



System Goal
By the end of the 2025-26 school year, our region will have strengthened and embedded high-quality Tier 1 instructional practices in every classroom, ensuring that all students - especially those from historically excluded communities - are supported through a strong foundation of inclusive and equitable teaching within a Multi-Tiered System of Support (MTSS).



Well-being Goal
Using a relational approach, build authentic, healthy, safe relationships in the classroom and school community to improve, support and sustain students' sense of belonging.



Literacy & Mathematics Goal
Ensure each student experiences success in Literacy & Mathematics.



What this means for us as a system:

- We are committed to the belief that every child can learn when given enough time, meaningful practice, and culturally responsive instruction.
- We recognize that many of our learners come from communities that have faced systemic barriers. This requires intentional action to allow students to be heard, seen, and supported through a holistic approach so they can reach their promise and potential.
- We have a shared responsibility—at every level—to ensure that what we do each day supports and strengthens the meaningful work that happens in schools and classrooms. Regional staff are a support system for schools to help remove barriers, align supports and ensure that each child experiences success.

We will meet our system goal when, through a shared commitment to student success, 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 (TST) meetings are established and sustained** to monitor student progress, strengthen Tier 1 instruction and assessment, and guide timely, responsive interventions through systematic data review of student evidence.
- **Clear, measurable school goals in Well-Being, Literacy, and Mathematics are developed, actioned** and aligned with regional grade-band priorities and supported through the **Student Success Planning (SSP)** process.
- **Tier 1 instruction and assessment practices**, grounded in Universal Design for Learning (UDL), Culturally Responsive Pedagogy (CRP), Mi'kmaw Ways of Being and Knowing, and Relational Approaches (RA) are consistently implemented to ensure high expectations, equitable access, and inclusive learning experiences for all students.

Grade Band Focus:

| Well-Being | | Literacy | | Mathematics | |
|------------|---|----------|---|-------------|--|
| P-12 | Nurture and value authentic relationships to support and improve students' sense of belonging and their academic achievement Continue to build on and enhance the foundational approaches of Mi'kmaw Ways of Being and Knowing, Culturally Responsive Pedagogy, and Universal Design for Learning. | P-6 | Facilitate the implementation of equitable instruction and assessment practices within Tier 1. Focus on the following areas: • Planning • Writing • MTSS in Literacy Intervention | P-8 | Facilitate the implementation of equitable instruction and assessment practices within Tier 1. Focus on strengthening fluency through visualization, models and strategy development. |
| | | 7-12 | Facilitate the implementation of equitable instruction and assessment practices within Tier 1. Focus on the following areas: Instruction • Equitable Literacy Instruction - Effective Literacy Practices Assessment • Equitable, Outcomes-based Literacy Assessment - Grading Principles Progression Chart | 9-12 | Facilitate the implementation of equitable instruction and assessment practices within Tier 1. Focus on the following: • Align assessment with curriculum to value growth and achievement. |