



ANGLOPHONE WEST SCHOOL DISTRICT

District Plan 2022 – 2025

ANGLOPHONE WEST SCHOOL DISTRICT PLAN 2022-2025

Message from the Superintendent

Teachers and staff in Anglophone West School District (ASD-W) remain committed to the well-being of our students and ensuring that meaningful learning takes place. In any ordinary time, educators are often seeking ways to improve and enhance learning opportunities for the children and youth in our care. On the heels of a global pandemic, elements of which are still present, we take this responsibility seriously.

In consideration of objectives from the provincial education plan titled "Everyone At Their Best", and taking into account some important data that is available to us, ASD-W has chosen priorities of classroom practices, the learning environment, and leadership & teaming. For these priorities, we have established goals, indicators of success, and actions to help achieve our goals. We have also shared meaningful data that describes where we are as a district. We are motivated to improve our results and provide for a positive learning and working environment that will help increase student learning. We have confidence in our school administration and teachers who will make the difference.

David McTimoney



ANGLOPHONE WEST SCHOOL DISTRICT

Anglophone West School District District Plan

The District Plan is a commitment to The priorities of the plan span a three-year period. 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 in achieving district priorities, set indicators or success and actions.

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 2022-2025

Priority 1: Classroom Practices

Priority 2: Learning Environment

Priority 3: Leadership and Teaming



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.

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PRIORITY #1 – CLASSROOM PRACTICES
Encompass instructional planning, high impact instructional strategies, assessment practices, interventions, and cross curricular opportunities for learners to strengthen literacy and numeracy development.

GOALS	DATA SNAPSHOT	2020-2021	2021-2022	INDICATORS OF SUCCESS	ACTIONS	
<p>Literacy</p> <p>Each learner will improve literacy (oral, reading, writing) skills in both English and French.</p>	Provincial Assessment		% at Appropriate and above		<ul style="list-style-type: none"> Evidence of growth of 5% or a return to 2020-2021 results, whichever is higher, for Grades 4 and 6 Reading Assessments, Grade 9 ELPA, Grade 10 Reading Assessment. Evidence of growth of 5% (appropriate or higher) Grade 10 French Second Language Proficiency and Grade 6 OPI. Report Card Data - Decrease the percentage of students achieving 1 and 2 on their report cards at K-8 by 3%-5%. Report Card Results K-8, in literacy, will see an increase of 3-5 %. Report Card Results at 9-12, will see an increase of 3-5 % or maintain 95% - 100% success for students achieving a passing grade of 60% or higher. EYE-DA assessments completed in January 2023, and information will be made available to schools as results are posted and no later than May 2023. 	<ul style="list-style-type: none"> Teachers will use the tools associated with the Building Blocks of Reading in their K-3 instruction and interventions and <i>Composantes de litt�ratie for Grades 1-2 FI</i>. District staff will reinforce and revisit the Teaching Process Map and the Intervention Process Map with teachers. Continued work with all teachers on pedagogy practices to support literacy development across all curricular areas. Support implementation of reading/writing workshop model K-12. Establish conditions to increase volume of reading (choice, focus, time, teacher support) across all content areas. ELA FN Initiative to embed Indigenous lens, across grades 9-12 and begin to work at grades 6-8. 10 ASD-W sites participating in the Provincial Language Learning Opportunities initiative (including Early Childhood). Promotion of tools and resources to enhance reading engagement such as; GraphoGame, IDELLO, SORA, <i>Je lis Je lis and classroom libraries</i>. Common European Framework of Reference for Languages (CEFR) will be used by educators to enhance familiarity and augment literacy. Create/implement a literacy menu (Playbook) that identifies effective pedagogical practices that coaches will use with teachers for goal setting. Promote the use of the Digital Responsibility Framework, as it relates to literacy. Through the EYE-DA results, identify students coming into kindergarten with deficit areas so that teachers can intervene intentionally and strategically.
	Grade 4 English Reading	68.1%	58.0%			
	Grade 4 FSL Reading Early FI (Grade 1 Entry)	62.7%	Grade 5 Field Test			
	Grade 6 English Reading	69.2%	71.4%			
	Grade 6 FSL Reading Early FI (Grade 3 Entry)	65.3%	Grade 7 Field Test			
	Grade 6 FSL Reading Late FI (Grade 6 Entry)	54.8%	Grade 7 Field Test			
	Grade 6 FSL Reading PIF	53.4%	Grade 7 Field Test			
	Grade 9 Reading English Language Proficiency Assessment (ELPA)	81.1%	82.4%			
	Grade 10 Reading Early FI (Grade 3 Entry)	76.6%	72.7%			
	Grade 10 Reading Late FI (Grade 6 Entry)	60.0%	68.3%			
	Grade 10 Reading PIF	55.0%	55.0%			
	FSL Oral Language Proficiency Interviews (OPI)		% Intermediate & Above			
	Grade 6 FSL Oral Language Proficiency – All Programs	30.8% (2018-19)	18.5%			
	Grade 10 FSL Oral Language Proficiency – All Programs	56.5%	Bi-annually			
	Grade 12 FSL Oral Language Proficiency – All Programs	92.3%	90.5%			
	Report Card Data K-8 All Literacy Eng & French		% of students at 1 & 2 Achievement Scale*			
	Grade K-2 Term 3 (combined strands)	25.4%	26.6%			
	Grade 3-5 Term 3 (combined strands)	17.2%	17.0%			
	Grade 6-8 Term 3 (combined strands)	9.9%	11.7%			
	Report Card Data 9-12 English Language Arts		Passing Grade of 60% and Above			
	Grade 9 Final Marks	88.6%	92.1%			
	Grade 9 Final Marks A (Literary Texts)	95.5%	94.5%			
	Grade 9 Final Marks B (Informational Texts)	95.0%	94.8%			
	Grade 10 Final Marks	88.3%	91.5%			
	Grade 10 Final Marks A (Literary Texts)	94.3%	91.5%			
	Grade 10 Final Marks B (Informational Texts)	94.3%	91.6%			
	Grade 11 Final Marks (112,113)	94.7%	91.8%			
	Grade 11 Final Marks A (111A,112A,113A Literary Texts)	95.2%	94.3%			
Grade 11 Final Marks B (111B,112B,113B Informational Texts)	95.3%	95.8%				
Grade 12 Final Marks (121,122,123)	97.0%	96.6%				
Early Years Evaluation Direct Assessment		% Appropriate Development				
	1199 children	1267 children				
Fine Motor	78.9%	78.4%				
Cognitive Skills	80.4%	84.8%				

*1 – Working Below: Student learning and work show below appropriate achievement.
 *2 – Approaching: Student learning and work show a combination of appropriate and below appropriate achievement.

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<p>Numeracy</p> <p>Each learner will improve numeracy skills in both English and French.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">DATA SNAPSHOT</th> <th style="text-align: center;">2020-2021</th> <th style="text-align: center;">2021-2022</th> </tr> </thead> <tbody> <tr> <td>Provincial Assessment</td> <td colspan="2" style="text-align: center;">% at Appropriate and above</td> </tr> <tr> <td>Grade 5 Mathematics</td> <td></td> <td style="text-align: center;">Field Test</td> </tr> <tr> <td>Grade 7 Mathematics</td> <td></td> <td style="text-align: center;">Field Test</td> </tr> <tr> <td>Report Card Data K-8 Mathematics</td> <td colspan="2" style="text-align: center;">% of students at 1 & 2 Achievement Scale*</td> </tr> <tr> <td>Grade K-2 Term 3 Mathematics (Number strand)</td> <td style="text-align: center;">16.7%</td> <td style="text-align: center;">16.6%</td> </tr> <tr> <td>Grade 3-5 Term 3 Mathematics (Number strand)</td> <td style="text-align: center;">18.4%</td> <td style="text-align: center;">19.0%</td> </tr> <tr> <td>Grade 6-8 Term 3 Mathematics (Number strand)</td> <td style="text-align: center;">10.0%</td> <td style="text-align: center;">13.1%</td> </tr> <tr> <td>Report Card Data 9-12 Mathematics</td> <td colspan="2" style="text-align: center;">Passing Grade of 60% and Above</td> </tr> <tr> <td>Grade 9 Final Marks Mathematics</td> <td style="text-align: center;">93.1%</td> <td style="text-align: center;">92.5%</td> </tr> <tr> <td>Grade 10 Final Marks GMF</td> <td style="text-align: center;">92.3%</td> <td style="text-align: center;">90.4%</td> </tr> </tbody> </table> <p><i>*1 – Working Below: Student learning and work show below appropriate achievement. *2 – Approaching: Student learning and work show a combination of appropriate and below appropriate achievement.</i></p>	DATA SNAPSHOT	2020-2021	2021-2022	Provincial Assessment	% at Appropriate and above		Grade 5 Mathematics		Field Test	Grade 7 Mathematics		Field Test	Report Card Data K-8 Mathematics	% of students at 1 & 2 Achievement Scale*		Grade K-2 Term 3 Mathematics (Number strand)	16.7%	16.6%	Grade 3-5 Term 3 Mathematics (Number strand)	18.4%	19.0%	Grade 6-8 Term 3 Mathematics (Number strand)	10.0%	13.1%	Report Card Data 9-12 Mathematics	Passing Grade of 60% and Above		Grade 9 Final Marks Mathematics	93.1%	92.5%	Grade 10 Final Marks GMF	92.3%	90.4%	<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 mathematics, will see an increase of 3-5 %. Report Card Data - Decrease the percentage of students achieving 1 and 2 on their report cards at K-8, on the Number strand, by 3%-5%. Report Card Results 9-12 will see an increase of 3-5 %. All Schools K-8 complete and use the Term 3 Benchmark Assessments (K-8). 	<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. Support Schools with learners achieving at level 2 as noted on the report cards K-8. Create examples that support the provincial achievement rubrics. Discussion/training/sharing with teachers. Work with schools to support implementation /completion of Term 3 Benchmark Assessments K-8. Promotion of tools and resources to enhance mathematics engagement such as Zorbis Platform for grade 2 and 3 students. Six schools will support identified students through the “EST - Embedded Literacy and Numeracy” teachers. Promote the use of the Digital Responsibility Framework, as it relates to mathematics. 																														
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Teacher Perception results on peer teaching will see an increase of 10 % over the 2021-2022 results. Rating of <i>Mostly Evident</i> or <i>Very Evident</i> for instruction, and planning and preparation, as noted on the ASD-W Teacher Performance Assessment. Student Survey results (for the identified indicators) will each see an increase of 5 %. The work given at school “just right” will return to, or be greater than, the 2020-2021 results. 	<ul style="list-style-type: none"> Support school staff with strategies to increase student voice and choice. Support school staff with resources and strategies to implement learning opportunities that connect students to the world beyond the school walls. Support school staff with resources and strategies to connect learning to students’ futures. Promote the use of the Digital Responsibility Framework. Work with administrators to use walk-throughs as a tool to strengthen classroom practices.
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PRIORITY #2 – LEARNING ENVIRONMENT
 A positive environment promotes attendance, engagement, and learning for both staff and students.

GOALS	DATA SNAPSHOT	INDICATORS OF SUCCESS	ACTIONS
Staff will implement strategies to improve the well-being index, as reported through the <i>Mental Fitness and Resiliency Inventory</i> (MFRI).	<ul style="list-style-type: none"> • <i>Mental Fitness Resilience Inventory</i> (MFRI) average well-being index is 5 (building phase) for 69 schools. • <i>Mental Fitness Resilience Inventory</i> (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 <i>Awareness</i> or <i>Building</i> 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. • Schools with results in the <i>Awareness</i> and <i>Building</i> phases of the MFRI will develop action plans. • District Staff will complete the MFRI by May 15, 2023. • Schools will complete the MFRI by May 15, 2023.
School staff will implement strategies to improve student mental health and school connectedness as reported through the <i>NB Pulse Survey</i> .	EECD Integrated Survey 6-12 data 2021-2022 indicates: <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. Child & Youth Referrals <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 will complete a <i>NB Pulse Survey</i> three times annually. • Schools will monitor action plans in response to the provincial pulse survey. • A 5% decrease in <i>EECD Integrated Student Survey</i> results as per the data snapshot. • A 5% decrease in the number of Child and Youth referrals for anxiety and emotional health. 	<ul style="list-style-type: none"> • Senior Administration to ensure <i>NB Pulse Surveys</i> 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 that can be used to inform student mental health and school connectedness. • District Staff will develop resources for school use in response to mental health and connection concerns. • District staff will promote resources for school use, such as the Digital Responsibility Framework. • Schools 6-12 will each develop action plans in response to the <i>NB Pulse Survey</i> results.

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PRIORITY #3 – LEADERSHIP AND TEAMING

The primary role of a school-based leadership team is to facilitate continuous improvement, change and growth. This requires effective use of data and evidence, ownership of the work by staff, and collaboration throughout a disciplined process of improvement.

GOALS	DATA SNAPSHOT	INDICATORS OF SUCCESS	ACTIONS
<p>School-based leadership teams will strengthen the effective and consistent use of the ten step <i>ASD-W Improvement Process</i>.</p>	<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 ten step <i>ASD-W Improvement Process</i>. • 82%-85% of teachers will report being involved in the development of the SIP as indicated in 2022-2023 <i>Teacher Perception Survey</i> results. • 80% of teachers will report being involved in monitoring of the School Plan at least three times as indicated in 2022-2023 <i>Teacher Perception Survey</i> results. • 100% of schools will complete their year-end monitoring report by June 2, 2023. • Senior Administration will approve criteria to review School Plans. • Increased quality in school plans will be evident as demonstrated by use of the criteria to review plans. • Through the CLEVR platform, monitoring reports will be used by school leaders to identify progress of improvement. • Education Directors will engage in conversations with school-based leaders specific to school improvement. • Established procedures and structures will be implemented to support networking by schools related to their common 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 ten step <i>ASD-W Improvement Process</i>. • Reintroduce the ten step <i>ASD-W Improvement Process</i> at centre-based meetings in October and November of 2022. • Ensure all new administrators have a copy of and link to, the ten step <i>ASD-W Improvement process</i> • Develop networks of schools to promote mutual support in the use of ten step <i>ASD-W school Improvement Process</i>. • Move the ten step <i>ASD-W Improvement Process</i> to final version. • Determine the criteria of an effective school plan. • Engage and coach in the effective use of shared leadership structures to facilitate continuous improvement. • District Staff will support school administrators in their understanding and use of data.