

Anglophone West School District 2025-2028 District Plan

The priorities of the District Plan span a three-year period. The plan is developed based on student success and needs in our system and identifies the goals year by year. The plan serves as a map for system leaders and educators, outlining our priorities and making them publicly accessible. Under Section 48(2)(c) of the Education Act, the Superintendent has primary responsibility for the preparation and implementation of the District Education Plan.

Message from the Superintendent

At Anglophone West School District, we understand our responsibilities of ensuring a safe, inclusive, and quality learning and working environment that allows students to grow academically, emotionally, and socially. We know that if we do this well, it will strengthen their opportunities to contribute positively to our community and world. In fact, the ASD-W mission, vision, and core values describe this commitment.

A district plan, however, dives in deeper. Under an over-arching umbrella of the themes “Learn, Be Well, Be Respectful”, we have developed priorities, goals, actions, and indicators of success to help guide us in the work we do. There is an undeniable need to focus on numeracy and literacy. Our organization is stronger when student well-being is fostered and inclusive practices are promoted. And we should never lose sight of the fact that we are all Treaty People and must actively address racism and discrimination. Within this plan, you will see our map with these important pillars at the forefront.

I am proud that this plan was developed collaboratively with leaders from within our system. We took our time and examined data, helping inform our decisions. We will monitor the plan carefully and adjust as required. The next three years will be a time of focus and concentration on what matters most. We will strive continuously to improve.

Yours in education,
David McTimoney



ASD-W
Anglophone School District West



MISSION EHCOWI-LOHKOSIK

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

VISION NIHKANI - NĀMIHTON

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

VALUES WĒLAMŚĒTĀMOWAKĒNĒL

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

Learn

Be Well

Be Respectful

Learn, Be Well, Be Respectful – 2025-2028 District Plan - Anglophone West School District

YEAR 1 OF 3-YEAR PRIORITIES

Numeracy skills are fundamental to a learner's readiness for life in modern society and a key element in STEAM education (science, technology, engineering, arts, and mathematics). Increasingly, problems and situations encountered in daily life, including professional contexts, require a strong foundational understanding of mathematics. (10-Year Ed Plan)

Goal: By June 2026, ASD-W is committed to improving numeracy skills and increasing achievement results in grade 5 by 5% and grade 7 by 3%.

<i>Actions or Lead Measures</i>	<i>Indicators of Success</i>
District Leadership will achieve the goal through the following actions: • Work with data teams in all elementary schools with Academic Support Teachers (ASTs) to interpret their Early Math Assessment (EMA) data to plan interventions for improving student achievement. • Strengthen student learning in numeracy by developing a Cross-curricular Implementation Plan to support and monitor pilot schools. • Encourage school leadership teams to implement strategies at the school-based level that will be levers of improvement for numeracy. • Provide Professional Learning (PL) and training for K-8 school leadership teams in the understanding and application of 1-4+ scale for writing report cards. • Promote fidelity to the new Standard Protocol for Chronic Absenteeism, confirming expectations of adherence to the strategies within.	District Leadership will know we have achieved the goal when: • Data tracking from the Early Math Assessment (EMA) in every school with an Academic Support Teacher (AST) demonstrates student progress. • Meeting notes from Grades 5 and 7 Professional Learning Communities (PLCs) in pilot schools show evidence of cross-curricular numeracy implementation. • Monthly Subject Coordinator meetings include a standing item to monitor cross-curricular implementation of identified growth areas. • Schools are able to describe how their school-based strategies contribute to improving numeracy. • Results show a 5% decrease in chronic absenteeism, recognizing that improved attendance will lead to improved student performance and well-being.

Learn

Be Well

Be Respectful

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YEAR 1 OF 3-YEAR PRIORITIES

Literacy skills impact all areas of learning, including humanities, numeracy, technology, and scientific inquiry, and they enable our participation in society and our transition into learning on the job; therefore, literacy is everyone's responsibility. (10-Year Ed Plan)

Goal: By June 2026, ASD-W is committed to improving literacy skills and increasing achievement results in grade 4 and 6 by 3 %.

<i>Actions or Lead Measures</i>	<i>Indicators of Success</i>
District Leadership will achieve the goal through the following actions: • Support direct instruction by providing data-driven PL and instructional tools. • Assist Academic Support Teachers with how to best respond to ongoing students' needs in literacy based on data (AST Playbook). • Engage in monthly PL in disciplinary literacy strategies for Subject Coordinators. • Build the capacity of teachers across all disciplines/content areas (6-12) to develop and provide scaffolds to ensure all students can access complex texts. • Encourage school leadership teams to implement strategies at the school-based level that will be levers of improvement for literacy. • Provide PL and training in the understanding and application of 1-4+ scale for writing report cards. • Promote fidelity to the new Standard Protocol for Chronic Absenteeism, confirming expectations of adherence to the strategies within.	District Leadership will know we have achieved the goal when: • 100% of kindergarten students are assessed on EGLA PAW 16 by the end of April 2026. • Formative assessment data reported by ASTs (i.e.: K-2 EGLA, universal screening (Dibels), progress monitoring) shows improvement in student achievement. • Exit surveys and data show evidence of staff commitment to implement new learning. • Monthly Subject Coordinator meetings include a standing agenda item focused on disciplinary literacy strategies. • Schools are able to describe how their school-based strategies contribute to improving Literacy. • Results show a 5% decrease in chronic absenteeism, recognizing that improved attendance will lead to improved student performance and well-being.

Learn

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YEAR 1 OF 3-YEAR PRIORITIES

ASD-W is committed to fostering educational environments where students flourish - feel safe, seen, supported, and experience a true sense of belonging.

By honoring and embracing the diverse identities and learning needs of our students and affirming that success should never come at the cost of authenticity or identity, we commit to nurturing genuine student well-being. Through openness to many ways of teaching and learning, and a shared commitment to reflection, growth, and change, we will build a community where every student is supported to thrive, just as they are.

Goal: By June 2026, ASD-W will prioritize professional learning and curricular supports that build school communities where well-being is fostered and inclusive, identity-affirming practices are promoted.

<i>Actions or Lead Measures</i>	<i>Indicators of Success</i>
District Leadership will achieve the goal through the following actions: • Support PL opportunities for educators to enhance their knowledge of New Brunswick Human Rights Law, with a focus on our duty to accommodate. • Distribute curriculum-aligned Sexual Orientation and Gender Identities (SOGI) learning guides for elementary classrooms that feature diverse and inclusive literature. These guides will include clear strategies aligned with district policies and human rights principles, supporting teachers in delivering identity-affirming, age-appropriate lessons.	District Leadership will know we have achieved the goal when.... • ASD-W educators will report increased understanding of New Brunswick Human Rights Law and the Duty to Accommodate in education, as indicated on the <i>Duty to Accommodate Educator Surveys</i>. • 100% of schools (Gr. 4-12) will have participated in and received a score of 4 or above in both the School Relevance Index, and School Relatedness Index within the Youth Check In, and both the Relationship Index and Well-Being Index within the Elementary Check-In surveys. • Elementary school educators will report using curriculum-aligned SOGI learning guides and increased visibility of inclusive literature in classrooms to support identity-affirming lesson plans, as indicated in the annual <i>ASD-W Sexual Orientation and Gender Identities DEC Policy (SOGI) Survey</i>.

Learn

Be Well

Be Respectful

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YEAR 1 OF 3-YEAR PRIORITIES

ASD-W is committed to building school communities where each member has the education, tools, and training to support the dignity and diversity of all learners regardless of race, ethnicity, cultural background, gender, lived experience, ability, or socioeconomic status. By prioritizing equity and inclusion, we aim to create environments where all learners feel valued, supported, and empowered to reach their full potential. Through participation in these strong communities students will be equipped to explore the world with respect for diverse perspectives, experiences, languages, and cultures.

ASD-W recognizes that we are all Treaty People. We recognize that a treaty is a sacred agreement between the Crown and Indigenous Peoples, founded on the principles of peace, friendship, and mutual respect. As Treaty People, we all share the responsibility to live and act in good relation with the land, with one another, and with all living beings—human and non-human, big and small. This includes practicing kindness, reciprocity, and care in our daily lives.

Goal - By June 2026, ASD-W will equip schools with the tools, professional learning, and policy framework necessary to actively address racism and discrimination.

<i>Actions or Lead Measures</i>	<i>Indicators of Success</i>
District Leadership will achieve the goal through the following actions: • Provide PL on treaty rights, and Indigenous worldviews in order to foster a deep understanding of our shared commitments as Treaty People. • Provide schools with the ASD-W Responding to Racism flowchart and asynchronous PL. • Deliver PL related to addressing instances of racism, and discrimination at the school level. • Develop an ASD-W Anti-Racism Policy and phased roll out plan.	District Leadership will know we have achieved the goal when: • Exit surveys show evidence of staff commitment to implement new learning of treaty rights. • An asynchronous PL to support the release of the ASD-W Responding to Racism flowchart has been created and shared with all schools. • One-third of ASD-W Schools participated in PL on addressing instances of racism as part of a 3-year implementation plan. Follow-up surveys show increased comfort, competence and growth in knowledge and practice. • 25% of Schools report using the ASD-W Responding to Racism flowchart.

Learn, Be Well, Be Respectful – 2025-2028 District Plan - Anglophone West School District

YEAR 1 OF 3-YEAR PRIORITIES

Related Data:

Department of Education and Early Childhood Development (EECD) – % Student at Appropriate or Above - Anglophone West School District (ASD-W) [Achievement Reports](#)

Assessment	2020-21	2021-22	2022-23	2023-24	2024-25
G4 Eng. Reading	68.1%	58.0%	56.0%	54.1%	60.9%
G6 Eng. Reading	69.2%	71.4%	69.9%	76.4%	79.3%
G9 ELPA Reading	81.1%	82.4%	79.4%	79.1%	80.8%
G5 Mathematics		Pilot	51.6%	48.1%	45.1%
G7 Mathematics		N/A	42.7%	42.3%	47.5%

EECD in collaboration with New Brunswick Health Council - Student Wellness and Education Survey - Student Responses (ASD-W) [Perception Survey Reports](#)

Survey Items – Grades 6-12	2021-22	2022-23	2023-24	2024-25
I feel my learning needs are met at my school.		78.8%	77.6%	74.4%
I feel I belong at my school. <i>Somewhat/Quite A Bit/A lot > Somewhat/Yes Response in 2024-2025</i>		75.4%	76.2%	83.7%
I feel safe in my school.	70.9%	74.8%	70.8%	72.0%
In general, you would say your mental health is very good/excellent.			39.2%	35.1%
Someone made mean comments about your race, religion, or personal features.	16.6%	18.3%	20.3%	21.1%
Respect for others is valued and taught.	52.1%	54.0%	53.4%	54.7%
Kindness/empathy is valued and taught	54.9%	57.2%	56.4%	58.0%
Respecting other cultures is something that students should learn as early as possible.	83.3%	87.5%	79.4%	74.7%
Survey Items – Grades 4-5	2021-22	2022-23	2023-24	2024-25
I feel I belong at my school. <i>Somewhat/Quite A Bit/A lot > True Response in 2024-2025</i>		84.2%	81.5%	82.0%
I feel safe in my school. <i>A little/ A lot like me</i>		93.2%		92.6%
Youth Check-In – Spring 2024-25	Elementary Check-In (4-5)		Youth Check-In (6-12)	
Participation Rates	70%		86%	

EECD - School Improvement Survey - Teacher Responses (ASD-W)

Survey Items	2021-22	2022-23	2023-24	2024-25
School leaders work with teachers and teams to gather and interpret data on student performance to close achievement gaps	70.3%	78.2%	79.9%	82.3%
In my school, numeracy instruction is embedded in every subject.				49.6%
In my school, literacy instruction is embedded in every subject.				77.6%
I use formative assessment evidence to inform academic interventions in <i>almost every lesson</i> .	46.6%	47.9%	48.5%	46.5%
There is a clear process at this school for addressing racism, discrimination, and stereotypes.		51.7%	54.2%	55.6%
I know how to recognize and address racism, discrimination, stereotypes.		78.0%	79.2%	77.7%

Chronic Absenteeism Rate (10% or more absences) (ASD-W)

Grades	2021-22	2022-23	2023-24 (10-2023 to 03-2024)
K-5	31.6%	38.1%	37.4%
6-8	39.8%	49.4%	46.2%
9-12	43.0%	51.5%	48.1%

ASD-W Council of Student Leaders – Report Recommendations

	2022-23	2023-24	2024-2025
Initiatives	Diversity and Inclusion	Experiences with Discrimination	Improving Experiences for High School Newcomer Students in ASD-W
Report & Recommendations	Read the Reports		

Shaded - Question was not asked.