



System Goal

At the end of the **2025-26** school year, we will have strengthened and solidified **Tier 1** practice for all students under the [Inclusive Education Policy](#), within a Multi-Tiered System of Support (MTSS).

Intentionality Within Goal

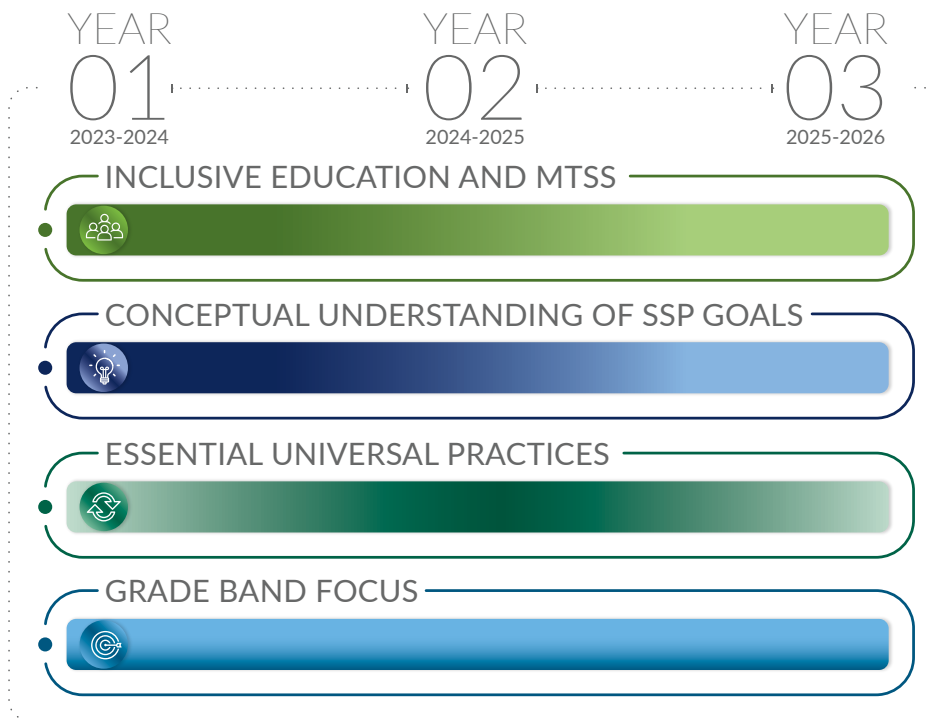
- All staff recognize and believe that “Every child can learn with enough time, practice, and equitable and culturally responsive teaching.”
- Recognition that a significant number of our students are from historically excluded communities and this historical experience requires an intentional acceleration of their learning.

Key Components of Goal

We will:

- Understand our provincial [Inclusive Education Policy](#), MTSS, and their implications for the lived educational experience of all students.
- Have Success Planning Goals for Literacy, Mathematics, and Well-Being.
- Understand and implement essential **Tier 1** universal practices in every classroom.
- Intentionally focus on achieving regionally identified grade-band goals.

Implementation Timeline



NOTE: The colour gradients on the above bars are meant to be a visual representation of the focus on each goal. Darker colours indicate a stronger focus at the start of the timeline with the goals being achieved as the colour lightens. Grade Band Focus maintains an overarching focus of all subjects over all years of the timeline.

Essential Universal Practices

Aligned with the [Nova Scotia Teaching Standards](#), these teaching practices are essential for all students.

Safe and Inclusive Culture of Learning	Planning for All Learners	Effective and Equitable Assessment and Instruction
Actively develop positive relationships with all students (TS#4)	Use Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) as a framework for planning, assessment, instruction, and engagement (TS#1, 2, 3, 4).	Communicate and use clear learner targets and success criteria (TS#2).
Intentionally create a positive and productive learning environment (TS#4)	Maximize instructional minutes (TS#2).	Use ongoing and balanced assessment and record keeping to guide instruction and determine student strengths and challenges. (TS#3).
Value and employ Culturally Responsive Practices (TS#1, 4)	Ensure yearly plans, unit plans, and lesson plans are congruent with curriculum (TS#2, 3).	Incorporate explicit and responsive instruction as part of a Three-Part Lesson (TS#2).
Commit to anti-racist education practices (TS#4)		Use flexible grouping (whole and small group, as well as, individual instruction) with gradual release of responsibility (TS#2).
Engage in ongoing reflection and professional learning (TS#5)		

Grade Band Goals

Knowing that our curriculum describes the outcomes in each area and at each grade level, we recognize that there are key elements of learning that must be focused on, at different stages of learning, to ensure students are prepared to move on to further success.

These key elements are outlined below for Literacy, Mathematics and Well-being.

Literacy Grade Band Focus

Grade Band	Specific Grade Band Focus in Literacy	
	Reading	Writing
Primary to 2	English Programs: Build foundational word reading skills (phonics and phonological awareness). French Immersion: Build foundational oral language skills.	Generate ideas and communicate those ideas effectively through writing.
3 to 6	Read with fluency and comprehension. French Immersion: Build foundational oral language skills (grade 3).	Organize and communicate ideas through writing.
7 to 9	Read with fluency and comprehension across all subjects.	Communicate ideas in writing for a variety of purposes and audiences.
10 to 12	Analyze, synthesize and think critically about a variety of fiction and non-fiction texts.	Synthesize and communicate ideas from multiple sources.

Mathematics Grade Band Focus

Grade Band	Specific Grade Band Focus in Mathematics
Primary to 2	Fluency in early number concepts (additive reasoning).
3 to 6	Fluency as applied to multiplicative reasoning.
7 to 9	Fluency as applied to proportional reasoning using fractions, decimals and percent.
10 to 12	Fluency as applied to algebraic and functional reasoning and representing these relationships contextually, concretely, pictorially, verbally, and symbolically.

Fluency is accuracy, flexibility, efficiency and strategy selection in number computations and procedures.

Well Being Grade Band Focus

Grade Band	System Focus	Specific Grade Band Focus for Well-Being
Primary to 2	Using a relational approach, build authentic, healthy, safe relationships in the classroom and school community to improve, support and sustain students' sense of belonging.	Understand, develop and maintain healthy relationships with peers and adults.
3 to 6		Engage in healthy decision making and healthy behaviours that impact physical, social, mental, sexual and emotional health.
7 to 9		Express personal agency through healthy ways of being and knowing within a variety of communities.
10 to 12		Feeling a sense of belonging and responsibility within multiple communities.