow-up.
 - Adherence to district and provincial processes.

Strategies (Goal #2)

- District Leadership* **will model** effective team meetings.
- District Leadership **will model and reinforce** established district and provincial processes.
- District Leadership **will engage** in structured coaching opportunities.
- District Leadership **will engage** in structured check-ins with Administrators and District staff.
- District Leadership **will offer** professional learning opportunities regarding social emotional learning.
- District Leadership **will monitor** School Plans on a regular cycle to determine opportunities for support and responding to schools.

* District Leadership - Senior Administration, Subject Coordinators, and Education Leads

Actions (Goal #2)

District Staff work plans will reflect specific actions to support Goal Attainment and success indicators. (Actions are Evidence-Based, specific, observable, measurable, address the professional learning and training needed to meet the goal)

Actions (for realizing Goal #2)	Implementation Plan	Monitoring Plan	Monitoring updates
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Actions	Responsibility	Timeframe	Evidence to be examined	Accountability	Frequency	Impact	Next steps
Invite all school and district staff in a presentation from Kevin Cameron	ESS Director	September 4	Follow up with an Office 365 survey (use the same questions from the June survey) Compare data to the survey in June, use information to inform PL requirements	SAT	Once		
Coordinate regular check-ins with Administrators and District Staff and develop a process for response to questions/concerns, as required	SAT/Coordinators/Managers	August - June	Gather feedback during meetings, with a focus on priority #2 Timely response to concerns.	SAT	Cycle of meetings		
Develop new processes to address school needs during Covid - 19	SAT/Managers	August – September	Gather feedback on needed processes from administrators. Timely response to requests.	SAT	As required		
Establish an agreed upon <i>checklist</i> /process for modeling effective virtual team meetings	Alignment Champion – Natasha Spencer And /or Technology Coordinator - Matt McGuire	August	Checklist/process developed and implemented. Establish method to review compliance.	District Staff	Monthly		
<i>Collect and share community macro data to support school re-entry plans (Need to REVISE or ABANDON)</i>	SAT	August	<i>Macro Data School Administrators will have access to the data</i>	SAT	Once	<i>If abandon, need a rationale</i>	

Provide Professional Learning on embedding Social and Emotional Learning into classroom teaching	Coordinators/Leads	August - June	The Mental Fitness and Resiliency Inventory (MFRI). Greater competency and awareness	SAT	Cycle of meetings		
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