



Chignecto Central Regional Centre for Education

Thrive & Achieve MID-YEAR UPDATE, February 2021

CCRCE's [System Improvement Plan, Thrive & Achieve](#), continues to guide our work in 2020-21. The plan is focused on the overall well-being and achievement of our students.

In June 2020, we asked teachers, school staff, parents, guardians and students how we can best help our students in the 2020-21 school year in light of the COVID-19 pandemic. Based on this valuable feedback, refined new areas of focus were identified as a response to these needs:

- Trauma-Informed Practices (as referenced in the NS Back to School Plan)
- Technology Integration for Student Learning

This Mid-Year Update showcases just some of the important work CCRCE has been focusing on to support all learners throughout the 2020-21 school year.

Chignecto Central
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
• Provide attention to groups of students who have been historically marginalized (for example, by ancestry or gender)

THRIVE & ACHIEVE System Improvement Plan

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 learning?
• How have the adjustments to my professional practice impacted student engagement?
• To what extent have my students progressed? How do I know?

Getting to Impact:
Identify student well-being and learning needs
Identify staff learning needs in response to student needs
Staff engage in professional learning
Identify student well-being and learning needs
Identify staff learning needs in response to student needs

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 & T.I.E.N.E.T
- 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:
Each 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.

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.

THRIVE
Student Well-being

ACHIEVE
Teaching & Learning: Cultural Responsiveness, Literacy & Mathematics



THRIVE: STUDENT WELL-BEING

We believe 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



Focus Areas for 2020-21

1. NEW* Trauma & Trauma-Informed Practices (Nova Scotia Back to School Plan)

Since March 2020 the pandemic has created new pressures and experiences for our students. Our teachers have engaged in PD and now understand both how trauma presents itself as well as how they can use strategies to best meet the needs of students impacted by trauma.

2. Equity and Relationships

How to be an Ally Program:

We know that when our students feel safe and valued, they participate more fully in their learning. To support this, all CCRCE staff members engaged in PD focused on examining bias and privilege, understanding issues related to social justice and on being an ally to our students and to each other to create safe learning and work environments. Coming this spring, the How to Be an ALLY Student Forum will be rolled out to support important classroom dialogue related to allyship.

Culturally Responsive Pedagogy (CRP):

When students have voice and choice in the classroom and can see themselves represented in the learning, they demonstrate increased engagement and are more likely to be successful. This year our mentors and coaches who directly support teachers throughout the system have been engaging in PD to build their capacity with CRP. As well, several focus schools are engaged in ongoing learning about CRP to better engage every learner.

Treaty Education

Learning about our shared history with our Indigenous students helps us better understand our students' ways of being. To learn more about the importance of Treaty Rights, all staff members participated in a Land Acknowledgement Professional Learning. Over the Spring, our Primary- Grade 2 classroom teachers will engage in focused professional learning related to Mi'kmaw 'Ways of Knowing and Being' as part of the virtual Treaty Education provincial implementation.

3. Multi-Tiered Supports for Student Well-being

Using the NS Inclusive Education Policy to guide our work, staff are considering how to best meet the needs of all learners across a multi-tiered system of supports. All staff are working to define their roles of support across tiers, and classroom teachers are working collaboratively with many regional staff to focus on impactful tier 1 instruction, as well as more focused and intensive supports at tiers 2 & 3. Teaching Support Teams will also be implemented across the region to help teachers problem-solve to best meet the need of every student in the classroom.

Learn more about Multi-Tiered Systems of Supports: <https://tinyurl.com/1di69fy3>

ACHIEVE: STUDENT LEARNING

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

Focus Areas for 20-21



1. NEW* Technology Integration for Student Learning

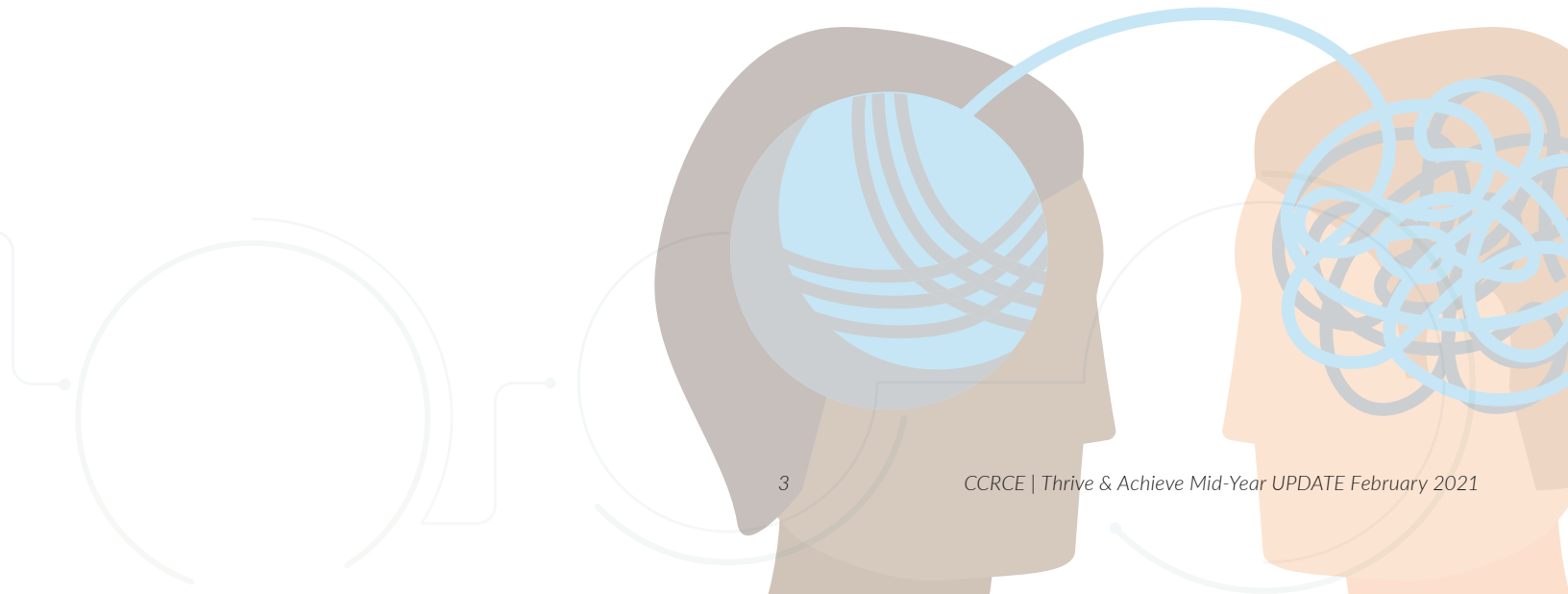
Given the possibility of remote learning during the 20-21 school year, teachers have participated in extensive PD using technology tools to support virtual instruction. Much of the learning has focused on the use of age-appropriate digital tools for student collaboration, engagement and assessment. Teachers also participated in an online learning 'test-run' to further provide evidence of their readiness to engage students in online learning should the need arise.

2. Literacy

Given the realities of the pandemic, literacy teachers have participated in extensive PD to support their readiness to use impactful instruction and assessment practices, including small group instruction, in an online environment.

3. Mathematics

Throughout our region and with the support of St. FX University, Mathematics teachers and coaches have focused on engaging all learners through culturally responsive instruction and assessment. As well, teachers from grades 2-8 continue to grow in their understanding and application of MathUP as an online resource to support effective teaching and learning.



Progress Monitoring

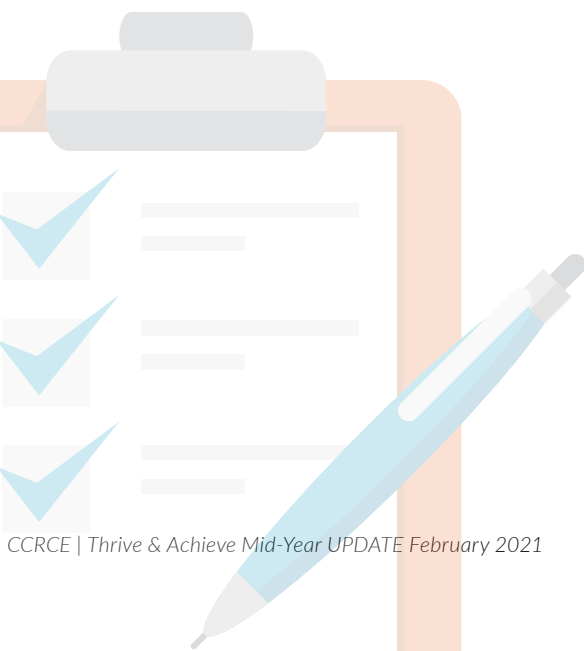
Despite the global impact of COVID-19, CCRCE students are experiencing success. Across grades 1-12, students are largely achieving at rates comparable to pre-pandemic in both Literacy and Mathematics as demonstrated with disaggregated Term/Quarter 1 reporting codes.

Responding to Evidence

Schools in CCRCE are gathering evidence of student well-being and achievement regularly and respond to needs presented at the site in a variety of ways. Regionally, evidence gathered in the fall did tell us that students at lower elementary were not experiencing the same level of success in reading. For this reason, a targeted response is currently in place in a number of our elementary schools that is focusing on additional in-class small group reading instruction. This support is expected to enable learners to further develop their skills in reading and bring them closer to typical mid-year grade level reading expectations.

Why Disaggregated Evidence?

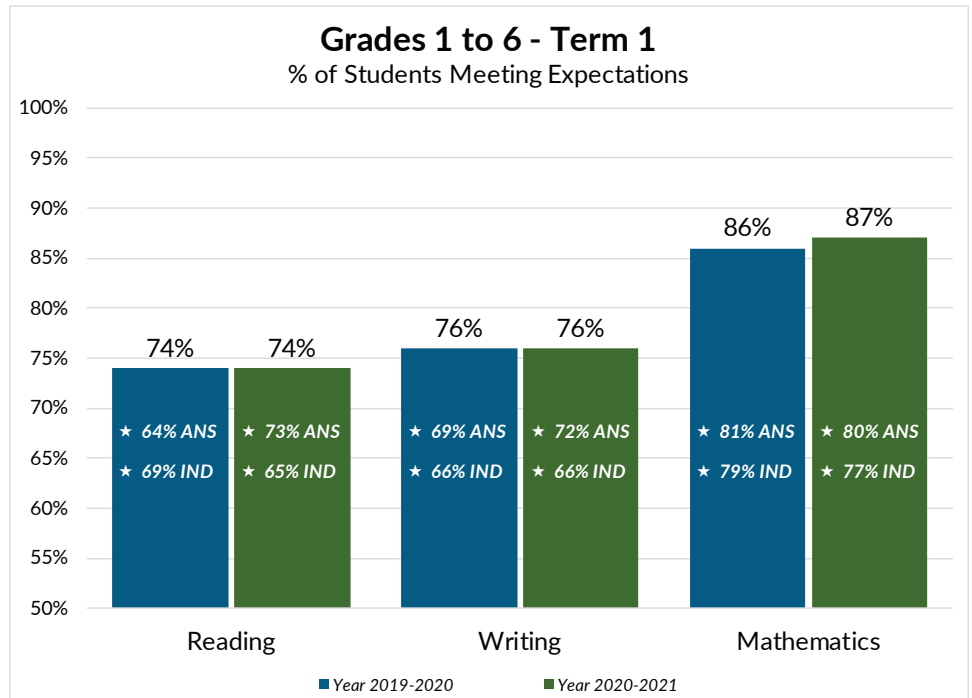
Schools regularly look at evidence by groups of students to identify patterns and trends in well-being and achievement. In CCRCE we have used this disaggregated evidence to identify a gap in achievement, for example, for learners of Indigenous and/or African ancestry. Having this information allows our system to address the inequity and target supports in a responsive manner to best meet the needs of students.



Student Achievement in Literacy & Mathematics Term/Quarter 1 Reporting Codes

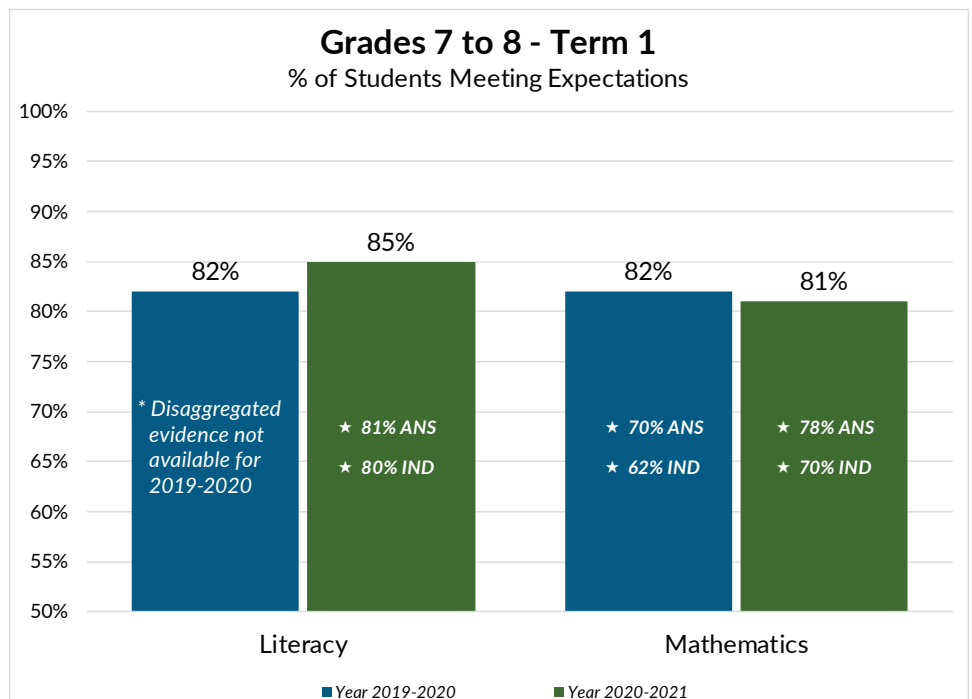
Term 1 Expectations at Grades 1-6 include Reporting Codes Well Developed (WD) and Developing as Expected (DE)

★ANS: African Nova Scotia ★IND: Indigenous



Term 1 Expectations at Grades 7-8 include Reporting Codes 70% and above

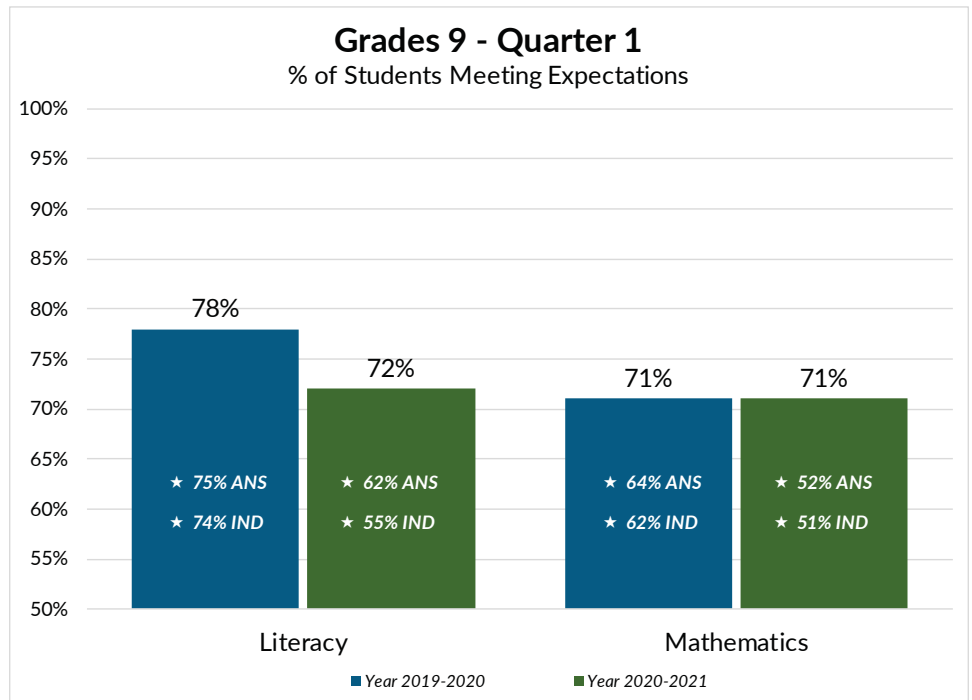
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Student Achievement in Literacy & Mathematics Term/Quarter 1 Reporting Codes

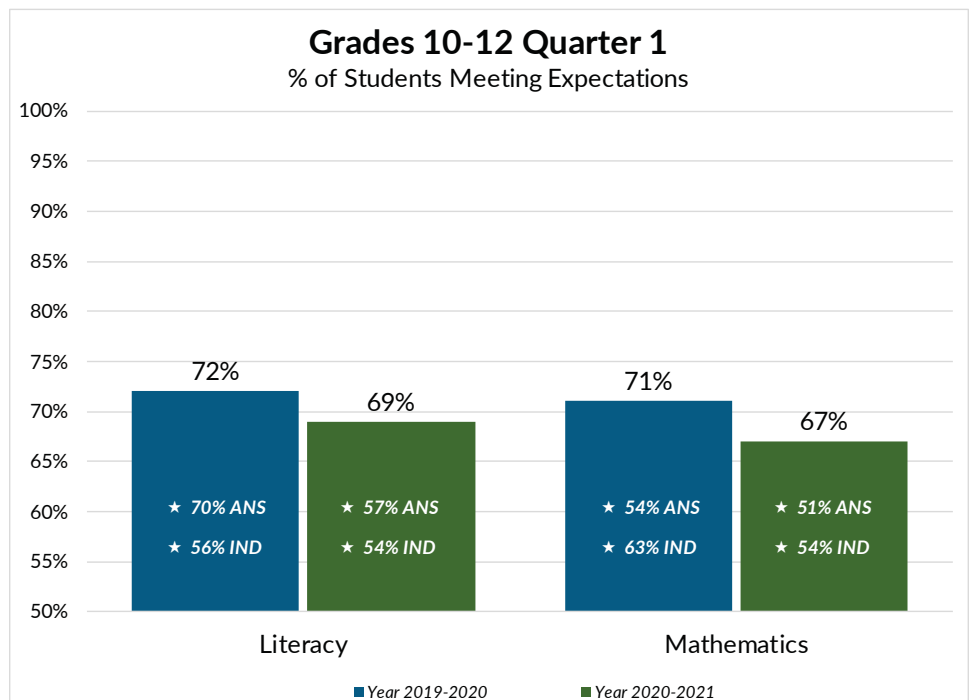
Quarter 1 Expectations at Grade 9 include Reporting Codes 70% and above

★ANS: African Nova Scotia ★IND: Indigenous

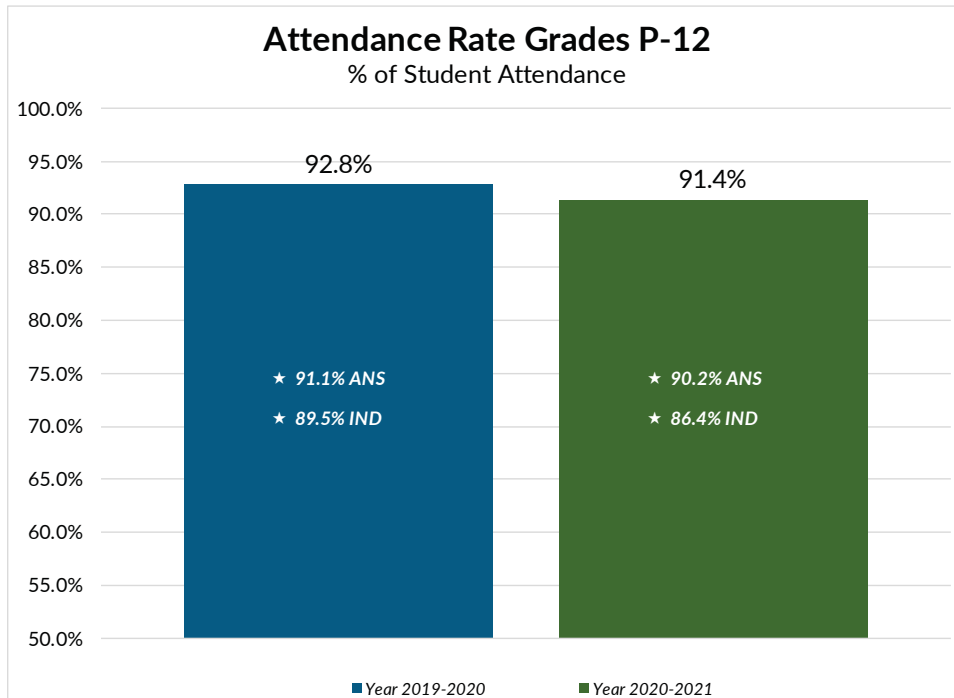


Quarter 1 Expectations at Grades 10-12 include Reporting Codes 70% and above

★ANS: African Nova Scotia ★IND: Indigenous



Student Attendance



Student evidence does indicate a slight decline in overall attendance when compared to pre-pandemic. Evidence indicates this is more of an issue at secondary grade levels as well as students who have self-identified as Indigenous.

Reflective Cycle

Schools continue to use evidence of learning to inform their work with students. During January's week of professional learning, our teachers reflected on their students' achievement to date and planned to incorporate new practices into their classroom routines to help students improve. This reflective cycle for impact is an important part of the Student Success Planning Process that happens at the school level throughout the year.

