



Vision:

To provide a culturally and linguistically responsive, accessible, inclusive, and equitable education that empowers every student to excel.

Through high-quality instruction based on Universal Design for Learning, we foster critical thinking and Etuaptmumk¹.

We prioritize well-being and achievement, celebrating diversity and ensuring every voice is heard.

With strong partnerships and a multi-tiered support system, we create a safe, dynamic environment where every student can thrive.

All students can learn with enough time, practice and support. A safe and connected environment provides baseline conditions for learning.

¹Etuaptmumk- A Mi'kmaw guiding principle, shared by Dr. Elder Albert Marshall and the late Dr. Elder Mardena Marshall, meaning the gift of multiple perspectives. SSRCE has worked with Mi'kmaw Services Branch of the Department of Education and Early Childhood Development and with Mi'kmaw Elders and Knowledge Holders to grow our knowledge on Mi'kmaw Ways of Being and Knowing and to incorporate the teaching of Etuaptmumk in all levels of student programming.

Regional Student Success Plan 2024-2026

High Leverage Practices		
Each high leverage practice has been aligned with the core priorities of our SSP, the NS Teaching Standards and the NS Educational Leadership Standards.		
Planning for All Learners (ELS 2, 6, 7, 8) <ul style="list-style-type: none">• Use Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), Culturally & Linguistically Responsive Pedagogy (CRP) as a framework for planning, assessment, instruction, and engagement (TS 1,2,3,4,6)• Maximize Time to Learn instructional minutes (TS 2,6)• Ensure Yearly Plans, Unit Plans, and Lesson Plans are congruent with curriculum (TS 2,3,6)	Safe and Inclusive Culture of Learning (ELS 1,2,4,5) <ul style="list-style-type: none">• Actively develop positive relationships with all students (TS 4,6)• Intentionally create positive and productive learning environments (TS 4,6)• Value and employ culturally responsive practices (TS 1,4,6)• Commit to antiracist education practices (TS 1,4,6)• Engage in ongoing reflection and professional learning (TS 5,6)	Effective and Equitable Instruction and Assessment (ELS 2, 3, 6) <ul style="list-style-type: none">• Communicate and use Clear Learner Targets and Success Criteria (TS 2)• Use ongoing and Balanced Assessment and Record Keeping to guide instruction and determine student strengths and challenges (TS 3)• Incorporate Explicit Culturally & Linguistically Responsive Instruction as part of a Three-Part Lesson (TS 2)• Use Flexible Grouping (Whole and Small Group, as well as Individual Instruction), with gradual release of responsibility (TS 2)
NS Teaching Standards: <i>#1 Know, respond to and engage their students #2 Know their students and how to teach them #3 Use assessment for and of learning #4 Create safe and positive learning environments #5 Participate in professional learning throughout their careers #6 Model and promote professionalism in teaching</i> NS Educational Leadership Standards: <i>#1: Leading for Equity and Inclusion #2 Leading Ethically and Professionally #3 Leading Teaching and Learning #4 Leading a Collaborative Learning Culture #5 Leading a Safe and Positive Environment #6 Leading Change for Improvement #7 Leading, Engaging, and Empowering Partners #8 Leading and Managing Operations and Resources</i>		

Regional Goals, Strategies, and Actions	
Well-Being	Student Achievement
Well-Being Goal: Build school communities where students, staff and families experience a full sense of belonging, have healthy relationships, and engage positively with school.	Achievement Goal: Each student will meet expectations in all subject areas with a focus on literacy and mathematics.
Well-Being Goal Targets: <ul style="list-style-type: none">• Each student will feel known as they want to be known.• All members of the learning community create a safe and connected environment.• Each student feels connected, supported, and empowered to attend and engage with learning.	Achievement Goal Targets: <ul style="list-style-type: none">• Each student will meet expectations in reading and writing, with an intentional focus on decreasing the number of students not meeting expectations.• Each student will meet expectations in mathematics, with an intentional focus on decreasing the number of students not yet meeting expectations.• The default mathematics pathway for grade 9 students is academic Mathematics 10, with an intentional focus on decreasing the number of students who are not enrolling in academic Mathematics 10.• Each student in grades 7-12 will meet with success in all courses through an intentional focus on supporting and responding to those students who are not meeting expectations.• Each student will experience intentional transitioning and career planning to ensure there is a successful plan for graduation.

Regional Student Success Plan 2024-2026

Strategy 1: Commit to the implementation and support of the SSRCE Well-being Action Plan.	Strategy 2: Commit to focused responsive instruction, informed by student evidence.	Strategy 3: Commit to MTSS by consistently and effectively incorporating High Leverage Practices and monitor the impact of our actions.
<p>Actions for success:</p> <ul style="list-style-type: none"> • Ensure respectful and consistent communication and collaboration among students, staff, families, and community. • Define and support the implementation of action steps with school and regional leaders to support Race Relations, Cross Cultural Understanding & Human Rights (RCH). • Improve attendance through supportive initiatives, such as positive messaging reinforcing the significance of daily attendance, strengthening Tier 1 attendance supports and implementing Attendance Response Team at six schools. • Align questions/feedback from the Student Success Survey micro-surveys, attendance, behavior incidents, Regional Student Advisory Council feedback, Regional Advisory Council Feedback and other focus groups with Well-Being Goal Targets. • Develop staff and students' awareness/ skills/ tools/ support in emotional regulation to facilitate students' engagement in learning. • Provide a safe space for youth to gather and speak. • Integrate purposeful movement and play into academic instruction. • Nurture understanding and responsibility towards harmony and balance in the natural world. • Actively and authentically engage students to understand their experiences of belonging in the learning community and respond to what is shared. • Engage in instructional and relational practices across diverse learning environments that reflect values and perspectives of students and the school community. • Align and expand pathways, at all levels, to building relationships with community partners. 	<p>Actions for success:</p> <p>Assessment</p> <ul style="list-style-type: none"> • Use ongoing, formative assessment within instruction to inform planning at the classroom level, CLTs, and TSTs. • Create alignment and raise expectations for all students through the use of success criteria based on curricular indicators, benchmarks and exemplars. • Ensure success reflects what students can do independently after explicit instruction (gradual release of responsibility). • Provide ongoing information about student learning that is meaningful, accessible, and communicated to students and families in a variety of ways. • Provide students with multiple opportunities and ways to demonstrate their independent understanding and application of concepts and skills related to the expected learning outcomes. • Equitable grading practices will include professional judgment to capture the true evidence of learning, exempting evidence that does not reflect the student's current knowledge of the outcome. • Ensure assessments are planned, inclusive, balanced, fair, aligned, reliable, responsive, and purposeful, using a culturally and linguistically responsive lens. <p>Responsive Instruction</p> <ul style="list-style-type: none"> • Implement these student questions into all SSRCE classrooms P-12 to anchor instructional walkthroughs and communicate with families. <ul style="list-style-type: none"> ◦ What are you learning? How are you doing with that? How do you know? How can you improve? Where do you go for help? • Identify students not meeting expectations in short cycles (approximately every 6 weeks), including disaggregated data for historically marginalized students, including those missing time and collaboratively plan responsive actions during TSTs, CLTs. Administrators will lead this work. • Utilize high leverage instructional strategies with targeted, short cycle goals: <ul style="list-style-type: none"> ◦ Culturally and linguistically responsive; flexible small group instruction; three-part lessons, explicit mini lessons, questioning, modeled examples • Plan and deliver structured lessons which incorporate a series of clear steps with transitions between them, and scaffolds learning to build students' knowledge and skills. 	<p>Actions for success:</p> <p>Planning through MTSS</p> <ul style="list-style-type: none"> • Commit to maximizing on task learning minutes. Bell times/schedule is designed to support this, minimal transitions, minimal announcements/interruptions. • Strategically design schedules to include time for intervention. • Strengthen school structures (e.g. TSTs, Leadership Support Team meetings, CLTs, staff meetings) and processes for staff to examine current student achievement and well-being, including but not limited to disaggregated data, attendance data, and effective teaching practices to serve students more effectively. • Engage in the Program Planning Process for those students not meeting success criteria after strong Tier 1 practices are implemented. • Engage in active and ongoing planning throughout the school year for each student (P-12) to ensure appropriate support, programming, instructional strategies and attendance interventions are in place (Tier 1, Tier 2, and Tier 3 strategies). • Foster collective staff efficacy and create a culture of adult learning to respond to student evidence and track the impact of our response. <p>Professional Learning</p> <ul style="list-style-type: none"> • Focus on instructional leadership and the implementation of Leadership Standards. • Complete walkthroughs with knowledgeable others, including debriefs and follow up actions. • Extend the MTSS lead teams, grades 7-12, to lead professional learning with all school staff to support impactful Tier 1 practices. • Professional learning and communication of and for new and existing staff, focusing on: <ul style="list-style-type: none"> ◦ Provincial and regional guidelines, policies, procedures, protocols and directives. ◦ High Leverage Practices (e.g., clear learning goals, backward design, UDL, analyzing student evidence and planning for response, Three-Part Lesson/ Workshop Model with embedded small group instruction) ◦ The Program Planning Process (DAs, IPPs, ISPs) • Strategic literacy, mathematics, well-being, and culturally and linguistically responsive practices, anti-racism, discrimination, and grading practices • Increase the use of <i>Assessment as Instruction</i> supported by the P-12 Regional Lead Team. • Commit to student-centered coaching cycles in mathematics, and literacy to ensure common messaging and a cohesive approach to MTSS and Tier 1 practice. • Leverage teaching classrooms (expand the coaching model to pilot teaching classrooms to build capacity by co-assessing, co-planning and co-teaching in response to short cycles).