2026-2029 | System Improvement **Plan**

System Goal

Increase achievement for every student through high-quality Tier 1 instruction and a responsive Multi-Tiered System of Supports (MTSS) framework that provides timely, equitable and targeted supports based on student need.

Well-Being Goal

Through a relational approach, students will experience authentic, healthy and safe relationships in classrooms and school communities that improve, support and sustain their sense of belonging and well-being.

Well-Being Focus

Nurture and value authentic relationships to support and improve students' sense of belonging, well-being and their academic achievement within a safe and inclusive school environment.

Why this focus?

Authentic relationships and deepening our collective understanding of Mi'kmaw Ways of Being and Knowing, Culturally Responsive Pedagogy and Universal Design for Learning is fundamental to student academic success, well-being, inclusion and school community.

Literacy & Mathematics Goal

Increase achievement in literacy and mathematics for every student.

Literacy Focus P-12

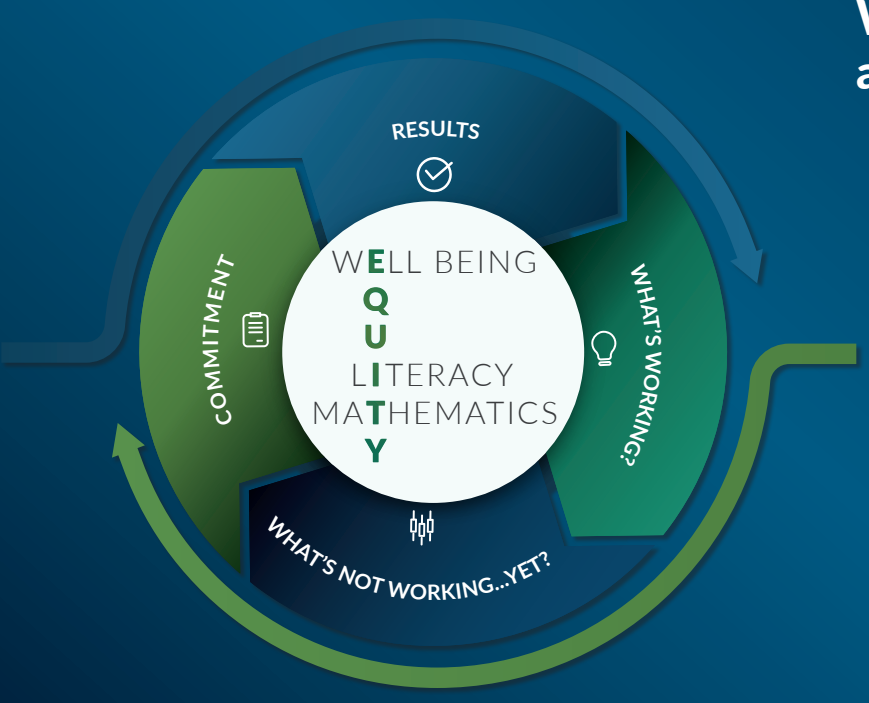
Deepen implementation of the Updated Language Arts curricula by strengthening high-quality literacy instruction and support explicit and systematic writing instruction, effective literacy practices, and assessment/ reporting aligned with the Grading Principles Progression Chart.

Mathematics Focus P-12

Deepen fluency through developing explicit strategy instruction and application, supported by intentional modeling, visualization, and assessment practices that align with curriculum expectations and promote continuous growth.

Why this focus?

Through balanced, research-based and evidence-informed instruction, culturally relevant pedagogy, and consistent assessment practices, we remove barriers, support equitable learning, and use data to monitor and communicate growth for every student within literacy and mathematics.



We will meet our system goal when the following are in place across our schools:

- The **Inclusive Education Policy** and **MTSS** framework are understood and actively used to guide daily classroom practice, inform programming and interventions, and provide student support across all tiers.
- **Teaching Support Team** meetings are established and sustained to strengthen Tier 1 instruction and assessment, and guide timely, responsive interventions through systematic data review of student evidence, including disaggregated data.
- **School goals in Well-Being, Literacy, and Mathematics** are set, implemented, and aligned with regional priorities using the Student Success Planning process. Teacher practice, professional development, and staff meetings continually support and clarify SIP and SSP objectives.
- **Tier 1 instruction and assessment practices**, grounded in Universal Design for Learning, Culturally Responsive Pedagogy, Mi'kmaw Ways of Being and Knowing, and Relational Approaches are consistently implemented to ensure high expectations, equitable access, and inclusive learning experiences for all students.
- **Multiple sources of data**, including disaggregated data and student voice, are used within a data-based decision-making model to inform supports that advance student well-being and achievement.

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