

School District 8 Education Plan 2007-2010 WHEN KIDS COME FIRST

District Beliefs

Purpose: We believe the purpose of public education is to provide learning opportunities to enhance aesthetic awareness, critical thinking skills and a desire for life-long learning in order for students to contribute to society and respond to a global community.

Relationships: We believe that productive working relationships require a collaborative atmosphere predicated on trust and respect where all individuals are encouraged to take creative risks to move the organization toward achieving its goals.

Leadership: We believe that effective leadership encourages the educational community to thrive individually and collectively while maintaining a focus in support of key improvement areas.

Teaching and Learning: We believe teaching focuses on the development of the whole child who is nurtured by all adults in the educational community. It requires knowledge, flexibility and enthusiasm to inspire in students a strong desire for life-long learning.

Curriculum: We are committed to delivering the curriculum in a way that enhances the learning potential of all students and contributes to the acquisition of skills while developing an awareness of the uniqueness and diversity of our community, thus enhancing student success.

External Assessments Reviewed

Provincial Assessments

Literacy: Grade 2 Reading Comprehension & Writing, Grade 4 Reading and Writing Assessment , Grade 7 Language Arts , Grade 10 FSL Literacy Assessment , Grade 9 English Arts Assessment, High School English Arts Re-assessment, Grade 12 FSL Oral Proficiency

Math: Grade 5, Grade 8

Other data considered

New Brunswick Schools Literacy Project (a Canadian Research Institute for Social Policy initiative) - K-2 assessments 2006-2007

New Brunswick Teachers' Association Math Survey

PISA

Perception Surveys

District Data Reviewed

Literacy: Elementary Literacy Intervention Program (English and French Immersion), Middle Level Literacy Intervention Program, EAL Intervention Program, Grades 6, 9, 11 Language Arts district exams.

Math: Grades 3 ,6, , 9, 11 district assessments

Improvement Focus / Based on Data

Literacy K-12 with foci on early literacy acquisition and middle grades reading and writing

Numeracy K-12 with a focus for intervention at grades 5 & 8; common exams in grades 6, 9 & 11

Professional Growth : Staff development to improve teacher effectiveness, primary focus in literacy and numeracy utilizing the Professional Learning Communities framework

Other initiatives relative to the **Kids Come First** (eg. K-3, Grade 6 literacy intervention)

Assessment Schedule 2007 – 2008

Date	Grade	Provincial Assessments	District Assessments	Notes
October 2007	7	Literacy Assessment		
November 2007	Kindergarten	Teacher's School Readiness Inventory		
November 2007	9-12	English Language Proficiency Assessment/Reassessment		
Nov./ Dec. 2007	12	FSL Oral Proficiency Evaluation – 1 st semester		
January 2008	9 & 11		Mathematics	High School Common Exam
April 2008	10	FSL Literacy Assessment		
	12	FSL Oral Proficiency Evaluation – 2 nd semester		
	High School	PISA Field Test		Random Sample, 15 yr. olds
May 2008	6, 8		English Language Arts	Marked at school, District to use random sample for scoring comparison
June 2008	2 & 4	Literacy- Reading and Writing		
	11		English Language Arts	June
	5 & 8	Mathematics		
	6	Science		
	3 & 6		Mathematics	May - June
	9 & 11		Mathematics	High School Common Exam

Quality Teaching and Learning for all Students

WHEN KIDS COME FIRST	District 8 Goals 2007-2010	Strategies
<p>Commitment # 1 <u>School Readiness</u></p> <ul style="list-style-type: none"> - All children will enter kindergarten “school ready”. 	<p>Increase the number of children entering school with improved readiness skills as measured by Teacher’s School Readiness Inventory (introduced Sept 2005).</p>	<ul style="list-style-type: none"> o Encourage early intervention for pre-kindergarten children in need. o Continue pre-school screening initiatives that focus on school readiness. o Conduct early kindergarten registration. o Participate in research projects such as the New Brunswick Schools Literacy Project (a CRISP initiative) and Understanding the Early Years (a federal government initiative). o Coordinate with schools to offer readiness sessions for pre-K children and parent information meetings on school readiness topics. o Reach more high-risk children and their families through District 8’s three Community Schools. o Employ a <i>Transition to Kindergarten Coordinator</i> to oversee and develop new and existing strategies.
<p>Commitment # 2 <u>Literacy</u></p> <ul style="list-style-type: none"> - 90% of students reach the reading standard at Grade 2 and again at Grade 4 ; 20% exceed it. 	<p>Percentage of students who reach the reading standard will be 75% by the end of 2007-2008 and will be 80% by the end of 2008-2009, at Grades 2 & 4.</p>	<ul style="list-style-type: none"> o Continue the commitment to K-3 literacy (English and Immersion). o Monitor the impact of intervention initiatives on student learning. o Work directly with low performing schools. o Support continued professional development including training for intervention teachers, a balanced literacy approach in all classrooms, and a focus on writing (First Steps). o Identify and provide professional resources and materials to support literacy instruction. o Identify and intervene with students who rated “experiencing difficulty” in the Grade 2 and Grade 4 assessment.

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<p>Commitment # 2 <u>Literacy</u></p> <ul style="list-style-type: none"> - 85% of all NB students reach or exceed the standard in Grades 6-12 on provincial assessments of literacy. 	<p>Percentage of students who reach the reading standard will be 65% by the end of 2007-2008 and will be 72% by the end of 2008-2009, at Grade 9.</p>	<ul style="list-style-type: none"> o Support a focus on literacy across the curriculum in all schools. o Continue to support the literacy intervention initiative for middle school students who require additional learning support. o Develop a curriculum map for middle level language arts. o In-service teachers on literacy topics including reading assessment kits, a balanced approach to literacy instruction, best practices in teaching writing and new instructional resources. o Develop a plan for district literacy assessments at Grades 6, 8 and 11. o Develop a collaborative community with various cultural advocates and groups on English Second Language instruction and other literacy initiatives. o Inservice EAL tutors on teaching strategies. o Develop EAL curriculum. o Support continued professional development including training for middle level intervention teachers, balanced literacy approach in all classrooms, and a focus on writing (First Steps and Write Traits)
<p>Commitment # 2 <u>Numeracy</u></p> <ul style="list-style-type: none"> - 90% of all NB students will reach the numeracy standard at Grade 3 and again at Grade 5, 20% exceed it. 	<p>Percentage of students who reach the numeracy standard will be 75% by the end of 2007-2008 and will be 80% by the end of 2008-2009, at Grades 3 and 5.</p>	<ul style="list-style-type: none"> o Increase the focus on K-12 mathematics teaching and learning. o Expand professional development for teachers to enhance their knowledge and skills in the teaching of mathematics and assessing math curriculum outcomes with a focus on resource and methods teachers. o Implement math interventions for students requiring additional learning support at the elementary level . o Implement an alignment of district math assessments with the key stage outcomes identified in the <u>Foundation for the Atlantic Canada Mathematics Curriculum</u> document. o Use the professional resources PRIME and First Steps to strengthen teacher practice. o Utilize the diagnostic tools from PRIME and First steps to direct student intervention.

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Commitment # 2 <u>Science</u>	Raise the level of student achievement in science as measured by external assessments.	<ul style="list-style-type: none"> ○ Expand opportunities for teachers to further their knowledge and skills in the teaching and assessment of science. ○ Encourage and support initiatives to enrich science teaching and learning such as science fairs and accessing community resources. ○ Collaborate with teachers in the development of a common assessment for Grade 9 and 10 science.
Commitment # 7 <u>Second Language Proficiency</u> - 70% of all high school graduates will be able to function effectively when speaking their second official language.	Raise the level of student achievement in French Second Language as measured by provincial assessments.	<ul style="list-style-type: none"> ○ Provide in-service and professional development for FSL teachers in literacy (oral and written), instructional resources and assessment. ○ Promote and encourage participation in out-of –class experiences that foster French culture and language learning eg. Dialogue Nouveau Brunswick, French Oratorical Competition, student exchanges, work exchanges, and Circle Square Ranch. ○ Implement and monitor the French Intensive Core program in three District 8 schools in September 2007 with the intent of expanding in future years.
Commitment # 3 <u>Help students develop a passion for learning through exposure to a diversity of learning experiences.</u>	Raise student participation in diverse learning experiences through Enrichment, Co-Operative Education and the Arts.	<ul style="list-style-type: none"> ○ Encourage schools to engage in opportunities and initiatives that challenge all students such as science fairs, Math Olympics, heritage fairs and study groups. ○ Develop partnerships to support and enhance enrichment and Co-Op opportunities for students. ○ Collaborate on the improvement and expansion of on-line enrichment resources for use by all schools. ○ Consult with schools to support and facilitate initiatives that meet the individual needs and interests of students. ○ Support and promote Advanced Placement, International Baccalaureate, Co-Op, Arts courses, and other post-secondary and/or work opportunities for high school students.

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<p>Commitment # 5 <u>To Live up the promise of Inclusion</u></p> <ul style="list-style-type: none"> - Challenge and support students with a range of particular needs to reach his or her own potential. 	<p>Raise the achievement level of students with diverse learning needs as measured by their special education plans.</p>	<ul style="list-style-type: none"> o In-service all teachers on various teaching techniques and learning challenges relative to children with diverse learning needs. o Continue to support all teachers and train new teachers on the use of the electronic Special Education Plan. o Develop a coordinated approach to the acquisition and use of assistive technology for special needs learners. o In-service teachers on the provincial Autism Spectrum Disorder document and develop a support network for teachers on best practices on teaching students under the Autism Spectrum. o Employ Resource Teachers with specific A.S.D. training to support the instruction of children under the Autism Spectrum. o Employ Resource Teacher to support the instruction of children with Learning Disabilities. o Promote and support the collaborative model as a “best practice” in meeting the needs of all learners. o Provide inservice to Physical Education specialists on adaptive physical education to increase the participation of students with exceptionalities.
<p>Commitment # 3 <u>Support successful transitions to further learning , training and work</u></p> <ul style="list-style-type: none"> - Provide quality strengths based guidance and career counselling. - Strengthen portfolio-based learning 	<p>Increase opportunities for students to access career counselling and facilitate successful transitions from school to work and / or post-secondary study.</p>	<ul style="list-style-type: none"> o Provide in-service to a team of guidance counsellors in technological applications to career counselling. o Support guidance counsellors in the development and implementation of a school based approach to the use of student portfolios. o Conduct information sessions for teachers in the Beginning Teacher Induction program on career planning and post-secondary options for students. o Coordinate annual career information events such as Post-Secondary Days, Job Fest, and Take Your Kids to Work. o Continue to support the Career Centre, Cooperative Education, and the Youth Apprenticeship Program.

Leadership

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<p>Commitment # 4 <u>Give educators the tools to innovate and lead</u></p> <ul style="list-style-type: none"> - Ensure strong school leadership. 	<p>Raise the competency level of school administrators in instructional leadership as measured by the District's Administrator Performance Review.</p>	<ul style="list-style-type: none"> o Promote and support the Leadership Development initiative. o Continue the implementation of the teacher performance review process. o Further educate school administrators in Professional Learning Communities framework in order to support implementation of said framework in District 8 schools. o Work with school administrators to address pedagogical matters including planning, curriculum and assessment. o Encourage school administrators to champion school-based teams to address teaching and learning. o Support new administrators in the Beginning Administrators Program. o Provide opportunities for current administrators to serve as mentors to new administrators o Continue the Administrator's Review process to give performance feedback to school administrators. o Encourage schools to explore creative ways to meet the needs of all students and to utilize the Innovative Learning Fund. o Support the locally developed PLC of Middle Level Physical Education specialists as they promote best practices in the district.

Professional Practices

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<p>Commitment # 3 <u>To help children develop a passion for learning</u></p> <p>-Quality learning starts with quality teaching -Promote quality teaching and the sharing of best practices.</p>	<p>Promote a culture of teacher professionalism as measured by data collected reflecting participation in PD and further learning.</p>	<ul style="list-style-type: none"> ○ Employ the Professional Growth Plan model to engage teachers in professional development that supports best practices in teaching, technology use and understanding the learner. ○ Continue the expanded Beginning Teacher Induction Program to support new teachers. ○ Plan and coordinate professional development activities such as the Curriculum Delivery days, introduction of new instructional resources and district initiated sessions on effective teaching and learning. ○ Enhance teacher access to professional resources with the development of a professional resource centre. ○ Encourage the use of online P.D. opportunities, especially through the provincial education portal. ○ Support teachers who have been reassigned to a new grade level using mentor support, coaching, professional resources and in-service. ○ Promote teacher professional dialogue using the four key questions from the PLC framework as a guide, eg. What do students need to learn?, How do you know they have learned it?

Positive Learning Environment

WHEN KIDS COME FIRST	District 8 Goals 2007-2010	Strategies
<p>Commitment # 8 <u>Create healthy and safe schools</u></p> <ul style="list-style-type: none"> - Ensure a disciplined, positive school environment 	<p>Provide a safe and orderly environment for teaching and learning as measured by various data (i.e. behaviour tracking, guidance referrals, parent involvement)</p>	<ul style="list-style-type: none"> o Support the acquisition of resources (i.e. print, audio visual, experts) and the use of strategies to foster positive student behaviours. o Collaborate with community agencies on student conduct and safety issues. o Promote the need for schools to seek continued and varied feedback on school climate. o Use behaviour tracking data to identify and address areas of concern. o Ensure that schools include a section entitled Positive Learning Environment Plan within the School Improvement Plan o Inservice school administrators and district level administration on the techniques and protocols of Threat Assessment Level One. o Provide a range of educational and social experiences to students requiring an alternate learning environment.
<p>Commitment # 8 <u>Create healthy and safe schools</u></p> <ul style="list-style-type: none"> - Promote active and healthy lifestyles 	<p>Promote active and healthy lifestyles</p>	<ul style="list-style-type: none"> o Encourage participation in activities by schools, that promote healthy eating and living. o Encourage the development of structured play at the elementary level and monitor the length of recess, noon with time to play. o Promote a daily 30 minute period of physical activity o Implement "Food Dudes" Pilot in four elementary schools
<p>Commitment # 8 <u>Create healthy and safe schools</u></p> <ul style="list-style-type: none"> - Ensure safe, healthy learning and working environments 	<p>Support schools in the implementation of policies and guidelines designed to ensure a safe and healthy learning and work environment as measured by policy compliance.</p>	<ul style="list-style-type: none"> o Monitor annual updates of emergency and critical response plans. o Support and monitor school based Health and Safety Committees. o Support and monitor the Nutrition Policy and provide supplementary nutrition information to schools. o Initiate Internet Safety programming for teachers, parents to help students understand how to safely use the Internet. o Continue to monitor the Physical Education Safety Guidelines for curriculum, intramural and co-curricular based activities. o Monitor compliance with the criminal record check requirement for volunteers in the schools.

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Commitment # 6 <u>Engage communities and partners in improving schools.</u>	Establish Community Schools	<ul style="list-style-type: none"> ○ Continue to support and encourage growth of the P.A.L.S. program ○ Engage existing neighbourhood citizen organizations as partners in determining the needs of their individual communities. ○ Engage the active participation of other government departments in providing services and programming in support of children and their families. ○ Build capacity of Community Schools by enlisting involvement of non-profit organizations. ○ Seek out community partners to support EAL initiatives. ○ Launch of <i>Celebrate What's Right with the World</i> beginning January 2008 ○ Continue to partner with local sports teams in literacy and mathematics initiatives. ○ Partner with local francophone community organizations to provide opportunities for students such as : articles for the <i>Saint-Jeanois</i>, participating in <i>French Saint John Idol</i> and various other arts and cultural activities