Contents

Introduction .................................................................................................................. 3

Continuous School Improvement in Nova Scotia ....................................................... 5

Continuous School Improvement in CCRSB ............................................................ 6

CCRSB Continuous School Improvement Cycle ....................................................... 7

The Steps of Continuous School Improvement Planning ......................................... 8

Fundamental components of a School Improvement Plan ......................................... 10

Roles and Responsibilities .......................................................................................... 13

Appendices .................................................................................................................. 15

Appendix A:  
A Comprehensive Framework for Continuous School Improvement (DEECD)

Appendix B:  
B1 CCRSB Policy ES-RCH-01 and Handbook  
B2 CCRSB Social Justice Framework

Appendix C:  
C1 Comprehensive School Health  
C2 Comprehensive School Health Rubric

Appendix D1:  
Initial Plan (School Achievement) Template

Appendix D2:  
Initial Plan (School Performance) Template

Appendix E:  
Record Keeping Template

Appendix F:  
Presentation Template: CSI - PowerPoint Template

Appendix G:  
Annual Report to the Community Template

Appendix H:  
Learning Community Practices

Appendix I:  
Professional Growth and Appraisal Program (PGAP)

Appendix J:  
CCRSB Instructional Framework
Introduction

The Chignecto-Central Regional School Board (CCRSB) is a student-centered learning organization with high expectations for students and staff. Our organizational culture is one of a learning community in action with a focus on continuous improvement of instructional practice and the program expertise and leadership required to support this work. We know, in order to continue to grow together, we must develop deeper common understandings about our purpose and our practice. We must work individually and collectively to further define and clarify the specific work that will support all learners and provide high quality education in a safe and socially just learning environment.

Each one of us has a responsibility to contribute professionally as we create the classrooms, the schools and the system we envision for our students. We are the system. We demonstrate a collective responsibility to further develop a collaborative structure of "systemness".

The Chignecto-Central Regional School Board’s Strategic Plan (2013 – 2016) is built upon two goals: (1) Increase Student Learning; and (2) Provide Positive, Safe, Socially-Just Learning Environments. To effectively move forward, in a systematic way, the identified professional goals of teachers and Continuous School Improvement (CSI) goals of schools, must align themselves with the strategic goals of the Board. Conversely, school improvement goals inform the Board’s strategic direction.

By engaging in learning community practices, teachers focus on student learning and continuously work to identify and address gaps in achievement for all students and/or specific groups of students. This on-going work is grounded in a cycle of data informed inquiry involving classroom assessment and instruction and professional learning. This is what we mean when we refer to professional learning communities as the engine that drives school improvement.

This work of school improvement is clearly focused on student learning and achievement, the best practices of instruction and assessment in the classroom and school-wide attention to a positive, supportive and socially just culture. The vision for this work is clearly represented by our CCRSB Instructional Framework and CCRSB Social Justice Framework.

These CCRSB frameworks provide a shared common language focused on the research-based effective processes and practices that are expected within CCRSB.
The purpose of this document is to provide guidelines that will assist school administrators and school teams during the implementation of Continuous School Improvement (CSI) within Chignecto-Central Regional School Board. These guidelines support the Continuous School Improvement Framework as developed by the Nova Scotia Department of Education and Early Childhood Development. A Comprehensive Framework for Continuous School Improvement

These guidelines identify the necessary steps schools follow during the continuous improvement process. This is a cyclical process that can begin or end at any point in the school year. For example, if a school achieves its’ goals in February, the End of Cycle review meeting and presentation to the Board will take place. This allows the cycle to begin again in the process of data collection, reflection and action.

Continuous School Improvement emphasizes the engagement of school administration, teachers and school staff in an ongoing cycle of reflection and action within a professional learning community culture. Regional staff is a resource that should be used to support and contribute to these discussions as the data is examined and goals determined.

This move to CSI is a major and intentional shift away from developing elaborate and complex school improvement plans. It places more emphasis on engaging teachers in an ongoing cycle of reflection and action, within a professional learning community culture. This shift calls for all schools across the province to engage in a strategic and collaborative approach to meeting the needs of students through teacher collaboration and action. The real work of school improvement is clearly focused in the classroom on instructional improvement and evidence of learning. Teacher learning is in the service of student learning.

Social Justice Framework

Instructional Framework
Continuous School Improvement in Nova Scotia

The Nova Scotia Department of Education and Early Childhood Development's Continuous School Improvement Framework is a conceptual design that reflects the evolution of our school improvement journey in Nova Scotia.

The framework’s purpose is to provide a reference point for understanding and communicating what we have learned about best practice and promising practices for:

1. Developing professional learning communities,
2. Leading and sustaining school improvement, and
3. Improving a school’s instructional effectiveness.

The foundational elements of this framework are critical to our success and need to guide the collective behaviour of Nova Scotia educators and other leaders throughout this complex and systemic change process. It is critical to the success of the CSI initiative that we:

- maintain a focus on student learning, student achievement and instructional improvement.
- ensure that the needs of all learners are met within a socially just and equitable environment.
- deepen and expand ongoing teacher collaboration in all Nova Scotia schools.
- maintain respect for the professional educators in our schools who have a wealth of knowledge, skill, and experience to contribute to school improvement.
- increase trust across the system and within all school communities.
- address priorities through a balance of centralized direction and school autonomy.
- continue to build capacity in the system through ongoing and effective professional development and by providing human and material resources and support.
- support principals in the continued development of their knowledge and skills to be effective instructional leaders.
- foster political and public support for these change initiatives.
- engage provincial and school board leadership who can guide, monitor and support these changes.
- ensure our actions are consistent with research-based practices and effective change strategies.
Continuous School Improvement in CCRSB

Using the provincial CSI framework as a guide, CCRSB has articulated practices and expectations particular to our work within school improvement. This information provides support and clarification within our Board as we work together to strengthen the professional learning community culture and engage in the ongoing work of Continuous School Improvement.

The following visual reflects the alignment of Provincial and Board directions.

- **School Improvement Process**
  - Process of Planning
  - Roles & Responsibilities
  - Collaborative Teams
  - CCRSB Strategic Plan

- **Best Practices for Instructional Effectiveness**
  - Classroom Environment
  - Curriculum Planning
  - Instruction & Assessment
  - PGAP

- **Learning Community Practices**
  - Professional Learning Community Practices focusing on:
    - Student Learning
    - Safe, Socially Just Learning

- **Student Learning and Achievement**
**CCRSB Continuous School Improvement Cycle**

CCRSB has established a flexible cycle of improvement to support schools with their ongoing work in continuous school improvement. Schools need time for reflection and self-assessment, data informed planning, developing common understanding, essential teacher learning in the service of student learning, and an opportunity to monitor progress over time for both students and teachers.

There is flexibility within this process for schools to determine the implementation period needed to achieve their goals. Schools may determine they have met their goals earlier and are ready to make a change. Others will determine that another year would be beneficial in meeting their established goals. The number, content and time frame of goals are determined by the school in consultation with board level personnel.

<table>
<thead>
<tr>
<th>Develop the Plan</th>
<th>On-going Implementation of the Plan (2-4 years)</th>
<th>Reflect/ Review/ Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gather Baseline Data</strong></td>
<td><strong>Data collection and analysis</strong></td>
<td><strong>Data collection and analysis</strong></td>
</tr>
<tr>
<td>Various sources:</td>
<td>Working in teacher teams (PLC)</td>
<td>Working in teacher teams (PLC)</td>
</tr>
<tr>
<td>• Provincial assessment data</td>
<td>• Purpose of teams by defined goals and strategies/actions</td>
<td>• Purpose of teams by defined goals and strategies/actions</td>
</tr>
<tr>
<td>• NSE data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CCRSB examination data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provincial Survey data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• School Climate surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• School based common assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Comprehensive School Health Rubric</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop the CSI Plan</th>
<th>Implement Goals, Strategies and Action Steps</th>
<th>Monitor progress within Goals, Strategies and Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Setting, Strategies and Action Steps</strong></td>
<td>Teacher Teams (PLC)</td>
<td>Teacher Teams (PLC)</td>
</tr>
<tr>
<td><strong>Analysis of data in relation to identified Strengths/ Needs/ Next Steps</strong></td>
<td>Focus on Effective Classroom through:</td>
<td>Inquiry Approach:</td>
</tr>
<tr>
<td>Focus on Effective Classroom Practices through:</td>
<td>• CCRSB Instructional Framework</td>
<td>• Have we made gains in overall student performance? In what areas?</td>
</tr>
<tr>
<td>• CCRSB Instructional Framework</td>
<td>• CCRSB Social Justice Framework</td>
<td>• Have we made gains in overall school performance? In what areas?</td>
</tr>
<tr>
<td>• CCRSB Social Justice Framework</td>
<td>• PGAP</td>
<td>• Has teacher practice changed? How?</td>
</tr>
<tr>
<td>• CCRSB Assessment, Evaluation and Reporting Self Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflect/ Review/ Report</th>
<th>Annual Report</th>
<th>Document CSI work (PD, PLC Meetings, Budget Utilization)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Support Team</strong></td>
<td><strong>Presentation to Family Support Team</strong></td>
<td><strong>Document CSI work (PD, PLC Meetings, Budget Utilization)</strong></td>
</tr>
<tr>
<td>Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approve the CSI Plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Report</th>
<th></th>
<th>Document CSI work (PD, PLC Meetings, Budget Utilization)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going work with Family Support Team</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Steps of Continuous School Improvement Planning

The intent of continual improvement is to create the conditions for ongoing professional learning, enabling teachers and school administrators to reflect on and improve their practices in order to improve student learning and achievement.

School improvement planning is grounded in a careful examination of student achievement and school performance data by teachers and school administrators. School improvement provides opportunities for the involvement of partners: School Advisory Council members, support staff, students, parents, and community representatives.

**FIRST STEP:**

The school completes a comprehensive data review that involves collecting and studying a variety of data and evidence to determine the school’s strengths, challenges and needs. After this collective data examination and professional reflection, the Principal must seek group consensus with staff regarding the school’s strengths and vulnerabilities. Conclusions need to be supported by the data.

Possible sources of data and evidence are:

- Classroom data, including formative and summative assessments, observations and products.
- Common assessments administered across grades and curriculum content.
- Provincial assessments administered in mathematics and literacy.
- Race Relations, Cross Cultural Understanding and Human Rights (RCH) data
- Comprehensive School Health data (Health Programs, Breakfast Program, etc.)
- Graduation rates, dropout rates, attendance data, disciplinary referrals, positive notes home, suspension rates, course completion rates, and so on.
- Surveys may include information collected from parents, students and teachers, DOE surveys, Tell Them From Me, board level surveys, school level surveys.
- Board-based assessments.
- Early Development Instrument (EDI) data.
- Comprehensive School Health Rubric
- PGAP

**SECOND STEP:**

The school develops SMART goals and strategies based on the variety of data collected. Generally, goals are completed over two or three years; an identified need that can be completed in a shorter period of time is likely something that could be addressed immediately and easily.

- SMART goals need to clearly articulate the results expected to be achieved including how they will be measured to create a collective responsibility for shared growth.
- SMART goals help to create a collective responsibility for shared growth.
• Submit Initial Plan templates for Student Achievement (see Appendix D1) and Student Performance (see Appendix D2) to Family of Schools Supervisor for Family Support Team validation.
• Specific strategies and actions must be submitted on an annual basis to FoSS.
• School SMART Goals will be published in the CCRSB Strategic Plan.

**THIRD STEP:**
Once the plan has been validated, the school forms collaborative teams to identify how to successfully implement the strategies to contribute to the overall success of the school improvement plan.

  • Regardless of team design, learning community practices will be employed.
  • The teams will use the Record Keeping Form for record keeping purposes and for ongoing reporting to the Principal (see Appendix E).

**FOURTH STEP:**
It is the collective responsibility of the collaborative teams within schools to monitor and evaluate progress.

  • Collaborative teams gather formative feedback with an emphasis on classroom assessment data, so that progress can be determined and adjustments made.
  • Collaborative teams gather data over time so that comparisons can be made to the baseline or starting point.

**FIFTH STEP:**
The team will prepare an Annual Report to the Community (see Appendix G) and a comprehensive end-of-cycle presentation using the presentation template (see Appendix F).

  • The Powerpoint Presentation (see Appendix F) will be used to meet with the Family Support Team prior to the end-of-cycle reporting to the Board.
  • It is expected the Annual Report to Community is a maximum of 4 pages in length (see Appendix G). The Annual Report to the Community will be published on the CCRSB website.
## Fundamental Components of a School Improvement Plan

### Year 1 – Data collection, Analysis and SMART Goal Setting

<table>
<thead>
<tr>
<th><strong>Appendix D1- School Achievement Goal Initial Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- List of data reviewed</td>
</tr>
<tr>
<td>- Data findings - strengths and challenges</td>
</tr>
<tr>
<td>- School Achievement goal</td>
</tr>
<tr>
<td>- Baseline data related to goal</td>
</tr>
<tr>
<td>- Strategies and actions (budget assigned)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Appendix D2- School Performance Goal Initial Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using the DEECD surveys or school based survey</td>
</tr>
<tr>
<td>- Data findings- strengths and challenges</td>
</tr>
<tr>
<td>- School Performance goal</td>
</tr>
<tr>
<td>- Baseline data related to goal</td>
</tr>
<tr>
<td>- Strategies and actions (budget assigned)</td>
</tr>
<tr>
<td>- Submit information in Appendix D1 and D2 to FoSS</td>
</tr>
</tbody>
</table>

### Subsequent Years – Collaborative Team(s) using Professional Learning Community Practices

<table>
<thead>
<tr>
<th><strong>Appendix E- Maintain records of collaborative team meetings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Team members</td>
</tr>
<tr>
<td>- Goal</td>
</tr>
<tr>
<td>- Quantitative data</td>
</tr>
<tr>
<td>- Qualitative data</td>
</tr>
<tr>
<td>- Strategies and actions (money spent/assigned)</td>
</tr>
<tr>
<td>- Conclusions</td>
</tr>
<tr>
<td>- Meeting notes</td>
</tr>
</tbody>
</table>
End of Cycle Reporting (the year goals are to be achieved)

Appendix F- End of Cycle Presentation Template

- Quantitative data:
  - Compare the new data to the baseline. What are the findings?
- Qualitative data:
  - What are the teachers doing differently? What are the students doing differently? What are the changes in teacher practice and/or school culture?

- Conclusions
- Next Steps

End of Cycle Presentation

**Smart Goal One**
- Slide 2- Description of Goal
- Slide 3- Baseline Data: Qualitative/Quantitative
- Slide 4- Action Plans: What did you do?
- Slide 5- Data Results: Qualitative/Quantitative

**Smart Goal Two**
- Slide 6- Description of Goal
- Slide 7- Baseline Data: Qualitative/Quantitative
- Slide 8- Action Plans: What did you do?
- Slide 9- Data Results: Qualitative/Quantitative

**Conclusion:**
- Slide 10 - Challenges : What obstacles were identified?
- Slide 11 - Conclusions : What did the school learn? Comment on changes in teacher practice. What are your next steps?

- Submit to FoSS
- Presentation to the School Board
Every Year Reporting

**Appendix G- Annual Report to the Community** (maximum 4 pages)

**School and Community Context** – who we are
- A description of school and community.

**School Advisory Council**
A review of the work done by the SAC- written by the chair.

**Safe and Orderly Environment**
Provincial and Board Assessment and /or NS Examination Results/Classroom Assessments
- Comment on your data relevant to your CSI goal.

**Student Engagement – Highlights of the Year Related to CSI Goals**
- How does your school engage students in the achievement of identified goals?

**Professional Development**
- What was done for PD as a school and individuals throughout the year?

**Additional School Supports**
- What other supports or partnerships exist that support the school?

**Continuous School Improvement**
- Explain the work the school has done this year.
  Include:
  - Goals
  - Reflection of strategies implemented.
  - Comparison of your current data to your baseline or starting point.

- Submit to FoSS

**Appendix D1 and D2**
- Update strategies and action section (located in D1 and D2 templates)
- Submit to FoSS
Roles and Responsibilities

Throughout the Continuous School Improvement Process, a culture of collective responsibility will support a more strategic implementation of the defined goals and ultimately demonstrated growth within the CSI Plan.

Principal

• Directly lead the Continuous School Improvement process through the development and achievement of SMART goals that are Specific, Measurable, Achievable, Results Oriented and Time-bound.
• Establish a school-based CSI team to engage all teachers in the development and implementation of the school improvement plan (This is dependent on the size of the school).
• Ensure that the school's work is grounded in the Continuous School Improvement process.
• Encourage a culture of inquiry by supporting the work of learning communities (Learning Community Practices Workbook).
• Ensure Regional Education Services staff and Family Support Team members are part of on-going discussions regarding goal development student achievement and teacher practice. (This should include looking at school and external data, curriculum expectations, assessment practices and results, instructional strategies and learning environment).
• Coordinate the work of the Family Support Team when the school is ready.
• Discuss details of the CSI process and school improvement plan with new staff assigned to the school.
• Develop an Annual Report to the community through reflection and consultation with staff.
• Ensure the school's professional development plans will reflect the CSI cycle and will focus on the achievement of the CSI defined goals.

School-Based CSI Team

The school-based CSI team includes the principal, vice-principal, and teacher representatives.

Lead directly by the principal, members of the team work together to:

• share leadership and support the CSI process at the school on an ongoing basis.
• ensure all teachers are engaged in the CSI process.
• ensure SAC members and school community are informed of the CSI process.
• attend CSI professional development sessions.
• coordinate and facilitate the work of teachers as they engage in the CSI process to achieve the defined goals.
• maintain documentation and information that pertain to CSI.
**Teachers working in Learning Community Teams**
- With the support of the school-based CSI team, using Learning Community Practices, develop a working knowledge of the CSI process.
- Engage in the school data review process by examining school culture and classroom practices and help to identify and analyze data.
- Actively participate in professional development and learning community practices that focus on student achievement and continuous school improvement.
- Participate in the school’s Family Support Team meeting when appropriate.
- Implement the CSI plan.

**School Advisory Council (SAC)**
- Develop an understanding of the CSI process.
- Support the school by providing input and feedback on the school’s CSI work.
- Review the CSI final presentation prior to CCRSB Board presentation.

**Family Support Team**
- The Family Support Team consists of FoSS, and/or Education Services Consultant, Student Services, Program Coordinators, Regional Program Consultants, and additional expertise as appropriate.
- The Family Support Team will support the school’s CSI process. Defined strategies and action plans will be monitored throughout the process.
- This small team will visit the school as they are preparing to take on new goals for improvement.
- The team visits the school periodically to give formative, constructive feedback on the progress of school improvement efforts and demonstrated results.
- Once the end of cycle has been completed, the Family Support Team will review the school’s progress along with the contents of the public presentation to the School Board.

**Chignecto-Central Regional School Board**
- Develop an understanding of the CSI process.
- Use school CSI goals, along with other data, to inform the contents of the Regional Strategic Plan.
- Receive periodic updates on the CSI work of schools and support staff.
- Receive an end of cycle presentation from the school principal.
Appendix

Appendix A: A Comprehensive Framework for Continuous School Improvement (DEECD)

Appendix B: B1 CCRSB Policy ES-RCH-01 and Handbook
B2 CCRSB Social Justice Framework

Appendix C: C1 Comprehensive School Health
C2 Comprehensive School Health Rubric

Appendix D1: Initial Plan (School Achievement) Template

Appendix D2: Initial Plan (School Performance) Template

Appendix E: Record Keeping Template

Appendix F: Presentation Template: CSI - PowerPoint Template

Appendix G: Annual Report to the Community Template

Appendix H: Learning Community Practices

Appendix I: Professional Growth and Appraisal Program (PGAP)

Appendix J: CCRSB Instructional Framework
Appendix D-1

Initial Plan

School Achievement SMART Goal

Continuous School Improvement: Strengthening Our Learning Community

(Submit to Family Support Team via Family of Schools Supervisor)

School: _________________________________________________________     Date: ________________________

<table>
<thead>
<tr>
<th>Data Reviewed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider classroom assessments, provincial assessments, common assessments, surveys, suspension data, incident tracking, attendance, etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Findings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What conclusions can be drawn from the data?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Achievement Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROVIDE SAMPLE GOAL HERE</td>
</tr>
</tbody>
</table>
**Baseline Data:** What is the starting point from which we will measure progress?

**Strategies and Actions:** What strategies and actions will be used to achieve this goal? Submit this section to FoSS annually.
Appendix D-2

Initial Plan

School Performance SMART Goal
Continuous School Improvement: Strengthening Our Learning Community
(Submit to Family Support Team via Family of Schools Supervisor)

School: _________________________________________________________     Date: ________________________

Complete the following chart as you review the Department of Education and Early Childhood Development Satisfaction Survey results, school created survey results, and other available data (suspension data, retention data, graduation rates, satisfaction surveys, course completion rates, disciplinary referrals and so on). This goal can be a priority worked on at a school-wide level or a more targeted need addressed by a specific Collaborative Learning Team or action group.

Data Reviewed: Use the questions below to guide discussion.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STRENGTHS</th>
<th>NEEDS</th>
<th>DATA REVIEWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent does the school meet the social and emotional needs of students?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) What approaches are you taking to enhance SEL of students in the classroom?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) What activities outside the classroom, but within the school context, support SEL?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Are SEL efforts planned, ongoing, systematic and developmentally based?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Are the efforts coordinated or are they conducted in a piecemeal fashion?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Are the SEL approaches evidence based?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) What is the schools planning process for selecting SEL programs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) How do you evaluate SEL effects on students, parents, and the community?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To what extent does the school provide for a safe and positive learning environment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To what extent is the school organized to maximize student learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. To what extent are parents / guardians involved in their children’s learning and their children’s school?

5. To what extent does the school facilitate communications with the school community?

6. To what extent does the school incorporate Social Justice and RCH initiatives?
   a) What initiatives are happening in your school in support of RCH (Social Justice and Racial Equity)?
   b) In what ways are RCH principles being integrated in curriculum and program?
   c) What gaps/concerns are you seeing in your school regarding RCH?
   d) Are you tracking/monitoring the academic achievement of your students according to ethnicity? What is that data telling you?
   e) How have you supported Mi’kmaq learners and African Nova Scotian learners under the Education Act 138 & 140?
   f) What staff training have you provided for your school community? What professional learning around RCH have you undertaken as an educational leader?
7. To what extent does the school incorporate **Comprehensive School Health Initiatives**?

   a) What is the quality of the relationships among and between staff & students in your school?

   b) How would you describe the emotional well-being of students in your school?

   c) How would you describe the quality of relationships with families and the community?

   d) What is the quality of the physical environment – building, grounds, equipment & air temperature?

   e) What specific resources, activities, provincial curriculum are used to help build skills to improve student health and well-being?

   f) What management practices, decision-making processes and policies promote health and well being?

   h) What is the quality of relationships between school and community agencies?
**Data Findings:**
Considering the strengths and needs described above, what conclusions can be drawn from the data?

**School Performance Goal:** *PROVIDE SAMPLE GOAL HERE*

**Baseline Data:** What is the starting point from which we will measure progress?

**Strategies and Actions:** What strategies and actions will be used to achieve this goal?
Appendix E

Record Keeping Document
Continuous School Improvement: Strengthening Our Learning Community
(Submit to Family Support Team via Family of Schools Supervisor)

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>School Performance</th>
</tr>
</thead>
</table>

School: _________________________________________________________     Date: ________________________

Collaborative Learning Team or Action Team Members:

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

Goal:

<table>
<thead>
<tr>
<th>Quantitative Data: (Compare the new data to the baseline data. What are the findings?)</th>
</tr>
</thead>
</table>
### Quantitative Data:
(What are teachers doing differently? What are the students doing? What changes are observed?)

### Strategies & Actions:
Describe the plan to support the increase in student achievement or school performance

### Conclusions:

### Meeting Notes:
Date:

Date:

Date: