



Implementation 2016-2017 (Anglophone Sector)

Everyone at their best

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Introduction

The release of the 10-year education plan in September 2016 marked the beginning of a system-wide effort to continuously improve education outcomes in New Brunswick. The real work is in the execution. As part of the process, a commitment was made to establish an annual implementation plan using formal management principles, tools and methods. This process was established in collaboration with districts, stakeholders and early learning services. This implementation plan outlines Year 1 priorities for our system, and updated plans will be prepared collaboratively and released each year.

Clearly, we must focus on a few critical priorities first, and undertake them with vigour, determination and confidence as well as in a spirit of collaboration. To this end, through extensive consultation and in collaboration with school districts, Literacy, Numeracy and Early Childhood have been identified as the first three priorities to address, as they are foundational to students' learning and cross over many of the nine objectives within the plan. This approach enables us to build on successes in these three areas while strengthening foundational supports for the other objectives of the plan. The key actions for 2016-17 and related measures are found in the *Priority* section, following the introduction.

Even though these three areas are highlighted this year, there are ongoing actions occurring that relate to all nine objectives. Efforts in areas such as mental fitness and resilience, First Nations, French Second Language, skilled trades, coding, integrated service delivery, assessment practices and newcomers to New Brunswick are all contributing to progress being made in a variety of objectives.

The section *Foundational Work in Other Objectives* reflects the collaborative nature of the work between the Department of Education and Early Childhood Development and the school districts on each of the nine objectives. There are also many partners in education that contribute to these areas.

Ongoing consultation, collaboration and clear communication are the key to successful execution of this plan. An implementation team has been established to consider and advise how to best achieve the nine objectives over the course of the plan.

Everyone at their best is a rallying call to all members of the learning community. Together, we can realize these goals.

Priority Areas - 2016–2017

Priority: Literacy K-2 – Improve literacy skills for all learners.

This year's focus will be specific to the Kindergarten to Grade 2 levels. Therefore the grade 2 level is the first measure we anticipate will be impacted, as highlighted below.

Indicator	Actual		Target 2026
% of pre-school learners at appropriate development in language and communication	TBD		TBD
% of students achieving appropriate and higher levels of performance on provincial reading assessments	Grade 2	73.8%*	90%
	Grade 4	TBD Under Development	90%
	Grade 6	Fall 2016	90%
% of students achieving appropriate or higher on the provincial English Language Proficiency Assessment (ELPA)	Grade 9	80.4%	90%
% of students scoring at higher performance levels in reading on PCAP (national) and PISA (international) measures	PCAP	2017	TBD
	PISA	42.5%**	52.5%

*Note, this number is different than the number published in the Education Plan as it has been updated to reflect 2016 data.

**Note, this number reflects 2012 PISA data as 2015 figures for reading are not available yet as reading was a minor domain.

The education plan outlines key areas of focus for each objective. For literacy, these are:

- 1 Increase early learners' ability to use and understand language to provide a solid foundation for learning.
- 2 Provide learners with quality experiences, instruction and assessments throughout the system to ensure they achieve the highest levels of literacy.
- 3 Provide training and coaching for educators in high yield teaching strategies to best serve learners' diverse needs.
- 4 Provide effective, timely and targeted literacy interventions to ensure that the needs of the range of learners are met.

The table below captures the 2016-17 initiatives that will address this objective and shows the link between the initiative and the key areas of focus.

2016-2017 Initiatives to Achieve the Objective	Link to Key Areas of Focus
Apply formal management tools and processes to determine the root cause of decreasing achievement rates at the Grade 2 level	2
Create an accountability framework to link classroom instructional practices to long-term outcome targets	2
Create a mechanism to gather classroom-based data to inform the selection of most effective practices, to gauge overall progress and determine professional learning needs of educators	2, 3, 4
Work with teachers to investigate and apply new approaches to instructional practice that align with research in effective literacy instruction	1, 2, 3, 4
Implement a teaching process map and intervention process map to support effective instructional practice (process, expertise and pedagogy)	2
Implement formative assessment as a tool for instructional practice, with teacher self-assessment of their progress in effectively using this high yield strategy	2, 3, 4
Develop a needs assessment to determine teachers' understanding and use of balanced literacy practices	1, 2
Create lead positions to support teachers with professional learning through coaching, using the New Brunswick model of instructional coaching	3
Increase the availability of in-class student intervention by classroom teachers, with support from literacy lead positions	4
Engage principals, district educators and other key partners in developing and implementing strategies to improve literacy achievement	1, 2, 3, 4
Facilitate weekly communication with each team of K-2 leads to share celebrations and address challenges	2, 4
Translate Grade 1 resources in preparation for French immersion classes	2

Priority: Early Childhood – Ensure all pre-school children develop the competencies they need to be successful in school and in life.

Indicator	Actual	Target 2026
% of children who are identified at risk at kindergarten	TBD	Less than 10%
% of parents who report that their child demonstrates appropriate levels of development prior to school entry	TBD	TBD
% of parents who indicate that their child regularly participated in at least one early childhood service prior to school entry	TBD	TBD

The education plan outlines key areas of focus for each objective. For early childhood, these are:

1 Support parents to maximize their children’s optimal development through the concept of a single-point of access to early childhood and public school services. This will facilitate the promotion of and access to programs, services and resources for families.

- 2 Identify, as early as possible, children who are at risk for developmental delays and living with factors of vulnerability.
- 3 Provide programs, services and intervention for children and families according to their needs.

The table below captures the 2016-17 initiatives that will address this objective and shows the link between the initiative and the key areas of focus.

2016-2017 Initiatives to Achieve the Objective	Link to Key Areas of Focus
Identify and administer an evaluation tool to follow children’s developmental trajectory from birth, to determine the current state	2

Priority: Numeracy K-2 – Improve numeracy skills for all learners.

Indicator	Actual		Target 2026
% of pre-school learners at appropriate development in problem solving and communication	TBD		TBD
% of students achieving appropriate and higher levels of performance on provincial mathematics assessments	Grade 4	TBD Under Development	90%
	Grade 6	20.2%	90%
	Grade 10	TBD Under Development	90%
% of students scoring at higher performance levels in mathematics on PCAP (national) and PISA (international) measures	PCAP	32%	47%
	PISA	31.2%*	59.5%
% of students in Grade 12 who report that they are able to use their financial literacy skills	TBD		TBD

*Note, this is data from PISA 2012. PISA 2015 figures are not available yet as math was a minor domain.

The education plan outlines key areas of focus for each objective. For numeracy, these are:

- 1 Increase early learners' access to quality learning environments that foster the development of foundational concepts in numeracy to position them for future success in this area.
- 2 Provide learners with quality experiences, instruction and assessments throughout the system to ensure they can readily apply mathematical concepts to real-world situations and develop an appreciation of the value of mathematics.
- 3 Provide training and coaching for teachers in high-yield teaching strategies to best serve learners' diverse needs.
- 4 Provide effective, timely and targeted numeracy interventions to ensure that the needs of the range of learners are met.

2016-2017 Initiatives to Achieve the Objective	Link to Key Areas of Focus
Implement a teaching process map and intervention process map to support effective instructional practice (process, expertise and pedagogy)	2
Implement formative assessment as a tool for instructional practice, with teacher self-assessment of their progress in effectively using this high yield strategy	2, 3, 4
Monitor the amount of instructional coaching being offered to K-2 classroom teachers	1, 2
Create lead positions to support teachers with professional learning through coaching, using the New Brunswick model of instructional coaching	3
Increase the availability of in-class student intervention by classroom teachers, with support from numeracy lead positions	4
Engage principals, district educators and other key partners in developing and implementing strategies to improve numeracy achievement	1, 2, 3, 4
Develop Grade 2 resources to support teachers in following the teaching process map and maintain an online site with access to the tools.	2
Facilitate weekly communication with each team of K-2 leads to share celebrations and address challenges	2, 4
Translate Grade 1 resources in preparation for French immersion classes	2

Foundational Work in Other Objectives

Objective	Key Deliverables 2016-17	
	Department Contributions	District Contributions
<p>1. Ensure all learners value diversity and have a strong sense of belonging</p>	<ul style="list-style-type: none"> • Provide professional learning opportunities for classroom teachers to support the transition and success of Newcomer Learners • Hire a dedicated learning specialist to support leadership and coordination in Newcomer Learners initiatives • Provide funding to all school districts to support LGBTQ Inclusive Education • Provide funding to school districts to support initiatives designed to foster diversity and respect 	<p>ASD-East:</p> <ul style="list-style-type: none"> • Provide the tools and training necessary for accommodation and translation to Newcomer Learners • Provide extensive training for all resource teachers and classroom teachers where newcomers have arrived • Support Mental Health initiatives in all high schools through the Mental Health Symposium • Train All Grades 3 – 5 teachers on the new Personal Development Career Planning curriculum • Train all school staff in Changing Minds and Zones of Regulation training in schools <p>ASD-West:</p> <ul style="list-style-type: none"> • Create ASD-W Policy # 703-14 Sexual Violence Policy • Establish the ASD-W Newcomer Welcome Centre • Finance a coordinator to focus on Positive Learning and Work Environment Policy and Behaviour • Support English as Additional Language – coordinator, leads and itinerant teachers • Explore curriculum for advanced learners in three large high schools • Support Active First Nations Enhancement Committees to enhance learning among First Nations students <p>ASD-North:</p> <ul style="list-style-type: none"> • Work with staffs on culturally responsive teaching and the brain • Support curriculum trainers of the CAR curriculum working with schools • Offer LGBTQ training awareness for schools • Design guidance template for training and develop anti-bullying strategies in schools • Equip 50% of schools with resources and provide training in mindfulness and self-regulation strategies <p>ASD-South:</p> <ul style="list-style-type: none"> • Offer professional learning with middle and high schools on LGBTQ issues • Identify LGBTQ as an ends policy (DEC leading) • Support schools in the development of a Gay Straight Alliance (GSA) and provide assistance to those schools which do not have a GSA • Develop a LGBTQ resource package and present to principals who will then present to teachers on a professional learning day • Offer professional learning with schools around cultural diversity in association with Syrian newcomers

Objective	Key Deliverables 2016-17	
	Department Contributions	District Contributions
<p>2. Ensure all pre-school children develop the competencies they need to be successful in school and in life</p>	<ul style="list-style-type: none"> • Implement Levels 1 and 2 of the preschool autism training program • Improve the Day Care Assistance Program • Develop a training strategy for early childhood educators • Implement Phase 2 of the Introduction to Early Childhood Education online course 	<p>ASD-East:</p> <ul style="list-style-type: none"> • Coordinate Everything Early Years Network in schools • Use social media to reach and inform parents, including website and Facebook page for parents • Offer seminar on Children’s Rights • Support shared space at Forest Glen School pilot project • Facilitate a book study with Early Childhood Educators to improve learning environments • Offer a summer program for Syrian Newcomers at Edith Cavell school to support transition to school <p>ASD-West:</p> <ul style="list-style-type: none"> • Establish a focus group for Daycare review to establish priorities • Support Integrated Service Delivery project • Establish bridging project • Engage in collaborative professional learning with Education and Early Childhood • Plan multiple professional learning events with University of New Brunswick <p>ASD-North:</p> <ul style="list-style-type: none"> • Establish a Bridging project around responsive environments between Kindergarten teachers and early childhood educators • Offer cultural education with the Healthy Child Networks • Collaborate with Early Childhood Teachers in introducing the early childhood curriculum • Collaborate with Education Support Services to support early childhood sector with behavior plans • Offer On My Way to K program <p>ASD-South:</p> <ul style="list-style-type: none"> • Facilitate Bridging Project with 12 Educators and Kindergarten Teachers to incorporate best practices from Early Learning • Facilitate Early Childhood Educators and Coordinators in taking part in the online curriculum course • Establish Early Childhood Services Team to include Early Childhood stakeholders with the goal of coordinating services to young children • Support the Developmental Childcare and Enhanced Support care, monitored by FACE, NBACL Consultants, and ECS Coordinators • Focus on Integration of Early Learning and K-2 Learning • Offer joint Early Learning and K-2 PD: including Early Childhood Educators in Summer Learning, Supper Seminar Series, and Oral Language Standards PD with K-2 teachers

Objective	Key Deliverables 2016-17	
	Department Contributions	District Contributions
<p>3. Improve literacy skills for all learners</p>	<ul style="list-style-type: none"> • Develop an early language and literacy module within Phase 2 of the Introduction to Early Childhood Education on line course • Launch a professional learning module to support early years teachers with instructing and assessing phonological awareness • Launch professional learning modules, with information and intervention materials, for Grade 9 classroom and resource teachers • Increase funding to provide tutoring support for Newcomers who require more than one year of tutoring support 	<p>ASD-East:</p> <ul style="list-style-type: none"> • Offer Fast ForWord for grade 2 intervention • Develop a writing continuum for students in grades 6-7-8 • Launch a high school literacy learning document, "Book Clubs: A Collaborative Inquiry Impact Model" • Launch an Evidence of Student Learning Folder to support self-regulated student learning across the three strands of literacy in grades 6-12 • Establish an extended support coaching model to foster assessment-capable learning in all subjects <p>ASD-West:</p> <ul style="list-style-type: none"> • Continue lead positions to support literacy • Provide innovative professional learning with regards to Shelfie Talk, Writer Makerspace, and Book Clubs • Develop formative assessment tools • Develop curriculum supports in literacy standards, resources and assessments • Offer Learning Partnership – Turning Points Writing Initiatives <p>ASD-North:</p> <ul style="list-style-type: none"> • Provide professional learning for K-8 teachers in formative assessment practices • Pilot a group on formative assessment practices for high school • Offer Read 180 literacy intervention in several high schools and middle schools • Provide supper meetings to support best practices including vocabulary development and word work strategies • Administer a Grade 2 District writing assessment • Administer an on-going skills assessment – K-2 benchmark <p>ASD-South:</p> <ul style="list-style-type: none"> • Pilot at Kindergarten increasing exploratory learning like Talk With Me provided Books, Books, Books training with Literacy Leads, Early Childhood Educators and Kindergarten teachers • Establish Early Learning Literacy Lead Teacher position to provide literacy support to Early learning facilities and Kindergarten Classes • Establish "I Can" statements for preschool oral language standards • Develop a recommended book list for preschool Talk with Me Speech Language Pathologists and ASD-South Literacy Coordinators and Early Childhood Services Coordinators • Develop resource sheet for ideas to promote oral language and print awareness for each book from the recommended list • Purchase resources for priority community Early Learning Centres and K-2 classes • Align SLP services with Literacy Leads

Key Deliverables 2016-17		
Objective	Department Contributions	District Contributions
4. Improve numeracy skills for all learners	<ul style="list-style-type: none"> • Provide numeracy assessment and intervention training to 50 Education Support Teachers – Resource • Pilot Grade 9 Screener and Intervention • Review results from the Grade 6 provincial math results and make recommendations for improvement • Target work with School Districts and Math Subject Coordinators specific to Grade 6 math performance 	<p>ASD-East:</p> <ul style="list-style-type: none"> • Implement Dreambox Math in select schools as an intervention tool • Continue support for Grade 5 and 8 math teachers through professional learning • Triangulate data and assessment work with a team of high school educators • Administer K – 9 math screeners 3 times a year as a progress monitoring tool • Shift School Improvement Model to address an area of need / focus in all schools (e.g., assessment practices, Tier 1 strategies) <p>ASD-West:</p> <ul style="list-style-type: none"> • Administer a Grade 9 screener at Woodstock High • Support numeracy leads to grade eight • Develop assessment support tools for math • Develop a numeracy portal site • Offer support in how to facilitate combined classes • Implement the First Nations "Show Me Your Math" <p>ASD-North:</p> <ul style="list-style-type: none"> • Implement K-2 Math Pilot in all schools • Hire additional leads to provide support for a pilot at grades 3-5 and 6-8 (3 schools at each level) • Focus on assessment practices at all levels, especially at K-8 • Facilitate supper meetings to support numeracy instruction and sharing of effective instructional resources <p>ASD-South:</p> <ul style="list-style-type: none"> • Focus on alignment of Math questions to PISA style • Offer professional learning on Math Leadership, Formative Assessment and Practices and promote conversation, observation and products

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<p>5. Improve learning in, and application of, the arts, science, trades and technology for all learners</p>	<ul style="list-style-type: none"> • Update Fine Arts Curricula: <i>Music 122</i> curriculum and <i>Graphic Design 110</i> curriculum to reflect changing technologies • Pilot <i>Human Physiology 110</i> • Complete the K-10 Science framework to support the development of new science curricula • Update the <i>Spotlight on Skills</i> (Grades 3-8) documents to support strengthening science inquiry skills • Pilot <i>Computer Science 110</i> curriculum 	<p>ASD-East:</p> <ul style="list-style-type: none"> • Employ Discovery Education in 6 schools • Provide professional learning opportunities for classroom teachers to support inquiry-based learning with their students • Attend STEM Expo at NBCC March 2017 • Revive band programs in a few schools with the help of a music specialist • Implement The Imagine League – a special project to develop creative hubs within schools • Invite music performances from different schools at each of our Principals’ meeting to raise awareness of what is happening in our district <p>ASD-West:</p> <ul style="list-style-type: none"> • Invest in skilled trades facilities – Woodstock (auto), Hartland (welding), Carleton North (Community Partnership) • Utilize Brilliant Labs and Makerspace; build partnerships with Microsoft and Minecraft • Participate in Hour of Code • Host the Learn East Conference and STEAM Expo • Develop "I Can" Statements in French and English (Science) • Create Balanced Science Lessons (Inquiry-based learning or problem-based learning) • Offer professional learning and model lessons in Fine Arts • Organize and participate in Dramafest <p>ASD-North:</p> <ul style="list-style-type: none"> • Offer STEM Fest • Provide a science lead working with schools in skills and competencies • Facilitate Teacher Think Tanks and screening of Most Likely to Succeed • Cultivate strategic partnerships with NBCC and Brilliant Labs • Offer Innovative Teachers project to support innovation at the classroom level <p>ASD-South:</p> <ul style="list-style-type: none"> • Engage Brilliant Labs to work with schools to increase STEM learning • Establish partnerships for trades with high schools, e.g., Welding Association • Support NB Teen Apprenticeship Program • Provide a Music Specialists at Elementary Level and a Fine Arts lead teacher • Promote Systema program in Saint John Ed Center, supported by District and EECD • Share Spotlight on Skills Programs • Provide Science Subject Coordinator and Lead Teacher Positions Wetlands Partnership

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<p>6. Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture</p>	<ul style="list-style-type: none"> • Complete Social Studies Modules for Grade 8 and 9 and provide professional learning • Complete Native Studies Draft Curriculum • Complete Wolastoqey and Mi'kmaq Language intermediate curriculum and provide professional learning • Develop fifteen First Nation informational videos • Develop professional learning on Culturally Responsive Teaching and Challenges • Secure Elders in Residence (representing both Wolastoqey and Mi'kmaq) to review, provide feedback, consult, and develop FN education materials • Complete Music and Art First Nation content kits and provide professional learning • Complete inclusion of First Nations content in Literacy grades 9-12 and provide professional learning • Complete translation of First Nations legend books produced by EECD • Fulfill EPP obligations • Provide professional learning for senior leaders at EECD and districts on the Truth and Reconciliation Calls to Action • Develop augmented resources to support curriculum in math, literacy, and technology • Develop extra-curricular project supporting trades and numeracy through welding summer camps • Facilitate the Treaty Education Provincial Committee in completing the final review of Grade 3 and 4 Treaty Education resources, previously piloted in four provincial schools and three band-operated schools 	<p>ASD-East:</p> <ul style="list-style-type: none"> • Support a middle school teacher in attending the national First Nations conference • Attend First Nations learning summit (two administrators) <p>ASD-West:</p> <ul style="list-style-type: none"> • Participate actively in the Enhanced Services Agreement • Provide Wolastoqey language learning opportunities • Offer a book study with a First Nations focus • Support First Nations leads to enhance culture and curriculum for all students <p>ASD-North:</p> <ul style="list-style-type: none"> • Provide cultural awareness for all principals, subject coordinators and all schools • Establish NEAT committees set in all schools with large First Nations (FN) attendance • Support FN leads supporting schools in delivering culturally responsive teaching • Provide a FN Language and Culture teacher who works with schools to implement cultural activities • Provide a 3-D printer project for FN artifacts • Facilitate professional learning cultural awareness opportunities • Establish culture rooms in schools with large FN presence • Purchase numerous resources for teachers and students to support acculturation of the curriculum <p>ASD-South:</p> <ul style="list-style-type: none"> • Provide First Nations resources to schools for new curriculum and other curricula that now include First Nations content • Offer guest speakers at KVHS: Circle of Understanding

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<p>7. Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment</p>	<ul style="list-style-type: none"> • Create a working group of key stakeholders to examine the root cause of classroom composition challenges and make recommendations for improvement • Develop shared understanding by defining mental fitness and resiliency • Develop a self-assessment tool for mental fitness • Implement the updated reporting process in Anglophone East and North in Grades K - 8 • Work with high school leaders to examine the evaluation, assessment and reporting in Grades 9 - 12 • Pilot a study skills course for Grade 12 students that builds self-efficacy and literacy skills • Complete Learning Disabilities Framework document • Fund the implementation of the RTI for Behaviour: A PBIS Resource for School-based Teams • Provide a behaviour planning tool (Personalized Learning Plan – Individual Behaviour Support Plan) to support schools and districts • Develop a Functional Curriculum tool and begin to plan for a 9/17 pilot • Enroll all Educational Assistants and School Intervention Workers in Autism Spectrum Disorder and Behavioural Interventions on-line training • Implement Grade 3-5 wellness • Establish school pilot sites for Personalized Learning initiative • Pilot K-5 Physical Education and Outdoor Education 110 Curriculum 	<p>ASD-East:</p> <ul style="list-style-type: none"> • Work with select classes in implementing "New Pedagogy for Deep Learning" (NPDL) • Create and further develop individual school Information Communication Technology (ICT) teams • Intentionally include mental health in the Positive Learning and Work Environment Plan • Coordinate District Health Action Committee to support mental health initiatives • Complete a Response to Intervention self-assessment tool and use this data for planning (all schools) <p>ASD-West:</p> <ul style="list-style-type: none"> • Implement a positive mental health initiative and Healthy School Planner • Provide district-wide professional learning in Trauma Informed Practices and Suicide Response Protocol <p>ASD-North:</p> <ul style="list-style-type: none"> • Facilitate Middle and high school attendance project - root causes and building relationships • Establish Mental Fitness subcommittee with health and education doing awareness talks and supporting training of the CAR curriculum • Support 14 schools with school-wide PBIS projects • Train a core group of principals, counselors and district staff in restorative practices <p>ASD-South:</p> <ul style="list-style-type: none"> • Implement Attendance Matters: Major promotional campaign and tools developed to inform parents and community of the importance of children to being on time and in school • Provide Mental Health First Aid Train the Trainer and 12 Training Sessions • Provide professional learning on Changing Minds, ASSIST, and Non-Violent Crisis Intervention • Offer Fun Friends Training for Early Learning Educators and K teachers, and staff • Develop and distribute Positive Behaviour Intervention Support (PBIS) survey to principals and provide professional learning based on results • Reflect Positive and Restorative Practices in Positive Learning and Work Environment Plan • Provide training in Middle School Restorative Practices in 3 middle schools • Implement Integrated Service Delivery and determine processes and support for Early Childhood and Schools

Objective	Key Deliverables 2016-17	
	Department Contributions	District Contributions
<p>8. Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences</p>	<ul style="list-style-type: none"> • Prepare programming to launch a Grade 1 entry point for French Immersion in September 2017 • Complete research to provide innovative ways to enhance French instruction in rural schools • Implement reading and writing achievement standards for Grades 3 - 12 French Immersion Language Arts • Launch classroom tools to support student understanding of the Common European Framework of Reference and second language proficiency 	<p>ASD-East:</p> <ul style="list-style-type: none"> • Revise Common European Framework of Reference with Grade 9 teachers • Develop New Idello videos • Support Français pour l’avenir – Université de Moncton • Offer a motivational French speaker from Université de Moncton • Present Le français, un cadeau to all high school students and large middle schools • Offer Turning Points writing partnership with middle level French Immersion classes <p>ASD-West:</p> <ul style="list-style-type: none"> • Support student participation in the Summer Learning Program • Partner with University of New Brunswick Second Language Research Institute of Canada • Offer professional learning for teachers in systemic sound instruction and reading strategies • Support Universal Design for Learning in French Immersion • Offer professional learning in Running Records and Guided Reading in French Immersion • Implement culture activities schools to promote engagement <p>ASD-North:</p> <ul style="list-style-type: none"> • Offer coaching and co-planning between French Second Language (FSL) Leads and teachers • Offer Supper meetings to share best practices in FSL instruction • Facilitate French second language improvement sessions for teachers to improve language skill <p>ASD-South:</p> <ul style="list-style-type: none"> • Offer Good For Kids program release time for French Immersion teachers to provide support for students with additional needs • Provide French Literacy Lead Positions • Offer professional learning for teachers and admin on Common European Framework of Reference • Offer professional learning for teachers for K-3 French Experiences • Complete Grade 1 Program Information Nights for all schools • Provide professional learning on guided instruction and quality questions with FI SPRs

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	Department Contributions	District Contributions
<p>9. Foster leadership, active citizenship and an entrepreneurial mindset</p>	<ul style="list-style-type: none"> • Launch a series of projects to promote authentic learning, active citizenship and celebrate Canada 150 • Update the World Issues 120 curriculum 	<p>ASD-East:</p> <ul style="list-style-type: none"> • Create partnerships with select schools and local business to increase engagement in authentic learning (e.g., BestBuy) • Create partnerships with industry in the trades area to promote proper tool use, professional development and real world industry applications • Support JDI Irving tours with all grade 10 students • Support District Arrow Career fair with all high school students • Host the Canadian Skills Competition <p>ASD-West:</p> <ul style="list-style-type: none"> • Partner with the Learning Partnership with Entrepreneurial Adventures • Support a Leadership Lead and complete a scan of student leadership • Include Superintendent participation in Student Leadership Conference • Support Chatter High program • Provide student finance for students in the Shad program • Organize and coordinate a Heritage Fair • Implement the Salmon Federation – Fish Friends program <p>ASD-North:</p> <ul style="list-style-type: none"> • Facilitate student focus groups at the high school level • Support the Cultural transformation project – Dragonfly Project • Support WE Day • Offer the Spirit of Christmas project with schools in the Bathurst area <p>ASD-South:</p> <ul style="list-style-type: none"> • Work with Brilliant Labs to determine how to maximize their support to schools with entrepreneurial and STEM project ideas • Offer the Learning Partnership Entrepreneurship program at middle schools • Offer Junior Achievement Programs at Elementary • Explore with high schools, the establishment of an ASD-S Centre for Entrepreneurship in Saint John • Promote high participation in the Me to We program • Support school participation in the NB Leadership Program • Offer Middle and High School Student Leadership Programs • Support School Involvement in community outreach/service programs