



# **Engagement – Achievement - Equity**

**Annual Report to the District Education Council**

**August 2017**

**Prepared by**

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## **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.**

## **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.

## District Profile



Anglophone North School District encompasses the regions from St. Quentin to Bouctouche and includes the greater communities of Campbellton, Dalhousie, Belledune, Bathurst, Miramichi and Rexton. The Office of the Superintendent is located in Miramichi and there are two Education Centers; one center is located in Miramichi, and Bathurst and Dalhousie share a center. We work closely with several First Nation Communities on whose traditional territories we teach, learn and live.

Some Facts and Figures	
<b>Number of Students (2016-17)</b>	<b>7428</b>
<b>Number of Schools (2016-17)</b>	<b>32</b>
<b>Number of Educators (2016-17)</b>	<b>626.1</b>
<b>Number of First Nation Communities</b>	<b>9</b>
<b>Number of First Nation Students (on and off reserve)</b>	<b>950</b>



## **District Goals and Highlights**

- **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**

**Anglophone North School District, under the educational leadership of our Directors of Schools, Curriculum and Instruction, Educational Support Services, and Early Childhood, have dedicated teams of professionals who ensure quality and inclusive programming in all curriculum areas. Although our pre-school and early year's assessments show that we have many students entering our system with accumulated learning deficits, results on provincial and district assessments demonstrate a determined and effective effort to overcome these deficits. Our staff work diligently to align best practices across the district and ensure that we are building capacity of administrators, teachers, educational assistants, speech language pathologists, social workers, psychologists and school intervention workers who are on the front lines working with students. Coaching and co-teaching are benchmarks of effective practice and work continues to be done in this area to ensure that students are receiving the best instruction and most timely and just right interventions as possible.**

**With the implementation of the 10 Year Education Plan, staff in district aligned their work to the Priority Delivery Unit. This included having a focus on balanced literacy instruction and formative assessment in grade K-2 literacy classes and formative assessment practices in numeracy under the K-2 Math Improvement Project. It was a very busy year for all of the support staff in the district and gains were made in all areas.**

**As well, the new K-8 report card was rolled out and teachers adapted very well to this new format of assessment and evaluation due to the preliminary work done by the district Curriculum and Instruction team.**

**ASD-N also saw the implementation of the Integrated Services Delivery Model to sites in Miramichi, Bathurst and Dalhousie/Campbellton. This initiative teams various departments including Social Development, Mental Health and Addictions, Public**

Safety and Education who work together to provide wrap-around services for students who have significant needs. The implementation planning for the Rexton area schools' team began this year, meaning all students in ASD-N will have access to these important services for the 2017-18 school year.

Our First Nation team continued to work on acculturating the district in First Nation history, traditions, language and culture. With several large initiatives taking place including the Hundred Years of Loss exhibit that allowed students to learn about the history of residential schools to the Blanket Exercise that has been done across the district, ASD-N continues to move forward our hopes for reconciliation. Our partnerships with the nine First Nation communities that we serve, as well as with FNEII and TNEII, are extremely important.

The Senior Admin Team also began preliminary work on a culture change project called The Dragonfly Project. With a focus on improving our systems and ensuring our values are understood and lived by all employees, this culture change is extremely important and staff will continue to move it forward with increased participation by staff across the district.

Finally, our Directors of Human Resources and Finance and Administration, and their respective teams, who oversee the business end of district operations, are an integral part of the district, ensuring that employees are respected and cared for, facilities are well maintained and healthy places of learning, transportation policies are followed with students delivered to and from school safely, and budgets are balanced. With two new schools opening in 2017 and another slated to be constructed over the next two years, students in Anglophone North School District will be attending modern facilities that offer excellent opportunities for collaborative, creative and flexible learning opportunities. Our operations teams have been working diligently to ensure that the school building projects are completed and resourced to a high level.

*I applaud the work of the team at Anglophone North School District. They are an exceptional group who keep as their priority, student achievement and success.*



# Literacy Achievement

## Accomplishments

Leads co-taught and co-planned at K-2, allowing teachers to reflect on and improve their own instructional practices.

Creation of a quarterly newsletter focusing on formative assessment practices

Increased knowledge of district literacy team on formative assessment practices

Provided professional learning opportunities for teachers and leads supporting the creation of a collaborative culture

Focused on balanced literacy approach aligned with the work of the Priority Delivery Unit with a major focus on guided reading, shared reading and read-aloud

Trained middle and high school teachers on Instructing Adolescent Learners

Assessment of cohort in grade 1 and 3 and Intensive French over a three year period

## Balanced Scorecard ASD-N Priority Delivery Unit June 2017

Balanced Literacy	Total June, 2017	Status	Target (2018)
Read Aloud	94%		90%
Shared Reading	77%		90%
Guided Reading	91%		90%
Independent Reading	90%		90%
Modelled Writing	90%		90%
Shared Writing	74%		90%
Independent Writing	90%		90%
Word Work	87%		90%
Oral Language	83%		90%
Integration	84%		90%
Formative Assessment*	52%		90%

\*Formative Assessment target changed to reflect improving as an acceptable level for 2016-17 school year.

## Assessment Results -Literacy

Grade Level	Subject Area	District (Appropriate or above) 2015	Provincial (Appropriate or above) 2015	District (Appropriate or above) 2016	Provincial (Appropriate or above) 2016
2	Reading	77.2%	76.9%	74.3	73.8

Grade Level	Subject Area	District (Appropriate or above) 2016	Provincial (Appropriate or above) 2016
6	Reading	55%	54.1%

Grade Level	Subject Area	District (Appropriate or above) 2015	Provincial (Appropriate or above) 2015	District (Appropriate or above) 2016	Provincial (Appropriate or above) 2016
9	ELPA-Reading	77.2%	76.9%	77.3	80.4

# Numeracy Achievement

## Accomplishments

Continued implementation of K-2 Math Improvement Project in all schools across the district

Built instructional capacity in numeracy through co-teaching, co-planning, and co-assessing

Supported implementation of the Teaching Process Map in all K-2 classes

Developed district curriculum maps with supporting data to drive appropriate instructional focus and practice

Ensured STEAM philosophy is implemented across all curricula

## Key Skills Math Results – 2016-17

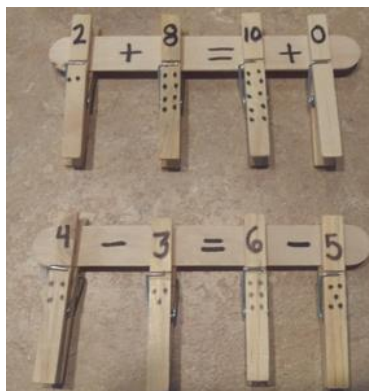
Grade	September	January	June
K	54.7	79.9	84.8
1	40.6	76.7	89.3
2	31.1	66.3	91.1



Students from ASD-N enjoy math games and chess.

## Assessment Results - Numeracy

Grade Level	Subject Area	District (Appropriate or Above) 2016	Provincial (Appropriate or Above) 2016
6	Mathematics	27.9%	20.2%



# First Nation Education

## Accomplishments

Supported school-based and district staff with several professional learning activities focusing on:

- Residential Schools
- First Nation history, traditions, language and culture
- Culturally responsive teaching
- Implementation of provincial curriculum materials and documents
- The effects of intergenerational trauma

Developed a district website to highlight First Nation initiatives across the district

Influenced participation in First Nation activities in schools with no identified First Nation students

Purchased culturally and historically relevant materials for schools and classrooms

Established NEAT Committees in schools that have not traditionally had them

Co-taught and co-planned with teachers using relevant materials to support First Nation history and culture

Partnered with First Nation community schools in professional learning activities and ensuring best practices were shared

HOW MANY YEARS  
WILL IT TAKE TO RECOVER FROM

# 100 YEARS OF LOSS

Explore the history and legacy  
of the Residential School System in Canada  
at the 100 YEARS OF LOSS exhibition

WHERE: **MAX AITKEN ACADEMY**

WHEN: **APRIL 3-14 2017 GRADES 5 - 12**  
To schedule a visit contact Matthew Sweezy by email  
[matthew.sweezy@nbed.nb.ca](mailto:matthew.sweezy@nbed.nb.ca) or by phone 506-627-4438

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Visit [www.missinghistory.ca](http://www.missinghistory.ca) to see what students are saying about 100 Years of Loss.

The 100 Years of Loss Exhibit was presented to over 1700 students during the two months it traveled around the district.



Students celebrate Orange Shirt Day at Dalhousie Regional High School.



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

## Accomplishments

Developed of common plans for Comprehensive Guidance Programming

Built capacity in Positive Behavior Supports and Intervention Strategies

Worked collaboratively with schools to develop priorities as it relates to efficient and effective use of EST-Resource

Trained and supported the development and progress monitoring of the EECD Behavior Plan Template

Provided professional learning on:

- Development of trauma/anxiety
- CAR model
- Self-regulation and mindfulness
- Restorative practices
- LGBTQ awareness and understanding

Oversaw the roll-out of the Integrated Services Delivery Model in Miramichi and Bathurst, Dalhousie and Campbellton and collaborated with partners



Turnaround Achievement Award  
Winners for 2016-17



Bathurst High School Gay Straight  
Alliance raise the Pride Flag at Bathurst  
City Hall for the first time.

**Spring Cleaning with Meaning  
Clothing Drive**



Several schools in ASD-N participated in the New Brunswick Association for Community Living's Spring Cleaning with Meaning which raises awareness of the support provided by NBACL for people with intellectual disabilities.

## Challenges

The staff of Anglophone North School District worked hard to mitigate challenges that arose during the 2016-17 school year. These challenges included:

- Promoting flexible learning environments focused on growth
- Identifying and meeting the needs of children on trajectories of low achievement
- Engaging all students in their educational opportunities
- Building strong school leaders who expect high achievement and who think outside the box
- Budget deficit and fiscal restraint
- Large number of storm days due to inclement weather events
- Large number of students with special needs in our schools and the corresponding need for extra supports without the additional funding required
- Declining enrolments
- Increased expectations about the purpose of schools from the public
- Aging and under-used infrastructure triggering the need for sustainability studies, as well as issues of safety that arose during the year
- Large geographic area that makes travel a necessity and face-to-face meetings cost prohibitive
- Aging technology infrastructure

*Although these challenges can at times seem daunting, they also present opportunities for us to think creatively and innovatively. We must always have the needs of students at the forefront of any decisions we make and we must engage them in the process, as well. Anglophone North School District has much to offer the students who attend our schools and we continue to strive to ensure that we have*

***Engagement – Achievement – Equity***

*for all!*