

# DISTRICT PERFORMANCE REPORT

School District 8

Saint John, NB

SEPTEMBER, 2006

# DISTRICT PERFORMANCE REPORT

## SCHOOL DISTRICT 8

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# DISTRICT PERFORMANCE REPORT 2005

## MISSION STATEMENT

*The mission of School District 8 is to provide, responsibly and cooperatively all students with opportunities to learn, to a measurable standard, in a safe environment.*

The District 8 Performance Report is a snapshot of student performance as measured by the Provincial Assessment Program. This report presents the most recent results for students in School District 8 in each of the following Provincial Assessments: the Grade 2 Assessment, the Grade 4 Assessment, the Grade 5 Assessment, the Grade 7 (Middle Level) English Language Proficiency Assessment, the Grade 8 Mathematics Assessment, the Grade 9 English Language Proficiency Assessment, the Grade 10 French Second Language Proficiency Assessment and the Grade 12 French Second Language Oral Proficiency Assessment.

The District 8 Performance Report contrasts the District's average performance on each assessment against Provincial average performances. All of the scores presented are percentages. District 8 students continue to make gains, in some cases significant gains, in their performance in standardized provincial assessments. In those areas where the District is not performing as well as it might, specific initiatives are being undertaken, as part of individual school improvement plans and at the district level, to raise the achievement level of all students. All assessments are diagnostic, to the extent, that they are used to determine program effectiveness and to assist teachers in modifying program delivery to meet the needs of students more effectively.

Please be aware that all results presented here are not reported in the same manner. The Grade 2 Assessment serves both as an indicator of individual student performance in reading and writing, and a broad system measure of literacy achievement after three years of schooling. The Grade 4 Assessments have not yet been reported.

The Grade 5 Assessments are reported as the percentage of students who scored at an acceptable or better level. The Grade 7 English Language Proficiency Assessment (ELPA) presents the results as the percentage of students who scored at an acceptable or better level in both reading and writing. The Grade 8 Mathematics Assessment presents the results as a percentage of students achieving an acceptable or better score. The Grade 10 FSL Proficiency Assessments have not yet been reported.

Grade 12 French Second Language Oral Proficiency Assessment reports on the percentage of students who have achieved an acceptable level of proficiency or exceeded the program goal for the specific French program in which they are enrolled.

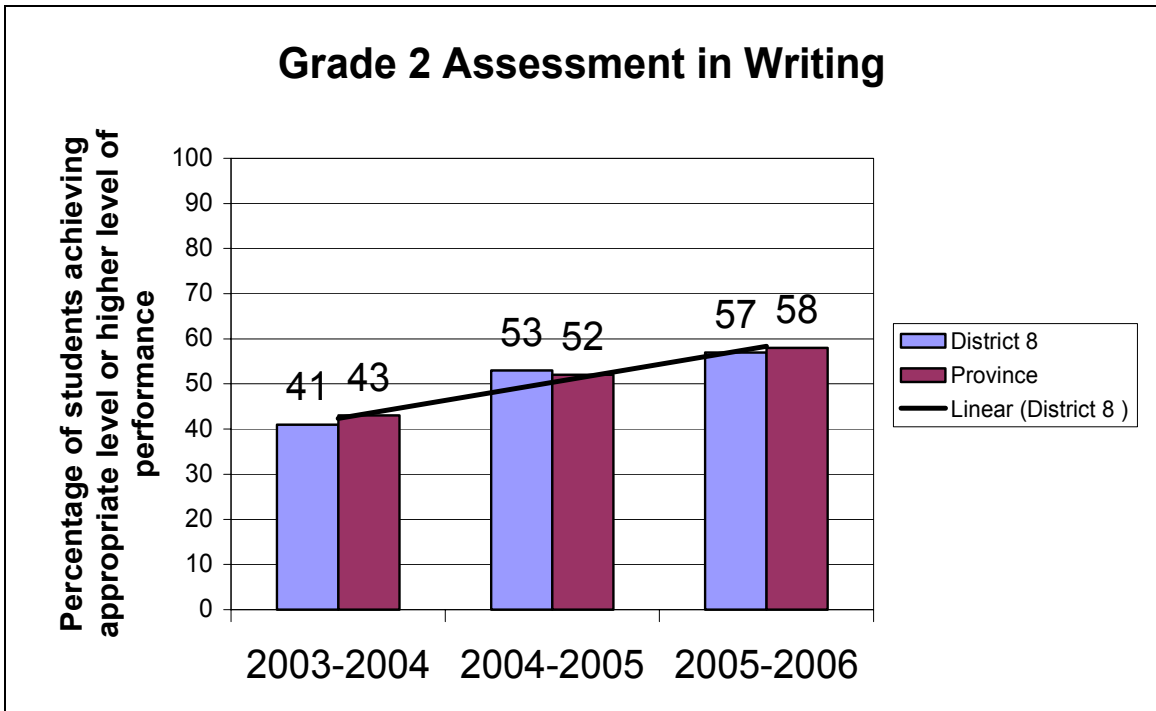
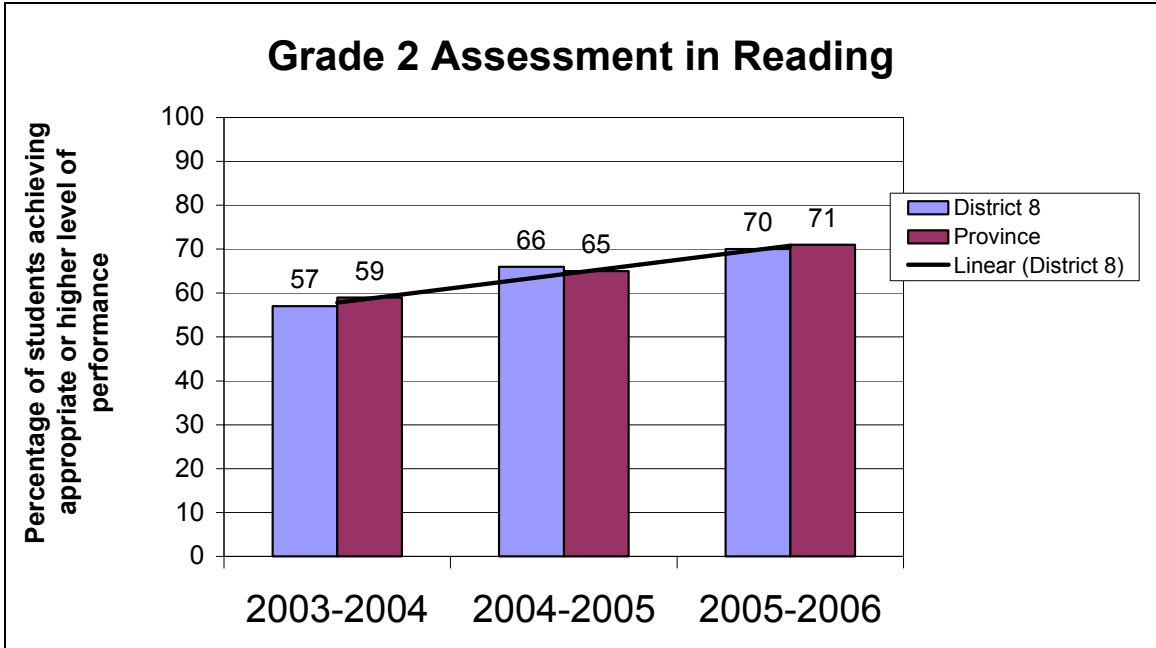
## **GRADE 2 ASSESSMENT**

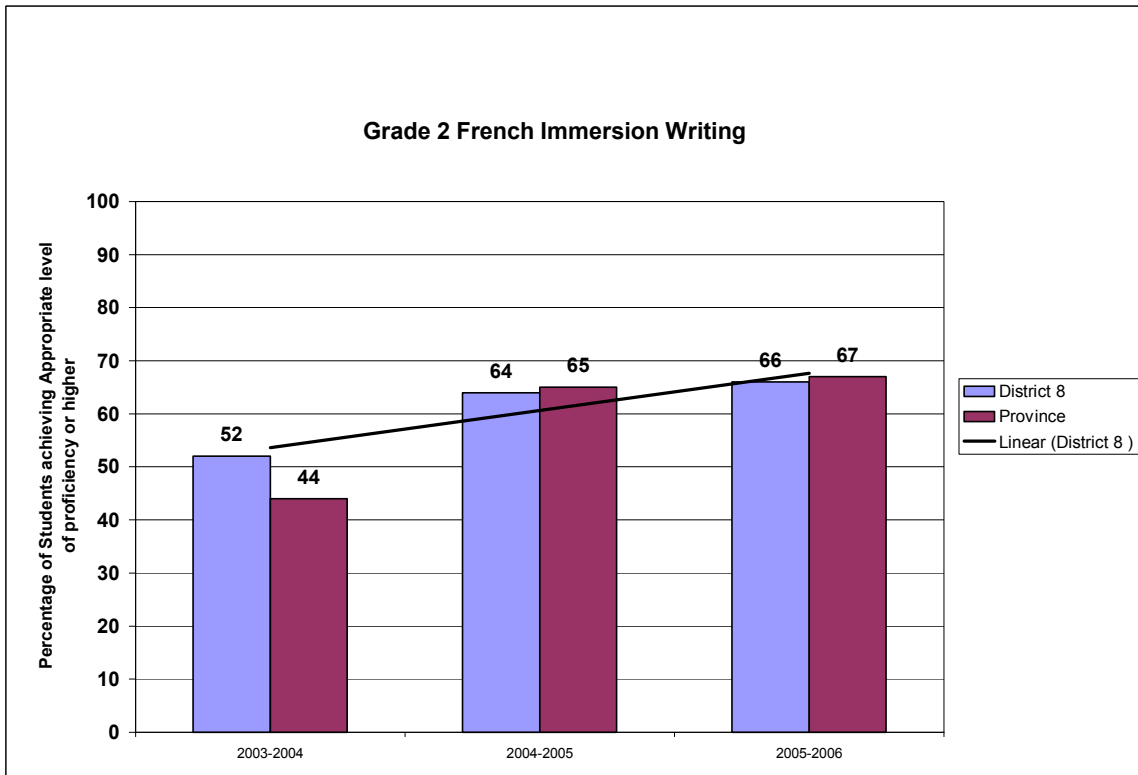
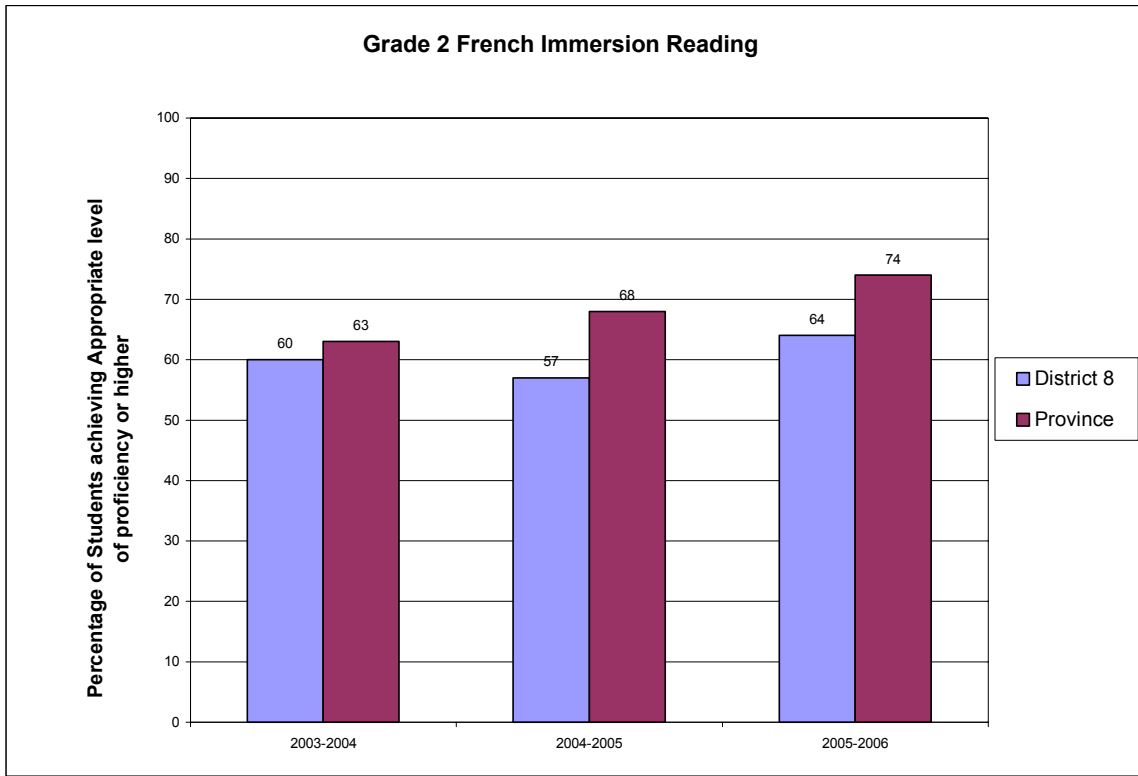
The Provincial Literacy Assessment at Grade 2 was administered for the first time at the end of May 2004, having been piloted the previous year. It comprised three components: reading comprehension, running records and writing. Part of the Department of Education's early literacy initiative as articulated in the Quality Learning Agenda, the assessment serves both as an indicator of individual student performance in reading and writing, and a broad system measure of literacy achievement after three years of schooling. The goal of the government of New Brunswick is that students will leave grade 2 with an ability to read – 90% will read at grade level, and 20% will read at a superior level.

The reading comprehension component for students in the English program consisted of questions from nationally normed standardized achievement tests. For the French Immersion population, the reading comprehension test materials were prepared by practicing teachers and district/Department of Education personnel. To complete running records, teachers assessed how students processed print by listening to them read orally. The writing task involved students producing a single short piece of writing over approximately four sessions.

In September 2004, additional teachers were employed under the Quality Learning Agenda to expand the intervention initiative to those students who had not met the provincial standard in reading. These students will be re-assessed by the District following the Grade 3 intervention.

The following charts represent Reading and Writing results for students enrolled in the English and the French Immersion programs. Results for students in French Immersion reflect their literacy levels in the target language.





## **GRADE 4 ASSESSMENT**

In support of the provincial literacy initiative, the Grade 4 Literacy Assessment Pilot took place in elementary schools in May/June 2006. The assessment gives a realistic picture of student achievement in writing and reading comprehension after five years of schooling. The assessment took place over four sessions of approximately 45 minutes each, two sessions per component. Students in the English program were tested in English, those in French Immersion were tested in French.

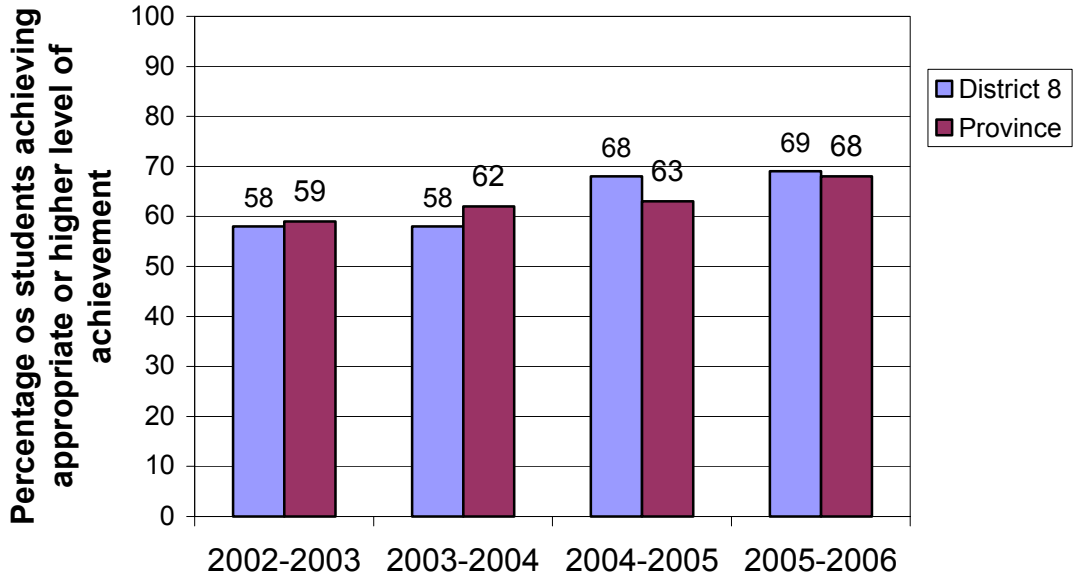
*NOTE: Results from this assessment in June 2006 are not yet available.*

## **GRADE 5 ASSESSMENT**

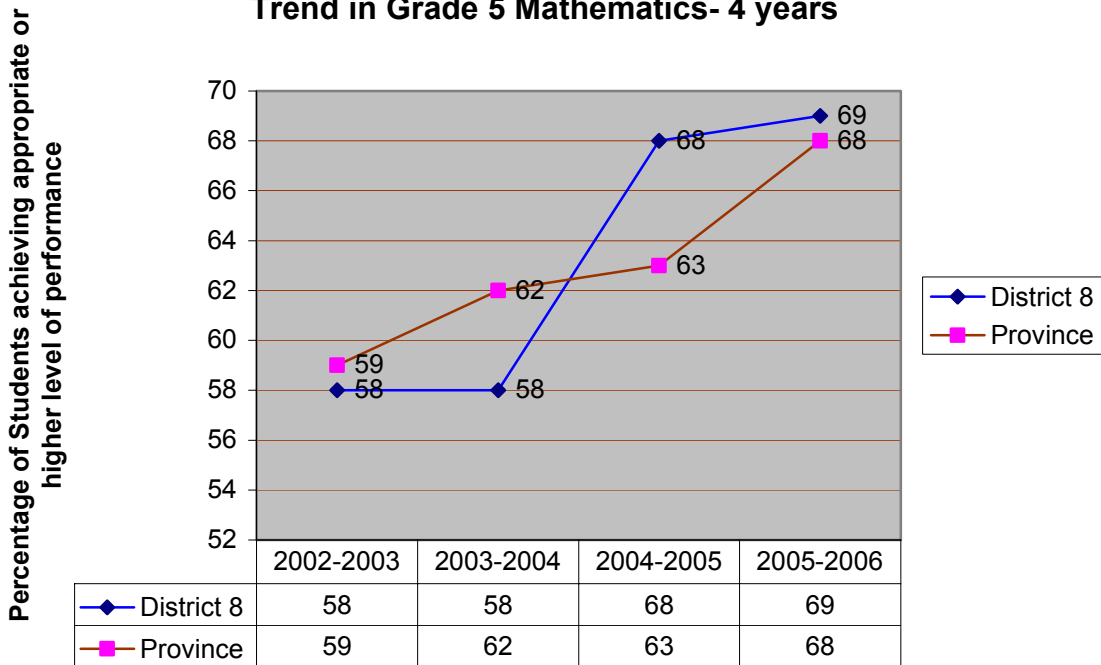
The second component of the annual elementary testing program is the Provincial Mathematics Assessment at Grade 5. This was administered to fifth graders near the end of the 2005-2006 school year to assess their proficiency in mathematics. The goal of the government of New Brunswick is for 85% of students to meet or exceed the appropriate performance level in the assessment.

Results were reported in terms of Strong Performance, Appropriate Performance, and Experiencing Difficulty which, in turn, were linked to the percentage of items answered correctly. Mathematics results are reported differently than in previous years. In the past, the percentage of students who achieved appropriate or strong performance was based upon the number of students who wrote the assessment (exempted and “did-not-write” students were excluded). This year, the percentage of students achieving these levels is reported based upon the total number of students registered in New Brunswick schools. District 8 showed an improvement over previous years.

### Grade 5 Provincial Assessment in Mathematics



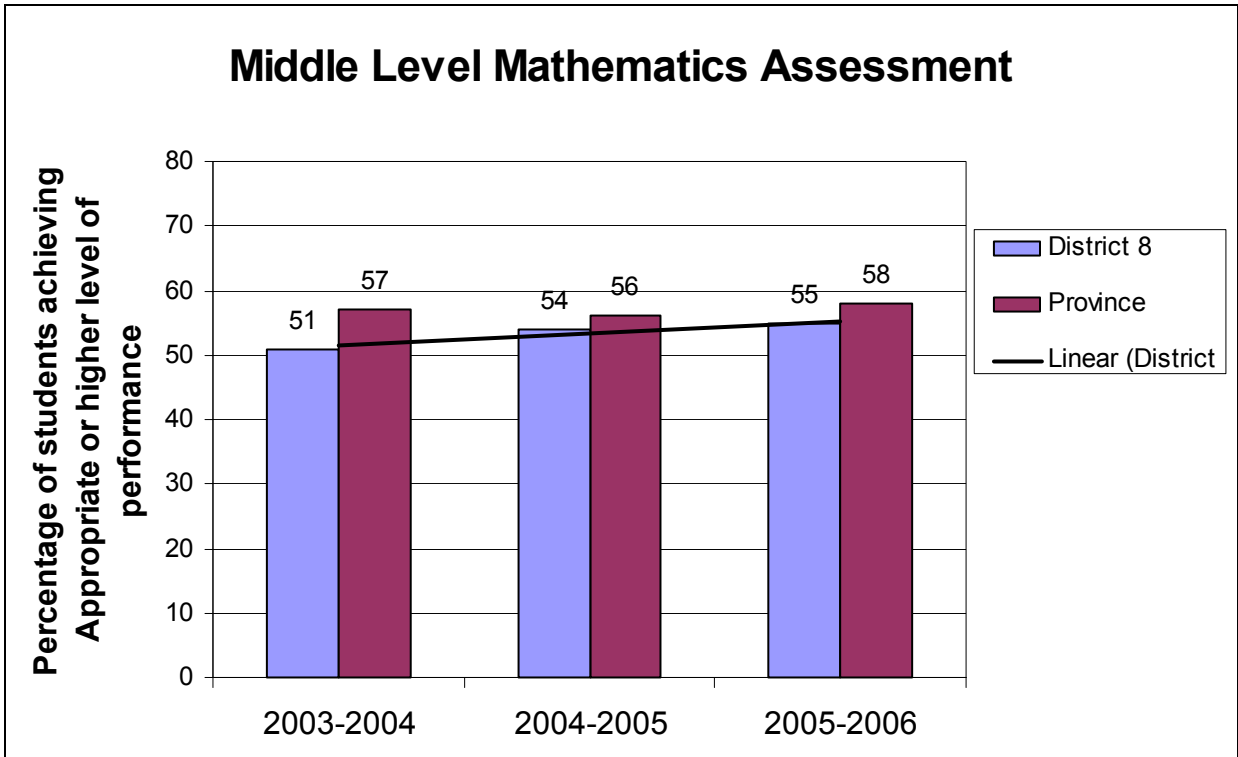
### Trend in Grade 5 Mathematics- 4 years



# Middle Level Mathematics Assessment

The Middle Level Mathematics Assessment (MLMA) was first administered in the spring of 1998 to all students in grade 8. The Middle Level Math Assessment consists of three sections that are administered over a two-day period. Day one consists of multiple-choice items. Students are allotted 90 minutes with an additional 20 minutes, if required. Day two consists of two sections. The first is non-calculator items and includes a timed two-minute mental math quiz. The remainder of the section is to be completed in 18 minutes with an additional 10 minutes if required. The last section is an open response section with a time allotment of 90 minutes and an additional 20 minutes if required.

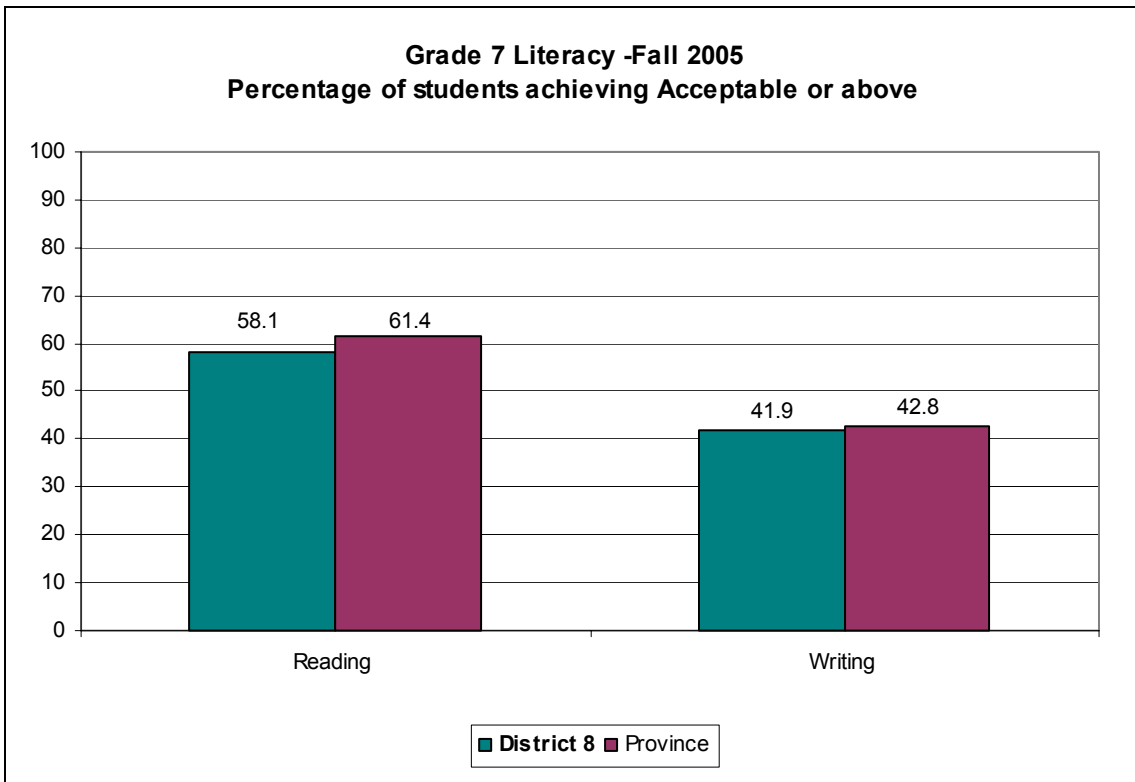
Mathematics results are reported differently than in previous years. In the past, the percentage of students who achieved appropriate or strong performance was based upon the number of students who wrote the assessment (exempted and “did-not-write” students were excluded). This year, the percentage of students achieving these levels is reported based upon the total number of students registered in New Brunswick schools. District 8 showed an improvement over the previous year.



# GRADE 7 LITERACY ASSESSMENT

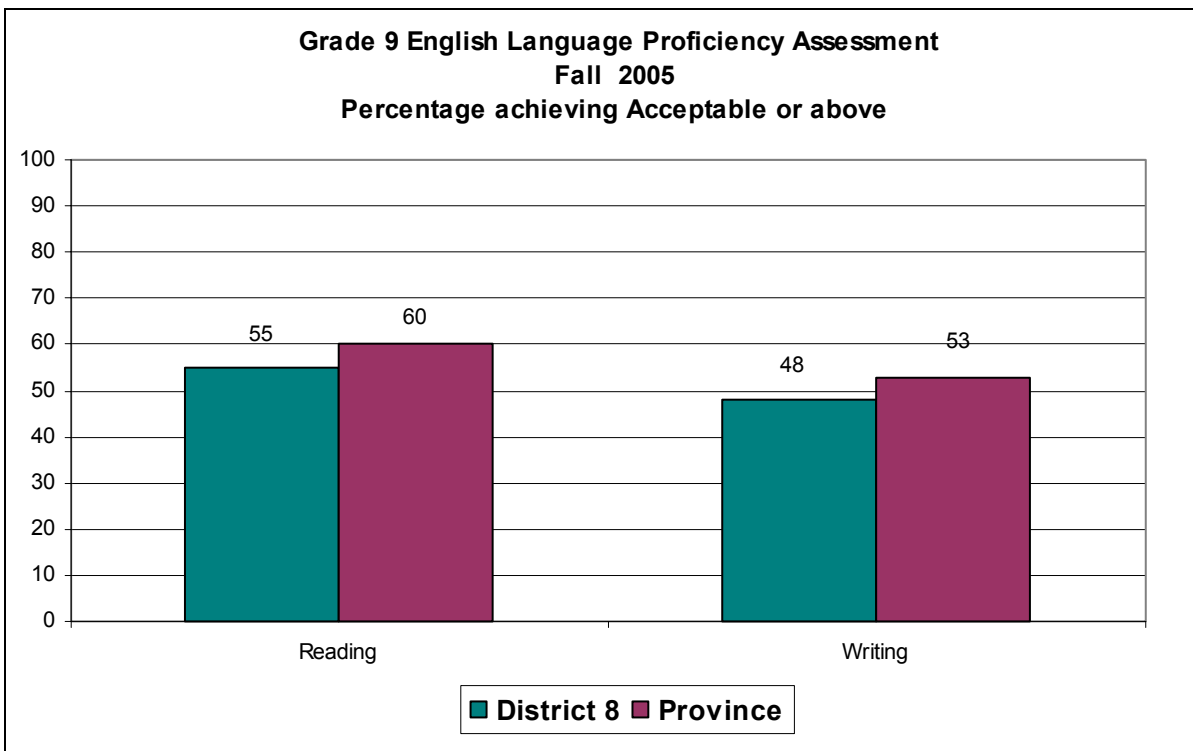
Changes in English Language Arts Provincial Assessments include: Grade 7 Literacy Assessment - (Fall, 2005) and the Grade 9 English Language Proficiency Assessment – (January, 2006).

In support of the provincial emphasis on literacy and the provincial Quality Learning Agenda, the Grade 7 Literacy Assessment will be administered annually in mid-October . All grade 7 students participate. The Grade 8 English Language Arts Provincial Assessment has been discontinued. The assessment consists of a reading comprehension component that occurs during a single ninety-minute session and a writing component that is to be completed in two sixty-minute sessions during the same week. The assessment results below reflect the Grade 7 Assessment completed in the fall of the 2005-06 academic year.



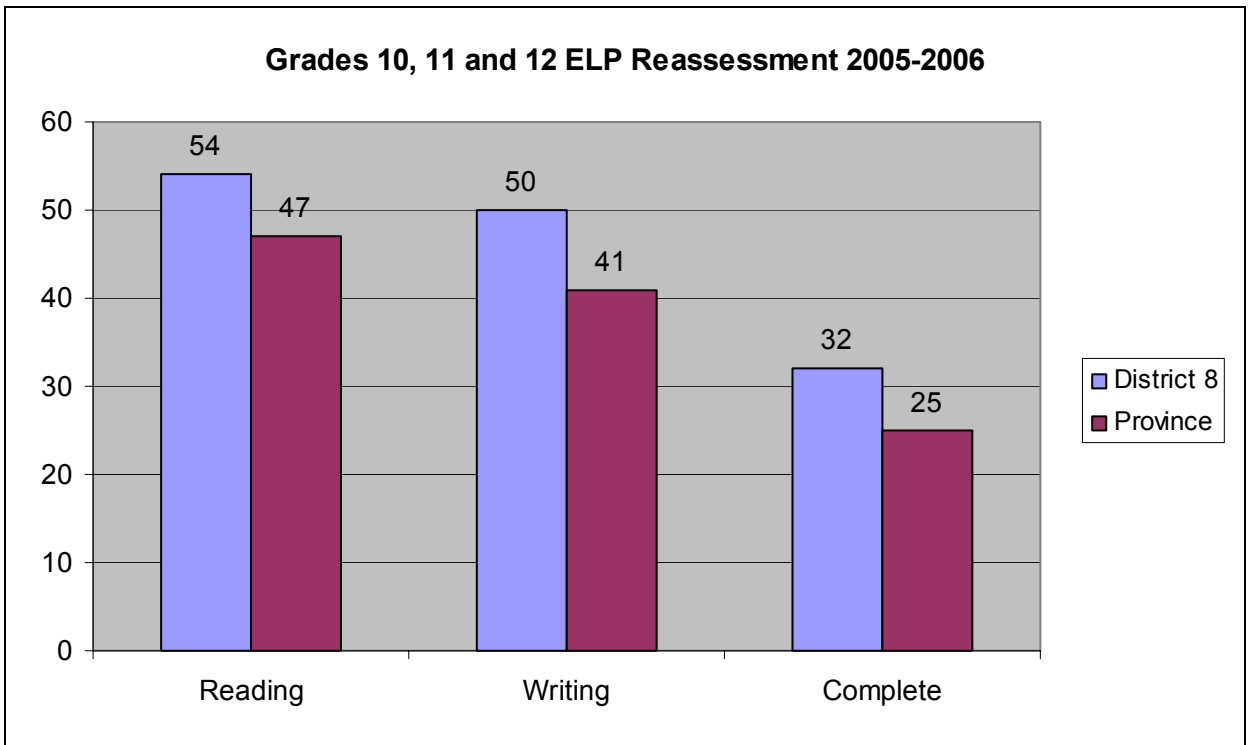
# GRADE 9 ENGLISH LANGUAGE ARTS PROFICIENCY ASSESSMENT

The English Language Proficiency Assessment is an assessment of students' reading comprehension and writing capabilities. It is administered to students in the fall of their grade 9 year. Successful completion of the English Language Proficiency Assessment is a graduation requirement for a New Brunswick high school diploma. In order to receive this literacy credential, students must receive at least an appropriate level of performance on both the reading and writing components of the assessment. The results of this assessment are reported as the percentage of students achieving appropriate or strong performance. Success completion of the **Grade 9 Assessment** will be **mandatory** for high school graduation.



# ENGLISH LANGUAGE PROFICIENCY REASSESSMENT

A reassessment is available to students in grades 10, 11 and 12 who did not meet provincial standards on the reading and/or writing components. A potential graduate reassessment in June of the grade 12 year is the final opportunity for students to achieve the literacy credential for graduation requirements. The results of this reassessment are reported as the percentage of students scoring acceptable or above. The percentage of students who have successfully completed the assessment, therefore qualified for the literacy credential for graduation is also reported.



# **GRADE 10 FRENCH SECOND LANGUAGE PROFICIENCY ASSESSMENT**

This assessment was administered for the first time in April, 2006 to immersion students who received at least fifty percent of their instruction in French ( Policy 309). The assessment was administered in French and consisted of a reading component and a writing task.

*NOTE: Results from this assessment in June 2006 are not yet available.*

## **GRADE 12 FSL ORAL PROFICIENCY ASSESSMENT**

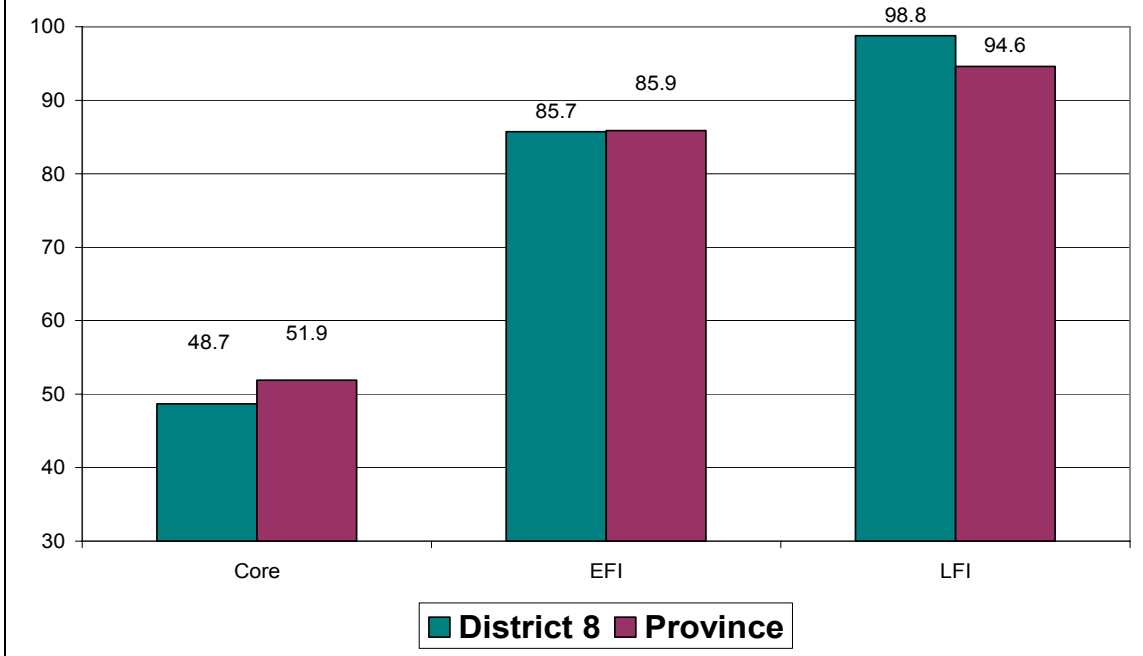
The French Second Language Oral Proficiency Assessment is only given to those students enrolled in a French second language course, or a course taught in French, at the grade 12 level. The chart below reports on the percentage of students who have achieved an acceptable level of proficiency in the French program in which they are enrolled. To attain this level a student has to demonstrate that they are able to function at one level below or above the program goal.

In interpreting these results, it is important to know that a given level on the oral proficiency scale does not represent a single point on the scale, but rather covers a range of accomplishment. The addition of a “Plus” to a level designation indicates a performance that in some respects exceeds the basic requirements of that level. Speakers who are rated Intermediate Plus, for example, demonstrate some of the characteristics of Advanced level speakers, but are unable to sustain an exchange at that level.

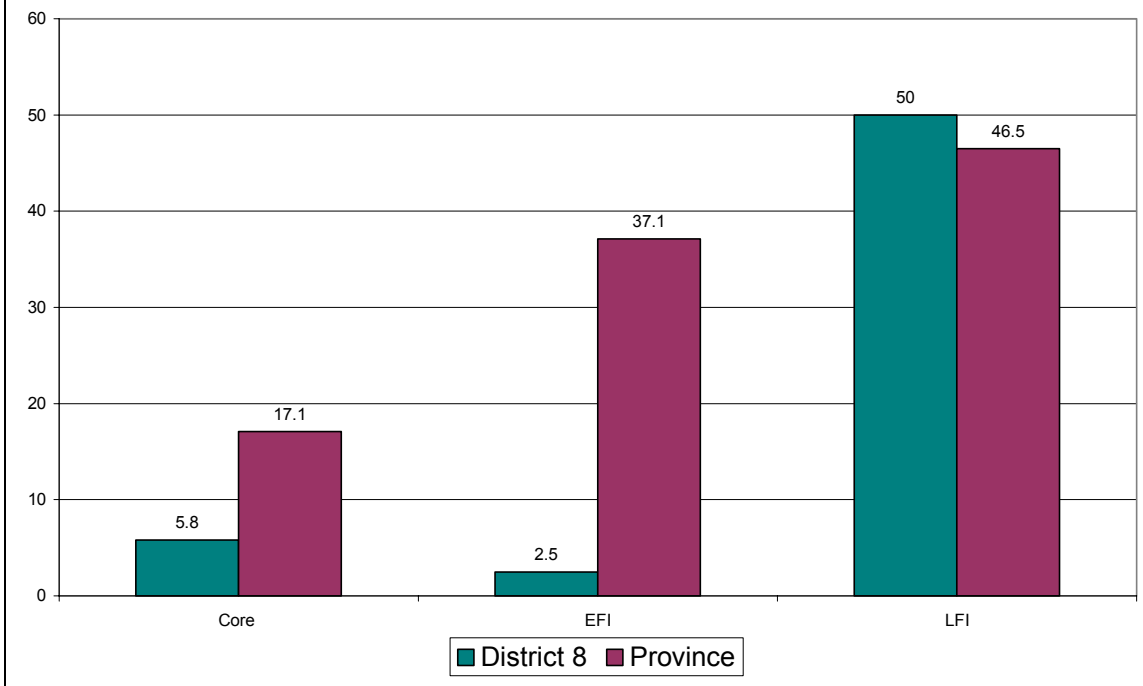
Oral proficiency ratings collected over the duration of this assessment program suggest that, to a large extent, proficiency in French is linked to time on task. Speaking a second language is a skill, rather than a body of knowledge, and this assessment measures a student’s skill in communicating effectively in French. In second language acquisition, exposure to good models and time to practice are essential components of the opportunity to learn.

The charts on the following three pages report on the percentage of students who have achieved the program goals, in other words have obtained 100% for the specific French program in which they are enrolled. The goal of students in the Core French Program is an intermediate level of French proficiency; the goal of the Early Immersion Program is an advanced level of French proficiency; and, the goal of the Late Immersion Program is an intermediate plus level of French proficiency.

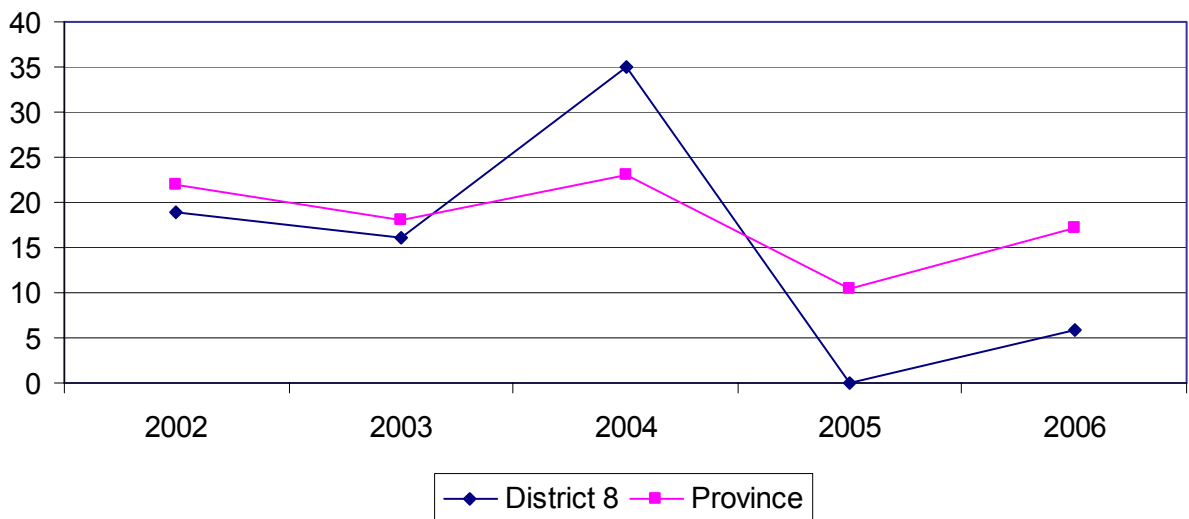
### Students Attaining an Acceptable Level of French Proficiency



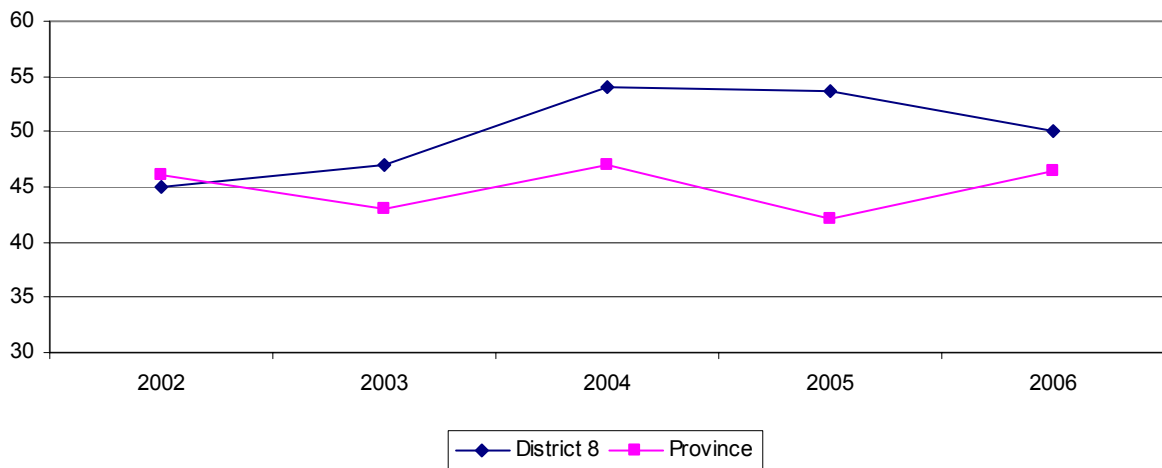
### Percent of Students Achieving Program Goals

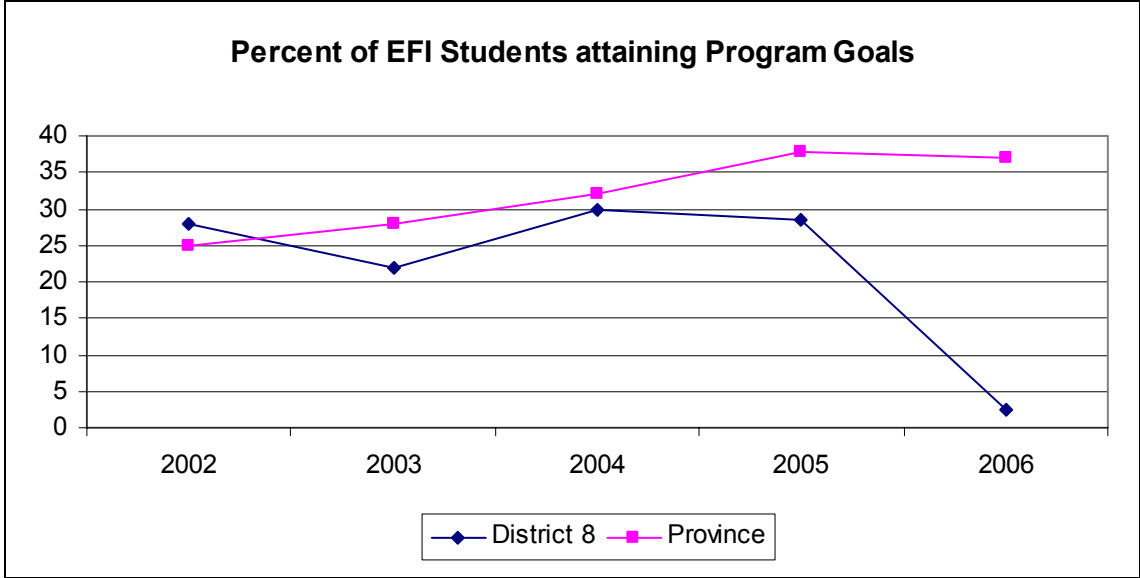


**Percent of FSL Core Students meeting Program Goals- Trends**



**Percent of LFI Students attaining Program Goals-trend**





# APPENDIX A

## DISTRICT 8 MONITORING DOCUMENT – STATUS REPORT

### Quality Teaching and Learning for all Students

District 8 Goals 2005-2008	Strategies and Indicators of Success
<p>Increase the number of children entering school with improved readiness skills as measured by Teacher’s School Readiness Inventory ( introduced, Sept 2005)</p>	<p><b>Early Kindergarten Registration</b></p> <ul style="list-style-type: none"> <li>• In October 2005, 382 pre- k students registered ( 50% of anticipated enrolment)</li> <li>• Kindergarten Sept 2006 Registration 839 students registered</li> </ul> <p><b>Parent Information Meetings and Readiness Sessions</b></p> <ul style="list-style-type: none"> <li>• In November 2005, the district sessions hosted parent sessions at five sites for clusters of schools on Readiness to School Topics. The total attendance 97 (25% of the 382 registered).</li> <li>• March 2006 <i>Welcome to School Event</i> held. This was a school based event for pre K students and parents Attendance showed 598 students out of 655 registered and 790 adults (91% of those registered for school).</li> <li>• May/June 2006 <i>Orientation Day</i> held. Consisted of class visit by school groups with K teacher where pre-screening done by K teacher while parents attend sessions planned by school. Attendance was 609 pre K students out of 738 registered for school (82%),and 661 adults.</li> </ul> <p><b>Participation in Research Projects</b></p> <ul style="list-style-type: none"> <li>• <i>Readiness to School Summer Pilot</i> – offered at one site 16 out of 34 possible participated</li> <li>• <i>The NB Schools Literacy Project (CRISP)</i> -this pilot of four elementary schools expanded to include all kindergarten and grade one students</li> <li>• <i>Understanding the Early Years Initiative</i> Survey of all k students was completed</li> <li>• In collaboration with the Department of Education, for the early identification of at-risk students in K, the <i>Teacher’s School Readiness Inventory</i> data was collected by teachers for a random sample of K students</li> </ul>

<b>District 8 Goals 2005-2008</b>	<b>Strategies and Indicators of Success</b>
<p>Increase the number of Grade 2 students who can read at grade level as measured by the provincial Grade 2 Reading Comprehension Assessment.</p>	<p><b>Literacy Intervention Programs:</b></p> <ul style="list-style-type: none"> <li>• Participation rates: 21% of K students, 40% of grade one students , 40% of grade two students, 40 % of grade three students</li> </ul> <p><b>Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Workshop on Reading Comprehension for all teachers K to 5,</li> <li>• First Steps Writing for three schools,</li> <li>• Workshop for all K teachers on Transition to School</li> <li>• 25 sessions for a total of 382 participants led by the Elementary Curriculum Team</li> <li>• Primary Writing Pilot: 20 participants from six schools met 12 times over the school year</li> </ul> <p><b>Provision of professional resources and materials:</b></p> <ul style="list-style-type: none"> <li>• Purchase of teacher and student resources on reading and writing eg: “Literacy Place” a language resource for K students, one per school.</li> <li>• Nelson Language Arts Grades 1 -2 Resource Book for all Intervention Teachers,</li> <li>• Write Traits Kits for grade two teachers</li> <li>• Writing Essentials by Regie Routman one per school</li> </ul>

<b>District 8 Goals 2005-2008</b>	<b>Strategies and Indicators of Success</b>
<p>Raise the level of student achievement in literacy as measured by provincial assessments.</p>	<p><b>Literacy Intervention at Middle School:</b></p> <ul style="list-style-type: none"> <li>The success of the Later Literacy Intervention program was evidenced by increased reading results pre and post - test. Anecdotal response to questionnaires given to principals, parents, and children was very positive as well. 113 children in the district were served through this program targeted for grade 6 students.</li> </ul> <p><b>Plan for Literacy Assessments at Grades 6, 8 and 11:</b></p> <ul style="list-style-type: none"> <li>District Language Arts/ English exams were developed collaboratively with classroom teachers using the provincial testing program as a model. The results of the Language Arts/English exams that were administered in June showed an increase in the pass rate for those same grades assessed in June 2005 (6 and 11). All three grades assessed in June 2006 demonstrated very positive results.</li> </ul> <p><b>Inservice teachers on Literacy topics :</b></p> <ul style="list-style-type: none"> <li>Grade 6 Language Arts teachers were provided with several professional development opportunities that emphasized the teaching of writing and adherence to the provincial rubrics for writing. Resources to support the teaching of writing were provided for teachers and are in use with much success in the middle schools.</li> </ul> <p><b>ESL instruction initiative:</b></p> <ul style="list-style-type: none"> <li>A regional committee with participation from District 2, and 6, as well as participation from local ESL support groups such as Settlement Services and UNBSJ was formed. The committee identified a proposed model of service as well as issues and concerns that will be brought to the Department of Education for consideration and support.</li> </ul>

District 8 Goals 2005-2008	Success Indicator 2005-2006
<p>Raise the level of student achievement in mathematics as measured by provincial assessments</p>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Provided in-service to Resources &amp; Methods teachers four times throughout the year to enhance their knowledge of skills in teaching and assessment of math.</li> <li>• Year 2 saw three more schools participating in Mathematics initiatives: PRIME – 1 school added ( PES), First Steps Math – 2 schools added ( Grand Bay and Inglewood)</li> <li>• District formed a group of educators whose goal was building capacity of teaching mathematics- participated in 4 days of provincial P.D. ( May, Summer 2006)</li> <li>• Every teacher of Mathematics, K-8 participated in a half day inservice on curriculum and teaching strategies with supporting resources.</li> <li>• Focus hours held by Math Mentors</li> <li>• Parent Nights held to help parents with strategies to assist their children in Math</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• Provided math intervention at the grade 5 &amp; 8 level for low achieving students one hour a day for a month.</li> <li>• Provided a three week intervention on essential skills for all grade nines with pre &amp; post testing to assess students' level of understanding.</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Implemented common district assessments at grades 3,6,9 and 11 in line with Mathematics curriculum documents and have started an item bank at those levels to provide help in areas that require further support.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Resources were purchased to enhance delivery of curriculum K-12</li> </ul>
<p>Raise the level of student achievement in science as measured by international, national and provincial assessments.</p>	<p><b>Expand opportunities to further teachers' knowledge</b></p> <ul style="list-style-type: none"> <li>• Provided in- service for all middle school and grade 9 and 10 science teachers.</li> </ul> <p><b>Initiative to Enrich Science Learning</b></p> <ul style="list-style-type: none"> <li>• Held district and Fundy Regional Science fairs. The APEGNB and Engineers Without Borders contributed guest speakers to work with groups of 25 students on various related topics.</li> </ul>

District 8 Goals 2005-2008	Strategies and Indicators of Success
<p>Increase the number of students participating in enrichment experiences as measured by student registration data.</p>	<p><b>Enrichment initiatives</b></p> <ul style="list-style-type: none"> <li>• Math Olympics (school wide &amp; district event) with 7,000 participants with assistance from 100 high school leadership students.</li> </ul> <p><b>Consult with schools to help meet students' needs</b></p> <ul style="list-style-type: none"> <li>• Initiated Enrichment survey of teachers and administrators to provide further support for teachers with the high achieving students.</li> </ul> <p><b>Develop partnerships to support enrichment</b></p> <ul style="list-style-type: none"> <li>• Started a 5 year Initiative overseen by UNBF called the Crystal Projects involving elementary &amp; middle level.</li> <li>• Jewish Holocaust Study Group is on going project for grades 11 &amp; 12 students.</li> </ul>
<p>Raise the level of student achievement in French Second Language as measured by provincial assessments.</p>	<p><b>Provision of In-service and Professional Development :</b></p> <ul style="list-style-type: none"> <li>• Every teacher in Early and Late Immersion teachers participated in workshops with a focus on reading comprehension, and writing strategies and literacy assessment</li> <li>• All Elementary Core French teachers received in-service on the Gestual Approach to teaching a second language.</li> <li>• Every Middle School French Core teachers received in service on new resources.</li> <li>• 10 French Second Language Teachers participated and facilitated presentations at the National Association for French Immersion and French Core Teachers in Moncton.</li> <li>• High School students participated in the Québec – New Brunswick Exchange</li> </ul> <p><b>Promoting French Culture and Language through Out of Class Experiences:</b></p> <ul style="list-style-type: none"> <li>• All French Early and Late Immersion students from grades one to eight participated in 3 French Cultural Programs during the school year.</li> <li>• French Core Students and Immersion Students participated in Dialogue Nouveau Brunswick</li> <li>• French Immersion Students at the High School level wrote articles for the Saint Jeannois, a local French Newspaper</li> <li>• Over 60 French Immersion and French Core Students participated in the District competition and 12 French Immersion and French Core Students participated in the Provincial French Oratorical Competition.</li> <li>• 8 French Immersion High School Students participated in a National Conference on French for the Future.</li> </ul>

<b>District 8 Goals 2005-2008</b>	<b>Strategies and Indicators of Success</b>
<p>Raise the level of student achievement in French Second Language as measured by provincial assessments.</p>	<ul style="list-style-type: none"> <li>• 15 French Core and French Immersion Students participated in the Gr. 9 &amp; Gr. 10 Summer Language Program at the Université de Moncton.</li> <li>• Classes visited Circle Square Ranch for a French Camp Stay.</li> <li>• 6 schools visited various locations within our district as well as Quebec during the school year .</li> </ul> <p><b>Research Intensive Core French:</b></p> <ul style="list-style-type: none"> <li>• Visits were made to two school districts offering the Intensive Core French Program. Observations in classrooms and discussions with teachers and Learning Specialists were carried out.</li> </ul>
<p>Raise the achievement level of students with diverse learning needs as measured by the special education plans.</p>	<p><b>In-service all teachers on various teaching techniques and learning challenges relative to children with diverse learning needs.</b></p> <ul style="list-style-type: none"> <li>• Provided PD sessions on behaviour and Autism school level. Plan to continue providing both professional and paraprofessional staff.</li> </ul> <p><b>Train all teachers on the use of the electronic Special Education Plan.</b></p> <ul style="list-style-type: none"> <li>• All Administrators, Resource Teachers and Classroom Teachers had a static presentation as well as a hands -on presentation of the new E-SEP. Continuing with follow-up refresher training for those teachers, introducing to new teachers and provide tech support as the process evolves.</li> </ul> <p><b>Develop a coordinated approach to the acquisition and use of assistive technology for special needs learners.</b></p> <ul style="list-style-type: none"> <li>• Majority of schools were provided with a number of pieces of assistive technology software depending on the needs of the learners in the building. FM project underway. Two schools participated in provincial project while others have purchased a number of systems. Creation of an assistive technology library for teachers .</li> </ul> <p><b>In-service teachers on the provincial Autism Spectrum Disorder document and develop a support network for teachers on teaching autistic children.</b></p> <ul style="list-style-type: none"> <li>• All Administrators and Resource teachers, as well as a number of school staff have been in-serviced.</li> </ul> <p><b>Promote and support the collaborative model as a “best practice” in meeting the needs of all learners.</b></p> <ul style="list-style-type: none"> <li>• The collaborative model has been reinforced with teachers through the efforts of administrators and resource teachers</li> </ul>

<b>District 8 Goals 2005-2008</b>	<b>Strategies and Indicators of Success</b>
<p>Increase opportunities for students to access career counselling and facilitate successful transitions from school to work and post-secondary study.</p>	<p><b>Training and Professional Development</b></p> <ul style="list-style-type: none"> <li>• Information sessions for teachers in BTIP on career planning and post-secondary options for students</li> <li>• Post-Secondary Days and Take Your Kids to Work held in Fall, 2005</li> <li>• Inservice provided to guidance counselors in technological applications in career counselling</li> </ul> <p><b>Career Centre at SHS</b></p> <ul style="list-style-type: none"> <li>• Face-to-face contact with approximately 7500 individual students</li> <li>• Student visits ( classes to Career Centre ) totalled 5610</li> <li>• Appointments with 100 students alone or with parent</li> <li>• Online career counseling through Career Cruising saw total number of logins at 7562, and 2346 new student accounts where portfolios created</li> <li>• Total Career Centre website visits were 5193 from server</li> </ul>

## LEADERSHIP

District 8 Goals 2005-2008	Strategies and Indicators of Success
<p>Raise the competency level of school administrators in instructional leadership as measured by the District's Administrator Performance Review</p>	<p><b>The Leadership Development Program :</b></p> <ul style="list-style-type: none"> <li>• This program continues to have many applicants each year for the twenty-four positions. The two-year program is a joint venture by School Districts 6 &amp; 8. Many of the district's new school administrators were part of the Leadership Development Program.</li> </ul> <p><b>Supervision of Instruction training for administrators :</b></p> <ul style="list-style-type: none"> <li>• School and district administrators participated in Walk-Through supervision training. A two-day orientation to Walk Through supervision was held in August followed by two-day training sessions in November and January.</li> </ul> <p><b>Support for new administrators through BAP:</b></p> <ul style="list-style-type: none"> <li>• Six new administrators participated in the District's Beginning Administrator Program together with six mentors. Topics addressed over the year included assessment for learning, organizational skills, and behaviour planning for at risk students. Participant feedback indicated that an increase in the time available for contact between the mentor and the new administrator was very beneficial.</li> </ul> <p><b>Planning, curriculum and assessment :</b></p> <ul style="list-style-type: none"> <li>• Administrators were active participants in developing, promoting and in-servicing on best practices relative to promotion, report card writing, and building professional learning communities.</li> </ul> <p><b>Administrator's Review Process :</b></p> <ul style="list-style-type: none"> <li>• The Administrator Review process for principals and vice-principals continues to be implemented and revised to ensure that it maintains its focus on administrator's professional growth. Thirty-two administrators were identified as participants in the 2005-06 review process.</li> </ul> <p><b>Teacher Review Process:</b></p> <ul style="list-style-type: none"> <li>• During the 2005-06 school year there were 134 teacher performance reviews completed by school administrators and submitted to the District Office.</li> </ul>

## PROFESSIONAL PRACTICES

District 8 Goals 2005-2008	Strategies and Indicators of Success
<p>Promote a culture of teacher professionalism as measured by participation data.</p>	<p><b>Professional Growth Plans</b></p> <ul style="list-style-type: none"> <li>• All teachers were required to complete and submit a professional growth plan for the 2005-06 school year. School administrators review and discuss growth plans with individual teachers.</li> </ul> <p><b>Beginning Teacher Induction Program</b></p> <ul style="list-style-type: none"> <li>• The expanded Beginning Teacher Induction program included 32 teachers in year one and 58 teachers in year two of the program. Participants completed a feedback survey in June and a report on their feedback is being prepared by the University of New Brunswick. The report is expected to be released early in the 2006-07 school year.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• In-service and professional development sessions were conducted to introduce new instructional resources, assessments, teaching techniques, and curriculum changes.</li> </ul> <p><b>Access to Professional Resources</b></p> <ul style="list-style-type: none"> <li>• Audio Visual resources received following the closure of the Instructional Resources Branch have been catalogued and made available for loan to teachers at the District 8 Library Cataloguing Office in Millidgeville North School.</li> </ul> <p><b>Mentor Support for teachers</b></p> <ul style="list-style-type: none"> <li>• Curriculum team members, subject mentors and classroom teachers supported new teachers and teachers reassigned to a different grade level. These supports included in-service, classroom observations, peer demonstrations and professional resources.</li> </ul>

## POSITIVE LEARNING ENVIRONMENT

<b>District 8 Goals 2005-2008</b>	<b>Success Indicator 2005-2006</b>
<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>	<p><b>PLEP and behaviour tracking</b></p> <ul style="list-style-type: none"> <li>• Two Learning Specialists represented district at provincial level in development of modified tracking form. These were implemented in September 2006. Many of District school administrators used these tracking forms from March to June 2006 Winschool and new form are now aligned for easier use.</li> <li>• Behaviour tracking data was used to identify concerns. Reports were collected from schools every 2 months. Presentation to DEC by the district Winschool Specialist to explain how data collection and behaviour tracking done.</li> </ul>

