



System Improvement Plan 2024-2025

Well-being

Goal

- Foster student well-being through the creation of positive, safe, equitable and inclusive learning environments.

Priorities:

- All Grade Primary to 12 teachers will develop a supportive, equitable and inclusive learning environment where students thrive physically, socially and emotionally with support from the Health Promoting Schools Framework.
- All Grade Primary to 12 teachers will provide opportunities to foster positive relationships with students and between students through engaging discussions and collaborative teaching and learning strategies.
- All Grade Primary to 12 teachers will foster culturally inclusive and responsive classroom environments through the lens of the African Nova Scotian Education Framework and the Treaty Education Framework.

Strategies:

- All Grade Primary to 12 teachers will provide intentional collaborative opportunities such as structured discussion and movement activities to promote meaningful dialogue.
- All Grade Primary to 12 teachers will integrate diverse cultural content into the curriculum, and host events where students can showcase and share their heritage, personal stories and traditions.
- All Grade Primary to 12 teachers will implement social emotional learning programs through a trauma-informed and restorative approach.
- All schools will support healthy eating, encourage movement and foster a culture of inclusion and equity.
- All schools will enhance youth engagement to focus on a culture of school wellness.
- All teachers and students in Grades 5 to 8 will participate in Anti-Racism and Anti-Discrimination learning sessions.
- All Grade 4 to 12 teachers will have conversations about bias in behavior and in diverse resources used in teaching and learning.
- Regional Programs staff will support school staff to foster positive student behavior following provincial policies and guidelines.
- All teachers will participate in African Canadian Heritage and Mi'kmaw History by incorporating key elements into the curriculum on a regular basis.
- All Grade Primary to 3 teachers will promote Ubuntu, an African/Africentric belief in "the respect of each other because we are all human beings".
- All Grade 7 to 12 teachers and students will participate in activities related to Mi'kmaw Ways of Being and Knowing.

Literacy

Goal

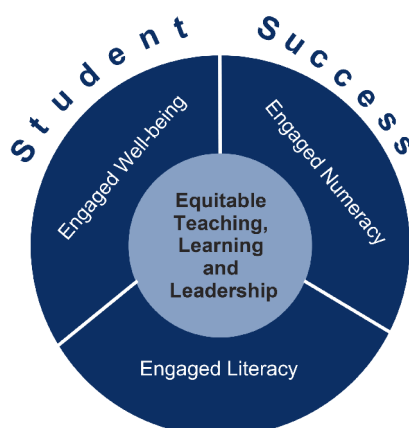
- Improve student achievement through engaged literacy.

Priorities:

- All Grade Primary to 12 teachers will provide equitable opportunities for conversation, observation and products through engagement in reading, writing and other ways of representing in all subject areas.
- All Grade Primary to 12 teachers will consistently use small group teaching to engage all learners in all subject areas.

Strategies:

- All Grade Primary to 12 teachers will provide authentic (creative, varied and personal) writing experiences in all subject areas.
- All Grade Primary to 12 teachers will implement a balance of individual, small and whole group instruction in all subject areas.
- Regional Programs staff and Teaching Support Teams will support all teachers to incorporate reading and writing activities in all subject areas at all grade levels.
- All schools will continue to use data walls with disaggregated data as a source of information for instruction and decision making at Teaching Support Team meetings.
- All Grade Primary to 12 teachers will provide equitable opportunities for authentic assessment through observations, conversation, process and products.
- All Grade Primary to 12 teachers will use the Bias Evaluation Instrument and Know the Signals documents when reviewing resources for use in the classroom.
- All Grade 4 to 12 teachers will have conversations about bias in behaviour and in diverse resources used in teaching and learning.



Numeracy

Goal

- Improve student achievement through engaged mathematics.

Priority:

- All Grade Primary to 12 teachers will support a mathematics classroom environment that is responsive to students' learning, knowledge, experiences, cultural perspectives and traditions.

Strategies:

- Classroom, Learning Support and Math Hybrid teachers will incorporate foundational skills and concepts in mathematics instruction.
- Teachers will use a variety of pedagogical approaches and models to address the diverse learning styles and developmental stages of students to enhance the formation of comprehensive mathematical concepts.
- Teachers will engage students in meaningful discussion about their understanding of concepts and ideas.
- Regional Programs staff will support teacher instruction in using exploration, risk taking and critical thinking to build student success with application and analysis questions.
- Students at all grade levels will work with, and translate through, a variety of materials, tools and contexts when constructing meaning about new mathematical ideas.
- Teachers will offer mathematical experiences which are relevant to students' cultural perspectives, experiences and future goals.
- With the support of Regional Programs staff, teachers will focus on equitable assessment to enhance instruction and assessment practices, and provide timely feedback to students and families.
- All schools will continue to use data walls with disaggregated data as a source of information for instruction and decision making at Teaching Support Team meetings.

