



Anglophone North
School District



Inspire Success. Every learner. Every step.

A Multi-Year Plan for District Improvement
2025-2028

District Priorities Snapshot



PJILA'SI.

The Anglophone School District North would like to acknowledge, respect, and remind that we are situated in Mi'kma'ki, the unceded, unsurrendered territory of the Mi'kmaq people. The Mi'kmaq who welcomed English and French speaking settlers and taught them how to survive in their territory based on their relationship with the land, nature, and mankind that continues to this day. The Mi'kmaq Nations, who have inhabited this land since time immemorial, signed Treaties of Peace and Friendship with the British Crown beginning in 1725, which were upheld by the Government of Canada in the Constitution Act of 1982. These treaties did not deal with the surrender of land but established rules for ongoing coexistence and partnership between nations. We commit to ongoing relationships of peace and mutual respect as we strive to live up to the ideals of true reconciliation.

Message from the Superintendent



As Superintendent of Anglophone North School District, I am continually inspired by the strength that comes from being a close-knit, community-centered district. There is power in being small—our schools reflect a sense of familiarity, comfort, and connectedness that allows us to truly know and support one another. This foundation enables us to build meaningful relationships and foster environments where every learner feels seen, valued, and supported.

While we embrace the richness of growing diversity across our district, we remain deeply committed to honoring and preserving the traditional practices and teachings of the Mi'kmaq people. Their enduring presence and contributions continue to shape our collective identity and guide our efforts toward reconciliation and inclusive education.

Together, we move forward—grounded in tradition, strengthened by community, and united in our vision to inspire success, every learner, every step!

Dean Mutch
Superintendent



District Improvement Plan Leadership Group



Back Row (L-R): Meredith Caissie, Colin Brewster, Craig Caldwell, Matthew Sweezey, Bill McGinn, Krista Cabel
Front Row (L-R): Kimberley Cripps, Marlene Noel, Dean Mutch, Stewart Stanger, Melanie Cortes

Our Vision, Mission, and Values

Our Vision

What we aspire to do.

Inspire success. Every learner. Every step.

When we say learners, we mean everyone. Our students, our teachers, our school and district support staff and leadership – we are all learners, and this plan commits to inspiring success in all of you, every step of the way. Success will be achieved through accountability and alignment of practices.

Our Mission

How we will do it.

ASD-N is committed to building a collaborative, data-driven network of educators dedicated to each learner's success and future readiness through practices that are equitable, evidence-based, and engaging.



Our Values

What we believe.

Through meaningful engagement with a cross-section of stakeholders and rights-holders, these four core values emerged most prominently:



**Commitment to
Learner Success**

01



Equity

02



Collaboration

03



Engagement

04

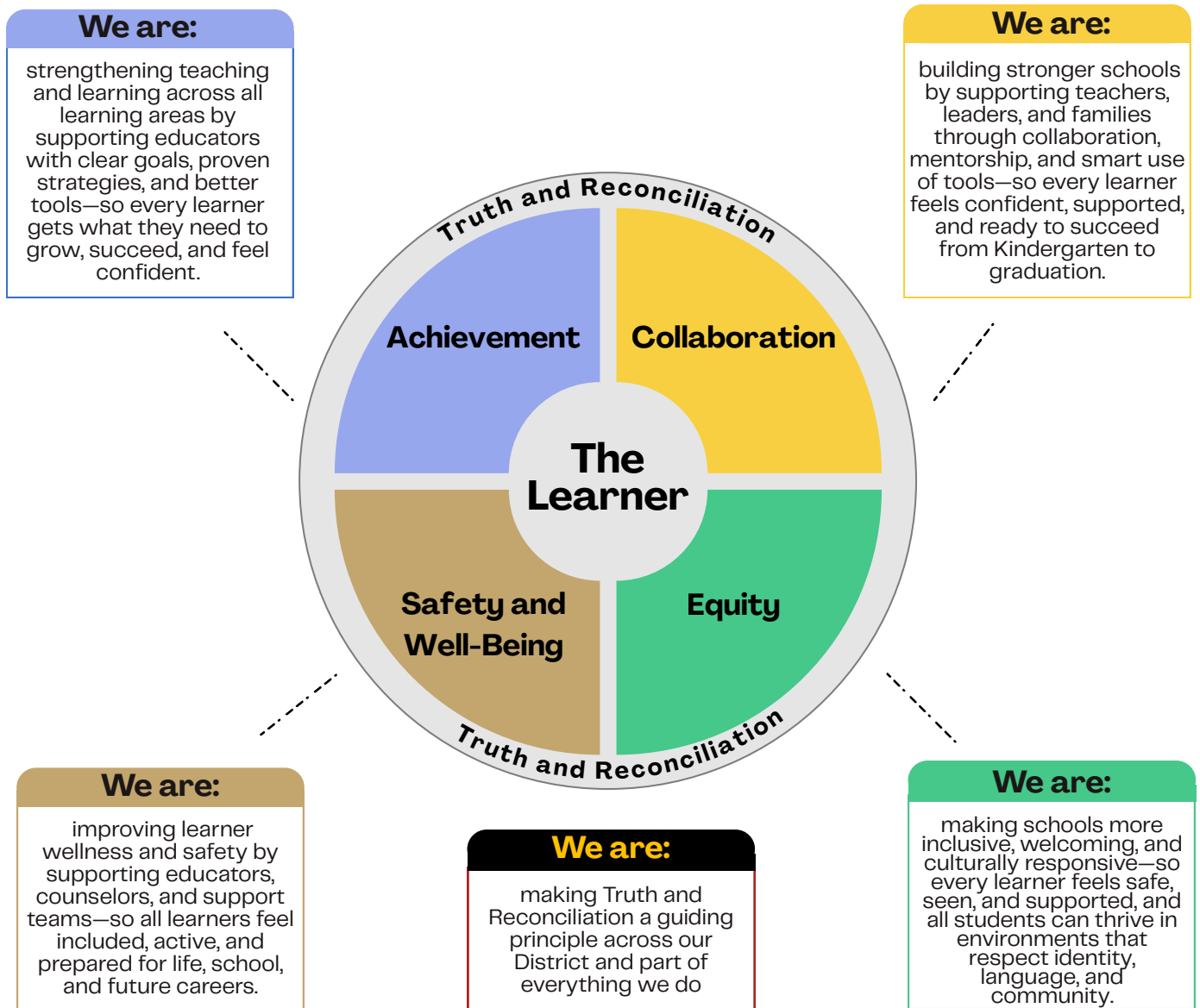


What was our process for determining mission and vision?

Fullsome data collected through surveys (114 participants) and face-to-face consultations (120 participants) with students, educators, administrators, district leadership, and First Nations communities inspired and/or gave feedback on our values, vision, and mission.

Strategic Priorities At-A-Glance

The strategic priorities provide a clear and focused framework for achieving our district's vision and mission. They guide decision-making, resource allocation, and action planning to ensure the greatest impact on learner success and well-being. Developed in collaboration with stakeholders and rightsholders, these priorities ensure that all district goals align with our shared values and long-term aspirations.



Truth and Reconciliation as a Guiding Principle

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

1. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
2. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
3. Building student capacity for intercultural understanding, empathy, and mutual respect.
4. Identifying teacher-training needs relating to the above.



Peter Watson
NSER

Essential Practices

- 01 Commitment to Learn
- 02 Be a Good Ally
- 03 Create Culturally Safe Space
- 04 Fostering Respect and Understanding

“Education got us into this mess, and education will get us out.”

–Hon. Murray Sinclair

Achievement

Aligned assessment, responsive instruction, and support for every learner.

The Achievement Strategic Priority focuses on enhancing assessment and evaluation practices by promoting alignment, consistent use of common assessments, and a balanced approach to formative and summative methods. In literacy, the plan aims to strengthen foundational English skills, improve French Immersion instruction at the middle school level, and support scientific literacy at the Grades 3–8 levels through targeted resources. Numeracy goals center on helping teachers implement the new holistic curriculum, developing tools for assessment and instruction, and introducing benchmarks to better identify student needs. Additionally, the plan emphasizes increased support for Personalized Learning Plans (PLPs) to foster greater success for students with diverse learning needs.



Assessment and Evaluation

Focus will be on alignment of assessment, evaluation, and reporting practices, movement toward common assessment practices, and attention to the balance of formative and summative assessment.

Literacy

We aim to strengthen foundational skills in English reading and writing, align and enhance French Immersion Language Arts instruction in middle school, and provide targeted support and resources for scientific literacy.

Numeracy

Priorities will be with supporting teachers to implement the new holistic curriculum. Our goals focus on the development of tools and resources to support assessment and instruction as well as the implementation of middle school benchmarks to better assess areas of need.

Diverse Learning Needs

We will work to elevate support for Personalized Learning Plans (PLPs) to increase individualized learner success.

Collaboration

Building success through connection, support, and collective growth.

We are committed to cultivating a culture of collaboration that empowers staff, supports learners, and promotes well-being across our school communities. This includes implementing Professional Learning Communities to build shared leadership and collective efficacy, establishing mentorship programs to support new educators and leaders, and enhancing transitions to Kindergarten by fostering stronger family and early learning relationships. We also prioritize the collaborative creation of Personalized Learning Plans to address individual needs, and emphasize the importance of ethical collaboration with AI among staff and learners as a new focus area.



Professional Learning Communities (PLCs)

A primary area of district focus will be on the implementation of PLCs within schools, between schools, and among school and district leadership. This structured collaboration will lead to improved learner achievement and collective efficacy across learning communities.

Recruitment and Retention

A multi-tiered mentorship program for new teachers and administrators will be prioritized. This will support high-quality teaching, instructional leadership, learner success, and staff well-being.

Transition to School

We are committed to improving the transition to Kindergarten process, which will lead to stronger relationships with Early Childhood Education and families, greater sense of belonging for learners and families, increased social-emotional autonomy of learners, and alignment of instructional practices.

Planning for Diverse Learning Needs

We will enhance our collaborative efforts to create PLPs so that educators are better supported and learner progress is more effectively tracked and strengthened.

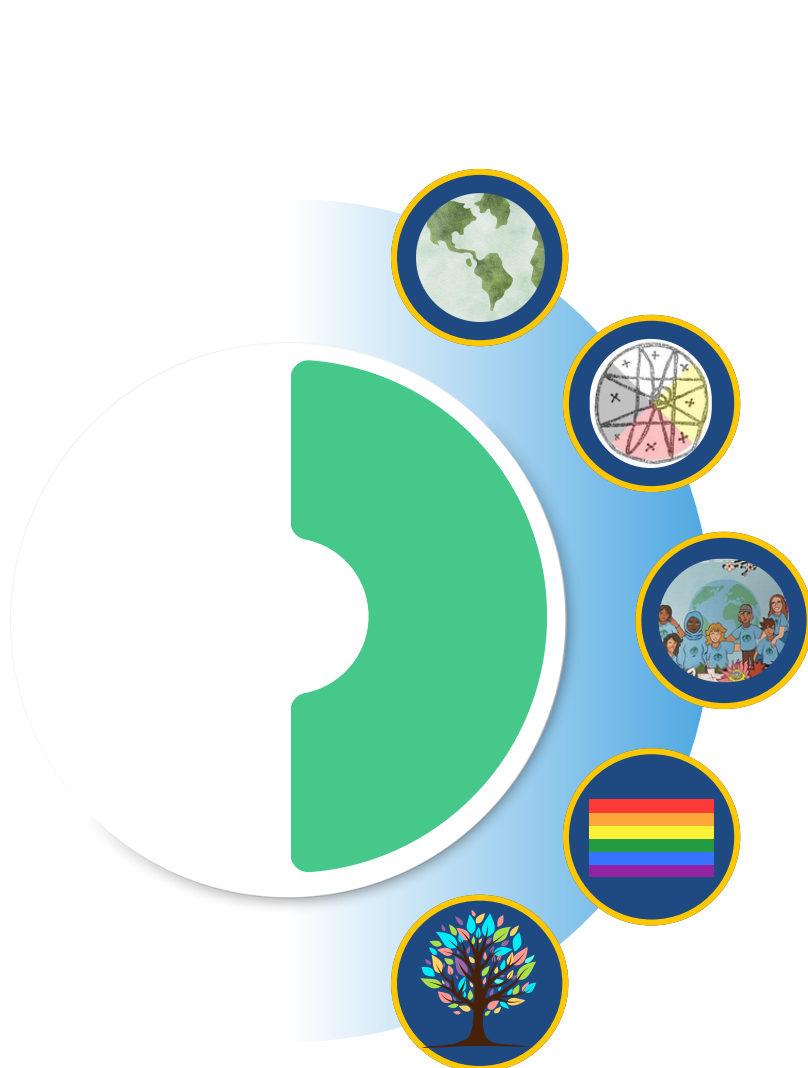
Digital Integration and AI

We will continue to provide professional learning on digital integration, while prioritizing our support for the ethical collaboration with AI by both staff and learners.

Equity

Honouring diversity and fostering equitable learning and work environments

The Equity Strategic Priority is dedicated to creating inclusive, respectful, and flexible learning environments that honor diverse cultures, histories, and needs. This includes advancing culturally responsive education, deepening Truth and Reconciliation efforts, and strengthening staff capacity in trauma-informed and equitable practices. Focus is also placed on building staff capacity to support multilingual learners and aligning district efforts with policies that promote well-being and success for all learners and staff.



Culturally Responsive Education

We will support schools to embed culturally responsive practices so that learners and staff will experience more inclusive, affirming school environments.

First Nations Education

We will continue to support schools and district office as they engage in meaningful Truth and Reconciliation learning. We will build staff capacity in trauma-informed practices, strengthening relationships with communities and families, and honouring the rights, voices, and histories of Wabanaki learners and communities.

Multilingual Language Learners (MLLs)

Our goal is to enhance the support mechanisms in place and build collaborative structures to increase staff confidence and capacity to provide responsive instruction to MLLs so that learners will have learning experiences aligned to their needs.

Policy 713 Alignment

We will prioritize the work of schools and district to align their environments with Policy 713 so as to improve learner and staff well-being and achievement.

Alternative Learning Environments

We will develop a research-informed common framework for Alternative Learning Environments. This will align instructional and behavioural supports so that all learners in alternative settings experience greater equity, engagement, and success.

Safety and Well-Being

Creating safe spaces where well-being and learning thrive.

Our district is dedicated to promoting learner well-being and success by expanding Positive Behavioural Interventions and Supports (PBIS), realigning counsellor roles to enhance mental health support, and strengthening physical literacy in early learners. We also prioritize skilled trades education by fostering industry partnerships and providing professional development to create safe, engaging, and flexible skilled trades learning environments. We will continue to focus on attendance by identifying barriers and implementing strategies to support consistent, daily participation in the learning and work environment.



PBIS

Positive Behavioural Intervention and Supports (PBIS) will be expanded to more schools, leading to decreased behavioural incidents and increased learner engagement and overall wellness.

Counsellor Aligned Framework

We will undertake a review of school counsellor workloads and realign to reflect the New Brunswick School Counselling Framework to ensure that counsellors are better positioned to support learner well-being and school climate.

Physical Literacy

As overall health of learners continues to decline, we will refocus on physical literacy at the K-5 level through targeted professional learning, planning and resource support, as well as implementation of a formative assessment tool to track and improve physical literacy skills over time.

Skilled Trades

We will prioritize support for the skilled trades by strengthening partnerships with industry and post-secondary institutions, while providing targeted professional development for educators to support career readiness and skill development in a safe environment.

Attendance

We will strengthen our attendance framework through clear protocols and supports to reduce overall and chronic absenteeism rates.

A young woman with dark hair in a braid, wearing traditional Indigenous clothing. She has a pink and white patterned top with a red zipper, white lace sleeves, and a colorful beaded necklace. She is holding a large fan of dark feathers in her left hand and a yellow object in her right hand. She is also wearing a brown leather belt with a large buckle and colorful floral patterns. The background is dark.

WELA'LIOQ M'SIT NO'KMAQ

Thank you everyone– All my relations