

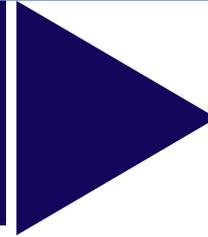


System Improvement Plan 2020-2021 Progress Report

February 2021

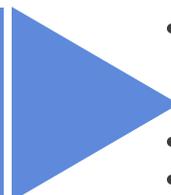
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Goal #1: Improve Student Achievement in Literacy



- ✓ Meetings were held with P-8 school administrators to discuss strategies for supporting small-group, guided instruction and analysis level questions.
- ✓ Copies of *The Next Step Forward in Guided Reading* were provided to all schools.
- ✓ Revised model for providing small group instruction during COVID was shared with schools.
- ✓ Professional learning sessions focused on small-group, guided instruction and analysis level questions were held with Grade P-6 teachers.
- ✓ Reading Recovery/Early Literacy Support student achievement data has been disaggregated for more specific review.
- ✓ African Nova Scotian Math and Literacy Program has been continued.
- ✓ School-based equity team meetings were held to review individual student needs and supports.
- ✓ Reading Recovery implemented in all schools with Grade 1 students.
- ✓ Early Literacy Support implemented with Grade 1, 2, and 3 students.
- ✓ Provincial writing continuum introduced to Grade P-9 teachers with ongoing implementation support.
- ✓ Professional learning was made available to all teachers on implementing high impact, culturally responsive best practices for literacy instruction at Tier 1 that are relevant, accessible, and meaningful for all students.
- ✓ Data Wall presentations that focused on monitoring student achievement in reading and writing took place at several schools.
- ✓ Promoted daily writing across all curriculum areas in numerous professional learning sessions.
- ✓ Professional learning on supporting English Language Learners at the elementary and secondary level was made available to all teachers.
- ✓ Digital resources for reading and writing were introduced, including Squiggle Park, Reading A-Z, and Google Read and Write.
- ✓ Hybrid model of literacy support has been implemented.
- ✓ Training sessions on observational surveys and reading records were held.
- ✓ Teaching Support Teams have been established at each school to support high-leverage teaching and learning practices, build collective efficacy and to support equity and inclusive education.
- ✓ Supported school teams that implemented initiatives around daily authentic reading and writing as part of Inclusive Education Network Grants.
- ✓ Introductory professional learning provided to define roles, responsibilities, and the function of Teaching Support Teams.
- ✓ Speech-Language Pathologists providing Tier 1 support in classrooms around higher order language skills.

As a system, ALL SRCE staff have an important responsibility to support student learning, achievement, well-being and overall success. Let's ask ourselves each and every day three questions:



- What did we do today to support, connect, nurture, inspire and engage with our children and youth?
- How are our students doing?
- How do we know?



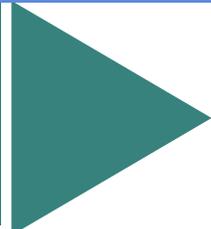
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✓ Completed

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



- ✓ Leadership training for students on low-organized games and leadership on all playgrounds for students and staff has occurred.
- ✓ Ongoing support for social emotional and behaviour programming provided in all schools.
- ✓ Professional learning on *Learning from a Distance: Relationships, Classroom Management and Engagement* was made available to teachers.
- ✓ Using Teaching Standard #1 as the foundation, teacher-student relationships and knowledge of students' backgrounds and experiences to inform planning and instruction for all students continues to be promoted.
- ✓ Implementation of *Know Before You Go*, a life skills resource for Grade 12 students as they transition from high school to post-secondary studies and/or employment, continues.
- ✓ Implementation of *Kids In The Know*, a program designed to increase personal student safety and reduce risk of victimization online and offline, continues for Grade P-8 students.
- ✓ Implementation of proactive, preventative and positive programming and interventions to support the safety and emotional wellness of all students in all environments continues.
- ✓ Ongoing review of school and class expectations and routines continues with students.
- ✓ Pro-active, team approach to incident referrals and student discipline, including regular review and sharing of incident referral data trends, is being implemented.
- ✓ Increased emphasis on student voice and student focus groups as a means of gathering information to inform school and regional decision making.
- ✓ Multi-tiered approach for supporting 2SLGBTQ+ students has been developed with sharing of applicable resources.
- ✓ Work continues on supporting diverse learning environments for students by integrating e-learning opportunities, project-based learning and other alternative home learning opportunities.
- ✓ Professional learning has been provided on flipped learning and remote learning to support e-learning opportunities.
- ✓ School-based sessions on *Trauma-Informed Practices* have occurred.
- ✓ SRCE Equity Team continues to collaborate with school-based teams to support the well-being of African Nova Scotian and First Nation students, and other underrepresented or underserved students.
- ✓ SchoolsPlus staff continues to support food sustainability for families.
- ✓ Gender-based programming continues at the school level.
- ✓ Consent workshops and Healthy Relationships for Youth training continues at schools.
- ✓ Implementation of BOKS (Build Our Kids' Success) and ASK (Active Smarter Kids), programs deigned to promote physical activity and activity-based learning, has begun at selected schools.
- ✓ Focused discussions emphasizing the importance of supporting and prioritizing student well-being have been held

Upcoming Initiatives and Priorities

- Guided/small group instruction audit.
- Continued implementation of Teaching Support Teams.
- Treaty Education Resource Kits for all P-2 classrooms.