



**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

Policy Name	Academic Excellence		
Policy Number	ASD-W-ER 2.1	Number of Reports per year	1
Policy	<p><i>Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.</i></p> <p><i>The priorities for academic excellence established by Council:</i></p> <ul style="list-style-type: none"> • <i>Literacy, Numeracy and Science</i> • <i>Critical Thinking Skills</i> • <i>Teaching Excellence</i> • <i>Extend Student Learning</i> 		
Date of Report	November 21, 2019		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	David McTimoney, Superintendent		
Report Supported by:	Dianne Kay, Director of Curriculum and Instruction Susan Young, Data and Accountability Supervisor		
<u>Interpretation:</u>			
<ul style="list-style-type: none"> • This policy calls for the superintendent to foster a inclusive student and teacher learning environment that empowers all students to be responsible for their learning so that they will thrive in their life-long learning and work pursuits. • Academic excellence will be pursued through: continuous growth in literacy, numeracy and science, development of critical thinking skills, promotion of teaching excellence, and extended student learning opportunities. Professional learning and teacher coaching will be critical in this pursuit. 			

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<p><u>Justification:</u></p> <ul style="list-style-type: none"> • For students to become lifelong learners, they need to develop skills that support adapting to the rapidly changing environment. (Dr. Tony Wager – <i>Most Likely to Succeed</i>, 2015) • Critical thinking, as defined by the Atlantic Canada Essential Graduation Competencies (2015), states “learners are expected to analyze and evaluate ideas using various types of reasoning and systems thinking to inquire, make decisions and solve problems. They reflect critically on thinking processes”. This involves addressing complex issues and problems. As outlined in provincial curriculum documents, “teachers create environments for students to solve meaningful, real-life situations that require problem-solving, collaboration and communication skills.” (NB Global Competencies, 2018) • Students are motivated as they can articulate what they are learning and why, understand their own learning needs, and know what to do next by becoming assessment capable learners. (NB Global Competencies, 2018) • Teachers’ skills and knowledge affect student achievement. Professor John Hattie’s research shows it is the way teachers teach and the way students see themselves as learners that matters the most. (Visible Learning for Teachers, 2012) • Collective teacher efficacy is defined as the belief that, through collective actions, educators can influence student outcomes and improve student learning. By focusing on teacher efficacy, we can guide educators’ actions and behaviours to affect student outcomes. (Jenni Donohoo, 2017) • Empowering students to pursue their passions is connected to success in school. Embedded classroom learning opportunities and experiences will improve student learning and foster both engagement and motivation. (Doug Wilms, 2011) <p><u>Compliance:</u></p> <ol style="list-style-type: none"> 1. ASD-W develops and monitors a District Improvement Plan (DIP). (Education Act 48(2)(c)) The DIP focuses on engagement, formative assessment, and collective efficacy, in order to see improvements in literacy, numeracy and science. Teachers will explore tools and strategies to enhance practices to support assessment capable learning K-12. <ul style="list-style-type: none"> - Students will achieve at the meeting or excelling expectation levels with continued improvement above previous end of year performance, as noted on the K-8 report cards (April 2016, April 2017, April 2018) - Students in high school Language Arts courses, (both FI and Prime), Science courses and Numeracy courses will achieve above previous year’s performance, with continued improvement 	

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<p>2. ASD-W encourages learning opportunities for students that extend experiences inside and outside of the regular learning environment. ASDW Policy 350-2 <i>Gifted and/or Talented Learners</i> support Gifted and Talented youth and programming. The district fosters this extended learning through professional learning, sharing of opportunities and offering financial assistance.</p> <p>3. ASDW has an established policy for staff growth, as outlined in Policy 250-15, 250-15A.</p> <p>4. As noted in curriculum documents, teachers provide extended learning opportunities to support curriculum expectations. These occur in the classroom and as co and extra-curricular. “OurSchool” data will demonstrate an increase in students responding that teachers provide feedback and help them set goals for learning.</p>	
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Appendix A: NB Global Competencies • Appendix B: School Report Card and “Our School” Data • Appendix C: Provincial Assessment Presentation • Appendix D: Provincial Assessment Program Overview of Results 2018-19 • Appendix E: One Page Provincial Assessment Snapshot • <u>Policy 350-2 – Gifted and/or Talented Learners - Opportunities</u> • <u>Policy ASD-W 250-15 – Employee Performance Evaluation</u> • <u>Employee Growth Process</u> • <u>District Improvement Plan</u> • <u>District Positive Learning & Working Environment Plan</u> 	
<p>Compliance: I report compliance with this policy.</p>	

Superintendent’s Signature: _____
DEC Chair Signature: _____
Date: _____