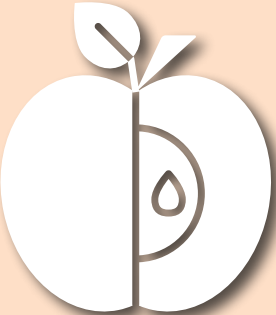
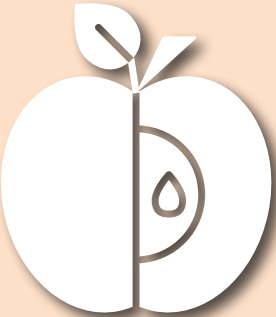




SYSTEM FOCUS	ACTIONS	PROGRESS CHECKLIST
<p>Well-being</p> <p>Grades P-12</p> <p>Use a relational approach to build equitable, safe, inclusive and health promoting school communities.</p> <p>Nurture and value authentic relationships to support and improve students' sense of belonging and their academic achievement</p> <div style="text-align: center;">  </div>	REGIONAL STAFF	
	<ol style="list-style-type: none"> 1. Participate in professional development of foundational knowledge related to well-being to ensure a commitment to honour and respect each student's cultural and linguistic identities and knowledge systems (Treaty Education, Anti-Black Racism, Trauma Informed Practices, Three Braids (all sections) and The Physical Active Framework) 2. Well-being team will develop a needs assessment tool for well-being that schools can use to identify site-specific areas of focus that can be responded to through (Multi-Tiered system of supports) MTSS. 3. The Well-being team will provide a list of best practices related to areas of well-being that align with the Inclusive Education Policy and CCRCE's pedagogy and belief system. 4. Regional staff will attend TSTs as a regular part of their schedule and when requested to support well-being. 	<ul style="list-style-type: none"> <input type="checkbox"/> All Regional Student Success Team members will participate in professional learning by June 2025. <input type="checkbox"/> Ensure a regional process is in place so professional development for coaches can have direct impact on teacher practice. <i>Ex. Teachers know how to apply treaty education into classroom practices</i> <input type="checkbox"/> Family-based teams will give feedback to Directors and RED at family-based visits when looking at data driven decisions. <input type="checkbox"/> Needs assessment will be completed by October 31st, 2024, for schools to use. <input type="checkbox"/> The well-being team will include math and literacy in constructing the list of best practices. <input type="checkbox"/> Regional staff will review the regular meetings of Teaching Support Teams (TST) that examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy.
	ADMINISTRATORS	
<ol style="list-style-type: none"> 1. Administrators, with the support of the Regional Well-being team, will foster and cultivate a school culture that focuses on well-being by committing to work collaboratively with all community partners to identify and eliminate barriers that interfere with students' well-being and achievement. 2. Administrators, with the support of the Regional Well-being team, will conduct a needs assessment that draws upon and includes student voice for well-being for their school and use the data to inform school actions. 3. Administrators will lead TSTs and reach out to regional support when specific well-being needs are identified. <p style="text-align: right;"><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy. 	

SYSTEM FOCUS	ACTIONS	PROGRESS CHECKLIST
<p><i>CONTINUED</i></p> <p>Well-being</p> <p>Grades P-12</p> <p>Use a relational approach to build equitable, safe, inclusive and health promoting school communities.</p> <p>Nurture and value authentic relationships to support and improve students' sense of belonging and their academic achievement.</p> 	<ol style="list-style-type: none"> 5. In partnership with Family of Schools Supervisor, administrators will promote and support implementation of pedagogical best practices and foundational knowledge (Treaty Education, Anti-Black Racism, Trauma Informed Practices, Three Braids (all sections) and The Physical Active Framework) Inclusive Education is a commitment to honour and respect each student's cultural and linguistic identities and knowledge systems. <i>(continued on next page)</i> When needed, administrators will provide professional development opportunities for staff with the support of regional staff. 6. In partnership with the Family of Schools Supervisor, administrators will reference the Teaching Standards to reinforce well-being in the classroom and school community. <p style="text-align: center;">TEACHERS (GRADES P-12)</p> <ol style="list-style-type: none"> 1. With a focus on historically marginalized and racialized students (African Nova Scotian and Mi'kmaw/Indigenous), as well as students with special needs, 2SLGBTQIA+ and those impacted by poverty, teachers will actively develop positive relationships and intentionally create learning environments that are safe and welcome, that affirm validate and nurture student well-being. 2. In addition to the Teaching standards, teachers will demonstrate the connections among the foundational knowledge of (Treaty Education, Anti-Black Racism, Trauma Informed Practices, equity, the Physical Active Framework), the Inclusive Education policy and Tier 1 practices. 3. Teachers continue to develop and apply Tier 1 practices that support existing curriculum intended to foster well-being for students. 4. Teachers will use the TST process to identify and support areas of well-being in their classroom and school community 	<p><input type="checkbox"/> Teacher Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy</p>

SYSTEM FOCUS	ACTIONS	PROGRESS CHECKLIST
<p>Literacy P-6</p> <p>Reading & Writing Grades Primary-2</p> <p>Students will build foundational word reading skills. (Phonics & phonological awareness)</p> <p>Students will generate ideas and communicate those ideas effectively through writing.</p> <p>Grades 3-6</p> <p>Students will read with fluency and comprehension.</p> <p>Students will organize and communicate ideas through writing.</p> 	<p style="text-align: center;">REGIONAL STAFF</p> <ol style="list-style-type: none"> 1. Coordinate the implementation of the updated P-2 curriculum and the P-12 Provincial Literacy Strategy. 2. Coordinate the use of student evidence to ensure equity and success for students who are historically marginalized and racialized, specifically (African Nova Scotian and Mi'kmaq students) or who come from other groups that have been traditionally under-represented and under-served, including, but not limited to, students with special needs and those struggling with poverty. <ul style="list-style-type: none"> • NS Inclusive Education Policy • NS Assessment Policy 3. Coordinate professional learning to support the implementation of the System Improvement Plan. Ensure school staff have access to information and professional learning that aligns with student assessment evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Improved literacy achievement P-2 for all learners. <input type="checkbox"/> Principles and guidelines from the NS Inclusive Education Policy and the NS Assessment Policy will be connected /referenced in all professional learning. <input type="checkbox"/> Professional learning will explicitly name the connections between effective Tier 1 practices and equity for all learners. <input type="checkbox"/> Teaching Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy.
	<p style="text-align: center;">ADMINISTRATORS</p> <ol style="list-style-type: none"> 1. Follow the Student Success Planning Process to advance student achievement for every student using evidence-informed strategies, resources, and/or collaborative practices that provide culturally and linguistically responsive and engaging instruction and assessment. (NS Inclusive Education Policy) 2. Coordinate ongoing, systematic data-review with school staff and develop short-cycle responses related to literacy achievement. (See CCRCE SSP Calendar) 3. Ensure actions within the teacher section of System Improvement Plan are integrated into school-based Professional Learning Plans, Student Success Plans actions/strategies, and collaborative time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Systematic data review will inform a minimum of three short cycles. <input type="checkbox"/> Tracking of data review processes is present within SSP and school data walls. <input type="checkbox"/> Professional learning, collaborative time and short cycles align for impact within the SSP actions to reflect a clear responsiveness to student data and the System Improvement Plan. <input type="checkbox"/> Increased numbers of students meeting expected learning outcomes. <input type="checkbox"/> Teaching Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy

SYSTEM FOCUS	ACTIONS	PROGRESS CHECKLIST
<p><i>CONTINUED</i></p> <p>Literacy P-6</p> <p>Reading & Writing Grades Primary-2</p> <p>Students will build foundational word reading skills. (Phonics & phonological awareness)</p> <p>Students will generate ideas and communicate those ideas effectively through writing.</p>	<p style="text-align: center;">TEACHERS (GRADES PRIMARY-2)</p> <ol style="list-style-type: none"> 1. Integrate daily UFLI lessons/ La forêt de l'alphabet into the literacy block. 2. Incorporate explicit instruction in all Six Pillars of Effective Reading Instruction / Six piliers de l'enseignement efficace de la lecture within the Integrated Literacy Block. 3. Provide culturally and linguistically responsive and engaging instruction; including daily explicit writing instruction using mentor texts, anchor charts, talk time, modelled/shared writing and daily opportunities for students to engage in authentic writing. 4. Continue to build student foundational oral language skills by implementing the Neurolinguistic Approach Strategies in French Immersion classes P-3. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate progress within both French and English literacy scope and sequence and transfer these skills into authentic reading experiences. <input type="checkbox"/> Instruction during the literacy block will align with the Instructional Guidelines to Support the Six Pillars of Effective Reading Instruction / Six piliers de l'enseignement efficace de la lecture <input type="checkbox"/> Students demonstrate progress in the domains of ideas, organization, language use, and conventions NS Analytic Writing Rubric / Grille d'évaluations pour la production écrite <input type="checkbox"/> Students show progress with their oral language development as shown in various observations, conversations and products. <input type="checkbox"/> Teaching Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy.
<p>Grades 3-6</p> <p>Students will read with fluency and comprehension.</p> <p>Students will organize and communicate ideas through writing.</p> 	<p style="text-align: center;">TEACHERS (GRADES 3-6)</p> <ol style="list-style-type: none"> 1. Explicitly teach comprehension strategies and provide daily opportunities to practice fluency. 2. Provide culturally and linguistically responsive and engaging instruction; including daily explicit writing instruction using mentor texts, anchor charts, talk time, modelled/shared writing and daily opportunities for students to engage in authentic writing. 3. Continue to build student foundational oral language skills by implementing the Neurolinguistic Approach Strategies in French Immersion classes P-3. 	<ul style="list-style-type: none"> <input type="checkbox"/> Through observation and conversation, students will show progress in their processing of text and response to text. <input type="checkbox"/> Students will demonstrate progress, within short cycles of impact, in the domains of ideas, organization, language use, and conventions NS Analytic Writing Rubric / Grille d'évaluations pour la production écrite <input type="checkbox"/> Students show progress with their oral language development as shown in various observations, conversations and products. (French Immersion) <input type="checkbox"/> Teaching Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy.

Literacy 7-12

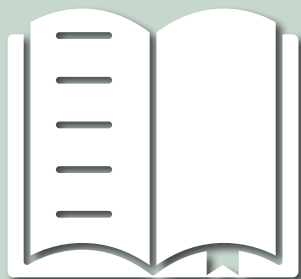
Grade 7-9 Reading and Writing

Students will read with fluency and comprehension across all subjects.

Students will communicate ideas in writing for a variety of purposes and audiences.

Grades 10-12

Students will analyze, synthesize and think critically about a variety of fiction and nonfiction texts.



REGIONAL STAFF

1. Coordinate the implementation of the updated P-12 Provincial Literacy Strategy.
2. Coordinate the use of student evidence to ensure equity and success for students who are historically marginalized and racialized, specifically (African Nova Scotian and Mi'kmaq students) or who come from other groups that have been traditionally under-represented and under-served including but not limited to students with special needs and those struggling with poverty.
 - [NS Inclusive Education Policy](#)
 - [NS Assessment Policy](#)
3. Coordinate professional learning to support the implementation of the System Improvement Plan, ensuring school staff have access to information and professional learning that aligns with teachers' assessments of students' learning strengths and challenges.
4. Coordinate the implementation of the [Grading Principles Chart / Grille d'évolution des principes de notation](#).

- Strengthen reading and writing achievement for all learners
- Principles and guidelines from the [NS Inclusive Education Policy](#), and the [NS Assessment Policy](#) will be connected /referenced in all professional learning.
- Professional learning opportunities will explicitly name the connections between effective Tier 1 practices and equity for all learners.
- Assessment practices will be equitable.
- Teaching Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the [NS Inclusive Education Policy](#).

ADMINISTRATORS

1. Follow the Student Success Planning Process to advance student achievement for **every** student using evidence-informed strategies, resources, and/or collaborative practices that provide culturally and linguistically responsive and engaging instruction and assessment. [Inclusive Education Policy](#)
2. Coordinate **ongoing, systematic data-review** with school staff and develop short-cycle responses related to literacy achievement. (See CCRCE SSP calendar)
3. Ensure actions within the teacher section of System Improvement Plan are integrated into school-based Professional Learning Plans, Student Success Plans actions/ strategies, and collaborative time.
4. Promote and monitor progress within the [Grading Principles Chart / Grille d'évolution des principes de notation](#) and with the 7-12 Effective Literacy Practices. ([Administrator Guide](#))

- Systematic data review will inform a minimum of three short cycles.
- Professional learning, collaborative time and short cycles align for impact within the SSP actions to reflect a clear responsiveness to student data and the System Improvement Plan.
- Increased numbers of students meeting expected learning outcomes.
- Teachers are implementing equitable assessment and instructional strategies responsive to student evidence.
- Teaching Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the [NS Inclusive Education Policy](#)

SYSTEM FOCUS

ACTIONS

PROGRESS CHECKLIST

CONTINUED

Literacy 7-12

Grade 7-9 Reading and Writing

Students will read with fluency and comprehension across all subjects.

Students will communicate ideas in writing for a variety of purposes and audiences.

TEACHERS (GRADES 7-9)

1. Use culturally and linguistically responsive teaching and equitable assessment practices for all students including using: learning goals (curriculum outcomes) and success criteria (indicators), design assessments aligned with curriculum and gather student evidence from a variety of sources through triangulation (COP). [Grading Principles Chart](#) / [Grille d'évolution des principes de notation](#)
2. Use [Effective Literacy Practices Grades 7-12 / Pratiques efficaces en littératie 7e à 12e année](#) to explicitly teach comprehension strategies and provide daily opportunities to practice fluency.
3. Provide daily explicit writing instruction and daily opportunities for students to engage in authentic writing using [Effective Literacy Practices Grades 7-12 / Pratiques efficaces en littératie 7e à 12e année](#).
4. Teach reading [Comprehension Strategies / Stratégies de compréhension](#) within Science and Social Studies.

- Teachers design equitable outcomes-based assessments and instruction using the [Grading Principles Chart](#) / [Grille d'évolution des principes de notation](#).
- Through observation and conversation, students will show progress in their processing of text and response to text.
- Students demonstrate progress in the domains of ideas, organization, language use, and conventions [NS Analytic Rubric](#) / [NS Analytic Writing Rubric](#) / [Grille d'évaluations pour la production écrite](#)
- Teachers self-assess their literacy practices, together with their students' needs, to incorporate culturally responsive effective literacy practices into their instruction.
- Teaching Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the [NS Inclusive Education Policy](#).

Grades 10-12

Students will analyze, synthesize and think critically about a variety of fiction and nonfiction texts.



TEACHER (GRADES 10-12)

1. Use culturally and linguistically responsive teaching and equitable assessment practices including using learning goals (curriculum outcomes) and success criteria (indicators), design assessments aligned with curriculum and gather student evidence from a variety of sources through triangulation (COP). ([Nova Scotia Public Schools Program](#))
2. Intentionally use learning resources and incorporate experiences that reflect **every** student in the classroom and school community.
 - [Selecting CRP Resources](#)
 - [Teaching Difficult History](#)
 - [Teaching Sensitive Subject Matter](#)
 - [Teaching Controversial Texts](#)
3. Explicitly teach students to analyze, synthesize and think critically about texts using the [Effective Literacy Practices Grades 7-12 / Pratiques efficaces en littératie 7e à 12e année](#).
4. Use the [Effective Literacy Practices Grades 7-12 / Pratiques efficaces en littératie 7e à 12e année](#).

- Teachers design equitable outcomes-based assessments and instruction using the [Grading Principles Chart](#) / [Grille d'évolution des principes de notation](#) and engage in a self-assessment and goal setting process with the document.
- Every student sees themselves reflected throughout their schools, learning resources, and within their learning experiences.
- Teachers self-assess their literacy practices, together with their students' needs, to incorporate culturally responsive effective literacy practices into their instruction.
- Effective and strategic short cycle planning is implemented in response to student evidence to strengthen Tier 1 instruction.
- Teaching Support Teams (TST) will meet regularly to examine evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the [NS Inclusive Education Policy](#).

SYSTEM FOCUS

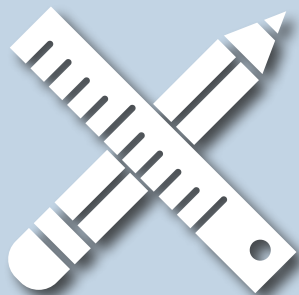
ACTIONS

PROGRESS CHECKLIST

Mathematics

Grades P-8

Prioritize equity through the development of fluency as students transition through early number understanding, [additive](#), [multiplicative](#), and [proportional reasoning](#).



REGIONAL STAFF

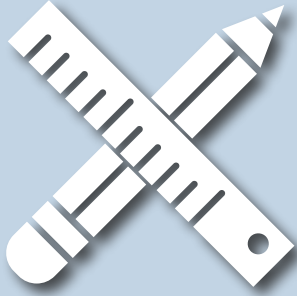
1. Provide MathUp Leadership PD for P-8 administrators [MathUP Leadership Training 2024-2025](#).
2. Provide continued professional learning on effective [Tier 1](#) assessment and instructional practices to promote equity, such as [MathUP Classroom](#), the [Building Thinking Classrooms Framework](#), and that are aligned with NCTM's declarations, as stated in) [The Intersection of Math and Culture - A Position of the National Council of Teachers of Mathematics \(NCTM\)](#).
3. Support administrators to ensure on-going professional learning that intentionally names the connections between effective [Tier 1](#) assessment and instructional practices and equity for every learner, as stated in the [NS Inclusive Education Policy](#).


- Administrators and teachers will increase understanding of Mathematical concepts and effective instructional strategies aligned with NCTM's declarations, as stated in [The Intersection of Math and Culture - A Position of the National Council of Teachers of Mathematics](#).**
- Teachers will continue to lead 15 minutes of intentional visualization, as part of their Mathematics block, every day.
- Teaching Support Teams will meet regularly to examine evidence, including disaggregated data, as a way monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the [NS Inclusive Education Policy](#) to plan short cycles.
- Students will increase use of models and visuals to represent thinking, as it relates to early number understanding, additive, multiplicative and proportional reasoning.
- Students will meet grade level outcomes, as reflected in classroom-based assessments.

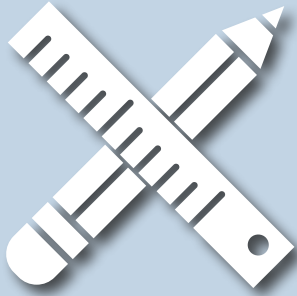
ADMINISTRATORS

1. Implement [MathUP Leadership's Seven Stage Improvement Plan](#) and lead the Student Success Planning process in schools to gather data and set goals to improve student well-being and achievement, as stated in the [NS Inclusive Education Policy](#).
2. Schedule and ensure site-based professional learning is aligned with NCTM's declarations, as stated in [The Intersection of Math and Culture - A Position of the National Council of Teachers of Mathematics](#).
3. Ensure the implementation of effective [Tier 1](#) assessment and instructional practices to promote equity, such as [MathUP Classroom](#) and the [Building Thinking Classrooms Framework](#).

- Teachers will be leading 15 minutes of intentional visualization, as part of their Mathematics block every day.**
- Teaching Support Teams will meet regularly to examine evidence, including disaggregated data, as a way monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the [NS Inclusive Education Policy](#) to plan short cycles.**
- Students will increase use of models and visuals to represent thinking, as it relates to early number understanding, additive, multiplicative and proportional reasoning.
- Students will meet grade level outcomes, as reflected in classrooms-based assessments.
- Administrators and teachers will increase understanding of Mathematical concepts and effective assessment and instructional strategies aligned with NCTM's declarations, as stated in [The Intersection of Math and Culture - A Position of the National Council of Teachers of Mathematics](#).

SYSTEM FOCUS	ACTIONS	PROGRESS CHECKLIST
<p data-bbox="79 167 340 207">CONTINUED</p> <p data-bbox="79 266 279 306">Grades P-8</p> <p data-bbox="79 321 392 540">Prioritize equity through the development of fluency as students transition through early number understanding, additive, multiplicative, and proportional reasoning.</p> 	<p data-bbox="1056 152 1423 185">TEACHERS (GRADES P-8)</p> <ol data-bbox="464 224 1203 516" style="list-style-type: none"> 1. Implement 15 minutes of intentional visualization, as part of their Mathematics block, every day. 2. Implement effective Tier 1 assessment and instructional practices to promote equity, such as the Building Thinking Classrooms Framework and MathUP Classroom, and work collectively with school-based and regional support staff, as appropriate, to deliver instruction and interventions to their students, as stated in the NS Inclusive Education Policy, and the NS Assessment Policy. 	<ul data-bbox="1266 224 2011 808" style="list-style-type: none"> <input type="checkbox"/> Students will increase use of models and visuals to represent thinking, as it relates to early number understanding, additive, multiplicative and proportional reasoning. <input type="checkbox"/> Students will meet grade level outcomes, as reflected in classrooms-based assessments. <input type="checkbox"/> Teachers will be leading 15 minutes of intentional visualization, as part of their Mathematics block, every day. <input type="checkbox"/> Administrators and teachers will increase understanding of Mathematical concepts and effective assessment and instructional strategies aligned with NCTM's declarations, as stated in The Intersection of Math and Culture - A Position of the National Council of Teachers of Mathematics. <input type="checkbox"/> Teaching Support Teams will meet regularly to examine evidence, including disaggregated data, as a way monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy to plan short cycles.

SYSTEM FOCUS	ACTIONS	PROGRESS CHECKLIST
<p>Mathematics</p> <p>Grades 9-12</p> <p>Prioritize equity through the development and facilitation of effective Tier 1 assessment and instruction practices.</p> 	<p style="text-align: center;">REGIONAL STAFF</p> <ol style="list-style-type: none"> 1. Provide on-going professional learning aligned with the NS Assessment Policy, the NS Grading Progression Document, and NCTM's declarations, as stated in The Intersection of Math and Culture - A Position of the National Council of Teachers of Mathematics 2. Coordinate ongoing, systematic data-review and develop short-cycle responses related to mathematics. 3. Promote equity for every learner, especially those who are historically marginalized and racialized as stated in the NS Inclusive Education Policy by supporting and encouraging the implementation of effective Tier 1 assessment and instructional practices to promote equity, such as the Building Thinking Classrooms Framework. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will establish learning goals and success criteria, design assessment aligned with curriculum, and gather evidence from a variety of sources through triangulation (COP). <input type="checkbox"/> Teachers will reflect on and deliver instruction and interventions to students, as stated in the NS Inclusive Education Policy. <input type="checkbox"/> Teaching Support Teams will meet regularly to examine evidence, including disaggregated data, as a way monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy to plan short cycles. <input type="checkbox"/> Students will demonstrate understanding aligned with curricular outcomes, through classroom-based assessments and Nova Scotia Examinations (NSEs).
	<p style="text-align: center;">ADMINISTRATORS</p> <ol style="list-style-type: none"> 1. Support and ensure alignment of assessment practice to the NS Assessment Policy and the NS Grading Progression Document, through short cycle planning and Teaching Support Teams, as stated in the NS Inclusive Education Policy. 2. Promote equity for every learner, especially those who are historically marginalized and racialized as stated in the NS Inclusive Education Policy by supporting and encouraging the implementation of effective Tier 1 assessment and instructional practices to promote equity, such as the Building Thinking Classrooms Framework. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching Support Teams will meet regularly to examine evidence, including disaggregated data, as a way monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy to plan short cycles. <input type="checkbox"/> Teachers will establish learning goals and success criteria, design assessment aligned with curriculum, and gather evidence from a variety of sources through triangulation (COP). <input type="checkbox"/> Teachers will reflect on and deliver instruction and interventions to students, as stated in the NS Inclusive Education Policy. <input type="checkbox"/> Students will demonstrate understanding aligned with curricular outcomes, through classroom-based assessments and NSEs.

SYSTEM FOCUS	ACTIONS	PROGRESS CHECKLIST
<p><i>CONTINUED</i></p> <p>Mathematics</p> <p>Grades 9-12</p> <p>Prioritize equity through the development and facilitation of effective Tier 1 assessment and instruction practices.</p> 	<p style="text-align: center;">TEACHERS (GRADES 9-12)</p> <ol style="list-style-type: none"> 1. Ensure that assessment, evaluation, and reporting practices adhere to the principles stated in the NS Assessment Policy 2. Promote equity for every learner, especially those who are historically marginalized and racialized as stated in the NS Inclusive Education Policy, through the development and facilitation of equitable Tier 1 assessment and instruction practices, such as the Building Thinking Classrooms Framework. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will demonstrate understanding aligned with curricular outcomes, through classroom-based assessments and NSEs. <input type="checkbox"/> Teachers will establish learning goals and success criteria, design assessment aligned with curriculum, and gather evidence from a variety of sources through triangulation (COP). <input type="checkbox"/> Teachers will reflect on and deliver instruction and interventions to students, as stated in the NS Inclusive Education Policy. <input type="checkbox"/> Teaching Support Teams will meet regularly to examine evidence, including disaggregated data, as a way to monitor and evaluate how students are doing and will respond with appropriate, timely supports, as stated in the NS Inclusive Education Policy to plan short cycles.