

# ASD-W DISTRICT PLAN

2024-25 YEAR 3 OF 3-YEAR PRIORITIES

## District Priorities 2022 - 2025

- Classroom Practices
- Learning Environment
- Leadership and Teaming

November 2024



# Priority: Classroom Practices

**Objective:** To improve the use of formative assessment practices in classrooms.

## Elaboration Statement/Definition:

Formative assessment is a number of elements which enable rather than measure progress and results in students becoming assessment literate. These include:

- A learning culture of a growth mindset
- Involving students in planning units of work
- Effective talk and discussions
- Effective questioning
- Knowing lesson learning targets and constructing success criteria
- Effective ongoing self/peer and teacher feedback

(Collaborative Leadership, Peter M. Dewitt, P.70)

## Data Snapshot Summary:

A review of the 2023-24 Teacher Perception Survey results indicates that 53.5 % of teachers use formative assessment evidence to inform teaching in almost every lesson and 48.5 % of teachers to inform academic interventions in almost every lesson.

The 2023-2024 EECD – Integrated Student Survey results indicate that 48.7% of grades 4 and 5 students reported that their teachers checked for understanding (Ind 17) at least once or many times each day during a two-week period. 50.4% of those students reported that they got feedback from the teacher that helped them to improve at least once or many times daily (Ind 15) during a two-week period. For Grades 6-12, 47.4% of students indicated that teachers checked to make sure they understood (Ind 51) in Most/All of their classes. 47.0% of students indicated getting feedback from the teacher that helped them to improve what they were working on (Ind 57) in Most/All of my classes during a two-week period.

During the 2023-24 school year, ASD-W hired 104 first-year D contract teachers and 46 C contract teachers. In ASD-W 14 teachers are in an administrative role (principal/vice-principal) for the first time.

We have concluded that increased understanding and implementation of formative assessment practices will positively impact student achievement results across all grade levels.

## Goal:

To reinforce the use of formative assessment practices in all schools through meaningful data collection, analysis and actions using the Plan/Do/Check/Act model to improve student achievement by the end of 2025.

## **Actions:**

- The K-5 literacy team will support 100% of Grades 3-5 English prime teachers to strengthen formative assessment practices to support improved word recognition and language comprehension.
- The 6-12 literacy team will develop text sets that intentionally focus on direct instruction, scaffolded support, and ongoing formative assessment of the reading skill descriptors and achievement indicators to be piloted at the Grade 9 level.
- The numeracy team, through the incorporation of research-based formative assessment practices, will support and strengthen schools' use of formative assessment to improve student learning in the Number Strand at the K-5 and the Number and Statistics and Probability Strands in 6-8 to improve engagement in the classroom and drive student achievement.
- The Digital Learning Lead team will collaborate with all curricular areas to support the integration of technology in their formative assessment practices (data collection, analysis, and action determination).
- The science team will develop and promote 3-D Assessments, Checklists, Observation Charts, Co-Constructed Rubrics, Observation Journals, Reflection Pieces, Self+Peer Assessments, Digital Assessments, Balanced Assessments (Products, Observations, Conversations).
- The PE/Wellness team will intentionally review and model formative assessment strategies from the balanced assessment framework document (Teacher, Self and Peer) and incorporate technology-based tools to assist in that practice (I-Pad/Plickers) during teacher coaching sessions and professional learning opportunities
- The Visual Art, Music, Drama, and Social Studies team will develop a curriculum specific infographic of formative assessment strategies and uses for the data in Visual Art, Music, Drama, and Social Studies. Leads will intentionally review and model one strategy from the infographic in any embedded work.
- School-based teams will examine provincial assessment data using a district reflection tool. The results of this tool will be used to help inform decisions for the next district plan

# Priority: Learning Environments

**Objective:** To create culturally safe and gender-affirming learning and working environments in ASD-W.

## Elaboration Statements/Definitions:

**Discrimination** is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. I.e: race, age, national/ethnic origin, colour, religion, sex, sexual orientation, gender identity or expression, marital or family status, genetic characteristics etc. These reasons, also called grounds, are protected under the Canadian Human Rights Act.

**Well-being** offers learners opportunities to develop and balance the four aspects of wellness: mind, body, spirit, and heart. P. 8 Holistic Curriculum <https://curriculum.nbed.ca>

**Inclusion** is an ongoing process aimed at ensuring learners' identities, language, strengths, interests, needs, abilities, and characteristics are recognized and affirmed. P. 7 *Holistic Curriculum* <https://curriculum.nbed.ca/>

**Equity** is achieved by identifying and addressing barriers faced by learners to support each learner's future success. *Curriculum - Shared Tenets Inclusion and Equity - NB Curriculum Framework (nbed.ca)*

## Data Snapshot:

The 2023-24 ASD-W School Council of leaders completed research with K-12 students to identify people's lived experiences, awareness and opportunities specific to discrimination within schools. 19% of K-12 students indicated they had been discriminated against in school. Kindergarten and Grade 6 students had the highest reported numbers of first experience of discrimination at school. 79.2 % of teachers report that they know how to recognize and address racism, discrimination and stereotypes while 54.2 % report there is a clear process in schools to address racism, discrimination and stereotypes.

## Goal:

During the 2024-2025 school year, all ASD-W Senior Administration staff will engage in professional learning to develop an understanding of both microaggressions and unconscious bias to strengthen the team's capacity to support schools.

## Actions:

- Senior Administration will engage in professional learning to improve our collective understanding of microaggressions.
- Senior Administration will engage in professional learning to improve our collective understanding of unconscious bias.
- Senior Administration will review and revise ASD-W Policy 360-3, Multiculturalism and Human Rights to reflect our new learning and understanding of culturally safe and gender-affirming learning and working environments in ASD-W.
- Senior Administration will look for ways to implement the Student Council of Leaders recommendations and determine how they will be used to improve our system.

# Priority: Leadership and Teaming

**Objective:** To facilitate continuous improvement through a disciplined process of improvement.

## Elaboration Statement / Definition

**Leadership-** The primary role of a school-based leadership team is to facilitate continuous improvement, change, and collaboration throughout a disciplined process that leverages the strengths and areas of improvement identified by the school team.

## Data Snapshot Summary:

The 2023-2024 teacher perception survey results indicate that 87.3% of teachers have been involved in the development and/or updating of the School Improvement Plan (IND #4), and that 83.9% report that the progress on SIP goals is monitored based on evidence at least three times a year(IND #5). 83.1% of teachers also report that there is a logical connection between school goals, the strategies chosen to accomplish the goals, and the measures that will indicate if the strategies are successful. (IND #8). The Year End School Plan monitoring reports submitted by schools in June of 2023-2024 saw 59% of goals met. Currently, 61/70 schools have school goals reported in CLEVR. The data suggests that while teaching staff are more involved in school plan development and monitoring of the plan, there is a need for further improvement to effectively meet school goals by the end of the school year.

## Goal:

ASD-W Schools will progress from meeting 59% of school plan goals to 75% of school plan goals as identified in their 2024-2025 school plan by June 2025.

## Actions:

- The Director of Schools team will review individual school plans.
- The Director of Schools team will support schools in examining their goals through a 4DX lens (focus, measurable and a plan for monitoring) through conversations.
- The Director of Schools team will reinforce the use of the 4DX model and LIM resources through targeted conversations, coaching sessions hosted by Franklin Cover Education and leadership meetings.
- The Director of Schools will provide an optional book study, ( insert name of book) for school administrators to be completed by the end of April.
- The Director of Schools will share themes relative to content areas (Wabanaki Education, Curriculum, ESS, Data etc.)with education members of Senior Administrators.

