ASD-W / DISTRICT IMPROVEMENT PLAN / 2026–2027

# 2025–2028 DISTRICT PLAN | One Direction. Two goals.

## From Provincial Priorities to District Action

| 01 PROVINCIAL EDUCATION PLAN | ASD-W DISTRICT IMPROVEMENT PLAN<br>GOAL 1 — LEARN |
|---|---|
| **Strong Foundations in Literacy and Numeracy** | Every student improves literacy and numeracy skills through high-quality instruction and responsive support across all subject areas.<br><br>High-quality inclusive instruction, collaborative and tiered supports, effective assessment and reporting practices, and meaningful use of provincial assessment results to improve student learning. |

**Leadership Practice | Council of Atlantic Ministers of Education and Alignment** School leaders support continuous improvement by establishing collaborative structures, promoting high-quality instruction, using evidence of student learning to guide decisions, and monitoring progress toward improvement priorities.

| 02 PROVINCIAL EDUCATION PLAN | ASD-W DISTRICT IMPROVEMENT PLAN<br>GOAL 2 — BE WELL • BE RESPECTFUL |
|---|---|
| **Well-Being**<br>Guided by Inclusion and Equity | Everyone learns in a safe, respectful and inclusive school environment that supports well-being, values identity and provides equitable opportunities to access learning.<br><br>Belonging, attendance, access to learning, Treaty responsibilities, and safe, respectful schools. |

**Leadership Practice | Council of Atlantic Ministers of Education and Alignment** School leaders foster safe, respectful, and inclusive learning environments by promoting student well-being and belonging, valuing diverse identities, identifying barriers to learning, and supporting equitable access to educational opportunities.

## Collaboration for Success supports both district goals. District priorities lead; collaboration enables the work.

### SHARED COMMITMENT

***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.

As Treaty People, we honour our shared responsibilities and recognize the diverse identities, cultures, languages, and experiences of all students. We are committed to safe, respectful, and inclusive learning environments that foster belonging and provide equitable opportunities for every student to learn, grow, and succeed, including those learning the language of instruction. Through high-quality instruction, responsive supports, and intentional collaboration, we will strengthen our collective capacity to support student learning and well-being.

**Mission – Ehcowi-Lohkosik:**
To nurture learning in a healthy, safe, inclusive environment so students thrive and become confident, contributing community members.

**Vision – Nihkani-Nəmihton:**
Each student is a successful learner who makes positive contributions to our world.

**Values – Wəlamsetəmowakənəl:**
Learning, Professionalism, Well-Being, Belonging and Citizenship.

GOAL 1 / LEARN

# Strong foundations. Responsive instruction.

Every subject area contributes to the development of literacy and numeracy skills. We will strengthen inclusive, high-quality Tier 1 instruction aligned with prescribed curriculum and support school teams in using evidence of student learning to inform instruction, collaborate, and respond to student needs. This approach will help ensure every student can access meaningful learning opportunities and make progress.

| PROVINCIAL EXPECTATION | ASD-WEST COMMITMENT |
|---|---|
| Improve literacy and numeracy assessment results by 1.1–1.2 percentage points. | Close the gap with provincial performance in Grade 4 English Reading, Grade 5 Mathematics, and Grade 7 Mathematics, working toward meeting or exceeding provincial averages by June 2027. |

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| **1.1**<br>**High-quality inclusive Tier 1 instruction** | Strengthen principals' capacity to lead high-quality, inclusive classroom instruction grounded in the prescribed curriculum, the EECD Teacher Process Map and the diverse learning needs of students.<br>**JUNE 2027** 100% of principals participate in Tier 1 professional learning informed by provincial results and identified school needs. |
| **1.2**<br>**Multi-Tiered Systems of Support (MTSS) & collaborative response** | Strengthen a consistent district-wide approach to supporting students by reviewing existing Response to Intervention (RTI) practices, exploring their connection to Multi-Tiered Systems of Support (MTSS), and identifying ways to improve coordinated instructional and intervention supports.<br>**JUNE 2027** Consistent guidance and resources are developed to support communication and implementation in schools beginning August 2027. |
| **1.3**<br>**Assessment-informed instructional practices** | Support school teams in both English and French learning pathways to use evidence of student learning to identify students who are not meeting essential curriculum outcomes, plan responsive instruction and supports, and monitor student progress through collaborative planning.<br>**JUNE 2027** Participating school teams use student learning data to identify students not meeting essential curriculum outcomes, plan responsive supports, and monitor progress through ESS meetings, PLCs, or other collaborative practices. |
| **1.4**<br>**Effective teaching practices across subject areas** | Subject coordinators will deepen their understanding of the pedagogies outlined in the NB Curriculum Framework, lead their application within their subject areas, and support instructional leads and coaches in this work.<br>**JUNE 2027** 100% of subject coordinators participate in professional learning, identify application within their subject area, and work with instructional leads and coaches to share learning and support application in schools. |
| **1.5**<br>**Assessment & reporting practices** | Strengthen educators' understanding and consistent application of EECD K–8 and Grades 9–12 assessment, evaluation and reporting guidelines by providing accessible resources and professional learning. Support schools in applying provincial expectations to classroom assessment, evaluation of student learning, report card preparation and consistent reporting practices.<br>**JUNE 2027** 100% of K–12 schools receive relevant resources and opportunities to review, discuss and apply provincial assessment, evaluation and reporting guidance. |
| **1.6**<br>**Provincial assessment awareness & value** | Strengthen educators' understanding of the purpose and value of provincial assessments, including inclusive assessment practices, accommodations, student participation and how results can inform school improvement.<br>**JUNE 2027** 100% of schools receive information and implementation supports, with opportunities to review practices. |

GOAL 2 / BE WELL • BE RESPECTFUL

# Belonging. Access. Respect.

**Everyone learns in a safe, respectful and inclusive school environment that supports well-being, values identity and provides equitable opportunities to access learning.**

We recognize that well-being, belonging, positive relationships and engagement are essential conditions for learning. Through prescribed curriculum, welcoming and inclusive school environments, student voice, respectful relationships, accessible instruction and responsive supports, we will strengthen connection, belonging, engagement and participation in learning.

| PROVINCIAL EXPECTATION | ASD-WEST COMMITMENT |
|---|---|
| Improve student well-being, belonging and access to learning through safe, respectful and inclusive school environments. | Increase student-reported belonging and access to supportive adults from 2025–2026 baselines, with particular attention to Grades 6–9, where 48.7% of students reported feeling they belong at school. By June 2027, 100% of schools will use student voice and well-being evidence to identify priorities, implement responsive actions and monitor progress. |

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| **2.1**<br>**Well-being & belonging** | Support schools in using student voice and well-being survey results to identify local priorities, implement responsive actions and monitor progress in existing School Improvement Plans (SIPs).<br>**JUNE 2027** 100% of applicable schools complete at least one Plan–Do–Check–Act (PDCA) cycle informed by student voice and well-being data. |
| **2.2**<br>**Attendance & engagement** | Strengthen schools' consistent use of attendance data to identify students experiencing attendance challenges, understand barriers, and implement responsive supports. Continue to promote the Standard Protocol for Chronic Absenteeism as a resource to guide school teams in supporting students and improving attendance.<br>**JUNE 2027** By June 2027, 100% of schools will regularly review attendance data, identify students requiring additional support, and demonstrate responsive actions to address attendance concerns, with the ongoing goal of reducing chronic absenteeism. |
| **2.3**<br>**Responsive & accessible learning supports** | Strengthen educators' understanding and application of inclusive Tier 1 instruction, Duty to Accommodate, appropriate accommodations and collaborative processes for identifying and responding to barriers to learning. Clarify when and how to access school and district support teams.<br>**JUNE 2027** Educators demonstrate increased understanding of inclusive practices, accommodation responsibilities and processes for accessing responsive supports. |
| **2.4**<br>**Treaty responsibilities** | Strengthen educators' capacity to integrate Treaty education and Wabanaki worldviews into curriculum, classroom instruction, and school practices through professional learning, collaboration, and practical application of shared learning opportunities.<br>**JUNE 2027** 100% of schools report participating in a shared learning opportunity related to Wabanaki and Treaty education. |
| **2.5**<br>**Responding to racism & discrimination** | Strengthen schools' capacity to prevent, recognize and respond to racism and discrimination through the Levels of Racism Flowchart, anti-racism and human rights professional learning, curriculum connections and proactive district support.<br>**JUNE 2027** 100% of schools have access to the Levels of Racism Flowchart and related resources; 25% report applying these resources; educators participate in targeted professional learning; and ASD-West works toward a 10% reduction in recorded incidents of discrimination. |
| **2.6**<br>**SOGI resources & inclusive practices** | Strengthen educators' awareness and use of existing curriculum-aligned Sexual Orientation and Gender Identity (SOGI) resources. Review current school practices, identify barriers to implementation and provide responsive supports that promote respectful and inclusive learning environments.<br>**JUNE 2027** ASD-West completes a district-wide review of SOGI resource use, identifies implementation strengths and barriers, and establishes priorities for additional school support in 2027–2028. |

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

**YEAR 2 OF 3-YEAR PRIORITIES | DISTRICT IMPROVEMENT PLAN 2026–2027**

**RELATED DATA | 2025–2026 values are blank where not supplied**

ASD-W
Anglophone School District West

### EECD – % Students at Appropriate or Above (ASD-W) · Achievement Reports

| Assessment | 20–21 | 21–22 | 22–23 | 23–24 | 24–25 | 25–26 |
|---|---|---|---|---|---|---|
| G4 Eng. Reading | 68.1% | 58.0% | 56.0% | 54.1% | 60.9% | 55.6% |
| G6 Eng. Reading | 69.2% | 71.4% | 69.9% | 76.4% | 79.3% | 76.1% |
| G9 ELPA Reading | 81.1% | 82.4% | 79.4% | 79.1% | 80.8% | 80.1% |
| G5 Mathematics | | Pilot | 51.6% | 48.1% | 45.1% | 45.1% |
| G7 Mathematics | | Pilot | 42.7% | 42.3% | 47.5% | 48.3% |

### NBHC / EECD – Student Wellness and Education Survey (ASD-W)

| Survey items – Grades 6–12 | 21–22 | 22–23 | 23–24 | 24–25 | 25–26 |
|---|---|---|---|---|---|
| I feel my learning needs are met at my school. | 74.2% | 78.8% | 77.6% | 74.4% | 77.9% |
| I feel I belong at my school. | N/A | N/A | N/A | 44.0% | 46.1% |
| I feel safe in my school. | 70.9% | 74.8% | 70.7% | 72.0% | 75.5% |
| In general, you would say your mental health is very good/excellent. | 33.9% | 37.7% | 39.1% | 35.1% | 37.9% |
| Someone made mean comments about your race, religion, or personal features. | 16.6% | 18.3% | 20.3% | 21.1% | 21.8% |
| Respect for others is valued and taught. | N/A | 54.0% | 53.4% | 54.7% | 59.0% |
| Kindness/empathy is valued and taught. | N/A | 57.2% | 56.7% | 58.0% | 61.3% |
| Respecting other cultures is something that students should learn as early as possible. | N/A | 87.5% | 79.4% | 74.7% | 78.5% |

| Survey items – Grades 4–5 | 21–22 | 22–23 | 23–24 | 24–25 | 25–26 |
|---|---|---|---|---|---|
| I feel I belong at my school.* | N/A | N/A | 81.5% | 82.0% | 82.0% |
| I feel safe in my school. | N/A | 70.5% | N/A | 69.2% | 65.2% |

| Survey Participation | Elementary (4–5) | Youth (6–12) |
|---|---|---|
| 2024–2025 participation | 91.6% | 76.4% |
| 2025–2026 participation | 88.7% | 77.3% |

### EECD – School Improvement Survey · Teacher Responses (ASD-W)

| Survey item | 21–22 | 22–23 | 23–24 | 24–25 | 25–26 |
|---|---|---|---|---|---|
| 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% | 84.0% |
| In my school, numeracy instruction is embedded in every subject. | N/A | N/A | 43.4% | 49.6% | 49.2% |
| In my school, literacy instruction is embedded in every subject. | N/A | N/A | 74.6% | 77.6% | 79.1% |
| I use formative assessment evidence to inform academic interventions in almost every lesson. | 46.6% | 47.9% | 48.5% | 46.5% | 48.0% |
| There is a clear process at this school for addressing racism, discrimination, and stereotypes. | N/A | 51.7% | 54.2% | 55.6% | 61.0% |
| I know how to recognize and address racism, discrimination, stereotypes. | N/A | 78.0% | 79.2% | 77.7% | 81.6% |

*wording for item two and three changed in 2023-24

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

| Grades | 21–22 | 22–23 | 23–24 | 24–25 | 25–26 |
|---|---|---|---|---|---|
| K–5 | 31.6% | 38.4% | 35.2% | 29.6% | 27.5% |
| 6–8 | 39.8% | 49.7% | 46.2% | 42.2% | 39.8% |
| 9–12 | 43.0% | 51.4% | 50.2% | 49.4% | 44.6% |

### ASD-W Council of Student Leaders – Report Recommendations

| Year | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|---|
| Initiative | Diversity and Inclusion | Experiences of Discrimination | Improving Experiences for High School Newcomer Students in ASD-W | AI Education and Use in ASD-W |

### 2025–2026 Provincial Assessment Results · Current ASD-West Standing

| Grade | Assessment | Province | ASD-W | Gap |
|---|---|---|---|---|
| 4 | English Reading | 57.7% | 55.6% | -2.1% |
| 4 | Scientific Literacy | 76.3% | 75.1% | -1.2% |
| 5 | Mathematics | 50.7% | 45.1% | -5.6% |
| 5 | FSL Reading Early FI | 75.6% | 74.6% | -1.0% |
| 6 | English Reading | 76.1% | 76.1% | 0.0% |
| 6 | Scientific Literacy | 74.7% | 76.4% | +1.7% |
| 7 | Mathematics | 50.9% | 48.3% | -2.6% |