



SYSTEM IMPROVEMENT PLAN

WHAT WE BELIEVE

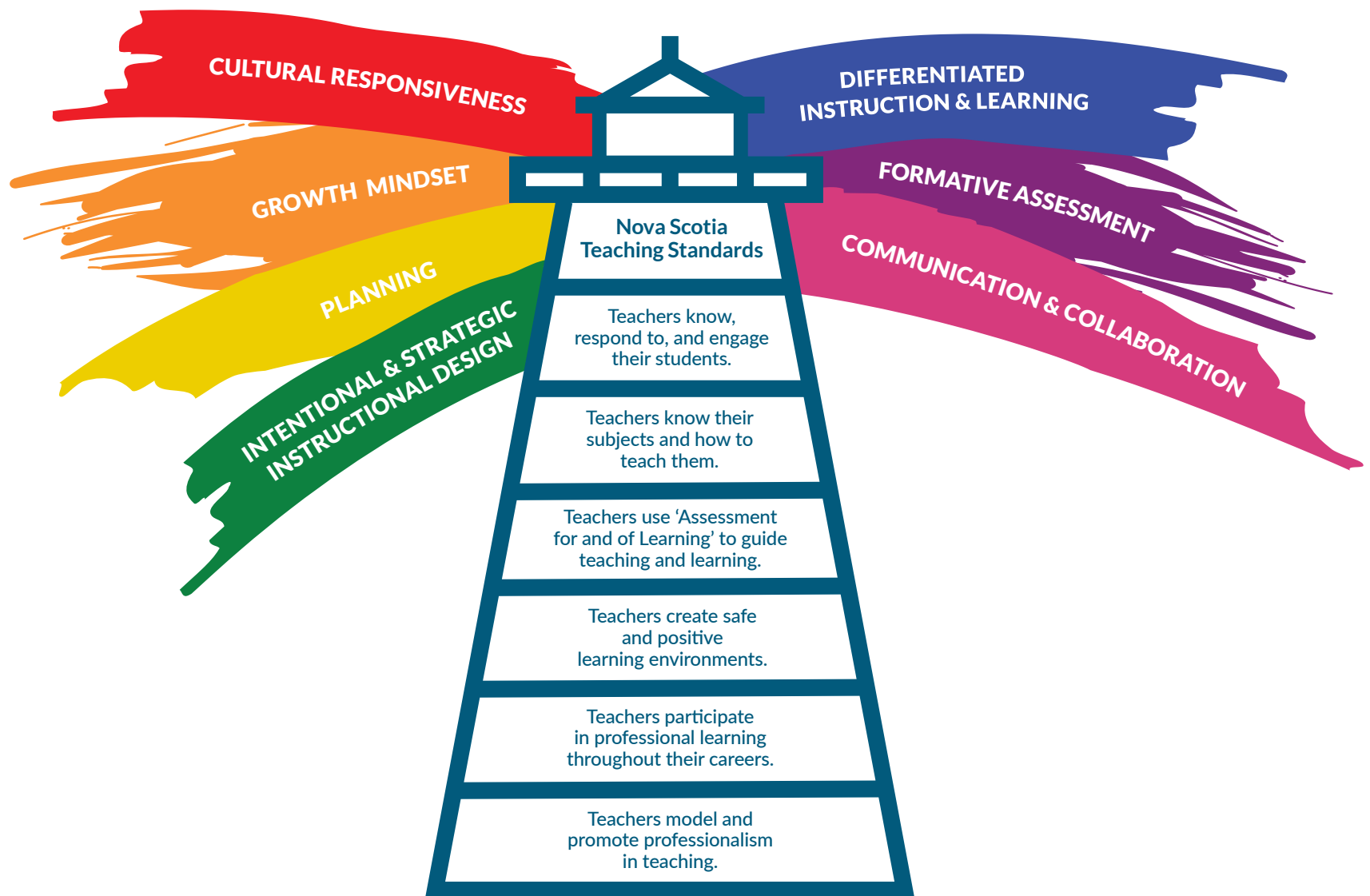
We believe that students' well-being will be enhanced and their academic achievement will improve when educators grow and improve in meeting the individual needs of learners.

REGIONAL GOALS & STRATEGIES

WELL-BEING	LITERACY	NUMERACY
To foster every student's sense of identity and belonging.	To improve student achievement in literacy.	To improve student engagement and achievement levels in mathematics.

HOW WILL WE GET THERE?

Our regional strategy is to support the implementation of the TCRCE Instructional Expectations and individual schools' Student Success Plan actions.



TCRCE INSTRUCTIONAL EXPECTATIONS

CULTURAL RESPONSIVENESS	<ul style="list-style-type: none"> Engage in anti-racism (Anti-Black, Anti-Indigenous, etc.) and anti-discrimination (gender and sexual identity, race, ability, age, class etc.) education Engage in work that promotes and safeguards the acceptance, inclusion and wellbeing of 2SLGBTQIA+ learners Promote and engage in Culturally Responsive Pedagogy to validate and affirm student identities and lived experiences Build and foster one-to-one relationships enhancing Social Emotional Well-Being Consider biases (of self, resources, etc.) *Bias Evaluation Instrument Tool *
GROWTH MINDSET	<ul style="list-style-type: none"> Embody and model growth mindset as a lifelong learner (<i>seek out and engage in Professional Development, networking mentoring, etc.</i>) Encourage students to embrace challenges and see the value of failure, effort, persistence, etc. Use reflection as a tool to extend and solidify learning Present material in a way that challenges and extends students' existing knowledge
PLANNING	<ul style="list-style-type: none"> Develop and use yearly, unit, and daily plans for instruction (<i>whole group, small group and individualized programming</i>) Create and use routines and procedures to increase predictability and clarity in both academic and social settings Access curriculum.novascotia.ca and Moodle frequently and use Nova Scotia's documents first before exploring other resources Plan with the end in mind and consider multiple modalities
INTENTIONAL & STRATEGIC INSTRUCTIONAL DESIGN	<ul style="list-style-type: none"> Focus is on students and time to teach, time to practice, time to reflect and share Explicit Instruction/Modeling embedded across all subjects and grades Ensuring Small-Group Instruction occurs daily Ongoing use of technology, mentor texts, anchor charts, hands-on learning opportunities, etc. Model problem-solving using actions, images, and thinking-out-loud to develop independence
DIFFERENTIATED INSTRUCTION & LEARNING	<ul style="list-style-type: none"> Promote and support Universal Design for Learning (UDL), Inquiry/Project-Based Learning (IBL/PBL) and Trauma-Informed Practice Present materials using a combination of visuals, texts, manipulatives, and spoken words and incorporate movement into lessons Make classroom connections with real-world applications, careers, and extra-curricula (<i>incorporate student voice and choice</i>) Be receptive of student feedback and respect the backgrounds, identity and culture of each individual student
FORMATIVE ASSESSMENT	<ul style="list-style-type: none"> Provide frequent and ongoing feedback using constructive and encouraging language to guide both teacher and student next steps Ask guiding questions while checking for understanding Students have a clear understanding and can identify daily targets, as well as outcomes/goals for lessons/units Assessment through conversations, observations and products (using data/evidence to inform next steps)
COMMUNICATION & COLLABORATION	<ul style="list-style-type: none"> Present students and families with clear means/access to communication (i.e communication plans) Use family phone calls, notes, conferences, and report cards to communicate positive achievements and areas for growth Make collaboration with subject-area, grade level, and goal-specific school teams, an ongoing regular practice

HOW WILL WE KNOW? (<https://bit.ly/tcrcesip>)

WELL-BEING	LITERACY	NUMERACY
<ul style="list-style-type: none"> Regional Data Wall Student Success Surveys PowerSchool reports Parent, Student and Staff surveys/focus groups Regional Health Promoting Schools Assessment Tools Early Development Instrument Data Conversations and Observations 	<ul style="list-style-type: none"> Regional Data Wall Student evidence and assessments Provincial Assessments PowerSchool reports Distribution of supports Conversations and Observations Reading Recovery and Early Literacy Support Data 	<ul style="list-style-type: none"> Regional Data Wall Student evidence and assessments Provincial Assessments PowerSchool reports Distribution of supports Conversations and Observations Intervention data