



# ASD-W DISTRICT PLAN

2024-25 YEAR 3 OF 3 YEAR PRIORITIES

## District Priorities 2022 - 2025

- Classroom Practices
- Learning Environment
- Leadership and Teaming

January, 2025



**ASD-W**  
Anglophone School District West



# ASD-W

Anglophone School District West



## MISSION

To nurture learning in a healthy, safe, inclusive environment so students thrive and become confident, contributing community members.

## VISION

Each student is a successful learner who makes positive contributions to our world.

## VALUES

### LEARNING

We believe in continually improving learning opportunities and environments that nurture every student's strengths, identities, and needs so they can acquire skills to succeed academically and in life.

### PROFESSIONALISM

We believe in engaging in professional, responsible, and sustainable operational structures and practices that fulfill our shared commitments and build a trusting school community.

### WELL-BEING

We believe in cultivating a positive learning and workplace culture that puts social, emotional, and physical well-being and safety at the forefront.

### BELONGING

We believe in providing equitable, friendly environments that welcome diversity and provide inclusive and empowering opportunities for all.

### CITIZENSHIP

We believe in modelling and providing opportunities for leadership and citizenship that enable students to become contributing members of society.

# ASD-W

**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**

**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 June 2025.**



**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. Ie: 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](https://curriculum.nbed.ca/))**

**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.**



**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.

**4DX-** The Four Disciplines of Execution framework is a goal-setting and execution methodology that helps individuals and teams focus on their most important goals and achieve them with discipline and consistency.

**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.**

