



The focus areas for the 2022- 2023 school year were:
Classroom Practices, Learning Environments and Leadership & Teaming

Priority 1 Classroom Practices

Goal # 1- Literacy

2022-23 Goal: To improve literacy skills, in both English and French, for all learners

For the 2022 -2023 school year, the District Senior Administration team reviewed data sources and identified that literacy skills would be an area of focus for improvement.

Evidence gathered to support the goal included:

- Building staff skillsets by monitoring the number of teachers k-3 (Prime) and Grades 1-2 (FI) with completion of the Building Blocks of Reading Modules and *Composantes de literatie*.
- Facilitating learning opportunities for teachers k-12 (such as Reading and Writing Workshop Model, development of classroom libraries, use of technology to enhance reading opportunities, Creating a Path to Truth initiative at High School)
- Supporting 10 schools with the Language Learning Opportunities initiative

Data sources, such as the Grade 4 Reading (58.0 % success in 2021-22 to 56.0 % in 2022-23), Grade 6 English 71.4 % success in 2021-22 to 69.9 % in 2022-23), Grade 9 ELPA (82.4% success in 2021-22 to 79.4 % in 2022-23) and demonstrate slight decreases.

Grade 10 Early FI (Grade 3 Entry 72.7% success in 2021-22 to 81.7% in 2022-23) PIF (48.4% success in 2021-22 to 55.3% in 2022-23) and Grade 12 OPI at Intermediate and above went from 90.5% to 90.7% to demonstrate growth. Grade 10 Late FI (Grade 6 Entry 68.3% in 2021-22 to 61.8%) showed a decrease. Report card data demonstrates results remained the same or slight growth K-12 in English Language Arts.

Based on the above analysis, we have seen some growth or maintenance of results, however in review of the indicators of success we have **not reached all of our targets**.

Goal # 2 – Numeracy

2022–23 Goal: To improve numeracy skills for all learners

For the 2022 -2023 school year, the District Senior Administration team reviewed data sources and identified that numeracy skills would be an area of focus for improvement.

Evidence gathered to support the goal included:

- Completion of the of the School Based Benchmark Assessments K-8 (44 of 60 schools)
- Use and promotion of tools to enhance engagement of mathematics.

Data sources, such as grade 5 numeracy data (2022-23 District 51.6 % and Province 50.2 %) and grade 7 (2022-23 District 42.7 % and Province 43.6 %), slight % above province at grade 5.

For Numeracy June 2023 Report Card data, the results for ASD-W demonstrate consistency to 2022, with growth at Grade 9.

Based on the above analysis, we have seen some growth or maintenance of results, however in review of the indicators of success we have **not reached all of our targets**.



Goal # 3 –

2022–23 Goal: Each learner will express greater engagement with learning opportunities in all subject areas.

As part of the monitoring process in ASD-W, the actions were revised to reflect student personal choice and participation in experiential learning in flexible environments. Data will be reviewed for consideration for the 2023-2024 District Plan and an alignment to the goal.

Priority 2 Learning Environments

Goal # 4-

2022-2023 staff will implement strategies to improve the well-being index, as reported through the *Mental Fitness and Resiliency Inventory (MFRI)*

For the 2022 -2023 school year, the District Senior Administration team reviewed data sources and identified what would be an area of focus for improvement.

Evidence gathered to support the goal included:

- Completion of the MFRI twice annually by all ASD-W staff.
- Evidence of growth of 5% within one identified experience or assets for those in Awareness or Building phase.
- 85% of teaching staff feeling their school is a safe and positive learning and working environment as reported in the teacher perception survey.

Summarized Results:

- ❖ District staff MFRI results: (2022-2023 Average District Well-Being Index of 6 – Building Phase) (2021-2022 Average District Well-Being Index of 5 – Building Phase)
- ❖ School staff MFRI results: (Fall – 69/70 Schools Completed; Spring – 37/70 Schools Completed. 32 Schools did not complete the MFRI in the Spring)
- ❖ Teacher Perception Survey Results: 79.3% of teaching staff in ASD-W, based on the Teacher Perception Survey Results, feel their school is a safe and positive learning and working environment.

Based on the above analysis, we have seen some growth or maintenance of results, however in review of the indicators of success we have **not reached all of our targets**.



2022-23

Goal #5: school staff will implement strategies to improve student mental health and school connectedness as reported through the *NB Pulse Survey* (Youth Check In)

For the 2022 -2023 school year, the District Senior Administration team reviewed results of the *NB Pulse Survey*.

Evidence gathered to support the goal included:

Results of the EECD Youth Check In Survey. NOTE : '4' is considered middle (The scoring scale is: 1-2 is low, 3-4 is middle, 5-6 is high)

2022-2023	Number of Students	Mental Health Index	School Relevance Index
Fall	6961	4	4
Winter	7908	4	4
Spring	5568	4	4

Based on the above analysis, we have seen some growth or maintenance of results, however in review of the indicators of success we have **not reached all of our targets**.



Priority 3 Leadership and Teaming

Goal # 6 -

2022-2023 school-based leadership will strengthen the effective and consistent use of the ten step ASD-W Improvement Process

Evidence gathered to support the goal included:

- Use of the ASD-W 10-step process when supporting schools in plan development
- 2022-2023 Teacher Perception results indicate that improvements have been made in the areas of involvement in creating and monitoring school plans during the school year.

Summarized Statement	2021-2022	2022-2023	Targeted Results in District Plan
Involvement in Plan Development	77.4%	81.5%	82%-85%
Monitoring of the School Plan	71.3%	75.6%	80%

- 64 of 70 schools completed a year-end monitoring report in CLEVR to help inform school plan development for the 2023-2024 school year. The 2021-2022 school year saw 61/69 schools complete the year-end monitoring report.

Based on the above analysis, we have seen some growth in this area, however in review of the indicators of success we have **not reached all of our targets.**