

District Improvement Plan 2026-2027

Creating an engaging, equitable, and high achieving learning environment for all



Achievement

ASD-S will improve student achievement by enhancing instructional and assessment practices through targeted professional support.

SMART GOAL By June 2027, all schools will improve provincial literacy and numeracy assessment scores by 1.1–1.2%.

1 Grade 8–9 Transition Support

Use early identification, shared screening data, coordinated supports and effective scheduling to strengthen ELPA success.

2 Middle School Revitalization

Sharpen literacy, numeracy and well-being priorities; support pilot schools and onboard remaining middle schools.

3 Skilled Trades Pathway

Expand grades 6–8 exploration and strengthen welding, technology and post-secondary partnerships.

4 District Response Protocol

Implement LIFT as a clear response when school-level plans are not producing intended learner outcomes.

5 School Improvement Cycle

Strengthen baseline evidence, measurable targets, SIP checkpoints and progress monitoring in every school.

Belonging & Equity

ASD-S will develop a culture where learners experience connection, safety, inclusion, and respect.

SMART GOAL By June 2027, all schools will increase positive student reports of connectedness, safety and belonging by at least 5%, and reduce low ratings by 5%.

1 Anti-Racism Review

Assess policy implementation and student voice; use findings to guide next steps, including Wabanaki policy development.

2 Translation Support

Embed translation services in schools to strengthen access, inclusion and belonging for multilingual communities.

3 Positive Behaviour Interventions and Supports Expansion

Engage all schools in PBIS while continuing district support and data review for current implementers.

4 Inclusive Resources

Develop and share French-language classroom resources supporting diversity, respect and PRIDE.

5 Transition to School

Study early learning-to-elementary transitions and create aligned strategies informed by family and staff feedback.

6 School Improvement Cycle

Use baseline evidence, measurable well-being targets, SIP checkpoints and annual progress monitoring.

Professional Competence

ASD-S will ensure coherent learning, leadership, and role-specific support that empowers employees to succeed.

SMART GOAL By June 2027, 70% of employees will report having the knowledge, resources, professional learning and leadership support needed for success.

1 EDGE-South

Deliver a three-year induction pathway that strengthens mentorship, professional networks, confidence and belonging.

2 Leadership Capacity

Provide structured support for current administrators and Early Learning leaders as well as school and district leaders.

3 School-Facing Practice

Target learning for specialized educator groups, instructional leaders, coaches and counsellors.

4 District & Support Staff

Provide role-specific training for HR, Finance, Transportation and Facilities, including support for new hires.

5 AI & Systems Training

Coach district and school leaders to use AI tools and increase time available for instructional leadership.

6 Multi-Tiered Support System for School Improvement

Embed ongoing learning through administrator meetings, monthly check-ins, Teams sessions and on-demand support.