

School Goals		SSS Plan 2018-19		Grade Level(s): Kindergarten to Grade 6 Student Support Services Teacher(s): Colette Daley, Patricia Labossière, Pauline Rey-Rivard				
		Grade Learning Goals		Academics	Language/Communication	Social Emotional Learning	Sensory, Self-regulation Learning	Health/Wellbeing
		Tier	Strategies/Support	Roles and Responsibilities	Timeline	Resources	Tier 1 Systems of prevention & promotion–All Students Tier 2 System of early intervention–Student At-Risk Tier 3 Systems of Intervention & Treatment	
<p>Generosity is shown through opportunities to show concern in acts of kindness and <u>altruism</u>. “I am considerate to others”</p> <p>Provide numerous opportunities for students to develop their leadership and empathy skills by serving others in their classroom, their school, and their community.</p>	<p>Belonging is developing through opportunities to build trusting bonds of human <u>attachment</u>. “I am loved”</p> <p>Create a safe and caring environment where students develop positive attachments to peers and adults, and feel comfortable taking risks, making mistakes, asserting themselves, and reaching out for help.</p>	Enhance Positive Relationships among Students		<p>1</p> <ul style="list-style-type: none"> Integrate direct teaching of citizenship skills into regular curriculum (including emotional literacy, problem-solving skills, anger management skills, accepting differences) Offer a variety of opportunities for students to: <ul style="list-style-type: none"> develop connections with students and adults within their classroom and school (Big Buddies/Little Buddies, collaborative projects) develop leadership skills 	<ul style="list-style-type: none"> Classroom teachers and specialists assess needs of their students and plan accordingly Classroom teachers collaborate with grade-level team members for sharing of ideas and problem-solving Staff offer a variety of clubs and teams Parent Advisory Council offers a variety of social events (Barbecue, Family Fun & Learning Night, Hot Lunches, Movie Nights) 	Ongoing		<ul style="list-style-type: none"> Health Education Curriculum Social Studies Curriculum Project 11, Zones of Regulation, Circle of Courage, Big Brain/Little Brain, Seven Teachings, Roots of Empathy, Kelso’s Choice, Be Cool, Mindfulness, Éducalme Time for discussion, sharing, mentorship
		<p>2</p> <ul style="list-style-type: none"> Provide one-on-one teaching of lagging skills to students with specific needs (5-point scale, friendship clubs, collaborative problem-solving, developmental teaching, etc.) 	<ul style="list-style-type: none"> Classroom teachers collaborate with student service team and parents 	Ongoing	<ul style="list-style-type: none"> School Counsellor School Social Worker Specialized Assessments (DTORF, CPS, Ziggurat) 			
		<p>3</p> <ul style="list-style-type: none"> Conduct assessments to better target interventions 	<ul style="list-style-type: none"> Student Services Team, School Social Worker, Occupational Therapist, School Psychologist, External Supports 	Ongoing	<ul style="list-style-type: none"> Specialized Tools and Assessments, CLEVR Repository 			
<p>Independence is fostered by opportunities to grow in responsibility and <u>autonomy</u>. “I have the power to make decisions”</p> <p>Develop independent lifelong learners and positive role models through differentiation and the gradual release of responsibility.</p>	<p>Mastery requires opportunities to creatively solve problems and meet goals for <u>achievement</u>. “I can succeed”</p> <p>Foster students’ awareness of the learning process and the importance of a positive attitude and growth mindset so they can set and attain individual goals.</p>	Refine Instructional Practice in Numeracy		<p>1</p> <ul style="list-style-type: none"> Identify critical learning outcomes and plan a strategic teaching sequence that prioritizes these outcomes early in the year. Articulate common expectations for student performance. Develop common assessment practices to measure student achievement. Meet frequently with grade-level partners to: <ul style="list-style-type: none"> share resources and plan units analyze assessment results identify effective teaching methods Model a growth mindset for students by: <ul style="list-style-type: none"> valuing mistakes as a critical part of the learning process using suitable vocabulary rephrasing comments that demonstrate a fixed mindset helping students to set goals, examine the learning process, monitor progress, celebrate success reflecting on practice, setting goals, inviting colleagues to observe lessons and offer feedback, taking risks as a learner 	<ul style="list-style-type: none"> Classroom teachers work in grade-level teams supported by student services, administration, parents Classroom teachers observe lessons in colleagues’ classrooms to enhance their repertoire of teaching strategies 	2-3 years		<ul style="list-style-type: none"> Instructional Support Coordinator Instructional Support Team Exemplars from Other Schools Time for Collaboration During Professional Learning Days, Staff Meetings, Release Time Professional Resource Library
		<p>2</p> <ul style="list-style-type: none"> Craft intervention strategies and implement them to ensure that students master key content before the end of the school year Designate a common block where students can receive required intervention without missing new content 	<ul style="list-style-type: none"> Classroom teachers work in grade-level teams supported by student services, administration, parents 	2-3 years	<ul style="list-style-type: none"> See Above 			
		<p>3</p> <ul style="list-style-type: none"> Conduct specialized assessments to identify barriers to learning and develop a student-specific intervention plan 	<ul style="list-style-type: none"> Student Services Team, School Psychologist, External Supports 	2-3 years	<ul style="list-style-type: none"> Specialized Assessments, CLEVR Repository 			

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		<p>2</p> <ul style="list-style-type: none"> Develop Success Plans for students who struggle to meet expected outcomes 	<ul style="list-style-type: none"> Classroom teachers collaborate with Student Service team and parents 	Ongoing	<ul style="list-style-type: none"> Guided Reading Collection Digital Recordings CLEVR Repository 			
		<p>3</p> <ul style="list-style-type: none"> Conduct assessments to better target interventions Implement Orton-Gillingham strategies Implement assistive technologies to address student-specific needs 	<ul style="list-style-type: none"> Classroom teachers, Student Services Team, Occupational Therapist & School Psychologist 	1-2 years	<ul style="list-style-type: none"> Professional Learning Network, PD Sessions, CLEVR Repository Specialized Assessments 			
<p>Independence is fostered by opportunities to grow in responsibility and <u>autonomy</u>. “I have the power to make decisions”</p> <p>Develop independent lifelong learners and positive role models through differentiation and the gradual release of responsibility.</p>	<p>Mastery requires opportunities to creatively solve problems and meet goals for <u>achievement</u>. “I can succeed”</p> <p>Foster students’ awareness of the learning process and the importance of a positive attitude and growth mindset so they can set and attain individual goals.</p>	Enhance Oral French Skills		<p>1</p> <ul style="list-style-type: none"> Review school mission statement, language policy, and expectations annually Provide numerous, authentic opportunities to speak French Implement the New Vision for French Immersion Programs in Manitoba as well as the new French Curriculum Develop students’ awareness of the language learning process and cultivate a growth mindset, including a willingness to take risks Promote student identity as second-language learners 	<ul style="list-style-type: none"> Staff, Students, Parents 	3-4 years		<ul style="list-style-type: none"> Provincial Curriculum Consultants Instructional Support Coordinator Instructional Support Team New French Curriculum and Supporting Documents ACPI journal, website, resources Divisional oral French videos
		Maximize Impact of Existing Resources		<p>1</p> <ul style="list-style-type: none"> Use current research to select teaching strategies that maximize student learning Embed professional development into work assignments to enhance Tier 1 instruction Implement a co-teaching model for Student Services Assess ways that educational assistants support learning, promote proven methods, and timetable to maximize student learning and foster independence 	<ul style="list-style-type: none"> Classroom teachers collaborate with grade-level team members for sharing of ideas and problem-solving Teachers observe lessons in colleagues’ classrooms to enhance their repertoire of teaching strategies Classroom teachers meet Student Services teachers regularly to plan co-teaching opportunities 	Ongoing		<ul style="list-style-type: none"> Professional Resources, such as <i>Visible Learning for Mathematics</i> by John Hattie <i>et al.</i>; <i>Maximising the Impact of Teaching Assistants</i> by Rob Webster <i>et al.</i>; <i>Vers une approche intégrée en immersion</i> by Roy Lyster; <i>À l’appui des écoles favorisant l’inclusion: Un manuel pour les orthopédagogues du Manitoba</i>