



Personalization, Innovation, Engagement

**Annual Report To
ASD-N District Education Council
August 2018**

**Prepared by
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Superintendent**

ASD-N Mission Statement

The Anglophone North School District community commits to engaging children and students in an inclusive environment that embraces teamwork, responsibility, innovation and personal excellence.

ASD-N Core Values

TRUST

We commit to working with integrity, respect, transparency and honesty, building trust among team members.

COLLABORATION

We commit to working collaboratively, which will build team work, engagement and synergy.

EXCELLENCE

We commit to striving for excellence, taking ownership of our decisions and working towards achieving the District's priorities.

BUILDING CAPACITY

We commit to building the capacity of all employees, empowering them to support continuous improvement with respect to the District's vision.

COMMUNICATION

We commit to having open, respectful, honest and timely communication.

INNOVATION

We commit to working creatively, seeking diversity of ideas and valuing innovative ideas.

“Anglophone School District - North”



Anglophone School District North (ASD-N) encompasses the northeast region of New Brunswick.

It stretches from St. Quentin to Bouctouche and encompasses the greater communities of Campbellton, Dalhousie, Bathurst, Miramichi and Rexton.

The Office of the Superintendent is located in Miramichi. There are two Education Centers; one located in Miramichi and one center shared between Bathurst and Dalhousie.

We work closely with nine First Nation Communities on whose traditional territories we teach, learn and live.

| Some Facts and Figures | |
|---|--------------|
| Number of Students (2017-18) | 7317 |
| Number of Schools (2017-18) | 30 |
| Number of Educators (2017-18) | 635.7 |
| Number of First Nation Communities | 9 |
| Number of First Nation Students (on and off reserve) | 815 |

Regional Challenges

Provincial health statistics and related demographic issues indicate our region has some of the lowest outcomes in the province. Education statistics are closely aligned with these outcomes and include significant deficits with readiness levels of students prior to school entry, a disproportionate number of students with special needs, higher than average incidences of poverty & unemployment, outward migration and a significant drop-out rate among our high school population.

These challenges notwithstanding, our schools have focused on continuous improvement in all of the aforementioned areas. Supports for students, teachers and schools are based on data as well as the unique needs of each school. Interventions include extra staff (educational assistants, speech language pathologists, teacher leads, social workers, psychologists and school intervention workers), professional learning/training, collaborative planning and additional resources.

We believe that the best way to mitigate many of these challenges is to build the most highly trained and skilled work force within the field of education. To this end, professional learning and training opportunities for all staff is encouraged, promoted and supported on an ongoing basis.

Educational Leadership & Capacity Building

Educational leadership in ASD-N is provided by a core group of dedicated directors and subject area coordinators. The Senior Education Team includes the Superintendent, two Directors of Schools, Director of Education Support Services, Director of Curriculum and Instruction, Director of Early Childhood Services, Director of Finance and Administration and Director of Human Resources. Their mandate is to ensure quality education across the curriculum, as well as inclusive programming in all schools.

In addition to the directors, in key leadership roles, are nine subject coordinators. In an effort to ensure effective working relationships, communication and work plan implementation across the district, weekly leadership meetings between directors and subject area coordinators have been embedded into our system. These regularly scheduled meetings have facilitated dialogue, provided opportunities to creatively problem solve and enabled the leadership team to remain on track with district goals and objectives.

Our Directors of Schools also provide ongoing leadership training to teachers interested in future administrative or leadership roles. All teachers are encouraged to apply for this program that builds leadership capacity across the district. Weekly meetings with Principals are also held, via Lync calls, to address issues as they arise, provide updates and ensure our educational agenda continually moves forward.

In August, an annual Principals' Retreat is held in an effort to further build the capacity of our administrative team, review policies and clarify goals for the upcoming school year.

10 Year Education Plan

The provincial 10 - Year Education Plan finished its second year of implementation during the 2017-2018 school year. Our school district has made it a priority to have our practices align with the Priority Delivery Unit (PDU). The second year of implementation of the 10-Year Education Plan shows many successes and continued growth toward stated objectives.

For 2018-19, opportunities for Grades 3-12 will increase with extended math and literacy materials for elementary, a system-wide K-12 focus on formative assessment practices, and research and piloting in peer coaching.

LITERACY

Balanced Literacy:

Target—90-100% of K-2 literacy teachers are using the 9+1 components of Balanced Literacy by June 2018

| <i>Timeline</i> | Quarter 4 (March 2017) | Quarter 1 (June 2017) | Quarter 3 (December 2017) | Quarter 1 (June 2018) |
|------------------------------|--------------------------------|--------------------------------|------------------------------|-----------------------------|
| Balanced Literacy Components | Improving / Doing / Sustaining | Improving / Doing / Sustaining | Improving / Doing Sustaining | Improving/Doing/ Sustaining |
| Read Aloud | 94% | 100% | 100% | 99% |
| Shared Reading | 77% | 88% | 86% | 93% |
| Guided Reading | 91% | 100% | 96% | 99% |
| Independent Reading | 90% | 99% | 94% | 94% |
| Modelled Writing | 90% | 99% | 94% | 96% |
| Shared Writing | 74% | 88% | 74% | 85% |
| Independent Writing | 90% | 100% | 91% | 99% |
| Word Work | 87% | 98% | 99% | 97% |
| Oral Language | 83% | 98% | 94% | 100% |
| Integration | 84% | 95% | 91% | 92% |

ASD-N is on and above target in 9/10 components of Balanced Literacy. Shared Writing remains below target; however, we have made respectable gains with this component.

7/10 components recorded an increase from the previous quarter with the most significant increase being Shared Writing at 9%, followed by Shared Reading at 7%. These two components have been the most challenging throughout the data collection period. Seeing the most significant gains in these two areas is a positive indicator of growth in teacher efficacy.

| <i>Timeline</i> | Quarter 4 (March 2017) | Quarter 1 (June 2017) | Quarter 3 (December 2017) | Quarter 1 (June 2018) |
|-------------------------------------|---------------------------|---------------------------|---------------------------|--------------------------|
| Balanced Literacy Components | Doing / Sustaining | Doing / Sustaining | Doing Sustaining | Doing/ Sustaining |
| Read Aloud | 85% | 96% | 90% | 93% |
| Shared Reading | 46% | 69% | 59% | 60% |
| Guided Reading | 80% | 93% | 79% | 86% |
| Independent Reading | 72% | 88% | 74% | 86% |
| Modelled Writing | 60% | 82% | 69% | 71% |
| Shared Writing | 34% | 45% | 36% | 49% |
| Independent Writing | 71% | 88% | 67% | 81% |
| Word Work | 74% | 88% | 76% | 80% |
| Oral Language | 63% | 73% | 69% | 79% |
| Integration | 57% | 75% | 54% | 70% |

Note: in the upcoming school year, we have set a second target for Balanced Literacy: **80% of teachers will score at the “Doing/Sustaining” level.** The above chart reflects our current reality.

Formative Assessment:

LITERACY

Target—90-100% of K-2 literacy teachers are using formative assessment to inform and guide instruction and learning by June 2018

Status

| Quarter 4 (March 2017) | Quarter 1 (June 2017) | Quarter 3 (December 2017) | Quarter 1 (June 2018) |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Improving/ Doing/Sustaining | Improving/ Doing/Sustaining | Improving/ Doing/Sustaining | Improving/ Doing/Sustaining |
| 87% | 98% | 90% | 97% |

ASD-N is above target with this measure with a noted increase of 7% from the previous quarter.

| Quarter 4 (March 2017) | Quarter 1 (June 2017) | Quarter 3 (December 2017) | Quarter 1 (June 2018) |
|-------------------------|-------------------------|---------------------------|-------------------------|
| Doing/Sustaining | Doing/Sustaining | Doing/Sustaining | Doing/Sustaining |
| 52% | 78% | 66% | 83% |

Note: in the upcoming school year, we have set a second target for Formative Assessment in **either literacy or numeracy: 80% of teachers will score at the “Doing/Sustaining” level.** The above chart reflects our current reality in literacy.

NUMERACY

Formative Assessment:

Target—90-100% of K-2 numeracy teachers are using formative assessment to inform and guide instruction and learning by June 2018

Status

| Quarter 4 (March 2017) | Quarter 1 (June 2017) | Quarter 3 (December 2017) | Quarter 1 (June 2018) |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Improving/ Doing/Sustaining | Improving/ Doing/Sustaining | Improving/ Doing/Sustaining | Improving/ Doing/Sustaining |
| 88% | 94% | 88% | 99% |

ASD-N is above target with this measure with a noted increase of 11% from the previous quarter.

| Quarter 4 (March 2017) | Quarter 1 (June 2017) | Quarter 3 (December 2017) | Quarter 1 (June 2018) |
|------------------------|-----------------------|---------------------------|-----------------------|
| Doing/Sustaining | Doing/Sustaining | Doing/Sustaining | Doing/Sustaining |
| 54% | 73% | 72% | 74% |

Note: in the upcoming school year, we have set a second target for Formative Assessment in **either literacy or numeracy: 80% of teachers will score at the “Doing/Sustaining” level.** The above chart reflects our current reality in numeracy.

Instructional Coaching:

Target—75% of K-2 numeracy lead time will be dedicated to instructional coaching (mentoring)

Status

| Quarter 4 (March 2017) | Quarter 1 (June 2017) | Quarter 3 (December 2017) | Quarter 1 (June 2018) |
|------------------------|-----------------------|---------------------------|-----------------------|
| % of Time | % of Time | % of Time | % of Time |
| 57% | 72% | 72% | 79% |

ASD-N is above target with this measure, with a noted increase of 7% from the previous quarter. This measure is now complete.

Strengths:

- With one exception (Shared Writing), we have met or exceeded all targets
- A fairly stable cohort of returning teachers, administrators, and lead support means that stakeholders are familiar with the measures and processes

Opportunities:

- The upcoming school year will see the inclusion of Grade 3 English teachers as well as Grade One French Immersion teachers in the Balanced Literacy measure. Grade 3 English Teachers and Grades 1 AND 2 French Immersion teachers will be included in the Formative Assessment measure, with teachers choosing to report on their efficacy in either Literacy or Numeracy. Teachers will be encouraged to choose the area in which they most need to grow
- Continue to communicate the purpose and benefits of teacher professional reflections and instructional coaching collaborations
- Continue to engage school leaders in the growth of collaborative professional cultures to improve collective efficacy.

District Goals:

- Improve literacy skills for all learners including French language literacy
- Improve numeracy skills for all learners
- Meet the needs of First Nation learners and ensure that curriculum is reflective of First Nation history and culture
- Ensure all learners develop the knowledge, skills and behaviors to continually adapt to, and thrive in, their environment

Literacy Assessment Results:

Provincial Assessments

| Grade Level | Subject Area | District (Appropriate or above) 2015 | Provincial (Appropriate or above) 2015 | District (Appropriate or above) 2016 | Provincial (Appropriate or above) 2016 | District (Appropriate Or above) 2017 | Provincial (Appropriate Or above) 2017 |
|-------------|--------------|--------------------------------------|--|--------------------------------------|--|--------------------------------------|--|
| 2 | Reading | 77.2% | 76.9% | 74.3 | 73.8 | 73.7 | 75.8 |

| Grade Level | Subject Area | District (Appropriate or above) 2016 | Provincial (Appropriate or above) 2016 | District (Appropriate or above) 2017 | Provincial (Appropriate Or above) 2017 |
|-------------|--------------|--------------------------------------|--|--------------------------------------|--|
| 6 | Reading | 55% | 54.1% | 57.8 | 62.0 |

| Grade Level | Subject Area | District (Appropriate or above) 2016 | Provincial (Appropriate or above) 2016 | District (Appropriate or above) 2017 | Provincial (Appropriate or above) 2017 | District (Appropriate or above) 2018 | Provincial (Appropriate Or above) 2018 |
|-------------|--------------|--------------------------------------|--|--------------------------------------|--|--------------------------------------|--|
| 9 | ELPA-Reading | 77.3 | 80.4 | 75.1 | 80.5 | 79.5 | 80.6 |

ASD-N Literacy Skills Assessment 2017-2018

| Grade | Reading at Target Levels | | |
|-------|--------------------------|-------|------|
| | November | March | June |
| K | 100 | 83 | 84 |
| 1 | 67 | 73 | 73 |
| 2 | 57 | 72 | 78 |

Literacy Strategies:

District Area Focus: Improve literacy skills for all learners

** Professional learning opportunities that occurred to support this initiative occurred in 3 main ways; full day pull out, supper meetings, and teacher challenges.

Full Day Professional Learning (PL)

- **Kindergarten**
Guest speakers, Kim Stewart and Dr. Sherri Rose. The focus was on developmentally appropriate practices for K students with discussion on how can we develop literacy skills through an activity based kindergarten.
- **Kindergarten and Grade one and two**
PL #1-Full day focus on Balanced Literacy with a primary focus on writing occurred based on teacher request. “Engaging Young Writers” by Matt Glover, and “In Pictures and In Words” by Katie Wood Ray, were given out to schools. The afternoon tied in the use of activity and engagement to enhance writing through the use of STEM bins.
PL #2-Full day focus on Guided Reading. Supporting text “The Next Steps Forward in Guided Reading” was given out to all teachers
PL #3-Full Day for teachers in grades one and two around the text “**I Am Reading**”.
- **Release days** were given to teachers at the grade K to 2 levels to do classroom visits and/or work with leads on building literacy pedagogy and planning based on determined teacher needs.
- **Leads attended a full day PL on Writers Makerspaces.** We have put together several Maker totes that have visited many schools. Making and tinkering motivates our students to write and build stamina. We have a long list of schools that are interested in the fall in building their own writing spaces and makers!
- We had twelve teachers and seven literacy leads attend a conference in Toronto on Reading and Writing.

Supper Meetings: Our purpose is to continue building capacity with our teachers.

1. *Four supper meetings were held in the fall for teachers on Oral Language, Reading and Writing Strategies, and Comprehension Strategies.*
2. *Three supper meetings were held in the spring to share with information from the conference attended in Toronto.*
3. *Teacher Challenges *see next page*

| Challenge | Description/Purpose |
|--|---|
| The Non-Fiction Read Aloud Challenge (Grades K-5) | Build teacher understanding of the importance of read alouds and the importance of incorporating non-fiction into our classroom reading activities on a more regular basis. Weekly email hints and questions were sent out to build teacher pedagogy and increase student comprehension |
| The Extreme Library Challenge (Grades K-5) | Build teacher understanding of the importance of strong classroom libraries to building student reading skills. |

A. Build knowledge, understanding and expertise in instructional practices in reading

- Leads and subject coordinators sit on PLC meetings at designated schools.
- Literacy Leads receive monthly P.L. The focus areas this past year were oral language (read alouds), guided reading, writing, and coaching.
- **Flexible Grouping** for Guided Reading is occurring at Grade 1 and 2 levels in 3 District schools: Max Aitken, King Street, Parkwood and Terry Fox. This initiative combines the skills of leads, resource teachers, and classroom teachers. The six week intervention has been very successful and student reading has increased.
- Deployment of leads occurs based on student data. The use of the District tool “On-going Skills” guides the placement of leads. Support is given to teachers based on teacher request and student needs.
- Email Communication occurs at all grade levels. Weekly hints/videos are currently being sent out to support K-5 teachers in building pedagogy around Shared Reading. Middle and High Schools receive periodic emails on building comprehension and building a love of reading.
- All Grade 4/5 teachers were trained in the use of the “District Grade 4/5 Reading Comprehension Assessment” tool. This tool will allow teachers to determine which areas of reading comprehension students excel and struggle with.
- Grades 6-10 teacher training will occur on the use of the Burns and Roe tool for helping them identify striving students and to identify student reading levels and comprehension levels.
- The 3rd and final round of training occurred for Grade 6-10 teachers on the use of the resource “Inspiring and Instructing Adolescent Readers” by Dawn Reithaug.

Numeracy/Science Assessment Results:

Provincial Assessment Results - Numeracy

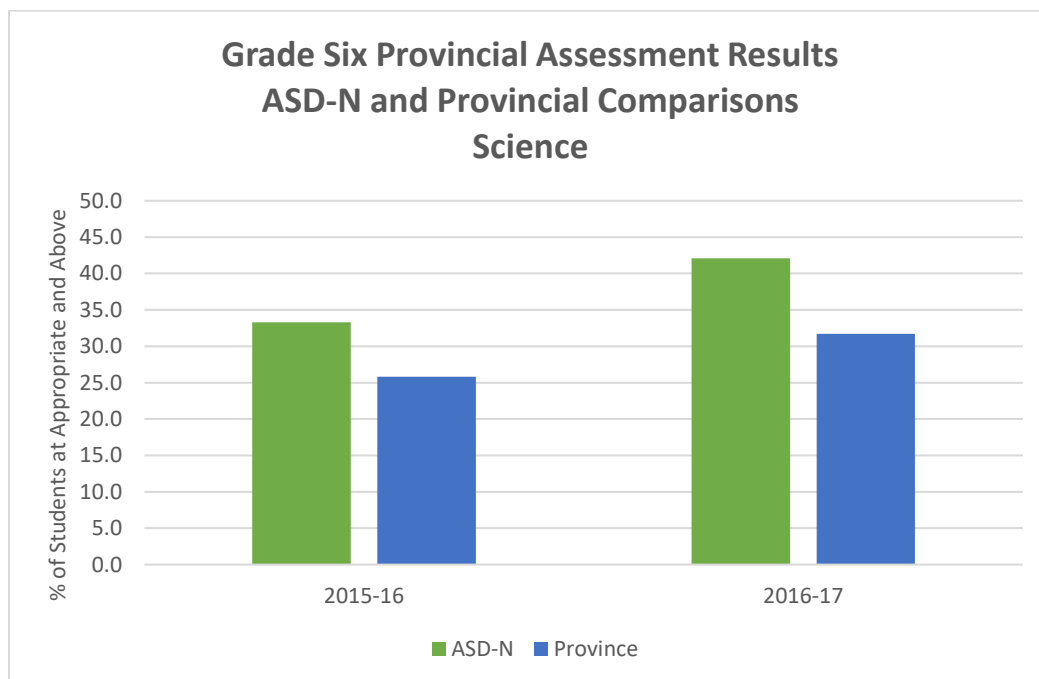
| Grade Level | Subject Area | District (Appropriate or Above) 2016 | Provincial (Appropriate or Above) 2016 | District (Appropriate or Above) 2017 | Provincial (Appropriate Or Above) 2017 |
|-------------|--------------|--------------------------------------|--|--------------------------------------|--|
| 6 | Mathematics | 27.9% | 20.2% | 47.4 | 38.4 |

2017-2018 ASD-N Provincial/District Math Common Benchmark Assessment

| Grade | September | January | June |
|--------------|-----------|---------|-------|
| Kindergarten | 39.1% | 70.7% | 85.8% |
| Grade One | 29.5% | 56.0% | 75.4% |
| Grade Two | 28.8% | 56.2% | 71.5% |

ASD-N Grade Six Science

| Year | ASD-N | Province |
|---------|-------|----------|
| 2015-16 | 33.3 | 25.8 |
| 2016-17 | 42.1 | 31.7 |



Numeracy/Science Strategies:

The 2017-2018 school year was certainly a very busy one in terms of District Numeracy initiatives and accomplishments. With a team of 8.5 Leads, we were able to reach several goals that were outlined as part of our District Improvement Plan and the Provincial 10 Year Education Plan.

With a target of improving Primary level numeracy scores to 80% of District students who are appropriate or above by 2020, we are currently sitting at an average of 77.6% at K-2, with a grade level breakdown of: Kindergarten – 85.8%, Grade 1 – 75.4% and Grade 2 – 71.5%

Strategies and actions that were followed included the following:

- Implementing Provincial Math Improvement initiative in all K-2 classes to identify learning gaps
- Numeracy Leads supporting all K-2 classrooms with implementation via co-teaching, coaching and planning
- Administration of District Common Benchmark Assessment 3 times during the year to monitor progress and target learning
- Numeracy Leads contributed greatly to the creation of Math Improvement resources for EECD
- Several Professional Learning sessions were held throughout the year focusing on K-2 Math Improvement
- Math improvement initiative expanded into Grade 3 this past year and will be moving into several Grade 4 classrooms during the 2018-2019 school year

Grade 5-8 teachers were provided with District Curriculum maps to help drive instruction. The purpose of these maps was to assist teachers with pacing of content being taught. The maps will be reviewed each year by the Numeracy team and updated based on feedback from teachers. Numeracy Leads supported the implementation of the curriculum maps and provided Professional Learning sessions to assist with content instruction. District Benchmark Assessments were also administered and help ensure teachers are following the maps and outcomes were assessed based on the timeline provided on the maps.

Another major focus of our District Numeracy team was the focus on teachers using Formative Assessment to inform and guide instruction and learning. Our target goal is to have 90-100% of K-8 teachers following this practice by 2020. According to PDU data collected, we are already well within the range of 90%+ at the Primary level and well on our way towards achieving this goal at the Grade 3-8 level. To accomplish this goal our Numeracy team is:

- Building instructional capacity through co-planning, co-teaching and co-assessing

- Providing Numeracy Lead support in K-8 to assist teachers with formative assessment
- Offering PL sessions to teachers with a specific focus on formative assessment in the Math classroom

Lastly, we worked hard towards having K-8 Math teachers incorporate Science, Technology, Engineering & Math (S.T.E.M.) based learning into their classroom instruction. Our Numeracy Leads have been working to ensure the S.T.E.M. philosophy is implemented across all curriculums, assisted with the rollout of S.T.E.M. Bins and connecting them to Math Outcomes, hosted several S.T.E.M. and Brilliant Nights to promote hands-on learning in K-8 education and developed S.T.E.M. based Math activity packages for teachers to implement during the recent 2018 Winter Olympics.

First Nation Education

ASD-N has worked tirelessly to meet the commitments outlined in DEC policy E-11, Objective 6, enhanced programs & services agreement, the TRC's 94 Calls to Action related to education along with the goals outlined in ASD-N's district improvement plan.

Some of the initiatives, training and programs implemented during the 2017-2018 school year include the following:

- A sustained focus on the impact of Indian Residential Schools on First Nations people and Embedding Orange Shirt Day into our school year.
- Six multi school Mawi'omis held throughout the year and across the district to expose all students in Anglophone North to Mi'kmaq language, culture and traditions.
- Indigenizing and acculturating classroom learning environments via resources, co-planning and co-teaching with FN leads.
- "Out of the Depths" book study with author Dr. Isabelle Knockwood, teachers and FN community members.
- Early Literacy Project coordinated by our Early Childhood Director and Elder Donna Augustine.
- Province-wide professional learning day focusing on FN education; along with ongoing follow-up training in many schools.
- Regularly scheduled Native Education Advisory Team (NEAT) meetings in schools with a high number of FN students.
- Highlighting FN culture, traditions and language at our annual ASD-N Heritage Fair.
- Kairos Blanket Exercise involving not only staff but also a broad range of support agencies. This learning experience highlights the abuse, oppression and marginalization experienced by indigenous peoples.
- Promotion of the Mi'kmaq language via Face-to-Face courses and on line.
- Book leveling project in elementary classrooms.
- Incorporating FN perspective throughout the year (ie. September- Reconciliation, October - Mi'kmaq History Month, November- Spotlights the contribution of Indigenous peoples in the Canadian Army and theatres of war, June- National Indigenous Peoples Day).

Note: A detailed Annual First Nation Education Report is included with this report and will be posted on our district website.

Ensuring Students Have the Knowledge, Skills and Behaviours to Adapt and Thrive

We recognize that our students live in a very complex and demanding world. One of the most important set of skill sets we can help provide for our students is the ability to not only cope with the many demands of the 21st century but to be resilient.

To this end, our Education Support Services Team, guidance counsellors and school staffs focused on the following during the 2017-2018 Academic year:

1) Focused on building capacity with **Positive Behavior & Intervention Supports (PBIS)** and strategies:

- continued training and supporting staff in PBIS practices
- schools developed PBIS projects
- trained and supported the development and progress monitoring of the EECD Behavior Plan Template
- continued training staff in the EECD course Learning for Teaching (level 1 and level 2).
- Diversity and Respect Leads and EST-Autism teachers supported school teams in the development of their PLP-IBSPs

2) **Professional Learning:**

- Competency, Autonomy and Relatedness Model (C.A.R.) - presentation developed and delivered to all staff (teaching and non-teaching) focusing on mental fitness
- Self-regulation and mindfulness training - delivered presentations to staff and students
- coached and modeled mindfulness practices and promoted the programs Mind Up and Learning to Breathe
- trained staff and students on self-regulation using the Zones of Regulation program

3) **Restorative Practices:**

- administrators and guidance counsellors trained
- coached and modeled restorative circles in schools to mediate conflicts between students

4) L.G.B.T.Q. Awareness and Understanding

- presentation developed and delivered to all school staff/students upon request
- LGBTQ resources purchased and shared with schools
- supporting schools in the development of GSAs
- introduced gender neutral bathrooms in several schools

5) Integrated Services Delivery Model in Miramichi, Rexton, Bathurst, Dalhousie and Campbellton and collaborated with partners

- developed common plans working with the 4 government Departments in wrap around services for students
- complex cases reached provincial level for additional supports
- focused on FN students and transitions to provincial schools

In addition, it is important to note that in an effort to acknowledge the efforts of struggling students and gains they made throughout the year, that Turnaround Awards were supported in all of our communities in May and June.

Challenges:

The staff of Anglophone North School District worked diligently to mitigate challenges that arose during the 2017-18 school year. These challenges included:

- Declining enrolments
- Budget deficit and fiscal restraint
- Storm days and loss of instructional time
- Promoting flexible learning environments focused on growth
- High numbers of special needs children and corresponding need for extra supports
- Finding a balance between inclusionary practices, at-risk students and disruptive students
- Increasing number of Complex Cases and resources to support same
- Demands from public ie. Out-of-Zone Transfer requests, changes to bus routes, etc.
- Large geographic area that makes travel a necessity and face-to-face meetings difficult
- Sustaining and monitoring district wide educational objectives

Successes:

- Opening of King Street Elementary School and artificial turf field
- Expansion of Max Aitken Academy with five additional classrooms and soccer field
- Launch of Sistema Music Program at King Street and Max Aitken Academy
- Ongoing planning for new K-8 school in Campbellton
- Sustained focus and investment on professional learning for teachers & principals
- Participation of all eight high schools in Juno 2019 Project
- Re-introduction of Annual Elementary Track and Field Events and participation of all elementary schools
- Opening of Tommy II site to support At Risk Youth from J.M.H.
- Sustained focus on First Nation's education and implementation of first Director of Schools position in New Brunswick dedicated specifically to FN Education
- Collaboration with Elsipogtog First Nation re: school-wide review
- Inaugural year of "Student's First" support staff recognition program
- Awarding of thirteen permanent B contracts for teachers
- Introduction and implementation of STEM based learning in all K-2 classrooms
- Multiple STEM Fairs across the district and Innovation 2018
- Entrepreneurship programs at multiple schools ie Terry Fox Elementary, NSER, Superior Middle
- Introduced Superintendent's Merit Award for extraordinary performance

Personalization, Innovation & Engagement = Achievement