

2020/2021 SYSTEM IMPROVEMENT PLAN
November 2020

GOALS		
Literacy	Numeracy	Well-Being
<i>We will increase student achievement in literacy with a focus on daily reading and writing, and guided, small group instruction at all grade levels.</i>	<p><i>We will increase student achievement in mathematics with a focus on number sense activities at all grade levels.</i></p> <p><i>We will increase student achievement in mathematics with a focus on analysis level questions at grades primary to six.</i></p>	<i>We will support social, emotional, mental, physical and spiritual wellness among students through positive relationships and the creation of equitable, safe, accessible and inclusive learning environments</i>
How Do We Support Student Growth?		
Literacy	Numeracy	Well-Being
<p>School-based administrators and staff will receive explicit professional development on strategies for supporting small-group, guided instruction and analysis level questions.</p> <p>Teachers will be supported with implementing high impact, culturally responsive best practices for literacy instruction at tier 1 that are relevant, accessible and meaningful for all students.</p> <p>School-based and regional data walls will be established to measure growth of reading levels and literacy goals over time and establish priorities for professional learning and other resources.</p> <p>Promote the use of regional and/or provincial writing rubrics and instruction based on the provincial writing continuum.</p> <p>Promote daily writing across all curriculum areas.</p> <p>Provide explicit support in incorporating the <i>Getting Started in Literacy</i> resource and promote the Google Classroom & Literacy Website for all literacy teachers</p> <p>Provide explicit support in integrating technology to support reading and writing outcomes for all students</p> <p>SRCE Equity Team will facilitate focused support to advance the achievement of African Nova Scotian and First Nation students, as well as other underrepresented or underserved students.</p> <p>Facilitate networking of school teams with initiatives related to student achievement in literacy, including the Inclusive Education Network.</p> <p>Support the establishment of collaborative Teaching Support Teams at each school to support high-leverage teaching and learning practices, build collective efficacy and to support equity and inclusive education through the Multi-Tiered System of Supports (MTSS) framework.</p> <p>Facilitate the implementation of a hybrid model of literacy support.</p>	<p>School-based administrators and staff will receive explicit professional development on strategies for supporting small-group instruction and analysis level questions.</p> <p>Teachers will be supported with implementing high impact culturally responsive, best practices for supporting student understanding of the number strand at tier 1.</p> <p>Ensure that learning experiences are more relevant, accessible and meaningful for all by incorporating culturally responsive instruction and other responsive instructional and assessment practices.</p> <p>Facilitate the implementation of a hybrid model of math support.</p> <p>Provision of resources to support students requiring tier 2 and tier 3 intervention.</p> <p>SRCE Equity Team will facilitate focused support to advance the achievement of African Nova Scotian and First Nation students, as well as other underrepresented or underserved students.</p> <p>Facilitate networking of school teams with initiatives related to student achievement in math, including the Inclusive Education Network.</p> <p>Support the establishment of a collaborative Teaching Support Teams at each school to support high-leverage teaching and learning practices, build collective efficacy and to support equity and inclusive education through the Multi-Tiered System of Supports (MTSS) framework.</p>	<p>The Strait Regional Centre for Education (SRCE) Equity Team will collaborate with school-based teams to support the well-being of African Nova Scotian and First Nation students, as well as other underrepresented or underserved students.</p> <p>Using Teaching Standard #1 as the foundation, continue to promote teacher-student relationships and knowledge of students' backgrounds and experiences to inform planning and instruction for all students.</p> <p>Using Teaching Standard #4 as the foundation, support implementation of proactive, preventative and positive programming and interventions to support the safety and emotional wellness of all students in all environments.</p> <p>Promote and provide healthy eating and physical activity opportunities for all students through the Health Promoting Schools Initiative.</p> <p>Ensure learning opportunities for all students in different learning environments are accessible, inclusive and equitable.</p> <p>Facilitate networking of school teams with initiatives related to student well-being, as part of the Inclusive Education Network.</p> <p>Facilitate anti-racism education and building cultural confidence among school staff, in collaboration with partners and communities.</p> <p>Expand the implementation of Treaty Education.</p> <p>Develop and share a multi-tiered approach for supporting 2SLGBTQ+ students; create Google Classroom/Drive for professional development and resource sharing.</p>

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Where Are We Now?

Literacy	Numeracy	Well-Being
<p>Compared to results from the 2018-19 NSA: Reading and Writing 6, there has been an increase in the percentage of students meeting expectations on Analysis level questions, including an analysis of disaggregated data. Although improvement has been noted, support is still required for further growth and development.</p> <p>For students of African descent: There has been an increase from 57% of students meeting expectations on Analysis level questions to 73% of students meeting expectations.</p> <p>For students of First Nation descent: There has been an increase from 53% of students meeting expectations on Analysis level questions to 57% of students meeting expectations.</p> <p>The percentage of students meeting expectations in writing, as measured by the 2018-2019 RW6, including an analysis of disaggregated data, has remained relatively the same.</p> <p>There has been an increased number of students who demonstrated growth in writing throughout their series of lessons in Reading Recovery in comparison to previous years, as measured through the Reading Recovery Site Report, 2019-2020.</p> <p>Based on an ongoing review by the SRCE Equity Team, schools have implemented more targeted interventions for students who are reflected in the achievement gap.</p> <p>Results from LM3 – 2018-2019 – indicate that we are underperforming in all areas of literacy.</p> <p>SRCE schools have robust Student Success Plans that are aligned to student literacy needs.</p> <p>Targeted reading intervention for African Nova Scotian students have resulted in an increase in reading levels.</p> <p>Reading Recovery is fully implemented in all SRCE schools.</p>	<p>Compared with results from the 2018-19 NSA: Math 6, there has been an increase in the percentage of students meeting expectations on Analysis level questions, including an analysis of disaggregated data. Although improvement has been noted, support is still required for further growth and development.</p> <p>For students of African descent: There has been a slight decrease from 47% of students meeting expectations on Analysis level questions to 45% of students meeting expectations.</p> <p>For students of First Nations: There has been an increase from 48% of students meeting expectations on Analysis level questions to 52% of students meeting expectations.</p> <p>There has been an increase in the percentage of students meeting expectations on the number strand in grades 5-10 as measured by Nova Scotia Assessment/Nova Scotia Examination results from grade 6 including analysis of disaggregated data.</p> <p>Comparing 2018-19 NSA: M6 with 2019-20 NSA: M6 - we have shown an increase from 57% of all students meeting expectations in the Number strand to 75% of all students meeting expectations.</p> <p>For students of African descent: an increase from 40% of students meeting expectations in the Number strand to 55% of students meeting expectations.</p> <p>For students of First Nation descent: an increase from 50% of students meeting expectations in the Number strand to 70% of students meeting expectations.</p> <p>SRCE schools have robust Student Success Plans that are aligned to student numeracy needs.</p> <p>Targeted math intervention for First Nation students has resulted in an increase in math achievement for almost all students.</p> <p>Targeted math support provided for African Nova Scotian students has resulted in improvements in math achievement for some students.</p>	<p>All schools indicated an increased understanding of the impact of social emotional learning and student wellness on student learning, and consistently incorporated wellness activities in their Learning Continuity Planning.</p> <p>2019-2020</p> <ul style="list-style-type: none"> • First Nation students are suspended at a rate of 10.9% as compared to the non-Indigenous at 4.9% • African Nova Scotian students are suspended at a rate of 12.2% as compared to the non-African Descent at 4.9% • First Nation students attend at a rate of 88.8% as compared to the non-Indigenous at 93.4% • African Nova Scotian students attend at a rate of 92.1% as compared to the non-African Descent at 93.4% <p>Schools regularly reviewed school data and adjusted personnel and programs to respond to student needs, with an increased focus on tier 1 supports/Universal Design for Learning in wellness and academics.</p> <p>Schools have increased programming that promotes supportive, mentally healthy, culturally responsive and safe school and classroom environments, including:</p> <ul style="list-style-type: none"> • Consent workshops • PATHS • Know Before You Go • Mental Health 9 • Gender Based Programming • Cultural Workshops • Trauma Informed Practices • School Leadership Groups • Health Promoting Schools Initiatives <p>Staff reported an increase in self-regulation, improved conflict resolution, self-advocacy, stress reduction making better choices, willingness to identify mental health needs, decrease in bullying behaviour, coping and ability to communicate feelings.</p> <p>After round two of Equity Team meetings;</p> <ul style="list-style-type: none"> • 60-80% of First Nation students represented in the achievement gap, as identified in recent provincial assessment data, from priority schools were receiving appropriate targeted interventions and experiencing more success in their learning • Most African Nova Scotian students represented in the achievement gap, as identified in recent provincial assessment data, from priority schools were receiving appropriate targeted interventions and experiencing more success in their learning. <p>All SRCE schools have robust Student Success Plans that support the well-being of all students, in collaboration with community partners.</p>

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		<p>Themes identified in the SRCE Student Survey results:</p> <ul style="list-style-type: none"> • 59% of students feel that their teachers do not know what their home life is like. This is lower for MK, ANS, LGBTQ2+ and students with physical disabilities. • ANS, MK and LGBTQ2+ feel less like they belong than the overall student population. • ANS, MK, LGBTQ2+ and students with physical and learning disabilities feel particularly unsafe in hallways, classrooms and playgrounds due to physical and verbal threats, gossip, pranks and being left out.. • The primary reasons that students missed school were not wanting to go to school (highest percentage among LGBTQ2+) and mental health (also highest percentage among LGBTQ2+). • 35% of students feel they are not exposed to new technology. • A large % of students with a physical disability, LGBTQ2+, ANS and MK are not eating at school due to not being hungry, not having a lunch, and affordability. • Students need more opportunities to be physically active before school and during class time. • There are limited opportunities for students to speak second languages outside of class. <p>Parent and community members from the African Nova Scotian and First Nation communities have expressed the need for further education and responsive interventions around antiracism.</p>
How Will We Measure Positive Change Over Time?		
Literacy	Numeracy	Well-Being
<p>Evidence of small group literacy instruction at all grade levels through school visits and a balanced literacy audit.</p> <p>Patterns of continued growth in reading and writing through Nova Scotia Assessments, including disaggregated data.</p> <p>Evidence that the achievement gap is closing through Equity Team and IPP audits.</p> <p>Evidence of targeted literacy interventions to support students in the achievement gap.</p> <p>Patterns of continued growth in reading and writing as measured through Reading Recovery data collected during the selection process and following the intervention.</p> <p>Data collected by early literacy interventionists.</p> <p>Analysis of writing rubrics collected from schools or other measures of progress in writing.</p> <p>Analysis of school-based reading record data or other measures of progress in reading (decoding, fluency, comprehension).</p> <p>Student Survey results</p>	<p>Evidence of small group numeracy instruction at all grade levels through school visits and an audit.</p> <p>Data collected by mathematics interventionists.</p> <p>Evidence that the achievement gap is closing through Equity Team and IPP audits.</p> <p>Patterns of continued growth in mathematics through Nova Scotia Assessments, including disaggregated data.</p> <p>Evidence of targeted numeracy interventions to support students in the achievement gap.</p> <p>Student Survey results</p>	<p>Regular monitoring of attendance, behaviour and suspension data and measured against data from 2019-2020, including disaggregated data..</p> <p>Measurement of the impact of interventions and programs that support student social, emotional and mental well-being through pre and post test measures, student surveys and student focus groups, referral and behaviour data, and observations from teachers and other specialists.</p> <p>Provincial, Regional and School-based Student Surveys, as applicable and available, including disaggregated data.</p> <p>Evidence of improvement of student well-being and academic achievement through the support of school teams as collected by SRCE Equity Team during regular, per term, school based meetings.</p>