



## SYSTEM IMPROVEMENT PLAN

### WHAT WE BELIEVE

**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.**

#### WELL-BEING

#### LITERACY

#### MATHEMATICS

When educators establish strong, individualized relationships with students, students will feel an increased sense of belonging in TCRCE schools.

**GOAL:** Students will feel a sense of belonging in TCRCE schools because they are safe and inviting spaces that focus on well-being.

#### Where are we now?

- TCRCE's overall rate of student absenteeism is higher than the provincial average.
- 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 student population.
- The percentage of TCRCE students on Individual Program Plans in TCRCE is significantly higher than the rest of the province.
- The percentage of Individual Program Plans for students self-identifying as First Nations and African Nova Scotian is higher than the rest of the TCRCE student population.
- The rate of suspensions for TCRCE students self-identifying as African Nova Scotian and First Nations is higher than the rest of the TCRCE student population.
- TCRCE has a significant focus on Health Promoting Schools initiatives.

#### What will we do to grow?

- TCRCE will implement evidence-based practices in schools that enhance our existing focus on social emotional well-being. *This will include:*
  - Professional development for staff on high leverage, evidence based practices
  - Implementation of a defined process when incidents could lead to/have lead to suspension
- TCRCE will have targeted strategies focused on culturally responsive approaches. This will include professional development around the implementation of culturally responsive approaches in classrooms.
- 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 will continue to implement the Health-Promoting Schools five-year strategic plan and adjust as required.
- TCRCE will implement a seasonal work credit program to address current absences created by seasonal work.

#### How will we know if growth occurred?

- TCRCE's overall rate of attendance will improve to be at minimum equal to provincial averages.
- The current gap in attendance experienced by TCRCE African Canadian and First Nations students will close.
- The overall rate of suspensions in TCRCE will decrease to be at minimum equal to provincial averages.
- The current gap in school suspensions experienced by TCRCE African Canadian and First Nations students will close.
- TCRCE's rates of students with Individual Program Plans will improve to be at minimum equal to provincial averages.
- High leverage Tier 1 instructional practices will result in closing the achievement gap, with the potential for less program modifications.

When educators grow in providing precise and individualized literacy instruction for students, students will demonstrate significant improvement in their reading and writing.

**GOAL:** To develop readers and writers who are skilled, inquisitive, and resilient learners. They will continually grow in their reading, writing, speaking and listening.

#### Where are we now?

- TCRCE students are consistently below provincial averages on indicators within the most recent provincial Literacy assessments.
- 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.
- Though some improvement is evident, overall results on Literacy assessments are not consistently showing growth over time.
- 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.
- TCRCE schools have robust Student Success Plans that map out strategies for growth over time in Literacy at their sites.
- TCRCE has an existing five-year strategic plan that maps out strategies for growth in Literacy.

#### What will we do to grow?

- All TCRCE schools with a Grades Primary to Six configuration will implement Literacy data walls in reading. The data walls will drive the work of Collaborative Teams.
- School-based administrators will receive explicit professional development on strategies for supporting small-group instruction at their sites.
- TCRCE will continue to implement the Literacy five-year strategic plan and adjust as required.

#### How will we know if growth occurred?

- Every TCRCE Grade Primary to Six student's reading and writing level will be tracked and result in individualized instruction taken. This will result in growth over time as measured by school-based data walls.
- School visits will show substantial evidence of small group Literacy instruction at all grade levels.
- The percentages of TCRCE students achieving a Level 3 or 4 on each criteria of provincial Literacy assessments will increase by 5% by 2021. *This includes the following:*
  - Literacy and Math 3 (LM3)
  - Reading, Writing, and Math 6 (RWM6)
  - Reading, Writing, and Math 8 (RWM8)
  - English 10 (NSE)
- The current gap in Literacy achievement experienced by TCRCE African Canadian and First Nations students will close.
- There will be a consistent pattern of growth for TCRCE on provincial Literacy assessments.
- Individual schools will be successful in their site-based SSP Literacy goals.

When educators grow in their Mathematical instruction, students will demonstrate significant improvement in their mathematical knowledge and problem-solving skills.

**GOAL:** To develop learners who are fluent in mathematical strategies and can independently adapt concepts.

#### Where are we now?

- TCRCE students are consistently below provincial averages on indicators within the most recent provincial Mathematics assessments.
- 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.
- 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.
- TCRCE's provincial Mathematics results do show some growth over time.
- TCRCE has an existing five-year strategic plan that maps out strategies for growth in Mathematics.
- TCRCE schools have robust Student Success Plans that map out strategies for growth over time in Mathematics at their sites.

#### What will we do to grow?

- 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.
- 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.
- TCRCE will continue to implement the Mathematics five-year strategic plan and adjust as required.

#### How will we know if growth occurred?

- The percentages of TCRCE students achieving a Level 3 or 4 on each criteria of provincial Mathematics assessments will increase by 5% by 2021. *This includes the following:*
  - Literacy and Math 3 (LM3)
  - Reading, Writing, and Math 6 (RWM6)
  - Reading, Writing, and Math 8 (RWM8)
  - Math 10 (NSE)
- The current gap in Mathematics achievement experienced by TCRCE African Canadian and First Nations students will close.
- School visits will show substantial evidence of three-part Mathematics instruction at all grade levels.
- There will be a consistent pattern of growth for TCRCE on provincial Mathematics assessments.
- Individual schools will be successful in their site-based SSP Mathematics goals.

### ACTIONS ENCOMPASSING ALL THREE AREAS:

- There will be a new process for performance appraisals for TCRCE school-based administrators focused on growing instructional leaders. It will mirror the collaborative teams they are leading at their sites, including bringing evidence of student learning to their collaborative teams, planning next steps based on the evidence, and assessing whether they were effective.
- Renewed focus on Collaborative Learning Teams (CLT) work in TCRCE. CLTs will be implemented at all levels, and provide a specific focus on collecting individual student evidence of learning, collaboratively planning next steps for instruction, and collaborative analysis of whether it worked. Teachers, school-based leaders, and Regional staff will all work in CLTs.
- A TCRCE Regional data wall will be implemented. This ongoing tracking of school-by-school success factors will drive the work of Regional support staff. Regional staff will follow the same Collaborative Team process followed by teachers and school administrators during their CLT time. The focus will be on providing specific support to sites, based on existing evidence.
- TCRCE's Diversity Team will lead work on identifying and examining system barriers, with a focus on addressing them. *This could include, but not be limited to:*
  - An analysis of the courses First Nation and African Nova Scotian students are taking;
  - Trends over the course of a year for First Nation and African Nova Scotian student, including Incident Reports, and attendance stats.
  - Qualitative reports from focus groups of TCRCE First Nation and African Nova Scotian students that speak to their experiences in TCRCE schools.
  - Leading the implementation of a defined process schools will use to address racialized language.