## **Regional Student Success Plan (RSSP)**

## **WE BELIEVE**



All students can learn and achieve at high levels.



All teachers can teach with precision and impact.



All principals can effectively lead instruction and learning.



## CHALLENGE OF PRACTICE

How do we align and strengthen regional, school and classroom practices so every student has access to equitable learning experiences in spaces where they feel a sense of belonging, acceptance and value so they can best learn and succeed in our priority areas of Mathematics, Literacy and Well-Being?



## **STRATEGY**

Through collaborative professionalism, educators will improve their knowledge and practice in relation to inclusive and equitable education.





## **ESSENTIAL RESOURCES**

- Nova Scotian Inclusive Education Policy
- Treaty Education
- African Nova Scotian Education Framework
- Well-Being Resources
- Nova Scotian Teaching Standards
- Teacher Growth and Evaluation Tool
- Multi-Tiered System of Supports
- Teaching Support Teams
- EECD Nova Scotia Curriculum Website
- Backwards Design-Planning Website
- Short Cycle Planning
- HRCE Teaching and Learning Site

## **TEACHERS**

#### SHORT CYCLE PLANNING

#### **TARGETED ACTIONS**

Use backward design to collaboratively plan, implement and reflect on equitable and inclusive units of study and daily lessons.

Co-construct the classroom learning environment (relationships, physical space and learning tools) with students to support well-being and improve achievement

Access the Teaching Support Team to develop strategies to meet the needs of students and contribute, as requested, to the TST to share knowledge and strengths with others.

**?** 

**PROFESSIONALISM** 

COLLABORATIV

PLANNING

SHORT

Ensure students are receiving instruction in response to their individual strengths, talents and needs by working collaboratively with educators through a multi-tiered system of support (MTSS).

**TARGETED ACTIONS** 

their achievement.

Collaboratively and intentionally

support students to develop their

behavioural well-being and improve

physical, social-emotional, and

Work collaboratively with other support staff, teachers and school

leaders to create inclusive school

learning environments where all

accepted, safe, and valued.

talents, and needs.

meetings as applicable.

students feel that they belong, are

Work collaboratively to ensure all

students experience high-quality,

and equitable lessons grounded in

culturally and linguistically responsive

students' lived experiences, strengths,

Participate in Teaching Support Team

#### **SHARED MONITORING** AND ACCOUNTABILITY

Use evidence of student learning (including disaggregated data) and well-being to monitor the impact of our actions and to determine next steps.

Use the NS Teaching Standards and the Teacher Growth and Evaluation Process to self assess professional growth in relation to planning and implementing inclusive and equitable lessons and creating classroom learning environments that affirm, validate and nurture all students.

#### **SHARED MONITORING** AND ACCOUNTABILITY

Use evidence of student learning (including disaggregated data) and well-being to monitor the impact of our actions and to determine next steps.

Use the NS Teaching Standards and the Teacher Growth and Evaluation Process to support teachers with the and students to support well-being application of professional learning in service of improving student achievement and well-being and creating school environments that affirm, validate and nurture all students.

#### **TARGETED ACTIONS**

**SCHOOL LEADERS** 

Provide professional learning and feedback to support teachers in developing, implementing and reflecting on equitable and inclusive units of study and daily lessons.

Co-construct the school learning environment (relationships, physical space and learning tools) with staff and improve achievement.

Establish and lead the Teaching Support Team as a means of providing collaborative learning opportunities to build teacher capacity.

Ensure students are receiving instruction in response to their individual strengths, talents and needs by working collaboratively with educators through a multi-tiered system of support (MTSS).

## THEORY OF ACTION

If educators work collaboratively and intentionally through short cycle planning, then student well-being and achievement will improve.

# **WELL-BEING**



#### **SHARED MONITORING AND ACCOUNTABILITY**

Use evidence of student learning (including disaggregated data) and well-being to monitor the impact of our actions and to determine next steps.

Use growth and evaluation processes to self assess impact on student achievement and well-being.

#### **SHARED MONITORING** AND ACCOUNTABILITY

Use evidence of student learning (including disaggregated data) and well-being to monitor the impact of our actions and to determine next steps.

Use the NS Teaching Standards and the Teacher Growth and Evaluation Process to anchor school visits and conversations for the purpose of supporting school leaders with improving student achievement and creating school environments that affirm, validate and nurture all students.

### **TARGETED ACTIONS**

Collaboratively develop and facilitate professional learning for teachers and administrators on equitable and inclusive instructional and assessment practices and creating learning environments that affirm, validate and nurture all students.

Collaboratively develop and facilitate professional learning for school administrators on instructional leadership skills and actions to strengthen quality teaching and learning.

Participate in Teaching Support Team meetings as applicable.

Collaboratively develop and facilitate professional learning for teachers, administrators and school support staff on well-being and equity and its impact on student achievement.

Engage in evidence based collaborative inquiry into teaching and leadership practices in HRCE schools that are having a positive impact on student achievement and well-being and share this excellence between and among schools.

#### SHORT CYCLE

## **SCHOOL SUPPORT STAFF**

#### PLANNING

## **REGIONAL LEADERS**

SHORT

## **HRCE 2022**