

ANGLOPHONE WEST SCHOOL DISTRICT PLAN 2022-2023

PRIORITY #1 – CLASSROOM PRACTICES				
GOALS	DATA SNAPSHOT		INDICATORS OF SUCCESS	ACTIONS
	Assessment	Results		
Literacy <i>To improve literacy skills, in both English and French, for all learners</i>	2020-2021 Provincial Reading: <ul style="list-style-type: none"> Grade 4 English Early FI Grade 6 English Early FI Late FI PIF Grade 9 English Grade 10 Early FI Late FI PIF 2020-2021 Provincial French Second Language Proficiency: <ul style="list-style-type: none"> Grade 10 Oral Language Proficiency (Random Sample – sample size = minimum 10%) 2020-2021 First Nation Enhancement Report (51 Students): <ul style="list-style-type: none"> Grade 9 English Language Proficiency 2021-2022 Term 3 Report Cards (K-8): <ul style="list-style-type: none"> Kindergarten – Grade 2 Grade 3 – Grade 5 Grade 6 – Grade 8 2021-2022 EYE DA (As of May 25, 2022) (1135 Children) <ul style="list-style-type: none"> Fine Motor Cognitive Skills 	Appropriate or higher 68.1% 62.7% 69.2% 65.3% 54.8% 53.4% 81.1% 76.6% 60.0% 55.0% Intermediate & above 55.0% Appropriate or higher 57% compared to 81% ASDW Achieving 3-4+ 73.4% 83.0% 88.3% Appropriate Development 78.7% 85.8%	<ul style="list-style-type: none"> Evidence of growth of 5% (Appropriate or higher) for Grades 4 and 6 Reading Assessments, Grade 9 ELA, Grade 10 Reading Assessment, and Grade 10 French Second Language Proficiency Grade 9 ELA reading proficiency results for First Nation students will increase to 70 %. Report Card Results K-8, in literacy, will see an increase of 3-5 %. EYE-DA assessments completed in January 2023, and information will be made available to schools in May 2023 (for Welcome to K) for earlier planning. 	<ul style="list-style-type: none"> Teachers will use the tools associated with the Building Blocks of Reading in their K-3 interventions. ELA FN Initiative to embed Indigenous lens, across grades 9-12 and begin to work at grades 6-8 8 schools in the provincial iPad project at K-2. 10 sites involved in the LLO initiative (including Early Childhood) Promotion of tools and resources to enhance reading engagement (GraphoGame, Eidelot, SORA) Common European Framework of Reference for Languages (CERF) will be used, familiarity by all teachers to augment literacy Ensure the use of the Digital Literacy Framework– focus on the tools to help engage students and teachers to support teaching and learning. Through the EYE-DA results, identify students coming into kindergarten with deficit areas so that teachers can intervene intentionally and strategically.
Numeracy <i>To Improve numeracy skills for all learners</i>	2021-2022 Provincial Numeracy <ul style="list-style-type: none"> Grade 5 & Grade 7 2021-2022 Term 3 Report Cards (K-8): <ul style="list-style-type: none"> Kindergarten – Grade 2 Grade 3 – Grade 5 Grade 6 – Grade 8 	Appropriate or higher Not available (Field Test/Pilot) Achieving 3-4+ 88.7% 84.7% 87.6%	<ul style="list-style-type: none"> 2022-2023 initial results will demonstrate a benchmark of 70% appropriate or higher Report Card results K 8, in numeracy will see an increase of 3-5 % All Schools K-5 complete and use the Term 3 Assessments (K-5) 	<ul style="list-style-type: none"> Create/implement a math menu (Playbook) that identifies effective pedagogical practices that coaches will use with teachers for goal setting.
Literacy and Numeracy	2021-2022 Teacher Perception Survey: <ul style="list-style-type: none"> Feedback to students is ongoing.... Feedback to students is explicit and constructive.... Observed a peer teaching.... Peer observed my teaching.... 2021-2022 Student Survey (6-12): <ul style="list-style-type: none"> Comfortable speaking French outside school Choices about when and how to do my schoolwork Choice in how I show what I have learned In the past two weeks, I learned at least one thing in school that made me want to know more. Things I learn at school help me understand the world. Things I learn at school are important to my future. Work given at school is too easy just right too hard 	Established/can show others 81.1% 81.2% Twice – Four or more times 21.7% 18.8% Agreement 34.9% 67.3% 66.2% 52.0% 48.5% 61.0% 43.8% 40.6% 15.6%	<ul style="list-style-type: none"> Growth identified for students receiving support from EST-Literacy and Numeracy, school-based positions Teacher Perception results on student feedback will rise to 90% Teacher Perception results on peer teaching will see an increase of 10 % over the 2021-2022 results Student Survey results (for the identified indicators) will each see an increase of 5 % Evidence of quality assessment and instructional practices as noted through School Based Performance Assessments and Walkthroughs 	<ul style="list-style-type: none"> Targeted schools will support identified students through the “EST - Embedded Literacy and Numeracy” teachers that have been assigned to identified schools (6 at this time) Newcomers – to target students identified at beginning levels of acquisition to intervention and support <i>Improve instructional and assessment practices to enhance student engagement and learning.</i>

ANGLOPHONE WEST SCHOOL DISTRICT PLAN 2022-2023

PRIORITY #2 – LEARNING ENVIRONMENT <i>A positive environment promotes attendance, engagement and learning for both staff and students.</i>			
GOALS	DATA SNAPSHOT	INDICATORS OF SUCCESS	ACTIONS
To strengthen workplace environments that support staff well-being.	<ul style="list-style-type: none"> Mental Fitness Resilience Inventory (MFRI) average well-being index is 5 (building phase) for 69 schools. Mental Fitness Resilience Inventory (MFRI) average District had a well-being index of 4 (building phase). Teacher Perception Survey (TPS) 20/21 data 74.2% of teaching staff feel their school is a safe and positive learning and working environment. This is 16.9% decrease from 2018/19. 	<ul style="list-style-type: none"> All ASD-W staff complete the MFRI twice annually. Action plans are developed and monitored. Evidence of growth of 5% within one identified experience or assets for those in the Awareness or Building phase. 85% of teaching staff will feel their school is a safe and positive learning and working environment. 	<ul style="list-style-type: none"> District Staff will complete the MFRI by October 15, 2022. Schools will complete the MFRI by October 15, 2022. Senior Administration will review MFRI survey results with each school. Senior Administration and Schools will develop action plans to address identified needs. District Staff will complete the MFRI by May 15, 2023. Schools will complete the MFRI by May 15, 2023.
To strengthen learning environments that support student well-being.	<p>Student survey data 21/22 indicates:</p> <ul style="list-style-type: none"> 31% felt it was hard to pay attention in class because of disruption in their learning environment. 29% of students are also reporting verbal attacks. 19.8% have experienced sexual comments or jokes against them. <p>Child & Youth Referrals</p> <ul style="list-style-type: none"> During the 2021-2022 school year, Child & Youth Teams received a total of 1476 referrals (this number includes Band Operated Schools, Private Schools and Other). In June, 273 individuals were remaining on the waitlist. 	<ul style="list-style-type: none"> All schools 6-12 complete the TPS survey three times annually. Action plans are developed and monitored. A 5% reduction in Student Survey results as per the data snapshot. CY referral- Catherine 	<ul style="list-style-type: none"> Senior Administration to ensure School Mental Health Surveys are completed in November 2022, February 2023 and May 2023 by schools with middle and high student populations. Senior Administration will work with K-5 schools to identify data sources and areas of focus. Senior Administration and Schools will each develop action plans to address identified needs.

ANGLOPHONE WEST SCHOOL DISTRICT PLAN 2022-2023

PRIORITY #3 – LEADERSHIP AND TEAMING

“Sustainable improvement can never be done to or even for teachers. It can only ever be achieved by and with them” (A. Hargreaves, 2012)

GOALS	DATA SNAPSHOT	INDICATORS OF SUCCESS	ACTIONS
To strengthen school-based leadership teams in the effective and consistent use of the ten step ASD-W Improvement Process.	<ul style="list-style-type: none">2021-2022 Teacher Perception Survey results shows teachers reporting <i>I have been involved in the development and/or updating of the School Improvement Plan (SIP)</i> went from 90.4% in 2018-19 to 77.4% in 2021-22; a decrease of 13.0%.In addition, <i>progress on SIP goals is monitored based on evidence at least three times a year (quarterly in 2018-19)</i> went from 83.1% in 2018-19 to 71.3% in 2021-22, a decrease of 11.8%.School Plan - Year End Monitoring Reports for 2021-2022 show that 57/69 schools, or 83%, had these completed by the June 13 deadline. 12/69 or 17% did not.Results from the ASDW School Plan Review 2021-2022, conducted by members of the Senior Administration Team, showed that 50% of our schools are completing monitoring updates throughout the year.It is evident during conversations with school administrators that school planning specifically using data/evidence with fidelity to determine goals continues to be a challenge, as is monitoring identified actions for evidence of impact frequently (four-six weeks).	<ul style="list-style-type: none">All schools will use the ASD-W Improvement Process.85% of teachers will report being involved in the development of the SIP.80% of teachers will report being involved in monitoring of the School Plan at least three times.100% of schools will complete their year-end monitoring report by the end of June 2, 2023.Established criteria to review School Plans for use in September 2022.Increased quality in school plans will be evident during each review (twice).Monitoring reports and workflow tab used to provide feedback by Education Directors.Established procedures and structures to support networking by schools related to their identified needs and initiatives.	<ul style="list-style-type: none">Review 2022-2023 draft school plans.Engage in a conversation with each administrator about their use of the ASD-W Improvement Process.Introduce process at New Administrators Meeting in August 2022.Ensure all new administrators have a copy of and link to, the ASD-W Improvement process.Networks of schools developed for mutual support in the 10-step ASD-W school improvement process.Move the ASD-W Improvement Process from draft to final.Determine the criteria of an effective school plan.Engage and coach in the effective use of distributive leadership structures to facilitate continuous improvement - GinaSenior Administration, Coordinators will support school administrators in their understanding and application of data literacy and professional learning communities.

- S** - specific, significant, stretching
M - measurable, meaningful, motivational
A - agreed upon, attainable, achievable, acceptable, action-oriented
R - realistic, relevant, reasonable, rewarding, results-oriented
T - time-based, time-bound, timely, tangible, trackable

- Additional Data
- In examining the 2021-2022 TPS data, around *Collaboration and Staff Interaction*, 64.3 % of teachers reported PLC time is included in their weekly schedule compared to 69.5% in 2018-2019. This is a decrease of 5.2%.
 - 46.2% of teachers reported they participate in cross-curricular and interdisciplinary planning compared to 57.8%. This is a decrease of 11.6%.

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ANGLOPHONE WEST SCHOOL DISTRICT PLAN 2022-2023

- (Potential data for curriculum) In examining the 2021-2022 TPS data, around *Instructional Leadership*, 61.4% of teachers reported at least one of their administrators regularly visits their classroom to observe compared to 66.9% in 2018-2019. This is a decrease of 5.5%.
- 61.5% of teachers reported they receive a formal performance evaluation on a determined schedule compared to 70.4% in 2018-2019. This is a decrease of 8.9%.

Notes/Reminders: Goal #3

Reminder: As actions are completed and impact statements written new actions will be revised or new ones added.

Internal Notes:

Workplan – school plan exemplar to create

Calibration of review of school plans

Criteria – School Plans

- Improvement Plans will be more targeted.
- School-based teams will systematically support, monitor, adjust and promote progress toward co-constructed goals. *
- Facilitated procedures and practices which lead to continuous improvement at all levels. *
- School-based teams will implement and monitor continuous improvement for student achievement and well-being. *
- *link to CAMET Standard Leading and Managing for Change

