



Chignecto Central
Regional Centre for Education

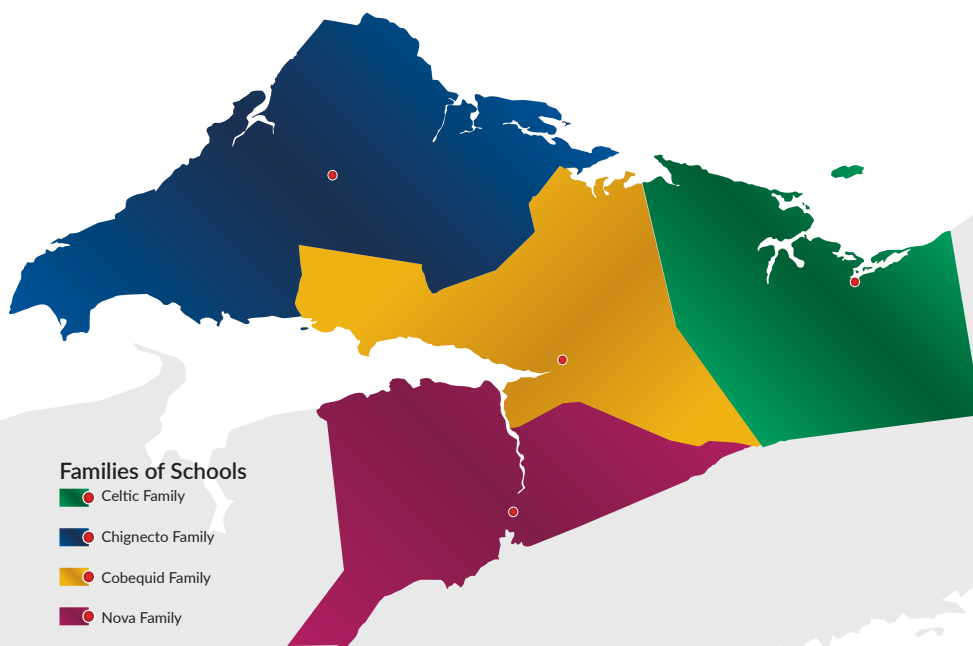
Thrive & Achieve

SYSTEM IMPROVEMENT PLAN, August 2019



Chignecto Central

Regional Centre for Education



CONTENTS

About CCRCE	1
--------------------------	----------

How Are Our Learners Doing?

Well-being	3
Literacy	4
Mathematics	5

Thrive

Student Well-being Theory of Action	6
System Plan for Student Well-being	7

Achieve

Teaching & Learning Theory of Action	10
Our Commitment to Cultural Responsiveness	11
System Plan for Literacy	12
System Plan for Mathematics	16

System Improvement Plan Summary	19
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About CCRCE

Chignecto Central Regional Centre for Education (CCRCE) is comprised of approximately 2,700 staff, all striving to provide a well-rounded education for almost 20,000 students in grades Pre-Primary to 12.

Our region is made up of 67 schools in central and northern Nova Scotia, stretching from the New Brunswick border to the Antigonish County line and from the Northumberland Strait to the Halifax Regional Municipality. Our Regional Executive Director of Education, four Directors, System Supervisor and four Family of Schools Supervisors make up the CCRCE leadership team. The central administrative office is located at 60 Lorne Street in Truro, Nova Scotia, with Family of Schools offices located in Trenton, Springhill, Truro and Shubenacadie.

Our Vision, Mission and Values

At Chignecto Central Regional Centre for Education, we are committed to high expectations for all our students and staff. Our Vision, Mission, and Values guide our daily work and system initiatives to achieve student success.

Vision

Each student contributes meaningfully as a global citizen and thrives in an ever-changing world.

Mission

We create engaging learning experiences in inclusive environments that support each student's well-being and social emotional development.

Values

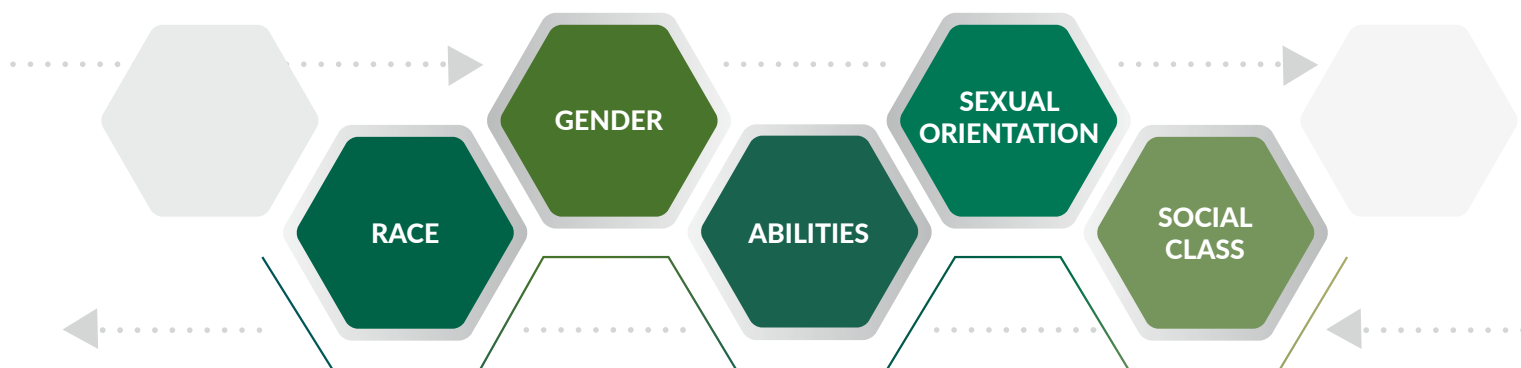
- Relationships
- Diversity and Inclusion
- Collaboration
- Growth & Innovation
- Responsibility



Social Justice at CCRCE

Social justice means **creating a culture** where each person is free from discrimination and able to experience success. A **socially just** culture is more than equality and equal opportunity. It recognizes human rights and historical and current discrimination and focuses on **equity, not equality**.

Our Social Justice Pillars



How CCRCE is committed to bringing these to life:

- We ensure the work we do **respects** the backgrounds and lived experiences of each person and is done in an equitable and fair manner. We ensure all members see themselves **reflected** within CCRCE regardless of their social pillar.
- We **encourage** our students, staff, families, and communities to enhance their knowledge of what it means to be inclusive of the many diverse relationships we can **embrace, honour, and empower**.
- We remove impediments to personal progress and **nurture** each person to achieve their full potential. We explore and confront policies, practices, and structural barriers that have excluded and continue to disempower various people in our schools and region.
- We **recognize** the need to have potentially difficult conversations with and about traditionally marginalized groups.

We recognize and strive for equity over equality.

We seek to understand, even if we do not agree.

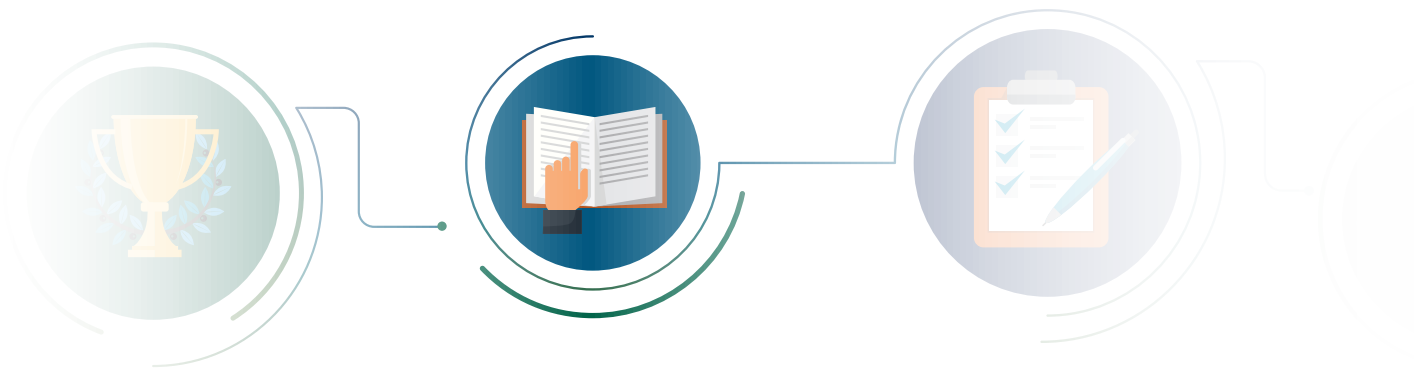
How Are Our Learners Doing?

Self-Reflection

In March 2019, our system engaged in a comprehensive review of student evidence related to well-being and academic achievement.

Well-being

- Our Early Development Instrument data (Grade Primary) indicates that vulnerability is increasing. Our youngest learners are not as socially or emotionally prepared for school as they could be.
- Our Middle Years Development Instrument data (Grade 4 & Grade 7) indicates that less than 40% of our students are experiencing high levels of well-being.
 - Since 2015:
 - The Overall Well-being Index has declined from 44% to 39%
 - Individual Measures that have declined include:
 - ♦ Optimism (-12%)
 - ♦ Self Esteem (-5%)
 - ♦ Happiness (-7%)
 - ♦ General Health (-5%)
 - Approximately 40% of our students (grade 7) indicate they do not have close relationships with any adults in our schools.
 - Approximately 50% of our students have indicated feeling a sense of belonging in their schools.
 - Approximately 40% of students are not getting the amount of sleep they require to function at their best.
- Regional attendance data in January 2019 showed overall days absent at 6%, or a 94% attendance rate.
- Based on our disaggregated attendance data for self-identified Indigenous students, there is a disproportionate amount of absences across the system, as well as subsequent credit losses at grades 10-12.
- We have a disproportionate percentage of suspensions within our self-identified African and Indigenous ancestry student populations at Grades 7-12. Currently, our data shows that 20% of our students of Indigenous ancestry and 15% of our students of African ancestry have been suspended in 2018-2019 (year-to-date). Of all CCRCE students, 10% of our students have had suspensions in the same time period.
- Self-identified students of African and/or Indigenous ancestry constitute approximately 10% of the Grades 7-12 population but about 17% of suspensions.



Literacy

- Based on our most recent Provincial Reading & Writing (RW) Assessments & Examinations:
 - Our students are achieving better in Reading than in Writing.
 - Our Reading results have room for growth. Percentages of students not meeting expectations in Reading include:
 - 32% at Grade 3
 - 26% at Grade 6
 - 25% at Grade 8
 - 25% at Grade 10
 - There are strong themes in Writing - students are achieving at the lowest levels in both Organization and Conventions components. Percentages of students not meeting expectations in Conventions include:
 - 47% at Grade 3
 - 47% at Grade 6
 - 29% at Grade 8
 - 38% at Grade 10
 - Percentages of students not meeting expectations in Organization include:
 - 42% at Grade 3
 - 45% at Grade 6
 - 20% at Grade 8
 - 35% at Grade 10
 - Overall, students of African and/or Indigenous ancestry are not achieving the same level of success in Reading & Writing across all assessments and examinations.
- Based on Report Cards:
 - Reporting codes are used to summarize student understanding of outcomes as demonstrated through conversations, observations, and work products.
 - Student Achievement is noticeably higher in Speaking and Listening in comparison to Reading & Writing (Grade 1-8).
 - Overall, students of African and/or Indigenous ancestry are not achieving the same level of success in Literacy (Grades 1 - 12).
- Based on Course Enrolments:
 - There is a disproportionately higher number of males and students of Indigenous ancestry enrolled in our English Communications in comparison to other English courses at Grades 11 & 12.

Mathematics

- Based on our most recent Provincial Mathematics Assessments & Examinations:
 - The percentage of students not meeting expectations in Mathematics include:
 - 24% at Grade 4 (2016-17)
 - 29% at Grade 6 (2018-19)
 - 48% at Grade 8 (2017-18)
 - 24% at Grade 10 (2017-18)
 - Overall, students of African and/or Indigenous ancestry are not achieving the same level of success in Mathematics at Grade 6 as measured by the provincial assessment.
- Based on Report Cards:
 - Reporting codes are used to summarize student understanding of outcomes as demonstrated through conversations, observations, and work products.
 - There is a higher number of students meeting expectations as demonstrated on report cards compared to those meeting expectations on provincial assessments and examinations. (Grades 1-12)



Thrive

Student Well-being Theory of Action:

When staff members establish a culture of well-being and forge strong relationships with each student, knowing them as individuals, then students will:

- Thrive socially and emotionally
- Experience a strong sense of belonging
- Engage meaningfully in their learning
- Achieve academic success



System Plan for Student Well-being

Student Well-being Goal

Schools will be safe, welcoming, inclusive and culturally responsive environments where each student feels a sense of belonging and engages in habits that promote well-being.

Forward Thinking: What will student well-being look like in our schools and classrooms?

Developing Strong Relationships

- Staff members engage students in positive and meaningful ways to develop personal connections
- Staff members interact with each student as an individual in a positive and respectful way
- Parents and community members feel welcomed and respected as well as engaged in student learning and well-being

Fostering a Sense of Belonging

- Schools and work sites are safe and welcoming environments where students and staff feel valued and a sense of belonging
- Staff members and students collaboratively create culturally responsive learning environments where relational and restorative approaches are practiced

Enhancing Social, Emotional and Physical Well-being

- The relationship between student well-being and achievement is understood and reflected in classroom instructional practices as well as in the school and work site environments
- Students and staff members mindfully engage in habits that promote both physical and mental health as well as overall well-being
- Schools engage students in social-emotional learning opportunities

Student Well-being Strategies for Growth: How will we get there?

Developing Strong Relationships

- Staff members will engage students with “Four at the Door”, or a similar strategy to greet and welcome students and support positive relationships and engagement
- Staff members will engage in continued professional learning related to the *relational approach* and integrate practices into daily work

Fostering a Sense of Belonging

- Staff will ensure that all aspects of the school environment (activities, events, policies and procedures) honour the students’ lived experiences through the use of our Relational Approach Worksheet.
- Staff members will engage in continued professional learning related to *culturally responsive pedagogy* and integrate practices into daily work

Enhancing Social, Emotional and Physical Well-being

- Staff members will engage in professional learning related to the language of well-being
- Regional staff will promote healthy lifestyle choices through a “Sleep” awareness campaign, highlighting those healthy sleep habits required by students for high levels of mental and physical well-being
- Regional staff will leverage partnerships formed with *Health Promoting Schools (HPS)* to further integrate Active Living (increasing physical activity), Healthy Eating (accessing healthy food options) & Mental Health Promotion (promoting positive mental health) into daily practices in schools



Monitoring Student Well-Being

Tools & Measures

- *Middle Years Development Instrument (MDI) & Student Success Planning (SSP) Student Survey*
 - MDI Measure of “Well-being Index”
 - MDI Measure of “Nutrition & Sleep Asset”
 - MDI / SSP Student Survey Measure of “Sense of Belonging”
 - MDI / SSP Student Survey Measure of “Connections with Adults”
- Student Information System (SIS) - PowerSchool Admin & TIENET
 - Regional Disaggregated Student Attendance and Credit Loss
 - Regional Disaggregated Student Incidents and Suspensions
 - Mental Health Referrals and Services
- Culturally Responsive/Relational Approach (CR/RA) Teacher & Administrator Self-Assessment
- Early Development Instrument

What Is Expected?

MDI & SSP Student Surveys

- Well-being Index will increase
- Nutrition & Sleep Asset will increase
- Sense of Belonging will increase
- Connections with Adults will increase

SIS PowerSchool Admin & TIENET

- Attendance rates for students of Indigenous ancestry will increase
- Credit loss rates for students of Indigenous ancestry will decrease
- Suspension rates for students of African ancestry will decrease
- Suspension rates for students of Indigenous ancestry will decrease

Achieve

Teaching & Learning Theory of Action

When we create engaging learning experiences and provide exceptional instruction based on high-leverage, evidence-based practices, students will achieve academic success.



Our System's Commitment to Cultural Responsiveness

CCRCE is committed to being culturally responsive. As a system, we will provide relevant and authentic learning experiences for students every day in inclusive environments. To this end, educators throughout CCRCE will work to improve their understanding and application of those classroom practices that are culturally responsive.

Forward Thinking: What will impactful culturally responsive practices look like in our classrooms?

Creating Culturally Responsive Environments

- Staff members and students collaboratively create culturally responsive learning environments where relational and restorative approaches are practiced
- Students are engaged in learning opportunities that are relevant to their lived experiences
- Staff members ensure that learning environments are social, collaborative, provide opportunities for intentional movement, and are flexible in nature; therefore, are responsive to student needs
- Schools and work sites have a student-centred focus with high expectations for each individual
- Educators share clear learning targets with their students and co-create criteria for success
- Students actively participate in inquiry, make decisions about their own learning, construct their own knowledge, engage in reflective thinking and writing and are inspired to learn at high levels
- Educators use *disaggregated* evidence, like student ancestry or gender, to inform their practice, creating flexible and responsive learning environments for each student

System Plan for Literacy

Literacy Goal

To develop skilled, critical independent readers and writers who acquire, create, connect, and communicate meaning through listening, speaking, reading and writing.

Forward Thinking: What will impactful literacy instruction look like in our classrooms?

Effective and Equitable Practices in Literacy

- Educators use a collaborative approach to literacy instruction and assessment to meet student needs
- Instruction and assessment practices are based on curriculum outcomes and learners' strengths/needs
- Educators of all grade levels use impactful, high-leverage instruction and assessment practices, such as:
 - Small group instruction (which incorporates guided reading and writing)
 - Conferring
 - Co-constructing learning environments to support literacy learning (i.e. learning environments are varied and flexible)
 - Explicit instruction
 - Attending to multiple literacies
 - Reading/Writing Workshop model
- Instruction and classroom activities are creative, innovative and consider global competencies, such as communication, technological fluency, citizenship and critical thinking
- Feedback is provided in a timely and meaningful manner
- Educators will be able to identify learners who need additional support provided using a collaborative team approach
- Educators know where each learner is and plans/creates responsive instruction to address student needs

Literacy Strategies for Growth: How we will get there?

Our Educators, through a culturally responsive and social justice lens, will:

- Use small group instruction to best meet the learning needs of individual students
- Ensure that students' learning experiences and resources reflect their lived experience.

Our Literacy Department (Coordinator, Consultants & Mentors) will:

- Provide ongoing support to teachers to enhance literacy instruction and assessment practices

Our School Administrators will:

- Facilitate professional learning through various platforms (online, after-school, coaching sessions and external professional development)
- Use our Walk-In Conversation Prompt to ensure that literacy strategies are implemented through a culturally responsive lens as they engage in reflective conversations with teachers about improving their practice and student achievement.



Monitoring in Literacy

Tools & Measures

- Nova Scotia Assessments (NSA) & Nova Scotia Examinations (NSE)
 - Percentage of students achieving Level 3 or 4 in Reading and Writing on NSA/NSE at Grades 3, 6, 8 & 10
- System Information System (SIS), PowerSchool Admin & TIENET
 - Reporting Codes
 - Percentage of students meeting classroom expectations in Literacy at Grades 1-3 (WD/DE), Grades 4-6 (A/B) and Grades 7-12 (70%+)
 - Course Enrolment
 - Disaggregated Student Enrolment Data
- Evidence from Early Literacy Support
- Evidence from Appui en Litt erie
- Evidence from Reading Recovery
- CR/RA Teacher & Administrator Self-Assessment
- Student Success Plan (SSP) Student Survey
 - Measure of “High Expectations”
 - Measure of “Learning Targets”
 - Measures of “Relevant/Connected Learning Opportunities”
 - Measures of “Student Choice”

What is Expected?

Nova Scotia Assessments (NSA) & the Nova Scotia Examination (NSE)

- Writing: There is an increase in the percentage of students achieving Level 3 or 4 in Writing Conventions and Organization on NSA at Grades 3, 6 & 8 and NSE at Grade 10
- Reading: There is an increase in the percentage of students achieving Level 3 or 4 in Reading on NSA at Grades 3, 6 & 8 and NSE at Grade 10
- There will be an increase in the number of students of African and Indigenous ancestry who are meeting expectations in Reading and Writing across all assessments and examinations

Student Information System (SIS) PowerSchool & TIENET

Reporting Codes:

- There is an increase in the percentage of students meeting classroom expectations in Reading and Writing at Grades 1-3 (WD/DE), Grades 4-6 (A/B), and Grades 7-12 (70%+)
- Students of African and Indigenous ancestry are achieving higher in Reading/Writing as captured in our reporting codes in grades 1 - 12

Equity:

- There is a proportional representation of our males and students of Indigenous ancestry enrolled in English Communications in comparison to other English courses

SSP Student Survey

- All identified SSP Student Survey measures will increase



System Plan for Mathematics

Mathematics Goal

Students will develop a deep understanding of mathematical concepts from which they will develop procedural fluency, strategic competence, and adaptive reasoning.

Forward Thinking: What will impactful mathematics instruction look like in our classrooms?

Effective and Equitable Practices in Mathematics

- Through a culturally responsive and social justice lens, educators develop lessons using the three part lesson framework (preparing for, engaging in and reflecting on the learning)
- Educators understand and implement the eight effective teaching practices from *Principles to Actions: Ensuring Mathematical Success For All* as developed by the National Council of Teachers of Mathematics:
 1. Establish mathematics goals to focus learning.
 2. Implement tasks that promote reasoning and problem solving.
 3. Use and connect mathematical representations.
 4. Facilitate meaningful mathematical discourse.
 5. Pose purposeful questions.
 6. Build procedural fluency from conceptual understanding.
 7. Support productive struggle in learning mathematics.
 8. Elicit and use evidence of student thinking.

Mathematics Strategies for Growth: How we will get there?

Our Educators, through a culturally responsive and social justice lens, will:

- Develop lessons using the three part lesson framework - preparing for, engaging in and reflecting on the learning
- Ensure that students' learning experiences and resources reflect their lived experience

Our Mathematics Department (Coordinator, Consultants & Coaches) will:

- Provide ongoing support to teachers to enhance Mathematics instruction and assessment practices

Our School Administrators will:

- Facilitate professional learning through various platforms (online, after-school, coaching sessions and external professional development)
- Use our Walk-In Conversation Prompt to ensure mathematics strategies are implemented through a culturally responsive lens as they engage in reflective conversations with teachers about improving their practice and student achievement

Monitoring in Mathematics

Tools & Measures

- Nova Scotia Assessments (NSA) & Nova Scotia Examinations (NSE)
 - Percentage of students achieving Level 3 or 4 in Mathematics on NSA/SE at Grades 3, 6, 8 & 10
- Student Information System (SIS), PowerSchool Admin & TIENET
 - Reporting Codes
 - Percentage of students meeting classroom expectations in Mathematics at Grades 1-3 (WD/DE), Grades 4-6 (A/B) and Grades 7-12 (70%+)
- Evidence from Early Elementary Mathematics Intervention
- Evidence from Middle School Intervention
- CR/RA Teacher & Administrator Self-Assessment
- Student Success Plan (SSP) Student Survey
 - Measure of “High Expectations”
 - Measure of “Learning Targets”
 - Measures of “Relevant/Connected Learning Opportunities”
 - Measures of “Student Choice”

What is Expected?

Nova Scotia Assessment (NSA) & the Nova Scotia Examination (NSE)

- There is an increase in the percentage of students achieving Level 3 or 4 in Mathematics on NSA at Grades 3, 6 & 8 and on NSE Mathematics 10
- There is an increase in the number of students of African and Indigenous ancestry who are meeting expectations in Mathematics measured on NS Assessments and the NS Examination
- For those students identified for the intervention, there is an increase in the percentage of students meeting expectations in Mathematics measured on NS Assessments

Student Information System (SIS), PowerSchool & TIENET

Reporting Codes:

- There is an increase in the percentage of students meeting classroom expectations in Mathematics at Grades 1-3 (WD/DE), Grades 4-6 (A/B), and Grades 7-12 (70%+)
- Students of African and Indigenous ancestry are achieving higher in Mathematics as captured in our reporting codes in grades 1 – 12.

SSP Student Survey

- All identified SSP Student Survey Measures will increase



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Regional Centre for Education

VISION

Each student contributes meaningfully as a global citizen and thrives in an ever changing world.

MISSION

We create engaging learning experiences in inclusive environments that support each student's well-being and social emotional development.

VALUES

Relationships
Diversity and Inclusion
Collaboration
Growth & Innovation
Responsibility



Raise the Bar & Close the Gap

We will:

- Set high expectations for each and every student
- Know each student as an individual and learner
- Pay close attention to groups of students who have been historically marginalized (for example, by ancestry or gender)



THRIVE & ACHIEVE

System Improvement Plan



Overarching Theory of ACTION When educators are responsive to the social, emotional and learning needs of each individual, then student well-being and achievement will improve.

Student Well-being Theory of Action:

When staff members establish a culture of well-being and forge strong relationships with each student, knowing them as individuals, then students will:

- Thrive socially and emotionally
- Experience a strong sense of belonging
- Engage meaningfully in their learning
- Achieve academic success

Student Well-being Goal:

Schools will be safe and welcoming environments where each student feels a sense of belonging and engages in habits that promote well-being.

Student Well-being Strategies for Growth:

How we will get there?

- Develop Strong Relationships
- Foster a Sense of Belonging
- Enhance Social, Emotional and Physical Well-being



Reflective Cycle for Impact

We continually gather evidence and ask:

- Where did my students begin? How do I know?
- How have the adjustments to my professional practice impacted student well-being?
- How have the adjustments to my professional practice impacted student learning?
- How have the adjustments to my professional practice impacted student engagement?
- To what extent have my students progressed? How do I know?



Progress Monitoring

How Will We Know Our Impact? Multiple tools will be used throughout this process to monitor the impact of professional learning on student well-being and achievement.

Thrive

- Early Development Instrument
- Middle Years Development Instrument
- Student Success Planning Student Survey
- Student Information System (SIS) - PowerSchool Admin & TIENET
- Formative School Visits

Achieve

- Nova Scotia Assessments & Nova Scotia Examinations
- Student Success Planning Student Survey
- SIS - PowerSchool Admin - Reporting Codes & Course Enrolments
- Formative School Visits



Teaching & Learning Theory of Action:

When we create engaging learning experiences and provide exceptional instruction based on high-leverage, evidence-based practices, students will achieve academic success.

Our Commitment to Cultural Responsiveness

Every educator will create relevant and authentic learning experiences for students every day in inclusive environments.

Literacy Goal:

To develop skilled, critical, independent readers and writers who acquire, create, connect, and communicate meaning through listening, speaking, reading and writing.

Literacy Strategies for Growth: How we will get there?

- Use small group instruction to best meet the learning needs of individual students.
- Ensure students' learning experiences and resources reflect their lived experiences.

Mathematics Goal:

Students will develop a deep understanding of mathematical concepts from which they will develop procedural fluency, strategic competence, and adaptive reasoning.

Mathematics Strategies for Growth: How we will get there?

- Develop lessons using the three part lesson framework - preparing for, engaging in and reflecting on the learning.
- Ensure students' learning experiences and resources reflect their lived experiences.

SYSTEM IMPROVEMENT PLAN



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