



School: Emily Follensbee School

Data	Student Goals	Instructional Actions	Resources	Key Outcomes	Measures	Begin	End	Improvement
What does the Data Story surface?	What area(s) need to be improved?	What professional learning will staff do to build their capacity to provide for these experiences? What strategic actions will staff take with students to advance the goals?	What resources (<i>learning structure, human, physical, technological, financial</i>) will be needed in order to realise the goal?	What are the improvements expected as a result of the actions	What are the specific data sources that will show the summative evidence of the achievement of key outcomes?	For each measure, what is (<i>are</i>) the beginning of the year number(<i>s</i>) / interpretation?	For each measure, what is (<i>are</i>) the end of the year number(<i>s</i>) / interpretation?	What is the result of the End number minus the Begin number?

Theory of Action for Literacy:

If teachers support the intentional development and implementation of programming aimed at improving student's ability to actively access, engage, experiment and develop fluency in expressive communication then students will improve their expressive communication skills.

Literacy Data	Literacy Student Goals	Literacy Instructional Actions	Literacy Resources	Literacy Key Outcomes	Literacy Measures	Literacy Begin	Literacy End	Literacy Improvement
<p>2020-21 An examination of data collected through the Functional Skills Tracking forms, SDP Mid-Year analysis, anecdotal records, IPP and Specialized Progress Report Reviews provide evidence to support the continuation of an achievement goals focused on improving every student's expressive communication skills.</p> <p>Professional Learning Community exploration of assessment tools and report on Communication Matrix and the importance of having a common assessment tool to provide continuity and support of planning next steps in learning progressions for student's with severe expressive communication delays.</p> <p>Consultation and planning meetings with parents show continued emphasis placed on improving students expressive communication skills.</p>	<p>2020-21 Student achievement in expressive communication will improve.</p>	<p>2020-21 Staff will: Teachers will plan tasks that allow for expressive communication development to be embedded in all aspects of daily programming; engage and be present for classroom meetings to build practical, relevant skills to increase consistent use of teaching strategies and learning tools that support expressive communication development; will work collaboratively with SSIL to support identification and use of communication systems; in PLC's teachers will examine student's expressive communication skills, and support each other to gain a stronger understanding of the structure and use of the Communication Matrix, as an assessment tool for evaluating expressive communication skills in early communicators;</p>	<p>2020-21 Funds for Communication Matrix group management subscription. Training Webinar: Using The Communication Matrix to support understanding of the structure and use of the Communication Matrix, as an assessment tool for evaluating expressive communication skills in early communicators. Scheduled PLC meetings to examine student expressive communication and to discuss Communication Matrix. Professional Learning opportunities for all staff provided through SSIL and other agencies and supports within the low incidence community. Creation and Implementation of the Look Fors Document. Scheduled classroom meetings. Scheduled committee</p>	<p>2020-21 Students will maintain (=) or increase (+) their expressive communication skills. Staff assess and plan next steps in student progress using communication Matrix for at least 50 % of their students. Staff will maintain current communication systems or introduce students to new ones to support expressive communication development. Student's will actively access, engage, experiment and develop fluency in expressive communication.</p>	<p>Measure 1: Staff will assess at least 50 % of their students' expressive communication skills using the Communication Matrix. Measure 2: Students will maintain (=) or increase (+) their expressive communication skills on the Functional Skills Tracking Form. Measure 3: Student comments specific to expressive communication in the communication section of the Specialized Setting Progress Report Measure 4: Create and maintain anecdotal records that reflect student achievement with focus on expressive communication.</p>	<p>Measure 1: 0% Measure 2: Student's individual expressive communication Functional Skills Goal set in September Measure 3: Base line of individual student anecdotes Measure 4: Base line of individual student anecdotes</p>	<p>Measure 1: % of students assessed Measure 2: % of students who maintained or increased their expressive communication skill by June Measure 3: % of comments specific to expressive communication in the communication section of the Specialized Setting Progress Report Measure 4: Evidence of anecdotal records being maintained</p>	<p>86.2% 96.5% 96.5% 100%</p>

Staff one on one conversation perception data from May and June indicates need for continued support to further student achievement in the area of communication.

classroom staff will be able to identify and articulate 50% of student's individual expressive communication IPP Targets and Functional Skills Goals; and

staff assess and plan next steps in student progress using Communication Matrix for at least 50 % of their students.

With students, staff will:
 Maintain a current communication system or support students to be introduced to and consistently use a communication system in all aspects of daily programming;

provide small group or one-on-one instruction targeted to students' specific learning needs related to expressive communication; and

provide opportunities for students to reflect on their expressive communication.

meetings.

<p>2021-22 An examination of data collected through the Functional Skills Tracking forms, SDP mid and final year analysis, anecdotal records, IPP and Specialized Progress Report Reviews provide evidence to support the continuation of an achievement goal focused on improving every student's expressive communication skills.</p> <p>Professional Learning Community exploration of the Communication Matrix and the importance of having a common assessment tool to provide continuity and support of planning next steps in learning progressions for student's with severe expressive communication delays.</p> <p>Consultation and planning meetings with parents show continued emphasis placed on improving students expressive communication skills.</p> <p>Staff one on one conversation perception data from May and June indicates need for continued support to further student achievement in the area of communication.</p>	<p>2021-22 Student achievement in expressive communication will improve.</p>	<p>2021-22 Staff will: Teachers will plan tasks that allow for expressive communication development to be embedded in all aspects of daily programming;</p> <p>engage and be present for classroom meetings to build practical, relevant skills to increase consistent use of teaching strategies and learning tools that support expressive communication development;</p> <p>work collaboratively with SSIL to support identification and use of communication systems;</p> <p>in PLC's teachers will examine student's expressive communication skills, and analyze assessment data with their colleagues to help inform instructional decisions, to inform student learning tactics and to articulate multiple avenues for the presentation of learning against well understood standards and consider the validity and appropriateness of the Communication Matrix for our student population;</p> <p>engage in school wide book study First Things First by Design to Learn – this is a complementary resource to the Communication Matrix;</p> <p>examine and consider other assessment practices;</p> <p>classroom staff will be able to identify and articulate 75% of student's individual expressive communication IPP Targets and Functional Skills Goals; and</p> <p>staff assess and plan next steps in student progress using the Communication</p>	<p>2021-22 Funds for Communication Matrix group management subscription.</p> <p>Funds for book study purchase First Things First by Design to Learn as a complementary resource to the Communication Matrix.</p> <p>Scheduled PLC meetings to examine student expressive communication and to discuss Communication Matrix.</p> <p>Professional Learning opportunities for all staff provided through SSIL and other agencies and supports within the low incidence community.</p> <p>Refinement and continued implementation of the Look Fors Document.</p> <p>Alberta Education English Language Arts Kindergarten to Grade 6 Program of Studies.</p> <p>Staff Insite</p> <p>Scheduled classroom meetings.</p> <p>Scheduled committee meetings.</p>	<p>2021-22 Students will maintain or improve their expressive communication skills.</p> <p>Student's will actively access, engage, experiment and develop fluency in expressive communication.</p> <p>Staff assess and plan next steps in student progress using communication Matrix for 100 % of their students.</p> <p>Staff will maintain current communication systems or introduce students to new ones to support expressive communication development.</p> <p>All staff will support refining and refer to the Look Fors document to enhance understanding and action of best practice.</p>	<p>Measure 1: Staff will assess 100% of their students' expressive communication skills using the Communication Matrix</p> <p>Measure 2: All students will maintain (=) or improve (+) their expressive communication skills on the Functional Skills Tracking Form.</p> <p>Measure 3: Student comments specific to expressive communication in the communication section of the Specialized Setting Progress Report</p> <p>Measure 4: Create and maintain anecdotal records that reflect student achievement with focus on expressive communication.</p>	<p>Measure 1: 86.2% of students' skills were assessed using the Communication Matrix</p> <p>Measure 2: Student's individual expressive communication Functional Skills Goal set in September</p> <p>Measure 3: 96.5% of students had comments specific to expressive communication in the communication section of the Specialized Setting Progress Report</p> <p>Measure 4: 100% of teachers created and maintained anecdotal records that reflect student achievement with focus on expressive communication</p>	<p>Measure 1: % of students assessed</p> <p>Measure 2: % of students who maintained or increased their expressive communication skills by June</p> <p>Measure 3: % of comments specific to expressive communication in the communication section of the Specialized Setting Progress Report</p> <p>Measure 4: Evidence of anecdotal records being maintained</p>	
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		<p>Matrix for 100 % of their students.</p> <p>With students, staff will: Maintain a current communication system or support students to be introduced to and consistently use a communication system in all aspects of daily programming;</p> <p>provide small group or one-on-one instruction targeted to students' specific learning needs related to expressive communication; and</p> <p>provide opportunities for students to reflect on their expressive communication.</p>			
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<p>2022-23</p>	<p>2022-23 Student achievement in expressive communication will improve.</p>	<p>2022-23 Staff will: Teachers will plan tasks that allow for expressive communication development to be embedded in all aspects of daily programming; engage and be present for classroom meetings to build practical, relevant skills to increase consistent use of teaching strategies and learning tools that support expressive communication development; will work collaboratively with SSIL to support identification and use of communication systems; in PLC's teachers will examine student's expressive communication skills, and analyze assessment data with their colleagues to help inform instructional decisions, to inform student learning tactics and to articulate multiple avenues for the presentation of learning against well understood standards and consider the validity and appropriateness of the Communication Matrix for our student population; engage in school wide book study A Teacher's Guide to Hands-On Learning and the Design to Learn Book by Design to Learn these are complementary resources to the Communication Matrix; classroom staff will be able to identify and articulate 100% of student's individual expressive communication IPP Targets and Functional Skills Goals; and staff reassess if necessary and plan next steps in student progress using the Communication Matrix for 100</p>	<p>2022-23 Funds for Communication Matrix group management subscription. Funds for book study purchase A Teacher's Guide to Hands-On Learning and the Design to Learn Book by Design to Learn. Scheduled PLC meetings to examine student expressive communication and to discuss Communication Matrix. Professional Learning opportunities for all staff provided through SSIL and other agencies and supports within the low incidence community. Refinement and continued implementation of the Look Fors Document. Scheduled classroom meetings. Scheduled committee meetings</p>	<p>2022-23 Students will maintain or improve their expressive communication skills. Student's will actively access, engage, experiment and develop fluency in expressive communication. Staff reassess if necessary and plan next steps in student progress using the Communication Matrix for 100 % of their students and assess all students new to EFS and new to their classroom grouping. Staff will maintain current communication systems or introduce students to new ones to support expressive communication development. All staff will support refining and refer to the Look Fors document to enhance understanding and action of best practice.</p>	<p>Measure 1: Staff will assess 100% of students' new to EFS and their classroom grouping expressive communication skills using the Communication Matrix. Measure 2: Students will maintain (=) or improve (+) their expressive communication skills on the Functional Skills Tracking Form. Measure 3: Student comments specific to expressive communication in the communication section of the Specialized Setting Progress Report Measure 4: Create and maintain anecdotal records that reflect student achievement with focus on expressive communication.</p>	<p>Measure 1: % of students already assessed Measure 2: Student's individual expressive communication Functional Skills Goal set in September Measure 3: Base line of individual student anecdotes Measure 4: Base line of individual student anecdotes</p>	<p>Measure 1: % of students assessed Measure 2: % of students who maintained or increased their expressive communication skills in June Measure 3: % of comments specific to expressive communication in the communication section of the Specialized Setting Progress Report Measure 4: Evidence of anecdotal records being maintained</p>	
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		<p>% of their students and assess all students new to EFS and new to their classroom grouping.</p> <p>With students, staff will: Maintain a current communication system or support students to be introduced to and consistently use a communication system in all aspects of daily programming;</p> <p>provide small group or one-on-one instruction targeted to students' specific learning needs related to expressive communication; and</p> <p>provide opportunities for students to reflect on their expressive communication.</p>		
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Mathematics Data	Mathematics Student Goals	Mathematics Instructional Actions	Mathematics Resources	Mathematics Key Outcomes	Mathematics Measures	Mathematics Begin	Mathematics End	Mathematics Improvement
<p>2021-22</p> <p>An examination of data collected through Individual Program Plans and Specialized Setting Progress Reports.</p> <p>Perception Data from certificated and noncertificated staff.</p> <p>Perception data from Teacher meetings and PLC's.</p>	<p>2021-22</p> <p>Students will be regularly exposed to visual and tactile representations, and manipulatives to support the early exploration and development of number and spatial sense.</p>	<p>2021-22</p> <p>Staff will:</p> <p>Teachers will plan tasks that allow for mathematical concepts to be embedded in daily programming such as playing, reading, gross motor development, cooking, storytelling and daily living tasks;</p> <p>plan tasks that contribute to the development of number and spatial sense;</p> <p>explore the concepts of spatial sense and information as the physical location of objects or people or the relationship between objects or people. This includes measures, location, direction, shape and space;</p> <p>support the use of tactile and visual representations such as Picture Communication Symbols, Core Vocabulary, PODD, Snap Core, TD Snap, and object symbols that relate to the development of mathematical thinking – For example, more, different, same, all, some, when;</p> <p>engage and be present for classroom meetings to build practical, relevant skills to increase consistent use of teaching strategies and use of tactile and visual representations and manipulatives to support the early exploration and development of number and spatial sense;</p> <p>explore ways to support the early exploration and development of mathematical thinking for complex learners; and</p> <p>explore professional</p>	<p>2021-22</p> <p>Alberta Education Mathematics Kindergarten to Grade 9 Program of Studies.</p> <p>Staff Insite</p> <p>Scheduled PLC meetings to examine and discuss student mathematical learning and assessment tools.</p> <p>Relevant articles and research shared among teams</p> <p>System Specialists</p> <p>Scheduled classroom meetings</p>	<p>2021-22</p> <p>Students will actively access, engage, experiment and be exposed to tactile and visual representations and manipulatives to support the early exploration and development of number and spatial sense.</p> <p>Staff assess and plan next steps in learning progressions to support early exploration and development of mathematical thinking.</p>	<p>Measure 1:</p> <p>Create and maintain anecdotal records that reflect student achievement with a focus on early exploration and development of number and spatial sense.</p> <p>Measure 2:</p> <p>Student comments specific to the early exploration and development of number and spatial sense in the functional academics section of the Specialized Progress Report.</p>	<p>Measure 1:</p> <p>Base line of individual student anecdotes.</p> <p>Measure 2:</p> <p>Comments specific to exploration and development of mathematical thinking in the functional academics section of the progress report..</p>	<p>Measure 1:</p> <p>% of anecdotal records being maintained</p> <p>Measure 2:</p> <p>% of comments specific to exploration and development of number and spatial sense in the functional academics section of the progress report.</p>	

		<p>resources.</p> <p>With students, staff will: Expose students to tactile and visual representations, and manipulatives to support the early exploration and development of number and spatial sense;</p> <p>support the use of Picture Communication Symbols, core vocabulary, PODD, Snap Core, TD Snap, and object symbols as related to mathematical thinking;</p> <p>provide whole and small group or one-on-one instruction targeted to students' specific learning needs related to early exploration and development of mathematical thinking; and</p> <p>provide opportunities for students to reflect on their mathematical learning.</p>			
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<p>2022-23</p>	<p>2022-23 Students will be regularly exposed to visual and tactile representations, and manipulatives to support the early exploration and development of number and spatial sense.</p>	<p>2022-23 Staff will: Teachers will plan tasks that allow mathematical concepts to be embedded in daily programming such as playing, reading, gross motor development, cooking, storytelling and daily living tasks; plan tasks that contribute to the development of number and spatial sense; explore the concepts of spatial sense and information as the physical location of objects or people or the relationship between objects or people. It includes measures, location, direction, shape and space; support the use of tactile and visual representations such as Picture Communication Symbols, core vocabulary, PODD, Snap Core, TD Snap, and object symbols that relate to the development of mathematical thinking – For example, more, different, same, all, some, when; in PLCs teachers will examine tasks and assessment practices related to student's mathematical understanding and support each other to gain a stronger understanding of how to embed mathematical learning; engage and be present for classroom meetings to build practical, relevant skills to increase consistent use of teaching strategies and use of tactile and visual representations and manipulatives to support the early exploration and development of number and spatial sense; explore ways to support the early exploration and</p>	<p>2022-23 Alberta Education Mathematics Kindergarten to Grade 9 Program of Studies Staff Insite Scheduled PLC meetings to examine and discuss student mathematical learning and assessment tools. System Specialists Scheduled classroom meetings Scheduled PLC's Relevant articles and research shared among teams Funds to purchase professional resources to support teacher professional learning</p>	<p>2022-23 Students will actively access, engage, experiment and be exposed to tactile and visual representations and manipulatives to support the early exploration and development of number and spatial sense. Staff assess and plan next steps in learning progressions to support early exploration and development of mathematical thinking. Students will either maintain (=) or increase (+) their understanding of number and spatial sense.</p>	<p>Measure 1: Create and maintain anecdotal records that reflect student achievement with focus on early exploration and development of number and spatial sense. Measure 2: Student comments specific to the early exploration and development of number and spatial sense in the functional academics section of the Specialized Setting Progress Report. Measure 3: All student's will maintain (=) or improve (+) their understanding of number and spatial sense.</p>	<p>Measure 1: Base line of individual student anecdotes. Measure 2: % of comments specific to exploration and development of number and spatial sense in the functional academics section of the progress report. Measure 3: Student's individual mathematics functional academic skill goal in September.</p>	<p>Measure 1: % of anecdotal records being maintained Measure 2: % of comments specific to exploration and development of number and spatial sense in the functional academics section of the Specialized Progress Report. Measure 3: % of students who maintained (=) or increased (+) their understanding of number and spatial sense.</p>	
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		<p>development of mathematical thinking for complex learners; and</p> <p>explore and utilize a wider range of professional resources.</p> <p>With students, staff will: Expose students to tactile and visual representations, and manipulatives to support the early exploration and development of number and spatial sense;</p> <p>support the use of Picture Communication Symbols, core vocabulary, PODD, Snap Core, TD Snap, and object symbols as related to mathematical thinking;</p> <p>provide whole and small group or one-on-one instruction targeted to students' specific learning needs related to early exploration and development of mathematical thinking; and</p> <p>provide opportunities for students to reflect on their mathematical learning.</p>		
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Theory of Action for Well-Being for Learning Data:

If staff support students to be alert, calm and ready to learn throughout the course of the school day then students will enhance their ability to self or co-regulate.

Well-Being for Learning Data	Well-Being for Learning Student Goals	Well-Being for Learning Instructional Actions	Well-Being for Learning Resources	Well-Being for Learning Key Outcomes	Well-Being for Learning Measures	Well-Being for Learning Begin	Well-Being for Learning End	Well-Being for Learning Improvement
<p>2020-21 An examination of data collected through the Functional Skills Tracking forms, SDP Mid-Year and final analysis, anecdotal records, IPP and Specialized Progress Report Reviews provide evidence to support the continuation of a well being goal focusing on supporting students to be able to self or co-regulate.</p> <p>Staff one on one conversation perception data from May and June indicates need for continuing to support student ability to self or co-regulate.</p> <p>Staff analysis of Accountability Pillar Survey parent and teacher responses are high but staff see the need for continued growth.</p>	<p>2020-21 Students will either maintain or increase their self or co-regulation skills.</p>	<p>2020-21 Staff will: Provide a warm, responsive relationship by displaying care and attention; recognizing and responding to cues that signal needs and wants; and provide physical and emotional comfort when student is distressed or dysregulated: staff will speak calmly and provide appropriate support; provide structure and consistent routines; proactively create an environment that is physically and emotionally safe for student's to explore and learn at their level of development; engage and be present for classroom meetings to build foundational knowledge of self and co-regulation development; and all classroom staff will be able to identify and articulate 50% of student's individual self-regulation Functional Skills Goals. With students, staff will: Help students to better understand and manage individualized states of arousal; will support and teach students to gain an understanding of self-awareness, self or co-regulation and self-advocacy to support their learning; anticipate needs and respond to cues.</p>	<p>2020-21 Professional learning opportunities to build staff foundational knowledge of self and co-regulation development. Co-Regulation from Birth Through Young Adulthood: A Practice Brief and other relevant articles and research shared among teams. Scheduled PLC meetings to examine student self and co-regulation and to discuss impact on well being. Scheduled classroom meetings. Scheduled committee meetings.</p>	<p>2020-21 Students will maintain or improve their ability to self or co-regulate. Staff will develop a deeper understanding and foundational knowledge of self or co-regulation development. Staff model, build and provide a warm, responsive relationship, structure the environment and teach, model and prompt self and co-regulation skills.</p>	<p>Measure 1: All students will maintain (=) or increase (+) their self or co-regulation skills on the Functional Skills Tracking Form. Measure 2: Student comments in the Self Regulation section of the Specialized Setting Progress Report. Measure 3: Create and maintain anecdotal records that reflect student achievement with focus on self or co-regulation.</p>	<p>Measure 1: Student's individual self-regulation Functional Skills Goal in September Measure 2: Base line of individual student anecdotes Measure 3: Base line of individual student anecdotes</p>	<p>Measure 1: % of students who maintained or increased their self or co-regulation skills in June Measure 2: Comments in the self regulation section of the Specialized Setting Progress Report Measure 3: Evidence of anecdotal records being maintained</p>	<p>94.8%</p> <p>91.3%</p> <p>100%</p>

<p>2021-22 An examination of data collected through the Functional Skills Tracking forms, SDP analysis, anecdotal records, IPP and Specialized Progress Report Reviews provide evidence to support the continuation of a well being goal focusing on supporting students to be able to self or co-regulate.</p> <p>Perception data from Student Supports for Inclusive Learning Team Members (SSIL)</p> <p>Staff one on one conversation perception data from May and June indicates need for continuing to support student ability to self or co-regulate.</p> <p>Analysis of Alberta Education Assurance Measure survey results are above provincial average but staff see the need for continued growth.</p>	<p>2021-22 Students will either maintain or increase their self or co-regulation skills.</p>	<p>2021-22 Staff will: Provide a warm, responsive relationship by displaying care and attention; recognizing and responding to cues that signal needs and wants; and provide physical and emotional comfort when student is distressed or dysregulated: staff will speak calmly and provide appropriate support;</p> <p>provide structure and consistent routines;</p> <p>proactively create an environment that is physically and emotionally safe for student's to explore and learn at their level of development;</p> <p>teach developmentally appropriate rules and expectations;</p> <p>label emotions; teach and coach use of words/visuals to express emotions;</p> <p>model waiting and self-calming strategies; redirect child attention to regulate behaviour;</p> <p>engage and be present for classroom meetings to build practical, relevant skills to increase consistent use of teaching strategies and learning tools that support self and co-regulation; and</p> <p>all classroom staff will be able to identify and articulate 75% of student's individual self-regulation Functional Skills Goals.</p> <p>With students, staff will: Help students to better understand and manage individualized states of arousal;</p> <p>will support and teach students</p>	<p>2021-22 Professional learning opportunities to build staff capacity in their understanding of self and co-regulation strategies and use of common language and consistency of support.</p> <p>Relevant articles and research shared among teams.</p> <p>Scheduled PLC meetings to examine student self and co-regulation and to discuss impact on well being.</p> <p>Professional learning opportunities for all staff provided through SSIL and other agencies and supports within the low incidence community.</p> <p>Indigenous Education Holistic Lifelong Learning Framework</p> <p>Staff Insite</p> <p>Scheduled classroom meetings.</p> <p>Scheduled committee meetings</p>	<p>2021-22 Students will maintain or improve their ability to self or co-regulate.</p> <p>Staff will develop a deeper understanding and use of common strategies to support student's ability to self or co-regulate.</p> <p>Staff model, build and provide a warm, responsive relationship, structure the environment and teach, model and prompt self and co-regulation skills.</p>	<p>Measure 1: All students will maintain (=) or improve (+) their self or co-regulation skills on the Functional Skills Tracking Form.</p> <p>Measure 2: Student comments in the Self Regulation section of the Specialized Setting Progress Report.</p> <p>Measure 3: Create and maintain anecdotal records that reflect student achievement with focus on self or co-regulation.</p>	<p>Measure 1: Student's individual self-regulation Functional Skills Goal in September</p> <p>Measure 2: 91.3% of students had a comment in the regulation section of the Specialized Progress Report</p> <p>Measure 3: 100% of teachers had evidence of individual student anecdotal records being maintained</p>	<p>Measure 1: % of students who maintained or increased their self or co-regulation skills in June</p> <p>Measure 2: % of students who have comments in the self regulation section of the Specialized Setting Progress Report</p> <p>Measure 3: Evidence of anecdotal records being maintained</p>	
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		<p>to gain an understanding of self-awareness, self or co-regulation and self-advocacy to support their learning;</p> <p>model waiting and self-calming strategies; and</p> <p>anticipate needs and respond to cues.</p>			
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<p>2022-23</p>	<p>2022-23 Students will either maintain or increase their self or co-regulation skills.</p>	<p>2022-23 Staff will: Provide a warm, responsive relationship by displaying care and attention; recognizing and responding to cues that signal needs and wants; and provide physical and emotional comfort when student is distressed or dysregulated: staff will speak calmly and provide appropriate support; provide structure and consistent routines; proactively create an environment that is physically and emotionally safe for student's to explore and learn at their level of development; teach, coach, model identification of solutions to simple problems; teach, model, prompt and reinforce self-calming strategies like taking a deep breath, relaxing muscles; provide clear and consistent consequences; engage and be present for classroom meetings to build practical, relevant skills to increase consistent use of teaching strategies and learning tools that support self and co-regulation; and all classroom staff will be able to identify and articulate 100% of student's individual self-regulation Functional Skills Goals. With students, staff will: Help students to better understand and manage individualized states of arousal; will support and teach students to gain an understanding of</p>	<p>2022-23 Professional learning opportunities to build staff capacity in their understanding of self and co-regulation strategies and use of common language and consistency of support. Relevant articles and research shared among teams. Scheduled PLC meetings to examine student self and co-regulation and to discuss impact on well being. Professional learning opportunities for all staff provided through SSIL and other agencies and supports within the low incidence community. Indigenous Education Holistic Lifelong Learning Framework Staff Insite Scheduled classroom meetings. Scheduled committee meetings.</p>	<p>2022-23 Students will maintain or improve their ability to self or co-regulate. Staff will develop a deeper understanding and use of common strategies to support student's ability to self or co-regulate. Staff model, build and provide a warm, responsive relationship, structure the environment and teach, model and prompt self and co-regulation skills.</p>	<p>Measure 1: All students will maintain (=) or improve (+) their self or co-regulation skills on the Functional Skills Tracking Form. Measure 2: Student comments in the Self Regulation section of the Specialized Setting Progress Report. Measure 3: Create and maintain anecdotal records that reflect student achievement with focus on self or co-regulation.</p>	<p>Measure 1: Student's individual self-regulation Functional Skills Goal in September Measure 2: % of students had a comment in the regulation section of the Specialized Progress Report Measure 3: % of teachers that have evidence of individual student anecdotal records being maintained</p>	<p>Measure 1: % of students who maintained or increased their self or co-regulation skills in June Measure 2: Comments in the self regulation section of the Specialized Setting Progress Report Measure 3: Evidence of anecdotal records being maintained</p>	
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		self-awareness, self or co-regulation and self-advocacy to support their learning; model waiting and self-calming strategies; and anticipate needs and respond to cues.			
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