



DISTRICT 6 IMPROVEMENT PLAN 2009 - 2012

October 14, 2009

DISTRICT 6 MISSION STATEMENT

Our mission is to ensure student success.

BELIEFS AND VALUES

We believe in student success.

We believe every individual has value.

We believe everyone can learn.

We believe in continuous learning.

We believe in community partnerships.

We believe in safe and healthy learning environments.

We believe that with rights comes responsibility and accountability.

ENDS POLICIES

Students and staff will learn and work in a safe, healthy and positive environment, supported by family, community agencies and groups.

Students will demonstrate continuous improvement in literacy skills (English and French), reaching or exceeding provincial targets.

Areas of focus for 2009-2012 will include, but not be limited to, French Second Language, writing across the curriculum, and literacy through science.

Students will demonstrate continuous improvement in numeracy skills, meeting or exceeding provincial targets. An area of focus for 2009-2012 will be numeracy across the curriculum.

School District 6 will develop further and enhance strong family, business and community partnerships, focusing on communication, and family/community engagement.

DISTRICT 6 IMPROVEMENT PLAN

Ends Policy 1 Students and staff will learn and work in a safe, healthy and positive environment, supported by family, community agencies and groups.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
1.1 Students will learn in a safe environment.	a. Training of a Learning Specialist as a facilitator for Level 1 Threat Assessment.	Training occurs	2009-2011	Superintendent Student Services 6-12 Learning Specialist
	b. Deliver Level I Threat Assessment training for new administrators and guidance.	Training occurs Number of participants	2009-2010	Student Services Learning Specialists Superintendent
	c. Deliver Level 2 Threat Assessment training to selected school staff and partners.	Delivery of training Number of participants	2009-2012	Superintendent Student Services Learning Specialists
	d. Distribute the District 6 Threat Assessment Protocols Brochure to families and ensure schools are familiar with the procedures to be followed.	Distribution of letter and brochures Post on website	2009-2010	Superintendent Student Services Learning Specialists
	e. Collaborate to establish a School District 6 definition of “bullying,” and share with staff and families.	Develop a School District 6 “Bullying Awareness” brochure including a definition and family information.	2009-2010	Student Services Learning Specialists Guidance
	f. Review anti-bullying programs currently in use, and implement a common program by level (awareness & education).	Identifying anchor resources by level – identifying the essential learnings and resources with consistency in language and processes across levels.	2009-2012	Administrators Guidance/SIW’s Community Partners Student Services Learning Specialist
	g. Presentations at all high schools by Dwayne Peace, Calgary. This is a partnership co-ordinated by the John Howard Society.	Visit held – feedback from students Number of participants	2009-2010	Superintendent High Schools Community Partners Student Services Learning Specialist 6-12

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	h. Ensure all schools have a Code of Conduct and Pyramid of Interventions.	Copies shared with District & Codes shared with families on web sites	2009-2010	Administrators Student Services Learning Specialists
	i. Conduct an EMO exercise yearly involving the District Team and one school.	Exercise completed and feedback received	2009-2012	Director of Finance & Administration and District Team
	j. Implementation of new Provincial Travel Guidelines – Policy 512, 513, 6-360 - including driver training.	Monitoring of guidelines Sharing at level administrator meetings Number of drivers receiving training	2009-2010	Director of Finance & Administration/ Transportation Manager Superintendent Director of Education Level Specialists Administrators Teachers/Coaches
	k. Continue the installation of video surveillance cameras when necessary and as financial resources permit.	Feedback from schools Reduction in vandalism/money saved Number of cameras installed	2009-2012	IT & Director of Finance and Administration School Administrators
	l. Offer first aid training for coaches, bus drivers and other staff as required.	Compliance with coaching guidelines Appropriate action when accidents occur Number of participants	2009-2012	Middle and High School Learning Specialists Administrators Staff
1.2 A healthy lifestyle will be promoted for staff and students.	a. Offer additional physical activities for elementary students, working toward the provincial goal of 150 minutes/week.	90-150 minutes of Physical education per week	2009-2012	Enrichment Specialist Elementary Mentor School Principals Director of Education

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	b. Prepare for the administration of the 40 Developmental Assets Survey (done in 2001) to a sample of students in middle/high schools, using a grant from Atlantic Health Sciences Corporation.	Educate administrators on the developmental assets Review past results	2009-2010	Healthy Learners Nurse/ Health Advisory Director of Education Principals 6-12
	c. Administer the Provincial Health Surveys - grades 6-12 from UNB, share data and form action plans.	Administration of survey, sharing of results with schools & PSSCs	2009-2012	Healthy Learners Nurse Administrators 6-12 Director of Education
	d. Participate in the Mental Health First Aid facilitator training (middle/high).	Training session offered Number of participants Staff better prepared to support students with mental health challenges	2009-2012	Selected participants Director of Education Superintendent Mind Care
	e. Networking between high schools on strategies to reduce student smoking and enforcement of the Smoke Free Places Act.	Participation in information sessions for school leads and for students Awareness of Smoke Free Places Act	2009-2012	Middle/High School Administrators/Lead Teachers Student Services Learning Specialist 6-12 Superintendent Healthy Learners Nurse
	f. Preparation for H1N1 flu with plans and preventative measures.	Pro-active communication by letter and web Supply education materials for staff and families and students Contingency plans	2009-2010	Director of Finance & Administration Facilities Manager Healthy Learners Nurse Administrators Superintendent

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	g. Implement initiatives to promote a greener environment within schools – e.g., recycling, composting, computers turned off	Number of initiatives implemented	2009-2012	Director of Finance & Administration Facilities/IT Departments School Administrators
	h. Offer one week of the spring Professional Seminar Series focusing on healthy lifestyle - open to all staff.	Number of sessions held/feedback Sending a message that wellness is important and teachers are role models	2009-2012	PD Learning Specialist Staff presenters NBTA Wellness Champions & school-based reps
	i. Offer PD to all school/district staff on a topic related to healthy lifestyle on the afternoon of one of the two Parent Teacher Conference Days (fall or spring).	PD held with the message that wellness is important.	2009-2012	NBTA District Wellness Champions & school reps Administrators
	j. Publish a wellness tip each week in Commufax	Number of tips published	2009-2010	NBTA District Wellness Champions
	k. Continue to consult with local vendors interested in offering items for hot lunch programs that support Policy 711.	Compliance with Dept. of Education Policy 711 Number of vendors participating	2009-2012	Healthy Learners Nurse Nutritionist
1.3 Students and staff will work in a positive environment.	a. Offer PD to staff on cultural diversity, focusing on schools with an international population.	Sessions held focusing on KV schools Understanding of students from other countries/number of participants and feedback	2009-2012	International Student Co-ordinator Valley Schools

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	b. Introduce a Student Ambassador Program for new middle school international students	Number of schools involved Number of ambassadors	2009-2012	Lead Middle Schools International Student Co-ordinator Tutors
	c. Include all staff in communication and in consultation and collaboration where possible (teaching and non-teaching).	Positive feedback from staff Sense of team and belonging Feedback from Superintendent Information Exchange	2009-2012	District and School Leaders
	d. Provide PD for Principals and Vice-Principals on mediation skills and communication and conduct book studies on topics relating to positive environment (eg., What Great Principals Do Differently).	Sessions offered/books shared Increased skill level of leaders	2009-2012	Director of Human Resources and District trained team Superintendent and Director of Education
	e. Expand the Partners for Youth Program to include SES, SMS and HMS.	Sessions held/number of students and feedback Decline in behavioral incidents	2009-2010	Partners for Youth Student Services Learning Specialists Administrators
	f. Return visits by authors Ron Morrish and Maggie Mamen – sessions for parents and educators.	Number of participants	2009-2011	Superintendent and Director of Education
	g. Offer PD for all staff on behaviourally challenged students (e.g., non-violent crisis intervention) – TAs, drivers, new teachers.	Sessions held/number of participants Increased skill level of staff	2009-2012	Learning Specialists Transportation Manager

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	h. Develop and implement a Code of Behavior for all District employees.	Development & sharing of code	2009-2012	Director of Human Resources and Committee
	i. Explore the use of restorative practices at grades 6-12.	Research and share information with school leaders and guidance	2009-2012	Grade 6-12 Student Services Learning Specialists Police School administrators
	j. Expand involvement in the “Inclusive Education Project” to all high schools.	Number of sessions and participants/feedback	2009-2010	6-12 Student Services Learning Specialist and Student Services teams High School Principals
	k. Celebrate initiatives: Poster Calendar distributed to schools & community partners. Christmas Float, mascot and Eye Spy.	Number of posters distributed Number of submissions	2009-2012	Celebrate Steering Committee Director of Education
	l. Create a Celebrate Book – “Celebrate From Within” - to share with schools and the community.	Finished book	2009-2011	Celebrate Steering Committee Director of Education

Ongoing/Initiatives - Positive Environment

- Roots of Empathy
- Celebrate post cards/website/newsletter/DVD/presentations
- Superintendent Information Exchange
- Employee Recognition Program
- Staff Newsletter
- Recognition of staff/students through Commufax and personal letters
- Ron Morrish – “School Wide Discipline”
- Bully Smart - Elementary level
- Peer Helpers/Peer Mediation - Middle level
- Alternative Education: PALS Sussex and Hampton/Portage Atlantic
- Provincial Behavioral Tracking forms and review of the monthly data
- Individual Behaviour Support Planning/Training

Ongoing Initiatives - Safe Environment

- 701 Training
- Volunteer guidelines
- Criminal Record Check
- Visitor Sign in
- School Intervention Workers (SIWs) at K-8/PALS
- Turnaround Achievement Awards – grades 6-12
- Maintain community partnerships (Police, Mental Health, Social Development, John Howard, Public Safety, Addiction Services, etc.)
- School EMO Plans
- Emergency evacuations/lockdowns

Ongoing Initiatives - Health

- Elementary Physical Education specialists/mentor
- Healthy Learners Nurse
- District Health Advisory Committee/website
- Scent free policy
- DARE Drug Program (grade 5 and revisit at grade 7)
- Monitor Policy 711/consult with Parent groups
- School Communities in Action/Pedometer Program
- Professional Seminar Series sessions
- Physical Education Specialists K-12
- Partnership with Portage Atlantic
- Employee Family Assistance Program
- Dress-down Fridays

Ends Policy 2 Students will demonstrate continuous improvement in literacy skills (English and French), reaching or exceeding provincial targets. Areas of focus for 2009-2012 will include, but not be limited to, French Second Language, writing across the curriculum, and literacy through science.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
2.1 All schools will develop teams that focus on learning and student success following a Professional Learning Communities (PLC) model.	a. All teachers will be a member of a school or District PLC.	Number of teacher teams	2009-2012	Learning Specialists Administrators/SPRs
	b. School teams will develop three SMART goals per year and collaborate to develop common formative assessments.	Number of team summaries received Number of common assessments administered & evaluated	2009-2012	Administrators/SPRs PD Learning Specialist
	c. School & District leaders will participate in learning opportunities to increase their knowledge of PLCs (e.g. workshops, readings).	Continuation of Leadership at work. Learning/sharing opportunities at administrators meetings/PSS Workshops attended	2009-2012	PD Learning Specialist LAW Coaching Team
	d. Review SMART goal development & use of data from common assessments to inform school improvement planning.	Number of participants Improved SMART goals	2009-2012	LAW Team PD Learning Specialist
	e. School teams will identify essential learning outcomes by grade/cluster (numeracy & literacy). The results will be posted on the education Portal.	Finished product by grade level for literacy, numeracy, science	2009-2012	Teachers, Administrators, Learning Specialists/Lead Teachers
	f. Distribute DOE education funds for PLCs following submissions of applications from schools.	Distribution of funds/funds utilized	2009-2012	PD Learning Specialist DOE Funding
2.2 Students will be more proficient in French as a second language.	a. Offer after-school PLCs for Pre, Post and Intensive French teachers.	Teacher feedback Increased student achievement on assessments	2009-2012	FSL Learning Specialists and Leads

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	b. Monitor and continue implementation of provincial French Second Language (Policy 309) changes, and the new Bilingual Learning Environment Policy.	Teacher and Administrator feedback Collection of Teacher Oral Proficiency Certificates and creation of databank Continued implementation of Post Intensive French	2009-2012	Administrators Superintendent Director of Education FSL Specialists
	c. Offer after school focus hour meetings for French Second Language teachers to share resources, teaching strategies and best practices. A list of existing resources for the French Immersion Language Arts curriculum will be updated.	Number of participants per session Feedback from participating teachers Increased achievement of students List of resources circulated	2009-2012	FSL Learning Specialists Literacy Leads
	d. Encourage the integration of technology in French Second Language and English classrooms.	Class participation Feedback from teachers and students	2009-2012	FSL Learning Specialists Administrators Technology Mentors
	e. Modeling of lessons/units to teach reading/writing processes across the curriculum for grades 3-8 teachers.	Teachers using strategies modeled 2009-2010 focus at middle school in procedure & report/description Increased student literacy achievement	2009-2012	French Immersion Literacy Leads Administrators
	f. Administer to a random sample of FI students at grade five an oral proficiency test and complete follow up testing in grade eight.	Maintain proficiency level	2010-2012	FSL Learning Specialist
	g. Addition of an FI Middle Literacy Lead for Teachers and a part-time lead for students at targeted middle school.	Increased student achievement Increased PD for FI teachers	2009-2010	FSL Learning Specialist
	h. PD for administrators on strategies for learning a second language (e.g., Intensive French, balanced literacy in the FSL classroom)	Number of sessions offered Increased student achievement Administrator Walk Throughs	2009-2012	FSL Learning Specialists Literacy Leads

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	i. Purchase and implement reading assessment tools for grade 6.	Random testing of grade 6 students to establish baseline data	2009-2012	FSL Learning Specialists FI Literacy Leads for Teachers
2.3 Literacy skills will be taught across all areas of the curriculum.	a. Continue to communicate the message that literacy is the responsibility of all educators.	Opportunities to address teachers (newsletters, PD Days, Commufax, Administrators' meetings, etc.) "Walk Throughs" by Administrators and SPRs "Look For" information	2009-2012	Superintendent/Director of Education Learning Specialists School Administrators Community Partners
	b. Opportunities for cross-curricular school based literacy teams from each high school to meet and network, share successes and challenges.	Sharing by committee Number of meetings Initiatives undertaken	2009-2012	Middle and High School Learning Specialists High School Literacy Lead for Teachers
	c. Provide the Provincial grade 3-5 and 6-8 Look For Documents for administrators to use when observing instruction and discussing literacy with teachers.	Distribution and in-service of documents for teachers and administrators	2009-2011	Elementary and Middle School Learning Specialists District Literacy Lead Teachers
	d. Modeling of lessons/units to teach reading/writing processes across the curriculum for K-12 teachers.	School PD sessions and classroom visits Improved literacy results.	2009-2012	Literacy Leads for Teachers Elementary, Middle and High School Learning Specialists
	e. Continue the pilot of IBM Destinations at grades 6-8 – Belleisle Regional High School, and Aimsweb at Harry Miller Middle School. Introduce Aimsweb at Rothesay Elementary School.	Improved literacy results	2009-2012	Principal School staffs/literacy leads Technology Mentor
	f. Provide in-service for grade 5 English teachers on the compacted curriculum.	Number of participants in after school focus sessions and PD days	2009-2012	Elementary Learning Specialist

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	g. Professional development for Library Assistants in their involvement with school staff in connecting the curriculum to the library resources.	Number of meetings held	2009-2012	Middle and High School Learning Specialists High School Literacy Lead for Teachers
	h. Continue the implementation of Stepping Out for French Immersion teachers at Sussex Middle School and Belleisle Regional High School (2009-2010). Add additional middle and high schools when funding becomes available.	Number of teachers trained Assessment results Implementation and monitoring of school Stepping Out plans	2009-2012	School Literacy Leads Stepping Out Facilitators Middle School Learning Specialist
2.4 Students will achieve strong results on District and provincial literacy assessments.	a. Conduct In-service on the genre map for new K-5 teachers, grades 6-8, all Language Arts teachers grades 6-8, and develop a grade 9-10 map to include all curricular areas. Note: French mapping is to be adapted and in-serviced as new French curriculum is implemented.	Completion and implementation of document/number of teachers in-serviced Student Portfolio Samples of genre writing Increased achievement on writing assessments	2009-2012	Literacy Lead Teachers Administrators Elementary and Middle School Learning Specialists
	b. Continue the use of writing portfolios in K-8 and implement at grades 9-10. Provide professional development on the use of writing portfolios as a formative assessment tool.	Number of teachers in-serviced Increased writing assessment results	2009-2012	Literacy Lead for Teachers Elementary, Middle and High School Learning Specialists
	c. Organize Professional Development for all K-10 teachers on the Atlantic Canada Reading & Writing Achievement Standards.	Number of presentations and participants Use of standards in report card preparation	2009-2012	Elementary, Middle and High School Learning Specialists District Literacy Lead Teachers
	d. Provide in-service on the “Atlantic Reading Assessment Tool” for grades 3-6 with a focus on new teachers. In-service grade 7-10 English language arts teachers on the Ontario Classroom Assessment (OCA) kit.	Data from the OCA kit is used in PLCs In-service conducted for grades 3-5 English Language Arts teachers	2009-2012	Literacy Lead Teachers Administrators Elementary and Middle School Learning Specialists

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	e. Focus on the English Language Arts curriculum document to promote alignment of literacy instruction to essential learning outcomes in middle and high school.	Post essential learnings on the Portal for grades 9-10 ELA	2009-2012	High School Literacy Lead Middle/High School Learning Specialists English SPRs at high school
	f. Administer the Grade 6 District English writing assessment each fall, using groups of teachers for exemplar selection and incorporating a PD marking session for grades 6/7 teachers and administrators.	Administration of assessment and results returned to schools for PLC analysis Teacher PD through the marking process Use of scoring rubrics Increased writing achievement	2009-2012	Literacy Lead for Teachers Middle School Learning Specialist
	g. Administer a middle level District French writing assessment December of 2010, using groups of teachers for exemplar selection and incorporating a PD marking session for teachers and administrators.	Administration of assessment and results returned to schools for PLC analysis Teacher PD through the marking process Exemplar selection Use of scoring rubrics Increased French writing achievement	2009-2012	FSL Learning Specialist Grade 8 FI Literacy Teachers District FI Literacy Lead
	h. Formulate a District literacy assessment plan to determine key literacy formative assessments for each of grades K-5. The results will be used to inform instruction and monitor DIP goals.	Plan completed, communicated and implemented	2009-2012	Elementary Learning Specialists Literacy leads at the District/Schools Classroom teacher representatives

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	i. Implement the Write Traits resource at high school (grades 9-12).	Number of sessions Feedback from participants Increased writing achievement	2009-2012	Administrators Teachers Learning Specialists Literacy Lead Teachers
	j. Addition of a High School Literacy Lead for teachers.	Work plan School level initiatives Feedback from teachers	2009-2012	Middle and High School Learning Specialists
	k. Develop a balanced literacy block for grades 3-5 English and French Immersion.	Improved student achievement and in-service provided Focus hours on guided reading/ participation Book studies Participants at the “Two Sisters” Conference	2009-2012	Elementary and FSL Learning Specialists Literacy Lead Teachers
	l. Discussions with individual school administrators on provincial assessment data. Schools are setting incremental yearly targets for provincial assessments.	Results shared with teachers and used in development of SMART goals School Improvement Plan strategies	2009-2012	Superintendent Director of Education Administrators Learning Specialists
	m. Implementation of “Step Up to Writing” as an anchor resource K-12 for students learning English as an additional language.	Assessment results Writing samples to monitor progress	2009-2012	International Student Co-ordinator Tutors

Goals	Strategies	Indicators of Success	Timeline	Responsibility
2.5 Students will become more proficient in science by incorporating literacy skills.	a. Incorporate the listening and speaking strands of the English and French Language Arts curriculum into science presentations.	Feedback from Science Fair judges (grades 6-12) PSS Sessions/participants Increased use of science terms during Walk Throughs	2009-2012	Science teachers Literacy Leads Administrators
	b. Include the science curriculum (English and French) when utilizing word/sentence walls in elementary and middle schools.	Word and Sentence Walls	2009-2012	Teachers Literacy Leads
	c. Renewed focus on available resources promoting literacy in science (e.g.: National Geographic, Zenith Reading Kits FI), and websites (e.g.: writefix.com)	Incorporated in school based PD Use of kits	2009-2012	Elementary and Middle School Learning Specialists Administrators Literacy Leads for Teachers
	d. Present Provincial Science Resource packages to grades 3, 4, 6, 7, 8	Feedback survey sessions held	2009-2011	Lead Teachers Elementary & Middle Level Learning Specialists
	e. Increase participation in the annual District Science Fair (middle/high)	Number of participants	2009-2010	Science Teachers Enrichment Learning Specialist Administrators
	g. Introduction of the “Mad Science” after school elementary program.	Number of schools involved and participants	2009-2010	Administrators Elementary Learning Specialist
	h. Develop for each level a list of consumable materials required for teaching science.	Lists developed and posted on the Portal	2009-2011	Teacher Committee Elementary & Middle Level Learning Specialists

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	i. Utilize strong science teachers at upper elementary & middle to support others not having the background.	Offer PSS sessions In-school mentors	2009-2012	Teachers Administrators
	j. Implementation of the provincial Science Safety Document	Sessions held Inventory of materials required	2009-2012	Level Specialists Administrators/Science SPRs Director/Superintendent Facilities

Ongoing - French Second Language:

- Evening French classes for staff/Summer bursary programs
- Good for Kids Program (grades 3 – 8)
- Monitor time on task/teacher qualifications
- Professional Growth Plan Process
- Monitor number of students leaving FI
- Ongoing PD
- Cultural Presentations
- Oratorical competitions
- French for the Future program
- Quebec Exchange for high school students
- Summer Camps (Moncton)

Ongoing - Literacy:

- Literacy teacher interventions K-3, 6-8 & Literacy Leads for teachers.
- Collaborative approach between resource and classroom teachers to accommodate, modify or individualize language arts programs
- Integration of technology
- Professional Growth Plan Process
- Daily opportunities for authentic writing & reading
- PD on cirtial literacy, and the Cross Curricular Reading Tools (6-12)
- Genre map K-5
- Write Traits Kit (K-8)

Ongoing - Boys and Literacy:

- Involvement on provincial committee
- Parent presentations
- Professional Growth Plan Process
- List of reading titles distributed
- Resources ordered for FI classes (2006)
- National Geographic In-Service
- More books of interest to boys
- Promotion of non-fiction materials

Ends Policy 3

Students will demonstrate continuous improvement in numeracy skills, meeting or exceeding provincial targets. An area of focus for 2009-2012 will be numeracy across the curriculum.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
3.1 All schools will develop teams that focus on learning and student success following a Professional Learning Communities (PLC) model.	See strategies from Ends Policy 2.1		2009-2012	Teachers Administrators PD Specialist
3.2 To demonstrate continuous improvement in mathematics through teacher professional development and enhanced assessment data.	a. Offer Professional Seminar Series, After school Focus Sessions, grade level meetings and Curriculum In-service days on how to plan lessons using the Mathematics curriculum document as a primary resource.	Number of teachers attending in-service sessions Use of document in classes as observed by administrators/mentors during Walk-Throughs Use of suggested teaching strategies as observed by administrators, mentors Results on Mathematics assessments (provincial/District 6)	2009-2012	Elementary/Middle-High Learning Specialists Numeracy Leads for Teachers School Administrators Student Services Learning Specialists
	b. Provide support to new teachers in the use of resources which support the Mathematics Curriculum Document through in-service. (K-5 and 6-12)	Number of new teachers attending in-service provided by Math Mentors Results on assessments	2009-2012	Numeracy Leads for Teachers Learning Specialists

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	c. All K-8 Principals and Vice-Principals will participate in a Professional Development session on what to look for in a math classroom (Provincial Look For document). Middle level math teachers will receive an in-service on this document.	Completion of sessions Walk Throughs by school leaders Teacher growth plans	2009-2012	Administrators Numeracy Leads for Teachers Learning Specialists
	d. Continue district year-end assessments at elementary and middle level at grades 2, 4, 6 and 7, to assess student achievement in numeracy at the district level and use data to inform instruction. Grade 9 District common assessment will also continue.	Number of tests developed Baseline results and yearly scores Teacher feedback while marking Improved grades 5 and 8 assessment results	2009-2012	Numeracy Leads for Teachers Teachers/SPRs Learning Specialists Numeracy Leads
	e. Conduct a focus group of “math reps” and administrators following the release of provincial assessment results at grades 5 and 8. Follow-up meetings with administrators on data from provincial and District assessments focusing on struggling schools.	Feedback from teachers Improvement in student achievement	2009-2012	Superintendent Director of Education Learning Specialists Numeracy Leads for Teachers
	f. Update the bank of assessment questions for the outcomes (K-8) to align with the new Math curriculum.	Curriculum and assessment aligned Students are familiar with the types of questions used on district and provincial assessment Improved assessment results	2009-2012	Elementary/Middle-High/FSL Learning Specialists School Administrators Numeracy Leads for Teachers
	g. Develop common formative assessments at grades 3, 5 and 8 focused on number and operations strands (10 questions) to be administered in early fall, January and April. Results will be utilized within school PLCs to inform instruction.	Assessments administered Data provided to teachers	2009-2012	Numeracy Leads for Teachers Grades 3, 5 and 8 teachers

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	h. Continue implementation of two new Mathematics PD programs at elementary schools as follows: from Sept to January, implementation of Prime at Dr. A.T. Leatherbarrow, Macdonald Consolidated and Kennebecasis Park and First Steps at Sussex Elementary and Norton Elementary. Provide training for teachers new to schools previously trained in Prime and First Steps.	Implementation with school team Teacher feedback Improved results on District and provincial assessments	2009-2010	Elementary Numeracy Lead for Teachers Facilitators School Administrators/Staff Elementary Specialist
	i. Provide opportunities at grades K-5 and 6-8 to deliver a content-focused coaching model with teachers.	Walk Through observations by administrators Numeracy Leads working in classrooms Numeracy Leads' reports	2009-2010	Numeracy Leads for Teachers FSL, Elementary & Middle/High Learning Specialists Administrators
	j. Provide numeracy lead for students at SES, SCES, MCS, HES, NES, AES and QES focusing on grades 3-5 and the strands of number and operations.	Coaches assigned to schools Intervention plans completed	2009-2010	Elementary Specialist Elementary Numeracy Lead for Teachers Principals
	k. Teachers will develop "Problem of the Month" questions based on Numbers and Operations strands at each grade level and use the results to inform instruction.	Part of the School Improvement Plan School PLCs develop questions	2009-2010	Numeracy Leads for Teachers School Administrators Classroom teachers
3.3 Numeracy skills will be taught across all areas of the curriculum.	a. A focus group will be created from various subject areas to analyze curricula, highlighting numeracy components within specific subject areas in middle and high school.	Information will be shared and utilized within subject PLCs in middle and high schools	2009-2011	Teachers Numeracy Leads for Teachers Learning Specialists
	b. Create a strategic plan including district numeracy and literacy leads for the promotion of cross curricular literacy, numeracy and science skills.	Focus group formed to develop a plan and share with teachers	2009-2012	Numeracy/Literacy Leads Teachers Middle School Learning Specialist

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	c. Include the numeracy terminology (English and French) when utilizing word/sentence walls in elementary and middle schools.	Word and Sentence Walls evident during Walk Throughs	2009-2010	Teachers Literacy and Numeracy Leads for Teachers
	d. Encourage schools to purchase math related materials that support the mathematics curriculum as indicated in the curriculum document and Math Makes Sense resource.	List Provided	2009-2012	Numeracy Leads Teachers Administrators
	e. Classroom observations and discussions with the teachers concerning observed gaps in the attainment of numeracy outcomes in transition levels.	Classroom observations Sharing of information with school administrators	2009-2012	Numeracy leads for Teachers Grade 5, 6, 9 and 10 Teachers Administrators
	f. Promote the development of numeracy life skills in planning instruction to connect to curriculum outcomes in all subject areas.	Introducing Essential (Life) Skills at PD sessions	2009-2012	Numeracy Leads for Teachers Teachers
	g. Utilize community volunteers who can share (K-12) how they use numeracy in their daily lives.	Number of guest speakers	2009-2012	Community Schools Co-ordinators Numeracy Leads Administrators Teachers

Ongoing:

- Two Numeracy Leads for Teachers (Department of Education)
- Professional Growth Plan Process
- Chess Tournament
- Math manipulatives
- Collaboration between resource and classroom teachers to accommodate, modify or individualize strategies and programming
- Parent Math Nights
- UNB Math Competition
- School Math Fairs
- Partnership Meeting – UNBSJ, NBCC & School District 6
- Guest Speakers on using math
- Focus on mental math
- Focus on mental math
- Math link on District websites (teachers/parents)

Ends Policy 4 School District 6 will develop further and enhance strong family, business and community partnerships, focusing on communication, and family/community engagement.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
4.1 Family engagement and communication will be enhanced.	a. Focus the Community Principal PLCs on ends 4 – (minimum of 3 meetings per year).	Meetings held with coordination of initiatives & increased participation of families and community	2009-2011	District & School Community School Coordinators Learning Specialists Principals
	b. Offer PD support to schools on web site design and using Microsoft Expressions.	All schools with a website which is updated Number of participants	2009-2012	Technology Mentors Technology Learning Specialist IT Department
	c. Communication to home by all teachers prior to the end of September to make a positive connection and set a tone for the year.	Contacts made/number of teachers Positive parent perception (annual survey)	2010-2011	Administrators Teachers
	d. Ensure all families are receiving talk mails in some way and explore with Rogers and Aliant to see if all families can be accommodated.	Communications received by families	2009-2010	Director of Finance & Administration Superintendent Administrators
	e. Design an interest inventory schools can use at the beginning of the year to determine who can help and their areas of interest.	Template provided Share inventories currently in use	2010 for implement- ation Sept. 2011	Committee District & School Community Coordinators
	f. Define specifically for families in writing the tasks requiring volunteer help and the amount of time needed.	Increased family participation	2009-2012	Administrators Teachers
	g. Engage the PSSCs at middle and high schools in the PACE program (Plan to Achieve Career Excellence).	Sessions held/feedback	2009-2011	School to Work Coordinator Work Room Coordinators

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	h. Present Ends 4 at the PSSC Forum and Chairs' training session and ask for their support at the school level.	Initiatives by school/regional PSSCs Coordination of initiatives	2009-2012	DEC Chair Superintendent PSSCs
	i. Work together as school communities/PSSCs to organize family information sessions based on local needs.	Sessions held by region Improved attendance	2009-2012	Community Principal PLCs
	j. Facilitate a random focus group of parents/family twice each year – encourage the PSSC to be involved. Focus on identifying what is going well and what can be improved.	Sessions held Parent perception survey results Increased parent feedback	2009-2012	School Administrators PSSC members Superintendent
	k. Share the names of volunteers – elementary to middle and middle to high school.	Sharing of names and continuation of involvement.	2009-2012	Administrators
	l. Explore options for school staffs to share their talents in other schools (parents volunteering in their child's school, science teachers visiting schools, staff who are writers sharing their expertise).	Number of visits made	2009-2012	Superintendent Director of Education Learning Specialists School Administrators
4.2 Business and community engagement and partnerships will be enhanced.	a. Update the data base started 2 years ago, sort by community and share on the Portal.	Complete database and baseline Coordinate contacts by region	2009-2010	District Community School Coordinator School to Work Coordinator Principal PLCs
	b. Focus the Community Principal PLCs on Ends #4 to coordinate and discuss family and community engagement (minimum 3 times/year).	Meetings held – coordination of events with increased attendance.	2009-2010 and possibly longer	Learning Specialists District and School Community Schools Coordinators Principals

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	c. Facilitate a community forum in Sussex, Hampton and KV areas for service groups and business partners to show the public what they have to offer and then discuss how we can work in partnership to benefit schools.	Forums held/number of participants Increased partnerships	2009-2011	District and School Community Coordinators School to Work Team Superintendent/Director of Education
	d. Recognize community partners – special event, notes of thanks, media, Celebrate postcard to be included in Commufax and the monthly Celebrate newsletter.	Recognition taking place Positive PR & feedback from partners Long term involvement	2009-2011	Superintendent Principals/Staff District Community Schools Coordinator
	e. Explore volunteerism formal opportunities for service learning at grade 6 – 12.	Examine what is done in other provinces Input from school leaders and PSSCs	2009-2012	Superintendent and District Staff Committee District Community Schools Coordinator School to Work Coordinator
	f. Explore having a part time Community Coordinator by region.	Flexibility of funding	2009-2012	Superintendent Director of Finance and Administration District Community Schools Coordinator
	g. Develop a model for training volunteers, retirees and others on how to assist students in literacy and numeracy.	Increased literacy support for students Increased participation by volunteers Increased literacy and numeracy results	2009-2012	Elementary and Middle School Learning Specialists School Administrators Literacy and Numeracy Lead Teachers Community Schools Coordinator

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	h. Expand programs such as Junior Achievement and extend the Marigolds in the KV initiative to include other municipalities.	Number of participants Communities involved	2009-2010	District and School Community Co-ordinators Administrators

TRANSITIONS – Ongoing

Into - Kindergarten:

- October kindergarten registration and communication plan
- Distribution of Parent Kit (October)
- School based meetings for special needs students as identified by Public Health (ECI)
- EYE - DA

Ongoing – Elementary to Middle and Middle to High School:

- Parent Information Sessions and Open Houses
- Program Information Meetings – Grade 1 and Grade 6
- Student Services Transition Meetings
- Transition Day

Ongoing – Transition to Work:

- Co-operative Education (grade 12)
- Career Workroom (KVHS, SRHS, BRHS)
- Take Our Kids to Work (grade 9)
- Job Fest/Job Fairs (high school)
- Post-Secondary Expo/Careers in Health Day/NBCC Day (high school)
- Future to Discover Pilot Program (SRHS/HHS)
- Career Week (K-12)
- Canada Prospects Magazine (discontinued by publisher in 2008)
- NB Youth Career Connections (grades 10/11)
- PACE (Plan to Achieve Career Excellence) for students/parents
- Visits to schools by universities/colleges, guidance counselors, business community, service groups (K-12)

Ongoing – EAL:

- Application form/procedures/database
- District co-ordinator and school-based tutors
- Welcome Program for parents (October)

Ongoing – Staff Transitions:

- New teacher mentors
- Beginning Administrator Program
- Supply Teacher Orientation / TA Orientation
- Driver Coaches