

School District 8

District Performance Report

2007-2008

“When Kids Come First”

Appendix: Report Card 2007-2008 (*separate document*)

Commitment # 8 School Readiness : All children will enter kindergarten “ school ready”

District Goal

Increase the number of children entering school with improved readiness skills as measured by Teacher’s School Readiness Inventory (Introduced Sept 2005)

Strategies

- Encourage early intervention for pre-kindergarten children in need.
- Continue pre-school screening initiatives that focus on school readiness.
- Conduct early kindergarten registration.
- Participate in research projects such as the New Brunswick Schools Literacy Project (a CRISP initiative) and Understanding the Early Years (a federal government initiative).
- Coordinate with schools to offer readiness sessions for pre-K children and parent information meetings on school readiness topics.

Actions: 2007-2008

- Continued use of the Teacher’s School Readiness Inventory.
- EYE-DA Assessment administered at seven schools in February (154 students) A School Readiness Program operated in 5 schools (PES, Forest Hills, Champlain Hgts, Prince Charles, and Grand Bay) Focus on building capacity in pre-k students in 4 domains: Awareness of Self and Environment, Cognitive Skills, Language and Communication, and Physical/Motor Skills.
- Registration held in October 2007; 565 K students registered.
- Early Years Evaluation – Direct Assessment Pilot Project participation (7 schools in 07-08 – Centennial, M. Gerald Teed, HWSF, St. Patrick’s, Glen Falls, Champlain Heights, Brown’s Flat; full participation as mandated by DOE for 2008-2009.
- Parent information sessions on school readiness were held in November at 10 locations in the district. Community groups like Public Health and Speech Language Services provided information to parents regarding K readiness at these sessions.
- Centennial School and Glen Falls School held additional information sessions throughout the year (total 10 evening sessions and 6 daytime sessions) Teachers, administrators, parents, and children met over supper on a monthly basis. Guest speakers, activities, practical information on school readiness were the focus of these sessions.

<p>Commitment # 2 Literacy: 90% of students reach the reading standard at Grade 2 and again at Grade 4; 20% exceed it.</p>	
<p>District Goal</p> <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>	
<p>Strategies</p> <ul style="list-style-type: none"> ○ Continue the commitment to K-3 literacy (English and Immersion). ○ Monitor the impact of intervention initiatives on student learning. ○ Work directly with low performing schools. ○ Support continued professional development including training for intervention teachers, a balanced literacy approach in all classrooms, and a focus on writing (First Steps). 	<p>Actions : 2007-2008</p> <ul style="list-style-type: none"> ● Literacy Intervention Coordinator and Assistant Coordinator positions funded. ● 3 Elementary French and English Literacy Mentors – provide support to administrators and classroom teachers funded. ● 2 Literacy Intervention Coordinator positions funded (English and French). ● F.I. Program: Eighteen teachers of Grades 1, 2, 3 met once monthly by grade level to enhance their teaching strategies using student samples for growth in reading, writing and oral production. Literacy interventionist provided teachers with classroom visitation, modeling of lessons, curriculum mapping and evaluation rubrics. ● Literacy Intervention programs were provided in all elementary schools and included intensive intervention (4 hours per day for 20 days) and support intervention (30-45 minutes per day for 40 days). There were literacy interventions in English for 893 students in K to Grade 3, and in French for 263 students in grades 1 to 3. Pre and post literacy testing was administered to all intervention students to measure learning gains. ● Four Sessions were held (equaling 2.5 full days of School based P.D.) and were designed to inform all grade level teachers of Lang. Arts curriculum outcomes and discuss best practices (12 teachers). ● F.I. Program: New Grade 1- teachers (6 teachers) identified and received support regularly. ● First Steps Writing program delivered to: <ul style="list-style-type: none"> - Refresher to teachers who received <i>1st Edition First Steps</i> inservice 3 years ago (25 teachers) - Three <i>Focus Hour</i> Sessions on 6+1 Traits in Writing (33 teachers) - 24 F.I. elementary and middle school teachers received in-service in teaching English Language Arts - Four <i>Focus Hour</i> Sessions on the Lucy Calkins Primary Writing Program (44 teachers) - Reading and Writing Standards Document – Understanding and Implementation (44 teachers) - Book Study – Frank Serafini – Focus on cross curricular connections (8 teachers) - DIBELS Testing: 6 sessions including training in testing, data interpretation, and surveys to four schools.

<p>Commitment # 2 Literacy : 85 % of all NB students reach or exceed the standard in Grades 6-12 on provincial assessments of literacy</p>	
<p>District Goal</p> <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 Grades 7 & 9.</p>	
<p>Strategies</p> <ul style="list-style-type: none"> ○ Support a focus on literacy across the curriculum in all schools. ○ Continue to support the literacy intervention initiative for middle school students who require additional learning support. ○ Develop a curriculum map for middle level language arts. ○ 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. ○ Develop a plan for district literacy assessments at Grades 6, 8 and 11. ○ Develop a collaborative community with various cultural advocates and groups on English Second Language instruction and other literacy initiatives. ○ Inservice EAL tutors on teaching strategies. 	<p>Actions : 2007-2008</p> <ul style="list-style-type: none"> ● Cross Curricular Reading Tools provided for teachers – includes literacy strategies across subjects ● Facilitator training for “Stepping Out” program. ● District intervention program provided in all middle schools at the grade six level. ● Maps developed across the middle years. Resource developed and introduced to middle level LA teachers. ● Literacy inservice provided on CD days. Reading and writing as well as standards and maps were introduced. ● Assessments developed and implemented. ● ILF grant received for Welcome Centre at PCS: Intensive language instruction and cultural support for EAL students. ● Inservice provided during CD days.

<p>Strategies</p> <p><i>(continued)</i></p> <ul style="list-style-type: none">○ Develop EAL curriculum.○ 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>Actions : 2007-2008</p> <ul style="list-style-type: none">● Ongoing work with provincial EAL committee.● Sessions provided during CD days.● Teacher Resources provided.
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<p>Commitment # 2 Numeracy : 90% of all NB students will reach the numeracy standard at Grade 3 and again at Grade 5, 20% exceed it.</p>	
<p>District Goal</p> <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 5 and 8.</p>	
<p>Strategies</p> <ul style="list-style-type: none"> ○ Increase the focus on K-12 mathematics teaching and learning. ○ 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. ○ Implement math interventions for students requiring additional learning support at the elementary level. ○ 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. ○ Use the professional resources PRIME and First Steps to strengthen teacher practice. ○ Utilize the diagnostic tools from PRIME and First steps to direct student intervention. ○ Initiate Grade 9 Intervention Program to identify Middle School gaps and present a compacted curriculum. 	<p>Actions : 2007-2008</p> <ul style="list-style-type: none"> ● Ongoing ● PRIME inservice delivered to Resource and Methods teachers and Math coaches. ● Decrease in the number of students requiring intervention in Grades 3-5 and in Grade 9. ● Continuing ● Five (5) school faculties and 100 teachers trained in PRIME and FIRST STEPS Math. ● 100 teachers trained this year- whole school and individual teachers. ● Grade 9 Intervention program resulted in 25-30 % of High At Risk students promoted in Math.

Commitment # 2 Science	
District Goal	
<p>Raise the level of student achievement in science as measured by external assessments.</p>	
<p>Strategies</p> <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. 	<p>Actions: 2007-2008</p> <ul style="list-style-type: none"> ● Crystal Project going into Year 3, involves three schools in district. ● Crystal Project Fair held with participants from Districts 6, 8 and 10: Presented results of Project Based Learning in Science. ● Quality and quantity of Science projects enhanced in District Science Fair this year. ● Partnership established with UNBSJ to enhance both Student and Public participation in Science Fair. ● ILF funding \$ 2, 295 for Space Camp: Development of a 10 module unit on Space explanation for Grade 5 students. ● ILF funding \$ 2, 423 for Sustainability Education: Develop an activity- based unit of study focusing on a Sustainability Centre for Action Projects undertaken by students. ● Curriculum mapping of units is underway.

Commitment # 7 Second Language Proficiency :

70% of all high school graduates will be able to function effectively when speaking their second official language.

District Goal

Raise the level of student achievement in French Second Language as measured by provincial assessments.

Strategies

- 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.

Actions : 2007-2008

- All teachers were provided inservice once monthly of Grades 1, 2 and 3. During CD days, 72 teachers of Early and Late Immersio , Grades 1-8 along with 18 High School teachers and 36 Core French teachers received curriculum inservice in literacy development.
- Middle Schools participated in Dialogue N-B
- All F.I. schools participated in Concours D’Art Oratoire
- Student exchange to Quebec involved 2 students
- Circle Square Ranch involved 5 schools
- Programme Culturel served 1, 658 students
- French Cultural Week had 5 schools participate
- Successful implementation took place in thre schools.
- Positive feedback gathered from questionnaire from parents and students

Commitment # 3 Help students develop a passion for learning through exposure to a diversity of learning experiences.

District Goal

Raise student participation in diverse learning experiences through Enrichment, Co-Operative Education and the Arts.

Strategies

- 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

Actions : 2007-2008

- Continued increase in the number of students participating in school level and district level Math Olympics.
- Marked increase in participation in District Science Fair.
- Increased participation in district and regional Heritage Fair held at N.B. Museum and Atrium at Brunswick Square.

- District 8 students constituted 25 % of total participation in Co-Operative Education programs province-wide.

- Increased participation in middle school instrumental programs (wind and strings)
- Increased participation in multi-cultural, cross curricular activities in Middle School (i.e.e heritage fair, musicals, film, and art displays, etc.)
- Increased enrollment in existing courses in Music, Art, and Theatre Arts.
- Incorporation of innovative initiatives to curricular courses (i.e. song writing workshops, early music presentations, visits with fine arts professionals)
- Continuing development and enrollment in Local Options Courses (i.e. Theatre, Choral Studies, History of Rock and Roll, Instrumental Music)
- Continued development of extra-curricular and co-curricular activities in the Arts.

Commitment # 5 To live up to the Promise of Inclusion: Challenge and support students with a range of particular needs to reach his or her own potential.

District Goal

Raise the achievement level of students with diverse learning needs as measured by their special education plans.

Strategies

- In-service all teachers on various teaching techniques and learning challenges relative to children with diverse learning needs.
- Continue to support all teachers and train new teachers on the use of the electronic Special Education Plan.
- Develop a coordinated approach to the acquisition and use of assistive technology for special needs learners.
- 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.
- Employ Resource Teachers with specific A.S.D. training to support the instruction of children under the Autism Spectrum.

Actions : 2007-2008

- Ongoing in-services and workshops targeted towards both classroom and resource teachers as well as teacher assistants on a number of exceptionalities including autism, learning disabilities, Cystic fibrosis and Angleman Syndrome; etc.
- Sixteen teachers received “ Schools Attuned” training and certification.
- Conducted fall workshop for all new resource teachers on the electronic Special Education Plan. Refresher workshop also held in the fall for returning resource teachers on changes to system; Individual school workshops for classroom teachers; In-services BTIP and Leadership Development participants. Ongoing mentoring and support for all teachers on the electronic SEP system. One person has been designated to take the lead on the system and stay fresh on changes. In addition this person sits on provincial E-SEP review committee.
- Continue to acquire assistive technology items from New Brunswick Easter Seals March of Dimes; Offered workshops facilitated by both district staff and well as outside individuals on software packages; Acquired and installed over sixty classroom amplification systems; acquired a number of computers (laptops and desktops) for the use of special needs children.
- Ongoing in-service on autism for both classroom teachers; resource teachers; Leadership Development participants and teacher assistants; Two Resource Teachers Autism appointed to work with both students under the spectrum as well as school staff. One resource teachers and eight teacher assistants trained through UNB-Cel. District hosted Atlantic Canada workshop facilitated by Dr. L. Wiley.
- Designated a resource teacher to take the lead on supporting district teachers in the area of Learning Disabilities.

<p>Strategies (<i>continued</i>)</p> <ul style="list-style-type: none"> ○ Employ Resource Teacher to support the instruction of children with Learning Disabilities. ○ Promote and support the collaborative model as a “best practice” in meeting the needs of all learners. ○ Provide inservice to Physical Education specialists on adaptive physical education to increase the participation of students with exceptionalities. 	<p>Actions : 2007-2008</p> <ul style="list-style-type: none"> ● Assisted schools with the development and operation of school based student services teams; District personal attend meetings regularly. ● Designated a resource teacher to take the lead on supporting district teachers in the area of Learning Disabilities. ● Started to develop District resource library on adaptive physical education strategies. ● Elementary P.E. teachers participated in summer workshops including Best Practices for Inclusion.
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**Commitment # 3 Support successful transitions to further learning , training and work :
Provide quality strengths based guidance and career counseling : Strengthen portfolio-based learning**

District Goal

Increase opportunities for students to access career counselling and facilitate successful transitions from school to work and / or post-secondary study.

Strategies

- Provide in-service to a team of guidance counsellors in technological applications to career counselling.
- Support guidance counsellors in the development and implementation of a school based approach to the use of student portfolios.
- Conduct information sessions for teachers in the Beginning Teacher Induction program on career planning and post-secondary options for students.
- Coordinate annual career information events such as Post-Secondary Days, Job Fest, and Take Your Kids to Work.
- Continue to support the Career Centre, Cooperative Education, and the New Brunswick Youth Career Connections Program (formerly Youth Apprenticeship Program).

Actions: 2007-2008

- Ten (10) Guidance counselors received training for Career Transitions- Choices Planner/Explorer re: Electronic Portfolio in November 2007
- Electronic version of the Linking to the Future portfolio will be developed for all incoming grade 9 students 2008-2009. This e-version continues to have career development information added to it over their remaining years of high school.
- Training is done in conjunction with their BTIP mentor.
- Events continue to be ongoing annual activities.
- Continue to raise awareness of these programs and encourage youth participation by ensuring that all counsellors have the necessary information with regards to these programs in a timely fashion.

Commitment # 4 Give educators the tools to innovate and lead: Ensure strong school leadership

District Goal

Raise the competency level of school administrators in instructional leadership as measured by the District’s Administrator Performance Review.

Strategies

- Promote and support the Leadership Development initiative.
- Continue the implementation of the teacher performance review process.
- Further educate school administrators in Professional Learning Communities framework in order to support implementation of said framework in District 8 schools.
- Work with school administrators to address pedagogical matters including planning, curriculum and assessment.
- Encourage school administrators to champion school-based teams to address teaching and learning.
- Support new administrators in the Beginning Administrators Program.
- Provide opportunities for current administrators to serve as mentors to new administrators.

Indicators of Success: 2007-2008

- Leadership Development Program graduated 12 participants June 2008. New LD Program received 16 participants October 2007.
- All administrators in 2nd and 4th year of their term were reviewed.
- PLC sessions held at each monthly Principals’ Meeting.
- District PLC Leadership Team attended PLC conferences in Vancouver and Ottawa.
- District PLC Leadership Team membership was 2/3 school administrators.
- All High School Administrative teams met with staff of Bernice McNaughton School (District 2) to look at PLC model.
- Learning Specialist for High schools meets with principals for quarterly review.
- All High Schools have a PLC team.
- Provide follow-up support/mentorship through an Advanced BAP (Beginning Administrators Program) to teachers and administrators who have been promoted to a Principal’s position .
- Ongoing BAP enables mentorship.

<p>Strategies</p> <p><i>(continued)</i></p> <ul style="list-style-type: none"> ○ Continue the Administrator’s Review process to give performance feedback to school administrators. ○ Encourage schools to explore creative ways to meet the needs of all students and to utilize the Innovative Learning Fund. ○ Support the locally developed PLC of Middle Level Physical Education specialists as they promote best practices in the district. 	<p>Actions : 2007-2008</p> <ul style="list-style-type: none"> • ongoing • District 8 received funding for 21 projects totaling \$ 260,000 in grants. • Group met regularly throughout the year. PLC participated in provincial PD and some members led district P.D.
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Commitment # 3 To help children develop a passion for learning:

Quality learning starts with quality teaching: Promote quality teaching and the sharing of best practices.

District Goal

Promote a culture of teacher professionalism as measured by data collected reflecting participation in PD and further learning.

Strategies

- 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?

Actions: 2007-2008

- Provided materials and professional development on the Growth Plan Model and the Teacher Performance Reviews, including walk through observations.
- BTIP 1/ BTIP 2 continued to provide support to all first and second year teachers. Curriculum Delivery days held in Fall 2007 and Spring 2008 provided PD to teachers in areas of curriculum and pedagogy.
- 15 FSL teachers involved in Curriculum Delivery Days presentations
- Professional Resource Centre is located at MNS and contains videos and text resources designed to further professional learning of educators. Materials are available to be borrowed by individual educators or schools.
- Teachers were introduced to professional resources on the portal.
- Math mentors, math coaches and literacy intervention teachers together with school staff provided support to new and re-assigned teachers.
- District team organized production of posters and question sheets for all district schools and staff.
- Full day PLC session in February 2008 (Solution Tree) for all district Teachers and Teacher Assistants.

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