
The focus areas for the 2024-2025 school year were:
Classroom Practices, Learning Environments and Leadership & Teaming

Priority 1 Classroom Practices

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.

For the 2024-2025 school year, District Senior Administration and Coordinator teams engaged in a comprehensive review of multiple data sources and identified the implementation of **formative assessment practices**, aligned with the **Plan/Do/Check/Act (PDCA)** model, as a key area for growth and improvement across all schools.

Data Sources Reviewed:

- 2023-2024 Teacher Perception Survey
- 2023-2024 EECD Integrated Student Survey
- 2023-24 Report Card Data
- 2023-24 Provincial Assessment Data (Literacy, Numeracy, Science, FSL)
- District employment trends (e.g. new hires, local permits, newly appointed administrators or administrators in new roles)

From this data, the team concluded that a deeper understanding and more consistent application of formative assessment practices would positively influence student achievement across all grade levels.

Evidence Supporting Goal Attainment:

- **Universal screeners and benchmark assessments** were utilized to identify needs and monitor supports for students.
- A proactive, **Upstream approach to change management** was initiated, beginning with school administrators. Key actions included:
 - Professional learning (PL) for administrators focused on ELA, Numeracy, French Second Language (FSL), Digital Literacy, and Indigenous Education
 - Administrator PL sessions centered on conducting walkthroughs with a formative assessment lens
 - Participation in **Professional Learning Communities (PLCs)** through the Academic Support Team (AST) for 41 K-8 schools to embed formative assessment in literacy and numeracy instruction
 - Engagement of 41 administrators in a **Formative Five** book study to deepen their understanding and practice
- **Curriculum Leads** embedded cross-curricular support, using consistent language and approaches to reinforce formative assessment strategies in daily instruction.
- **Pre- and post- PL surveys** tracked changes in understanding and application of formative assessment practices among educators and instructional leaders.
- A combination of **synchronous and asynchronous professional learning opportunities** (e.g., D2L modules, recorded sessions, in-person sessions) ensured broader access and engagement from educators across the district.
- **Assessment tools** were developed to generate strength-based student profiles and serve as diagnostics to guide instruction, particularly in support of English as an Additional Language (EAL) learners

Outcome and Reflection:

Based on the data and evidence collected throughout the 2024-2025 school year, we have **not met our goal**. The district has demonstrated measurable growth in the use of formative assessment practices. These gains are evident across schools and reflect a shared commitment to data-informed instruction and continuous improvement. While progress has been achieved, we recognize that the work of supporting every learner is ongoing. The foundation laid this year will continue to inform practice and enhance student achievement well beyond 2025

Priority 2 Learning Environments

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

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.

For the 2024-2025 school year, the District Senior Administration and coordinator teams reviewed data sources and identified what would be an area of focus for improvement.

Data Sources Reviewed:

2023-2024 ASD-W Council of Student Leaders Report, Teacher perception data, MFRI data, and the New Brunswick Student Wellness and Education Survey

Evidence Supporting Goal Attainment:

- The Senior Administration staff participated in professional learning opportunities both as a group and individually, where applicable. The professional learning included:
 - GNB's Dimensions of Diversity is an introductory learning series of six 30-minute webinars on various topics in inclusion, diversity, equity, and accessibility (IDEA). The goal of this series is to provide foundational knowledge to start your learning around IDEA in the workplace.
 - BodySwaps, and AI-generated PL to support in developing soft skills and an understanding of our own personal biases. Specific modules included Microaggressions and Bias as a Barrier.
 - Attended a travelling exhibit in Moncton- Behind Racism
- School District Policy 360-3, *Multiculturalism and Human Rights*, has been revised
- As district policies are reviewed, we are ensuring that they reflect culturally safe and gender affirming learning and working environments.
- A stronger organizational response is in place for situations related to Human Resources
- Review of a Jurisdictional Scan, *Anti-Racism Efforts in Education Across Canada Jurisdictional Scan prepared by Gabriela Guimarães, Equity, Diversity, and Inclusion Program Facilitator*

Outcome and Reflection:

In review of the evidence and impact statements, we have **met our 2024-25 goal** and will continue to strengthen our understanding and application of learning specific to culturally safe and gender-affirming learning and working environments

Priority 3 Leadership and Teaming

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

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.

For the 2024- 2025 school year, the District Senior Administration and coordinator teams reviewed data sources and identified what would be an area of focus for improvement.

Data Sources Reviewed:

- school plan monitoring reports, year-end school monitoring reports, and targeted conversations between DOS and school administration. Use of the ASD-W 10-step process when supporting schools in plan development and implementation of the Four Disciplines of Education in each school, and completion of year-end monitoring reports in CLEVR.

Evidence Supporting Goal Attainment:

- Participation in coaching calls through our Franklin Covey partnership both at the school and district level.
- Tracking of school plan conversations with school administration by each Director of Schools
- Continued increase in the use of scoreboards in schools to support monitoring of goals.
- An optional book study of The Four Disciplines of Execution for Educators was held for interested principals and vice-principals across the district

Outcome and Reflection:

In reviewing the evidence and impact statements, we have not met our goal of achieving 75% of school plan goals for 2024-2025. Our review of year-end monitoring reports indicates that 69% of school goals have been met. Overall, our evidence shows that 86% of ASD-W schools met one or more school goals this year. A total of 122 goals were created at the school level. Moving forward, we will continue to support schools in goal attainment.

