



**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

Policy Name	Academic Excellence		
Policy Number	ASD-W-ER 2.1	Number of Reports per year	1
Policy	<p><i>Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.</i></p> <p><i>The priorities for academic excellence established by Council:</i></p> <ul style="list-style-type: none"> • <i>Literacy, Numeracy and Science</i> • <i>Critical Thinking Skills</i> • <i>Teaching Excellence</i> • <i>Extend Student Learning</i> 		
Date of Report	November 26, 2020		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	David McTimoney, Superintendent		
Report Supported by:	Dianne Kay, Director of Curriculum and Instruction Susan Young, Data and Accountability Supervisor		
<u>Interpretation:</u>			
<ul style="list-style-type: none"> • This policy calls for the superintendent to foster an inclusive student and teacher learning environment that empowers all students to be responsible for their learning so that they will thrive in their life-long learning and work pursuits. • Academic excellence will be pursued through: continuous growth in literacy, numeracy and science, development of critical thinking skills, promotion of teaching excellence, and extended student learning opportunities. Professional learning and teacher coaching will be critical in this pursuit. 			

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<p><u>Justification:</u></p> <ul style="list-style-type: none"> • For students to become lifelong learners, they need to develop skills that support adapting to the rapidly changing environment. (Dr. Tony Wager – <i>Most Likely to Succeed</i>, 2015) • Critical thinking, as defined by the Atlantic Canada Essential Graduation Competencies (2015), states “learners are expected to analyze and evaluate ideas using various types of reasoning and systems thinking to inquire, make decisions and solve problems. They reflect critically on thinking processes”. This involves addressing complex issues and problems. As outlined in provincial curriculum documents, “teachers create environments for students to solve meaningful, real-life situations that require problem-solving, collaboration and communication skills.” (NB Global Competencies, 2018) • For 2020-21 and as part of the Return to School Plan, the Department of Education and Early Childhood (EECD) prioritized curricular outcomes to assist educators in planning their instruction. In addition to this change to outcomes, report cards will also reflect some change at all levels. • Students are motivated as they can articulate what they are learning and why, understand their own learning needs, and know what to do next by becoming assessment capable learners. (NB Global Competencies, 2018) • Teachers’ skills and knowledge affect student achievement. Professor John Hattie’s research shows it is the way teachers teach and the way students see themselves as learners that matters the most. (Visible Learning for Teachers, 2012) • Collective teacher efficacy is defined as the belief that, through collective actions, educators can influence student outcomes and improve student learning. By focusing on teacher efficacy, we can guide educators’ actions and behaviors to affect student outcomes. (Jenni Donohoo, 2017) • Empowering students to pursue their passions is connected to success in school. Embedded classroom learning opportunities and experiences will improve student learning and foster both engagement and motivation. (Doug Wilms, 2011) 	

Compliance:

ASD-W develops and monitors a District Plan (DP). (Education Act 48(2)(c)) The DP for 2020-21 is a one-year bridging plan that is responsive to the potential scenarios of the COVID-19. The focus areas for 2020-21 are Digital Learning and Social Emotional Learning and Well-being. Under Digital Learning, the goal is to collaborate with educators through professional learning opportunities to leverage digital technology that supports teaching and learning.

Students will achieve at the meeting or excelling expectation levels, as noted on the K-8 report cards (June 2017 through June 2020 {representative of learning until March 13th})

Students in high school Language Arts courses, (both FI and Prime), Science courses and Numeracy courses will show high success rate for the courses.

ASD-W encourages learning opportunities for students that extend experiences inside and outside of the regular learning environment. ASD-W Policy 350-2 *Gifted and/or Talented Learners* support Gifted and Talented youth and programming. The district fosters this extended learning through professional learning, sharing of opportunities and offering financial assistance. ASD-W Policy 350-2 is being updated and scheduled for revised release in December 2020.

ASD-W has worked to support assessment changes in assessment practices. As part of the School Calendar, for High Schools, two weeks are described as “Assessment /Demonstration of Learning” weeks, with many revised expectations on final assessment for high school courses.

As noted in curriculum documents, teachers provide extended learning opportunities to support curriculum expectations. These occur in the classroom and as co and extra-curricular. “OurSchool” data will show that teachers provide feedback and help them set goals for learning. “Exit Survey” describes feedback from graduates on extra help and expectations.

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Evidence:

- **Appendix A: NB Global Competencies**
- **Appendix B: School Report Card and “Our School” Data**
- **Appendix C: High School Graduate Exit Feedback**
- **Appendix D: Provincial Assessment Results: ELPA 2019-2020**
- **Appendix E: One Page Provincial Assessment Snapshot**
- **[Policy 350-2 – Gifted and/or Talented Learners - Opportunities](#)**
- **[ASD-W 2020-21 District Plan](#)**

Compliance: I report compliance with this policy.

Superintendent’s Signature: _____

DEC Chair Signature: _____

Date: _____