



Strait

Regional Centre for Education

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System Improvement Plan 2019-2020

September 2019

Background

The Strait Regional Centre for Education Programs and Student Services team worked alongside school Principals and Vice Principals, as well as teachers from across the region, who represented all Grades, subject/specialty areas and years of experience, to collaboratively develop a System Improvement Plan for the 2019-2020 school year. The establishment of goals, priorities and implementation strategies evolved from a comprehensive review of evidence of student learning, as well as research and educational literature emphasizing the emotional, motivational and affective elements that need to be fostered in order to facilitate learning and develop the whole student.

This System Improvement Plan is responsive to recent results in student achievement, as well as trends over time. It also represents an understanding of the inextricable interconnectedness between true achievement and authentic well-being, and the critical need to provide students with the conditions in which they can achieve their full potential. All priorities and implementation strategies have been developed through an inclusive, equitable and culturally responsive lens to ensure that all students, including those students who are not represented in the success criteria, have access to a continuum of supports and services to facilitate greater success.

This planning document will remain organic, and as new information becomes available throughout the school year, it will be incorporated into the current plan to ensure that we continue to be responsive to student needs. A complete list of school-based and provincial data used in the development of this plan, as well as key references related to student wellness can be found in Appendix A.

We have developed the following three goals and supporting priorities with equity and inclusion embedded in all areas for our improvement plan:

Goal 1: Improve Student Achievement in Literacy

Priorities

- 1.1 Increase the percentage of students meeting expectations on analysis (level 3) questions.
- 1.2 Increase achievement in writing (ideas, organization, language use, conventions) in Grades 4-6.

Goal 2: Improve Student Achievement in Mathematics

Priorities

- 2.1 Increase the percentage of students meeting expectations on analysis level questions.
- 2.2 Increase the percentage of students meeting expectations on the number strand in Grades 5-10.

Goal 3: Foster student well-being through the creation of positive, safe and inclusive learning environments

Priorities

3.1 Support social, emotional, mental, and spiritual wellness among students.

Evidence to Support Priorities:

Early Development Instrument Data (EDI - 2018) and a comparative look at 2013, 2015, and 2018 data

2018 EDI Data:

Despite making gains in every category since 2013, students remain vulnerable in the following areas:

- Overall, 23.4% of students are vulnerable in the SRCE
- 6.6% physical health
- 8.7% social emotional
- 6.8% emotional maturity
- 9.7% language and cognitive development
- 12.9% communication and general knowledge

Reading Recovery Data: Reading Recovery SRCE Site Report 2018-19

- Writing has been an area of concern since 2015-2016 and has impacted the percentage of students meeting and/or exceeding the expectations for accelerated progress upon completion of the program. Our current percentage of students who are making accelerated progress is 73.03%, based on our Reading Recovery 2018-2019 Site Report, which is an increase from 48.3% in 2015-2016. We will continue to dedicate efforts in the area of writing, with both Reading Recovery teachers and classroom teachers to maintain or improve skill development in this area.

Nova Scotia Assessment / Examination Data

1. NSA: RWM6 2018-19 Regional results
2. NSA: RWM8 2017-18 Regional results
3. NSE: Mathematic 10 2017-18 Regional results
4. NSE: English 10 2017-18 Regional results
5. SRSB / SRCE longitudinal data for cohort groups from 2012-13 to 2018-19 - Regional RWM Assessment summary
 - Performance in both reading and writing has declined over time. Students in Grade 6 in 2018-19 scored below the province in reading (71%), and scored below the province in all areas of writing with the exception of ideas. (70% ideas, 51% organization, 58% language use, 51% conventions)
6. SRSB / SRCE longitudinal data for cohort groups from 2012-13 to 2018-19 - Cognitive Levels of Questions – Literacy
 - Although students demonstrated an increase from their previous assessment in Grade 3, this same group of students underperformed on the analysis level questions at 67% as compared to 60% in Grade 3.
7. SRSB / SRCE longitudinal data for cohort groups from 2012-13 to 2018-19 - Cognitive Levels of Questions – Mathematics
 - In mathematics, there was a decline in all three levels of questions. Grade 4 results indicated performance at 75% for knowledge, 74% for application and 69 % for analysis. This same group scored 61% in knowledge, 61% in application and 50% in analysis when they wrote the Grade 6 assessment.

Nova Scotia Assessment/Examination Data: Disaggregated

1. **NSA: RWM6 2018-19: Comparing strands for African Nova Scotia (ANS) students (self-identified), First Nations (FN) students (self-identified) with non FN/ANS students**
 - In reading, African Nova Scotia students performed below non-identified students on all genres and all levels of questions. First Nation students scored below in information text, poetry and visual/media text while scoring slightly above in literacy prose. In all strands of writing, both Africa Nova Scotia and First Nation students scored below non-identified students. In mathematics, Africa Nova Scotia and First Nation students performed lower in all strands and levels of questions, with the exception of patterns for First Nation students.

2. NSA: RWM8 2017-18: Comparing strands for African Nova Scotia (ANS) students (self-identified), First Nations (FN) students (self-identified) with non FN/ANS students

- Results in reading are the same as the results in reading at the Grade 6 level for Africa Nova Scotia and First Nation students. In writing, Africa Nova Scotia and First Nation students are slightly above in ideas, below in organization, ANS are above in language use and First Nation students are below and both are below in conventions that non-identified students. In mathematics, the ANS are below in all strands and levels of questions and FN are below in all areas with the exception of the number strand.

3. NSE: English and Mathematics 10, 2017-18: Comparing strands for African Nova Scotia (ANS) students (self-identified), First Nations (FN) students (self-identified) with non FN/ANS students

- In reading, ANS students are below in information text and literacy prose, and below in level 3 questions. ANS are above in poetry and visual media text and level 1 questions, and scored the same in level 2 questions, as compared to non-identified students.
- In reading, FN students scored below in all strands and levels of questions on the English 10 exam, as compared to non-identified students.
- In writing, ANS and FN students scored below in all areas of writing as compared to non-identified students.
- In mathematics, ANS students scored below on all strands and levels of questions. FN students scored below in all areas except relations and functions and finance, as compared to non-identified students. FN students scored higher than ANS students on all levels of questions, but lower than non-identified students.

Regional Suspension data (Power School: 2018-2019)

- FNS are suspended at a rate of 14.2% as compared to the nonindigenous at 6.1%
- ANS are suspended at a rate of 9.5 % as compared to the nonindigenous at 6.1%

Regional Attendance data (Power School: 2018-2019)

- FNS attend at 88.8% as compared to nonindigenous at 93.2%
- ANS attend at 92.1% as compared to nonindigenous at 93.2%

Additional resources which informed the development of the wellness goal and implementation strategies are found in Appendix A.

Goal 1: Improve Student Achievement in Literacy

Priority	Responsibility	Implementation Plan	Evidence of Impact
<p>1.1 Increase the percentage of students meeting expectations on analysis (level 3) questions as measured by the LM3, RW6, RW8 and English 10 assessment, including disaggregated data.</p>	<p>Teachers Literacy Coaches Student Services Staff</p>	<p>1.1.1 Continue to provide opportunities for professional learning and explicit coaching on high impact instructional strategies for all teachers in order to facilitate effective classroom instruction.</p>	<p>Increased percentage of students meeting expectations on analysis questions, as measured by the LM3, RW6, RW8 and English 10 assessment.</p>
	<p>Administrators Family of Schools Coordinators Literacy Coordinator</p>	<p>1.1.2 Provide opportunities for professional learning on all components of balanced literacy instruction, focusing on Grades P-6, with explicit coaching on comprehension strategies as defined by Jennifer Serravallo, Stephanie Harvey and Sharroky Hollie for teachers in Grades 4-6 and 7-8 curricula pilot sites.</p>	
	<p>Student Equity Team Director of Programs and Student Services</p>	<p>1.1.3 Continue to provide opportunities for professional learning to promote the use of culturally responsive pedagogy, including oral language, discussion protocols and collaborative learning strategies, to improve analysis and higher level thinking, with a focus on Grades 4-8.</p>	

		1.1.4 Provide opportunities for classroom teachers and student service teachers to strengthen targeted and specific (Tier 2 and 3) reading support as necessary.	
1.2 Increase achievement in writing (ideas, organization, language use, conventions) in Grades 4-6 as measured by RWM 6 provincial assessment, including disaggregated assessment data.	Teachers	1.2.1 Provide opportunities for professional learning in writing instruction, focusing on Grades P-6.	Increased percentage of students meeting expectations in writing, as measured by the RW6, including an analysis of disaggregated data. Increased number of students who demonstrate an increase in writing growth throughout their series of lessons in Reading Recovery in comparison to previous years, as measured through the Reading Recovery Site Report, 2019-2020. Formative evidence of progress through school-wide writing rubrics/SRCE writing continuum.
	Literacy Mentors	1.2.2 Provide culturally responsive mentor texts and opportunities for students to write about their lived experiences and interests.	
	Student Services Staff	1.2.3 Provide opportunities for classroom teachers and student service teachers to strengthen targeted and specific (Tier 2 and 3) writing support as necessary.	
	Administrators	1.2.4 Ensure technology and/or assistive technology is available to students to access text in order to express, reflect, express and expand on their understanding during classroom instruction and on assessments.	
	Family of Schools Coordinators	1.2.5 Coach administrators to identify a system for doing walkthroughs to ensure explicit instruction and practice, including daily authentic writing practices in all grades, and to facilitate providing formative feedback to teachers.	
	Literacy Coordinator		
	Reading Recovery Teachers/Teacher Leader		
Student Equity Team			
Director of Programs and Student Services			

		1.2.6 Review disaggregated data at the end of each reporting period and develop an action plan in response to identified gaps in achievement.	
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Goal 2: Improve Student Achievement in Mathematics

Priority	Responsibility	Implementation Plan	Evidence of Impact
2.1 Increase the percentage of students meeting expectations on Analysis level questions based on Nova Scotia Mathematics 6 Assessment results, including disaggregated data.	Mathematics Teachers	2.1.1 Regional Program staff and coaches will model and teach effective problem solving strategies in higher-level type analysis questions to classroom teachers. The focus will be on Grades 4 to 6.	An increase the percentage of students meeting expectations on Analysis level questions based on Nova Scotia Mathematics 6 Assessment results, including an analysis of disaggregated data.
	Mathematics Mentors Administrators Family of Schools Coordinators Mathematics Coordinator	2.1.2 Regional Program staff and coaches will provide support to teachers with culturally responsive strategies that encourage students to productively struggle when completing problems in Mathematics, specifically to students in Grades 4 to 8.	

	<p>Coordinator of African Canadian Education Services</p> <p>Coordinator of Mi'kmaw Education Services</p> <p>Student Equity Consultant</p> <p>Director of Programs and Student Services</p>		
<p>2.2 Increase the percentage of students meeting expectations on the number strand in Grades 5 to 10 as measured by Nova Scotia Assessment/Nova Scotia Examination results from 6, 8, and 10, including disaggregated data.</p>	<p>Mathematics Teachers</p> <p>Mathematics Mentors</p> <p>Mathematics Interventionists</p> <p>Administrators</p> <p>Family of Schools Coordinators</p> <p>Regional Programs and Student Services Staff</p> <p>Mathematics Coordinator</p> <p>Resource Teachers</p>	<p>2.2.1 Classroom Instruction for all Students (Tier 1) Through professional learning sessions, the Family of School Coordinators will ensure all Mathematics classroom teachers review Number related outcomes that are prior knowledge when completing tasks in other strands (focus will be Grades 5 through 10, based on Nova Scotia Assessment/Nova Scotia Examination results from 6, 8, and 10)</p> <p>2.2.2 Targeted and Specific Intervention (Tier 2 and 3) Through professional learning sessions, the Family of School Coordinators will work with Student Services Teachers to ensure that during Mathematics Resource and Mathematics Intervention instruction, teachers will focus on Number outcomes by reviewing these outcomes when working on other strands in Math.</p> <p>2.2.3 Family of School Coordinators will coach and support school administrators on facilitating</p>	<p>An increase in the percentage of students meeting expectations on the number strand in Grades 5 to 10 as measured by Nova Scotia Assessment/Nova Scotia Examination results from 6, 8, and 10, including analysis of disaggregated data.</p>

	Director of Programs and Student Services	collaborative professional conversations between teachers providing specific, targeted Tier 2 and 3 Support and the student's classroom teacher (Tier 1 universal, classroom programming). Regular updates will be scheduled/documented and discussed at School Planning Team meetings.	
		2.2.3 Following each reporting period, disaggregated data will be reviewed by the Regional Programs team and the school SSP team. An action plan will be collaboratively developed in response to identified gaps in achievement and will include supports and services that are responsive to these needs.	

Goal 3: Foster student well-being through the creation of positive, safe and inclusive learning environments.

Priority	Responsibility	Implementation Plan	Evidence of Impact
<p>3.1 Support social, emotional, mental, and spiritual wellness amongst students.</p>	<p>Regional and School Based Student Equity Team</p> <p>Director of Programs</p>	<p>3.1.1 Collaborate with schools to regularly review student evidence, especially disaggregated data, to support school level decision making.</p>	<p>Level of student attendance, engagement, and behaviour incidents as measured through attendance and behavior data in Power School, and observation of subject area teachers, alternative education teacher and student equity team.</p> <p>Pre- and post-test measures with students in Mental Health 9 on their level of awareness and understanding of mental health literacy.</p>
	<p>Teachers</p> <p>Administrators</p> <p>Family of Schools Coordinators</p> <p>Mi'kmaw Education Services Coordinator</p> <p>Mi'kmaw Student Support Workers</p>	<p>3.1.2 Continue to support schools as they advance in the development of comprehensive school health environments, including wider access to healthy eating and increasing physical activity through the Health Promoting Schools Initiative.</p>	

	<p>Mi'kmaw Student Success Teachers</p> <p>Guidance</p> <p>Health Promoting Schools (HPS) Consultant and Regional HPS Committee</p>	<p>3.1.3 Continue to provide programming that will develop welcoming, supportive and inclusive school and classroom environments through proactive, preventative, positive behavior supports in all classes and throughout the school (Tier 1), which recognize and value cultural and linguistic diversity.</p>	<p>Provincial Student Success Plan Student Surveys</p> <p>Reduced percentage of First Nation and African Nova Scotian students who are repeatedly suspended, as measured through Power School and compared to suspension rates in 2018-2019.</p> <p>Pre- and post-survey results with Grade 12 students on their knowledge of mental health literacy through implementation of <i>Know Before You Go</i>.</p>
<p>Child and Youth Care Practitioners</p> <p>Regional Programs Staff and Student Services Staff</p> <p>SchoolsPlus</p>	<p>3.1.4 Increase teachers' knowledge and understanding of the Mi'kmaw culture and provide targeted culturally responsive instructional support to teachers of students who are not meeting success criteria.</p>		

	Youth Heath Centre Nurses		A reduction in bus referrals submitted to the office, as measured against 2018-19 referrals.
		3.1.5 Train Student Support Workers and Student Success Teachers and administrators on smudging protocols and make this support, as well as other cultural practices, available to students.	
		3.1.6 Support SRCE school psychologists, SchoolPlus and other partners in the creation and delivery of professional development on trauma-informed practices for teachers and administrators.	

		3.1.7 Support schools with additional training for Go-To staff.	
		3.1.8 Expand the implementation of gender specific programming for girls at the Grade 7 level to five schools.	
		3.1.9 In partnership with St. F.X. University, support the development and implementation of gender specific programming for boys at the Grade 7 level in two schools.	
		3.2.0 Provide professional development for 30 additional teachers in Promoting Alternate Thinking Strategies (PATHS) and Social Emotional Learning, P to 6.	
		3.2.1 Provide professional development for all Healthy Living 9 teachers on the mental health curriculum supplement.	

		<p>3.2.2 Pilot the <i>Know Before You Go</i> curriculum in two Grade 12 ELA classes and continue to provide KBYG to all other Grade 12 students in the Region.</p>	
		<p>3.2.3 Continue to support Child and Youth Care Practitioners, SchoolsPlus and Behaviour Support teachers in the development of programming that will promote positive relationships, emotional regulation, empathy and overall well-being for all students (Tier 1 classroom support).</p>	
		<p>3.2.4 Support Child and Youth Care Practitioners, Behaviour Support teachers and other specialists in specific strategies to program for students requiring specific, targeted interventions to improve emotional regulation.</p>	
		<p>3.2.5 Provide professional development to bus drivers on the development of positive relationships.</p>	
		<p>3.2.6 Increase in the number of schools with student leadership groups from 12 to 16.</p>	

Appendix A

Student Wellness: References

1. Mental Health In Schools 2016-2017, Department of Education and Early Childhood Development
2. Cape Breton Situation Recommendations submitted by Dr. Stan Kutcher. 2017
3. Together We Can: The Plan to Improve Mental Health and Addictions Care for Nova Scotians. 2012, Maureen MacDonald, Minister of Health and Wellness
4. Minister's Advisory Panel on Innovations in Mental Health and Addictions. Recommendations and responses 2017. Leo Glavine Minister of Health and Wellness
5. Breaking the Silence: A Coordinated Response to Sexual Violence in Nova Scotia. 2015, Joanne Bernard Minister of Community Services.
6. Respectful and Responsible Relationships: There's No App for That. 2012. A. Wayne MacKay
7. System Leadership in School Mental Health. CASSA Discussion Paper. 2017. Kathy H Short, Cindy Finn, H. Bruce Ferguson
8. Nova Scotia Department of Education and Early Childhood Development. Healthy Living P-9 curriculum
9. Sharroky Hollie - *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015)
10. *Kids in the Know- Canadian Centre for Child Protection's National Safety Education Program.*
11. Coe, Heather (2016). Towards a Curriculum of the Heart: Thinking, Growing, Feeling, and Connecting in Contemporary Education. *Transnational Curriculum Inquiry* 13(2). <http://nitinat.library.ubc.ca/ojs/index.php/tci>
12. Hammond, Zaretta (2015). *Culturally Responsive Teaching & the Brain.* California: Corwin.
13. Tranter, D., Carson, L., & Boland, T. (2018). *The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement.* Toronto, Ontario: Nelson.
14. Working Together to Support Mental Health in Alberta Schools, Alberta Education, 2017.