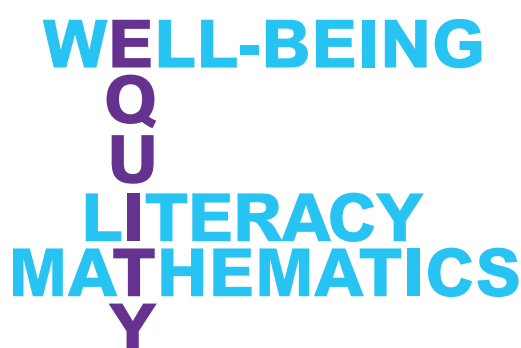


## Student Success Planning Framework

The Nova Scotia Department of Education and Early Childhood Development, Regional Centres for Education, Conseil scolaire acadien provincial, and partners are committed to ensuring a high-quality, culturally, and linguistically responsive and equitable education that supports the well-being and achievement for all students as outlined in Nova Scotia's [Inclusive Education Policy](#).

### Overview

The Student Success Planning Framework is developed to guide the public school system in Nova Scotia in using an equitable and systematic way of planning school improvement with identifying measurable goals that are rigorous yet attainable. Through the process, educators and partners are empowered to engage in collaborative efficacy that promotes a cycle of continuous improvement leading to measurable progress in student well-being and achievement in literacy and mathematics.



The Student Success Plan is a living document, changing and improving as schools analyze student evidence of learning and choose strategies to impact the literacy, mathematics, and well-being success of **every** student.

### Guiding Principles

The guiding principles of Student Success Planning (SSP) provide an overview of what is required for the implementation process to be effective.

1. **Collective Focus:** There is a collective focus on equitable and quality education to support the well-being and achievement of every student.
2. **Ongoing Collaboration:** Ongoing teacher collaboration is supported to improve culturally, linguistically, and socially responsive planning, instruction, and assessment practices.
3. **Evidence Informed Strategy:** Evidence-based decision-making actions are supported by effective strategies grounded in current educational research.
4. **Responsiveness:** Schools' actions/strategies are continuously reviewed, and adjusted as required, to be responsive and matched to students' strengths, interests, and challenges relative to well-being and achievement.

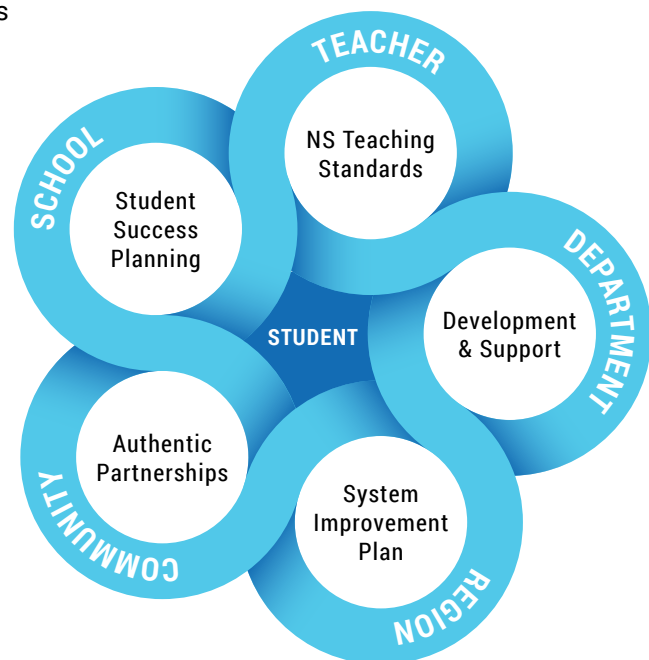
5. **Authentic Partnerships:** An authentic collaborative partnership between home, school, and community is critical to support and strengthen a child's well-being and achievement.
6. **Teacher Efficacy:** A climate of teacher efficacy is fostered across and within school learning teams and system leadership.
7. **Professional Development:** Continual job-embedded professional learning is supported within the system.
8. **Flexible MTSS:** The three tiers of instructional practices, supports, and interventions, as outlined in [Multi-Tiered System of Supports: A Quick Guide](#), are used flexibly to be responsive to and impact students' well-being and achievement.
9. **Defined Priorities:** All partners are focused on the achievement of strategies and defined actions of the Student Success Plan and on prioritizing timelines to demonstrate impact.
10. **Ongoing Support:** School administrators are supported as they implement the Student Success Plan by harnessing the collective wisdom of partners to lead, monitor, and evaluate their evidence of impact.
11. **Inclusive Impact:** School administrators and system leaders ground conversations regarding student well-being and achievement in the work of SSP with a focus on respectful and inclusive environments, student learning, and the impact of instruction.

Many factors contribute to a student's academic performance; however, evidence strongly suggests that high-quality and effective teaching has the most influence and the greatest impact on student learning and achievement. The [Nova Scotia Teaching Standards](#) describe what teachers should know and be able to do to meet the learning needs of their students. All six standards share a commitment to equity, diversity, inclusivity, and high expectations for all students.

The diagram illustrates the partners and processes that support collective teacher efficacy to impact student achievement and well-being.

Collective teacher efficacy happens when teachers who work together have the confidence that they can make a difference and support their students by combining their experience, strengths, and knowledge.

Professor John Hattie talks about [Teacher Collective Efficacy](#).



## Purpose

Through the Student Success Planning process, school leaders, teachers, and partners work collaboratively to develop and monitor strategies and to adopt and adapt practices that positively impact well-being and achievement.

SSP must ensure all partners focus on equity by supporting success for students who are historically marginalized and racialized—including but not limited to African Nova Scotian and Mi'kmaw students—and students who come from other groups that have been traditionally under-represented and under-served, including but not limited to students with special needs and those struggling with poverty as stated on page 1 of the *Inclusive Education Policy*.

“As part of the Student Success Planning process, every school will use evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports. These identified supports will be supported by the Teaching Support Team at each school.”

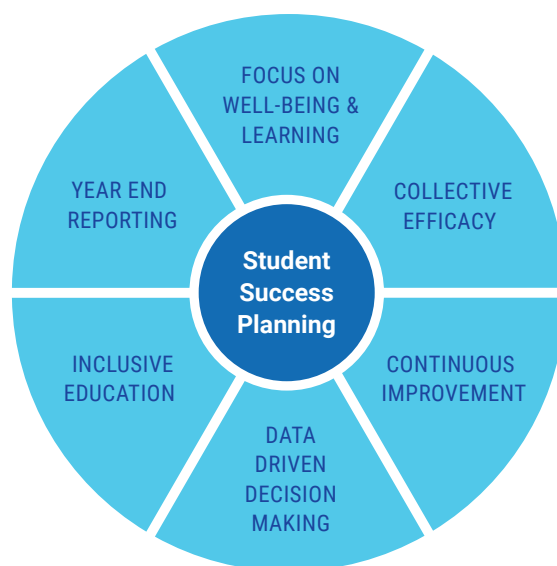
— Directive 5.1, *Inclusive Education Policy*

## Process

Student Success Planning is an integral and essential component of teaching and learning as it reflects the work teachers and students do daily. School teams commit to focused and intentional collaboration to positively impact the well-being and achievement of every student, by engaging in discussions to look at evidence of student learning. This means, continually asking and answering the following critical guiding questions with the goal to eliminate barriers to ensure all students meet their potential:

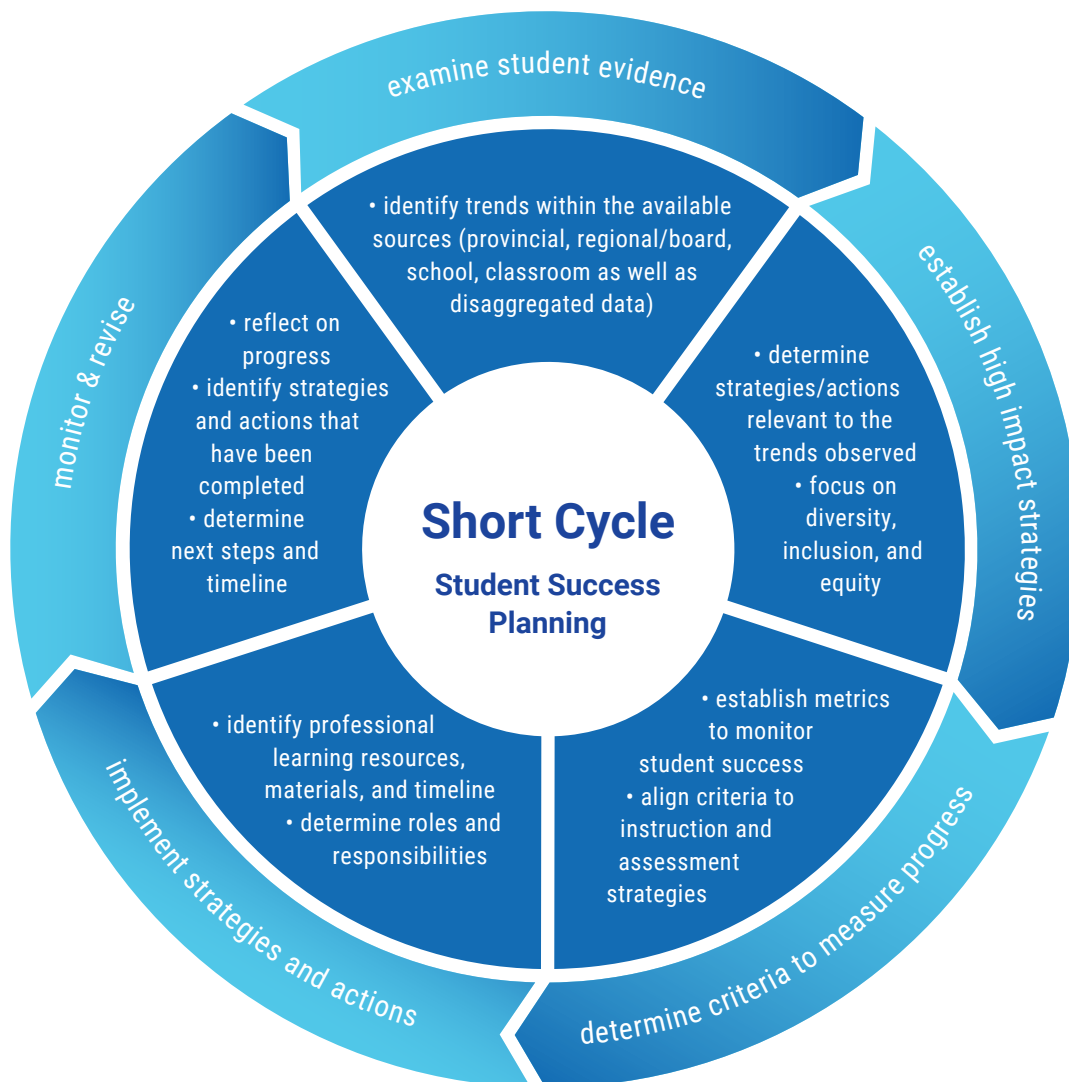
1. How are the students doing?
2. How do we know?
3. What are the necessary actions to ensure success for all students?

With a clear sense of purpose, schools work to answer these critical questions as they engage in the collaborative process of short cycle planning, implementation and monitoring to ensure the strategies and actions they identify are having the intended impact.



## Short Cycle Planning & Monitoring

The Student Success Plan and Annual Report templates are designed to reflect the ongoing nature of the SSP process. Based on the System Improvement Plan, schools use their data to understand where they are and to plan and intervene to ensure every student receives a high-quality, culturally, and linguistically responsive and equitable education. Throughout the process there is an emphasis on flexibility and incorporating a continuous cycle of revising, reviewing, and modifying the strategies with the plan to have the greatest impact. At all stages, it is encouraged to seek support from regional staff as needed.



Short cycles can last up to 90 days and occur multiple times throughout the year

## Timeline

JUNE	SEPTEMBER
<ul style="list-style-type: none"><li>• complete reflection for SSP Annual Report</li><li>• identify strategies and actions for next short cycle</li></ul>	<ul style="list-style-type: none"><li>• reflect on past year's outcomes in SSP Annual Report</li><li>• revisit SSP Plan with relation to literacy, mathematics, and well-being goals</li><li>• align school professional learning plan with SSP Plan</li><li>• consider how to inform and involve new staff members for upcoming year</li><li>• share school's SSP Plan with region</li><li>• begin first short cycle</li></ul>

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