ASD-W PUBLIC UPDATE

2025–2026 District Improvement Plan
Year-End Progress Summary

A short public-facing summary of the district's progress in Numeracy, Literacy, Well-Being, and Respect.

> Throughout 2025–2026, ASD-W made meaningful progress in all four priority areas. In some areas, achievement targets were not yet met, but important work strengthened instruction, increased collaboration, and built a stronger foundation for continued improvement.

AT A GLANCE

Priority	Where we landed	Public summary
Numeracy	**Progress made; achievement target not yet met**	Achievement increased in Grade 7 and remained steady in Grade 5. The district did not yet meet its improvement target but strengthened professional learning and cross-curricular numeracy work.
Literacy	**Progress made; achievement target not yet met**	Literacy targets were not yet met, but the district expanded literacy professional learning, screening, and cross-curricular supports.
Well-Being	**Goal advanced with strong evidence of implementation**	The district expanded inclusive support, health and wellness initiatives, and educator learning, with broad school participation.
Respect	**Significant progress; goal partially met**	Foundational work moved forward through Treaty Education, anti-racism learning, and the Responding to Racism flowchart, although the full policy goal was not completed.

NUMERACY

Goal: Improve numeracy skills and increase provincial assessment achievement in Grade 5 by 5% and Grade 7 by 3%.

Status — **Progress made; achievement target not yet met**

What progress did we make?

- Grade 7 provincial numeracy results increased from 47.5% to 48.3%, while Grade 5 remained steady at 45.1%.
- The district provided 46 numeracy professional learning opportunities involving approximately 430 participants.
- Cross-curricular numeracy was supported through monthly grade-specific activities and integration across subjects including Physical Education, French Second Language, Science, Outdoor Education, Social Studies, and Literacy.
- Mathematical reasoning was identified as a shared area for growth, creating clearer focus for future work.

Looking ahead

ASD-W will continue strengthening high-quality Tier 1 numeracy instruction, refining improvement priorities, and using assessment evidence to guide the next steps.

LITERACY

Goal: Improve literacy skills and increase provincial assessment achievement in Grade 4 and Grade 6 by 3%.

Status — **Progress made; achievement target not yet met**

What progress did we make?

- Grade 4 provincial literacy results declined from 60.9% to 55.6%, while Grade 6 results decreased from 79.3% to 76.1%, highlighting the need for continued improvement in literacy achievement.
- The district expanded literacy supports across 70 schools and reached approximately 970 participants through in-person and virtual professional learning.

- Universal screening and benchmark assessment practices were used across kindergarten to Grade 8 to strengthen early identification and support.
- Cross-curricular literacy work increased, including close-reading routines and disciplinary literacy strategies across subject areas.
- Pilot-school work showed encouraging results, including reported improvement in Grade 6 cohort performance compared with earlier Grade 4 results.

Looking ahead

The district will continue to strengthen Tier 1 literacy instruction, improve the connection between assessment and instruction, and maintain focused support for early identification and intervention.

WELL-BEING	**Goal:** Prioritize professional learning and curricular supports that build school communities where well-being is fostered and inclusive; identity-affirming practices are promoted.
Status	**Goal advanced with strong evidence of implementation**

What progress did we make?

- Duty to Accommodate professional learning increased educators' self-reported awareness and familiarity with inclusive practice.
- Participation in Youth Check-In and Elementary Check-In surveys reached 100% of eligible schools in spring 2026, strengthening the district's understanding of student experience.
- Inclusive and identity-affirming resources were distributed to schools, with additional support provided to help educators use them well.
- Health and wellness initiatives expanded through STOMP teams, health-promoting schools, outdoor learning, and personal wellness professional learning.

Looking ahead

ASD-W will support schools in using student well-being data, continue building inclusive instructional practices, and focus on a smaller number of high-impact actions.

RESPECT	**Goal:** Equip schools with the tools, professional learning, and policy framework necessary to actively address racism and discrimination.
Status	**Significant foundational progress; goal partially met**

What progress did we make?

- The district advanced Treaty Education and Indigenous learning through professional learning, collaboration, and shared leadership commitments.
- The Responding to Racism flowchart was approved, piloted in five schools, revised based on feedback, and prepared for broader rollout.
- Anti-racism professional learning and resources were expanded through staff learning opportunities, the Equity, Diversity and Inclusion (EDI) SharePoint, and collaboration with community partners.
- District anti-racism policy development was placed on hold following provincial developments, but substantial foundational work was completed.

Looking ahead

The district will continue the rollout of the Responding to Racism flowchart, strengthen educator capacity, and align district efforts with emerging provincial direction.

> Overall, ASD-W made meaningful progress during 2025–2026. While not every achievement target was met, the district strengthened instructional practice, expanded educator learning, and advanced important work to support student success, well-being, and belonging.