



TCRCE SYSTEM IMPROVEMENT UPDATES



TCRCE
2020-2021



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Students' well-being will be enhanced and their academic achievement will improve when educators grow and improve in meeting the individual needs of learners. There are specific, culturally responsive strategies educators can implement to improve their practice towards this end.

The following document outlines some of the work our region has undertaken to date and we look forward to providing further updates about this exciting work as the school year progresses.



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SECTION A: Where Are We Now?

Where Are We Now? - Literacy	
Priority	Specific Action
TCRCE students are consistently below provincial averages on all indicators within the most recent provincial Literacy assessments	<ul style="list-style-type: none">• One coach audited the Table Leader training session November 1, 2.• All 3 coaches participated in the marking of the grade 6 writing November 3-5.• TCRCE's Literacy team met with EECD Assessment team staff on November 12 and 13 to review TCRCE writing booklets from 2018 LM3 to better understand areas for growth.• Literacy team used released provincial scoring guide to collect writing samples from all current TCRCE Grade 3 students (Grade 3 Writing Project). All samples have been scored and patterns have been identified.• A reading and writing support/resource document has been created using the patterns observed and the provincial Lessons Learned document; mentor texts are going to be distributed (English); some mentor texts will be distributed in French and others identified from classroom libraries.• PD for grade 3 and 4 teachers will occur in January.• Literacy Team will repeat Grade 3 Writing Project process, but with the grade 5/6 classroom students/teachers.• Blitz initiative has grown to more elementary schools and more grade levels in French Immersion classrooms.



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<p>TCRCE students self-identifying as African Nova Scotian and First Nations are underperforming on provincial Literacy assessments when compared to the rest of TCRCE's student population. This is a multi-year trend.</p>	<ul style="list-style-type: none">• Literacy Coordinator participated in the Treaty Education Regional Lead Team professional development in October; a training session for other regional staff members was held over 3 days in November• PD session for P-2 teachers in January to focus on Treaty Education, including books and puppets.• Many of the mentor texts selected for the grade 3/4 Writing Project are culturally responsive.• Literacy team will analyze the grade 3 writing samples that have been collected and will look for patterns within the ANS and FN identified students. This will extend into the Grade 5/6 process.
<p>Though some improvement is evident, overall results on Literacy assessments are not consistently showing growth over time.</p>	<p>See above (Literacy Team)</p>
<p>Cohort data on TCRCE Literacy results currently indicates TCRCE students have higher rates of staying below expectations and falling below expectations than provincial averages. TCRCE has lower rates of maintaining expectations than provincial averages.</p>	<p>See above (Literacy Team)</p>



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Where Are We Now? - Numeracy	
Priority	Specific Action
TCRCE students are consistently below provincial averages on all indicators within the most recent provincial Mathematics assessments.	<ul style="list-style-type: none">• Administrators will share the Item Description Reports with staff to support the next steps in the schools. This becomes a school wide effort. It is important that all teachers are seeing these reports.• Coaches and Interventionists will use these documents to support next steps in instruction for students.• The receiving teachers will receive grade specific reports to prepare lessons in addressing the gaps.• Support and ensure that the teachers and the school assessment coordinators properly follow the administration of the assessments according to the guidelines. PD has been provided to the classroom teachers (already to grade 6 and currently preparing for the 3s, 8s, 10s). Consultant/Math Team has met with principals to review school-based procedures.• Interventionists networked with Math Leads from SSRCE and consultant continues to work closely with provincial Math Team EECD.• Math Consultant participates as Table Leader in the coding of the Math10 examination.• Coaches and Interventionists continue to use and distribute to teachers high quality math professional resources (VandeWalle, Small, Newton, etc) and hands-on games and interactive math activities including at the senior high level.



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<p>TCRCE students self-identifying as African Nova Scotian and First Nations are underperforming on provincial Mathematics assessments when compared to the rest of the TCRCE student population. This is a multi-year trend.</p>	<ul style="list-style-type: none">• All coaches have been trained in CRP and use this framework when supporting classroom teachers.• Coaches have completed the course at Stanford University, Mathematical Mindset, through Jo Boaler, and model this approach in their work.• Mathematical Mindset will be supported through adding visual resources to early elementary classrooms.• Team is currently searching for more resources at all levels to support marginalized groups to increase the link between numeracy and literacy.• Math coaches in grades P-3 to explain mathematical concepts with respect to culture have used Mathology Little Books by Pearson. These are especially relevant for Indigenous students but more resources are needed for the African Nova Scotian students. This also supports the link between Literacy and Mathematics by learning mathematics through storytelling and application to real life situations.
<p>Cohort data on TCRCE Mathematics results currently indicates TCRCE students have higher rates of staying below expectations and falling below expectations than provincial averages. Cohort data also shows TCRCE has lower rates of maintaining expectations than provincial averages.</p>	<ul style="list-style-type: none">• Math Team is increasing collaboration in the years preceding provincial assessment with particular focus on the upper elementary.• Coaches will continue to support all grade levels. Particular emphasis will be on the upper elementary and junior high level with explicit professional development sessions on best practices in mathematical instruction.• As noted in the TCRCE 5-Year Strategic Plan, Intervention at the 4-6 level has not been implemented, the data shows a need for this implementation.



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Where Are We Now? - Well-Being	
Priority	Specific Action
TCRCE's rate of absenteeism is higher than the provincial average.	<ul style="list-style-type: none"> • IPPT planning and creating alternate programming for extreme attendance issues to keep the students connected to school and increase their re-entry and academic success.
The rate of absenteeism for TCRCE students self-identifying as African Nova Scotian and First Nations students is higher than the rest of TCRCE's population.	<ul style="list-style-type: none"> • Self-identification data was presented to Equity team. Also provided to Mr. Buckland for distribution to school SACs. • IPP review of students who self-identified to establish appropriateness of programming and to review attendance. • DRHS has developed a data wall to capture student attendance rates which includes students who have self-identified.
The percentage of TCRCE students on Individual Program Plans in TCRCE is significantly higher than the rest of the province.	<ul style="list-style-type: none"> • Working with teachers on transition plans focussing on students' strengths and interests (e.g. introducing more work placements and life, work, social skills) throughout junior and senior high schools. • Working with SPPT teams to ensure that best practices are put in place for a student prior to placing them on an IPP.
The percentage Individual Program Plans for students self-identifying as African Nova Scotian and First Nations is higher than the rest of the TCRCE student population.	<ul style="list-style-type: none"> • IPP review committee of student services and TCRCE Equity Team have been reviewing IPPs for students of First Nations and African Descent. This Team met Nov 29th to continue reviews with upcoming dates in January 2020.
The rate of suspensions for students self-identifying as African Nova Scotian and First Nations is higher than the rest of the TCRCE student population.	<ul style="list-style-type: none"> • As part of Regional Data Wall, suspensions at all schools are being monitored with a focus on African Nova Scotian and First Nations students. • Members of the Equity Team continue to work closely with principals on identifying at-risk students and reviewing the supports in place for those students.



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SECTION B: What Will We Do To Grow?

Where Are We Going? - Literacy	
Strategic Goal	Specific Action
<p>All TCRCE schools with Grades Primary to Six configuration will implement data walls in reading. The data walls will drive the work of Collaborative Teams.</p>	<ul style="list-style-type: none"> • Data walls were introduced as a system wide initiative on August 26, 2019. • All schools in TCRCE received training on data walls on September 17, 2019. • P-6 Principals received an information sheet with Q&As at October meeting to clarify data wall messaging. • All TCRCE schools had data walls constructed by the end of October, with various Regional staff monitoring progress. • CLT recorded at Drumlin (P-6) to capture conversations centred around reading data wall; video to be edited and shared with all schools as a model in January. • FLS Literacy Team met with P-3 immersion teachers Dec 5th to support the teachers with reading instruction and assessment. • All P-6 French Immersion school principals received a conversion chart for the reading levels (numbers to letters) in October to ensure consistency across all immersion schools. • All P-2 French Immersion teachers attended PD and received resources from Renée Bourgoin (<i>Soutenir les lecteurs en langue seconde</i>. This PD focused on phonemic awareness, phonetics, fluidity in reading, enriching vocabulary and reading comprehension strategies.
<p>School-based administrators will receive explicit professional development on strategies for supporting small-group instruction at their sites.</p>	<ul style="list-style-type: none"> • The PD section on the November principal's meeting agenda was used to address workshop and small group instruction (<i>October secondary principals also had a session on small group instruction followed by a supporting document</i>). • Many individual schools have received PD around workshop and small group instruction and administration participated in most sessions (1/2 day PD sessions and CLTs).



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	<ul style="list-style-type: none">• Principal, first round, CLTs included a discussion regarding workshop and small group instruction; a member from the Literacy Team was in attendance for each session.
TCRCE will continue to implement the Literacy five-year strategic plan and adjust as required.	<ul style="list-style-type: none">• TCRCE Literacy Team meet monthly to discuss actions on the strategic plan; actions for coaches as they support specific schools (new teachers early fall) arise from these discussions.• Neurolinguistic PD for Immersion and Core French Teachers on September 27th, October 23rd and October 28th.• Literacy team met November 12 with DEECD to look at the provincial assessment samples - reflected and discussed what needed to be worked on.• Attendance Support Worker and SEL Coach read stories to children at recess at Digby Elementary School.• SEL Coach doing writing activities and conferencing within modeling lessons.



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Where Are We Going? - Numeracy	
Strategic Goal	Specific Action
Schools will receive professional development in recognizing and identifying individual student need during Mathematics instruction, and in implementing focused strategies to support students' individual growth in Math.	<ul style="list-style-type: none">• Ensuring the use of data from the provincial and school based assessments is driving the instruction and next steps for teachers to decrease the gaps in student learning.• Ongoing PD has included, by our coaches through coaching and our school based CLTs, modelling best practices, redirecting misconceptions, instilling the importance in the use of manipulatives, encouraging personal strategies, three-part lesson, the five representations (written, verbal, concrete, pictorial, symbolic) of mathematical knowledge, and highlighting teaching strategies that manage gaps in learning without compromising the yearly plan.• Coaches and interventionists have completed the "How to Learn Math for Students/Teachers", course from Stanford University, connected to "Mathematical Mindsets" book by Jo Boaler. Creating a culture of growth mindset requires that all teachers are familiar with the approach and the value it instills to encourage and support risk taking among our students in math class.• Introductory CRP professional development has been completed with the Math Team.• St Mary's University Math cohort has begun second course in Certificate of Mathematical Sciences with 14 math teachers.
School-based administrators will receive explicit professional development on the three-part lesson approach to Mathematics instruction (appropriate for their grade level) and strategies for supporting three-part lessons at their sites.	<ul style="list-style-type: none">• Administrators CLTs in round two will focus on the three-part lesson Mathematics instruction in the classroom. Instructional coaching will specifically include the Three Part Lesson.• Provide all Mathematics associated teaching staff with this PD as well; 7-9 have been in-serviced and all other grades are currently being trained.



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	<ul style="list-style-type: none">• Math Coaches are supporting the three-part lesson in the classrooms at all levels.• Professional Development of February Principals' Meeting focuses on 3-Part Lesson.
TCRCE will continue to implement the Mathematics five-year strategic plan and adjust as required.	<ul style="list-style-type: none">• Possibly adjust the plan to include a Math Summer Institute for P-3, 4-6, 7-9 and 10-12 teachers on best practices. A Math Team, which may include consultants, coaches, interventionists and teachers, will complete preparation and delivery during the last few weeks in August.



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Where Are We Going? - Well-Being	
Strategic Goal	Specific Action
<p>TCRCE will implement evidence-based practices that enhance our existing focus on social emotional well-being. This will include:</p> <ul style="list-style-type: none">• <i>Professional development for staff on high-leverage, evidence based practices</i>• <i>Implementation of a defined process when incidents could lead to/has lead to a suspension.</i>	<ul style="list-style-type: none">• PATHS Day 1 & 2 training completed with PATHS Affiliate Trainer (Sept. & Nov. 2019) with new classroom teachers. PATHS implementation is being supported at the classroom level through site based visits.• Ongoing discussions with school administrators regarding the Problem Solving Model and self-regulation strategies.• ASD PD provided to resource teachers P-12 with provision of self regulation resources (October 2019).• De-escalation PD provided to new connect center teachers, administration and resource teachers on Oct 2019 by school psychologists.• Full NVCI training for specific school based staff in September 2019.• Trauma informed modules were introduced to Teacher Assistants in Oct 2019.• Consultation from students' services staff with administration and IPPT meetings regarding student behavior and decreasing amount of suspensions –ongoing.• Safe and Inclusive schools team met with individual staffs as an initial step towards supporting enhanced relationship building with students (Nov 2019)/ follow up in 2020.• TCRCE Psychologists received PD on supporting gender identity in schools (October 2019).• Support staff discussion with administration regarding alternative options/consequences to suspension for a student on caseload.



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	<ul style="list-style-type: none">• Maple Grove staff introduction to Third Path by Student Services SiS team (Nov 2019).• Introduction of SHP Nurse to principals and visits completed at Yarmouth schools (Dec 19); Digby Schools Jan 2020.• STAR training for staff and TAs (Sept. & Nov. 2019) and PRT (Pivotal Response Therapy) for TAs at Plymouth and Yarmouth Elementary (November 2019).• SchoolsPlus in partnership with Split Rock/ Mental Health and Addictions in engaging high risk youth in school activities.• SchoolsPlus partners with the outreach worker from Juniper House to offer bucket filling sessions with grades P & 1 in all schools in Yarmouth and Shelburne Counties (Drumlin/ Carleton Consolidated in 2020).• SchoolsPlus COWs and CYCPs attended Options to Anger training (Dec 2019).• SEL Coach providing specific lessons and discussions on respect, self-regulation, and kindness/friendship skills in classrooms P-6.
<p>TCRCE will have targeted strategies focused on culturally responsive approaches. This will include professional development around the implementation of culturally responsive approaches in classrooms.</p>	<ul style="list-style-type: none">• TCRCE has implemented a CRP Lead Team that focuses on the expansion of these practices across the region. CRP is now a standing agenda item at all Principals meetings where there is discussion, modeling and a take-away each time. The follow-up is at schools with Principals. <i>(In February 2020, one of the 2 lead schools will be presenting at the Principals Meeting).</i>• Provided schools with resources on culturally and linguistically responsive teaching and learning, and associated professional learning opportunities. This includes ordering 2 copies of Sharroky Hollie's <i>Strategies for Culturally and Linguistically Responsive Teaching and Learning</i> for each school, as well as regional office staff.



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TCRCE will have a Diversity Team (consisting of Coordinators in both African Canadian Education/Services and First Nations Education/Services, as well as a consultant of Student Equity) that will focus specifically on supporting the well being and student achievement of African Canadian and First Nations students in TCRCE.

- TCRCE Equity Team created a regional document titled *Responding to Racism & racialized Language Within TCRCE*, which has become the exemplar the province will be using to create other documents.
- Provided schools with resources on culturally and linguistically responsive teaching and learning, and associated professional learning opportunities. This includes ordering 2 copies of Sharroky Hollie's *Strategies for Culturally and Linguistically Responsive Teaching and Learning* for each school, as well as regional office staff.
- Demonstrated and modeled culturally responsive practices through coaching and direct teaching. This has involved direct support to schools in supporting both staff and students on the ground level.
- Incorporated activities in celebration of diverse cultures and backgrounds. This includes African Celebration Day, Kwanzaa celebrations, Wellness Days, and more.
- Identification of professional learning needs related to culturally responsive pedagogy.
- Provided opportunities for staff and students to expand their cultural understanding, skills, attitudes and behaviours towards marginalized and diverse populations, and incorporated CRP into their professional practice. This includes the mobilization of GSA's and working towards networking between and amongst schools.
- Continue to provide leadership and professional development for African Nova Scotian and Mi'kmaq Student Support Workers, and Student Success Teachers.
- Continue to network and collaborate with First Nations Community, Mi'kmaq, and African Nova Scotia communities, and



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other community members and organizations to recommend actions and strategies to address identified needs.

- Ongoing review of disaggregated data to support and monitor student success (*suspension, behaviour, attendance, academic*).
- Provided support for schools in the development of Student Success goals and strategies for students not represented in the success data.
- TCRCE created a sub-committee to focus on the support and expenditures of Achievement Grant Funding in schools. This was done to ensure schools are not only supported, but to provide schools with high-end avenues to support their students.
- Equity team meets with the Director of Programs and Student Services and maintains their own strategic action planning document to measure success/growth and to identify next steps.
- Organized the participation of African Nova Scotian learners in the Delmore Buddy Day's Regional "Ancestral Roots Conference" at Acadia University.
- Applied for and received an Inclusive Schools Network Grant designed to provide African Centred/Culturally Responsive Counselling support to Black learners.
- Organized the African Nova Scotian Reading Mentor Program at four schools that serve historical African Nova Scotian communities.
- Participated in the development of the African Nova Scotian Educational Framework being developed by the African Canadian Services Branch to refocus the work done to support African Nova Scotian learners and their families.
- In partnership with the Black Educators Association, TCRCE is able to extend the Cultural Academic Enrichment program at



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	<p>Weymouth Consolidated School from 1 day a week to 3 days, through utilization of the Achievement Gap Funding.</p> <ul style="list-style-type: none">• Developed a sub-committee to review a draft document outlining a response to disproportional representation of African Nova Scotian and Mi'kmaq learners in non-Academic programming.
<p>TCRCE will continue to implement the Health-Promoting Schools five-year strategic plan and adjust as required.</p>	<ul style="list-style-type: none">• SHP will conduct information sessions for a school on health hygiene in January 2020.• Lunch and learn at Carlton with staff on specific students' emergency plan.• Diabetic and seizure staff training in January 2020 at Maple Grove, Drumlin, and Lockeport Elementary.• Transition teacher assisted in setting up healthy foods to be distributed to student population in Yarmouth High and Digby High Schools (bagging, food prep, shopping, making soup that they provide for free).• SHP nurse has collaborated with diabetic center to develop plans of care to meet their school based needs more effectively.• Transition teacher helped other resource teachers in delivering Modules around Healthy living and good hygiene practices (Shelburne, Yarmouth, Digby High Schools).• Parent Navigator and SchoolsPlus Community Outreach worker assisted the DRHS Youth Health Promoter with an "Our School Survey" in every homeroom.
<p>TCRCE will implement a seasonal work credit program to address current absences created by seasonal work.</p>	<ul style="list-style-type: none">• Seasonal Work Experience Credit was successfully implemented in TCRCE in both Barrington Municipal High School and Shelburne High School with an initial enrolment of 36 and 16 students respectively.



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- Student completed their MED-DVS Training at NSCC and began completed their work hours towards their SWEC credit. All was done in consultation with regional office, guidance and admin, as well as EECD staff.
- Pilot was extremely successful in TCRCE with positive feedback from students, families and schools.



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Glossary

ANS: African Nova Scotian
ASD: Autism Spectrum Disorder
CLT: Collaborative Learning Time
COW: Community Outreach Worker
CRP: Culturally Responsive Pedagogy
CYCP: Child and Youth Care Practitioner
DEECD/EECD: Department of Early Education and Childhood Development
FLS: Français Langue Seconde (French Second Language)
FN: First Nation
IPP: Individual Program Plan
IPPT: Individual Program Planning Team
LM3: Literacy/Math Grade 3 Assessment
MED DVS: Marine Emergency Duties Domestic Vessel Safety
NSCC: Nova Scotia Community College
NVCI: Non-Violent Crisis Intervention
PATHS: Promoting Alternative THinking Strategies
PD: Professional Development
SEL: Social Emotional Learning
SHP: School Health Partnership
SIS: School Information System
SPPT: School Program Planning Team
SSRCE: South Shore Regional Centre for Education
STAR: Strategies for Teaching, based on Autism Research
SWEC: Seasonal Work Experience Credit
TA: Teacher Assistant
TCRCE: Tri-County Regional Centre for Education