



# SUN WEST SCHOOL DIVISION

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## Personalized Goals, Student Support Plans and Inclusion and Intervention Plan

### Purpose

**PG** – A Personalized Goal (PG) is an individualized data-driven goal with a specific target that will allow the student to work towards achievement expectations. PGs guide students from what they know to what they need to know. PGs are skills specific and focus on a single skill that fits within the context of a broader skill. For example, being able to decode CVC words as a one component of becoming proficient in decoding. Please refer to the [Personalized Goals Guide](#) for the characteristics of a good PG, and exemplars.

The Personalized Goal process is the Sun West response to achieving the Provincial Education Plan learning response action.

**SSP** – The primary purpose of a Student Support Plan (SSP) is to document any adjustments that have been made to any or all the variables within the Adaptive Dimension: learning environment, instruction, assessment, and resources as we support students in making grade level learning meaningful and appropriate. For example, providing a student with a specific learning disability in writing (dysgraphia) the opportunity to supplement written answers with a verbal response on a test or the opportunity to create a multimedia presentation rather than writing an essay. Remember that with the Adaptive Dimension, the curricular outcomes are not changed or altered.

Student Support Plans are a requirement of teachers and administrators. Adaptations to meet the needs of students are expected to be documented, updated regularly, and shared with parents and when appropriate with students. The Ministry of Education references the necessity of this document in many areas including: [Actualizing a Needs-Based Model](#), and [The Adaptive Dimension](#). At the division level, references to the necessity for this document are included in Sun West AP 210.

**IIP** – The IIP is a legal document outlining the goals and strategies that will be used to plan, monitor, and measure success for a student on an individual basis and must be shared and created with parents. The Inclusion and Intervention Plan (IIP) is a document developed and implemented by a collaborative team. It is a compilation of individualized student outcomes that focus on the key areas of development that will have the most impact on student success during the current school year. Students identified as having *Intensive Needs* require intensive support to develop basic skills that are beyond or in addition to curricular outcomes. Goals are written for the following areas of development: Task Completion, Personal/Social Well-being, Communication, Health/Medical Need/Personal Care, Safety, Sensory, Motor Skills, Transitions, and at times, Academic Achievement. Goals in the area of Academic Achievement are typically reserved only for those students whose academic learning has departed significantly from their grade level curriculum and it is highly anticipated that their high school programming will fall into either an Alternative (Alt) or Functional Integrated Program (FIP) (i.e., needing a qualitatively

different academic program).

|  | <b>Personalized Goals (PGs)</b>  | <b>Student Support Plan (SSP)</b>   | <b>Inclusion &amp; Intervention Plan (IIP)</b>   |
|--|--|---|--|
| <b>Does this connect to curriculum?</b>  | Yes  | Yes   | Not usually, but can if the student's academic path will put them into AEP or FIP in HS  |
| <b>Does this involve behavior?</b>   | Not usually  | May or may not  | May or may not   |
| <b>What grades of students need this?</b>  | <b>Required:</b><br>- grades 1-9 for students with 1's or 2's in Reading, Writing, Math<br>- K's who scored yellow or red in any component or overall on the EYE-TA.<br><b>Optional:</b><br>- All other subjects & level 3 and above | All grades  | All grades   |
| <b>What student need determines needing this?</b>  | For students who have gaps in Reading, Writing and/or Math learning (level 1 and 2 on report cards)  | For students who require adaptations and/or accommodations to have access to grade level outcomes       | For students who have intensive needs that are beyond curricular outcomes.   |
| <b>Who writes this?</b>  | ELA & Math teachers are the primary writers, a collaborative process is recommended  | Classroom teachers  | Collaboratively with the student's team. (Classroom teacher, EA, SST, Admin, parents, professionals)   |
| <b>Who monitors this?</b>  | ELA & Math teachers  | Classroom teachers  | Collaborative team   |
| <b>How often should this be monitored?</b>   | At least every 6-8 weeks   | At least at each reporting period   | At least at each reporting period  |
| <b>If the student has this, do they need another one of the categories? E.g., PG needs IIP</b> | May need SSP to document accommodations that are required to have access to grade level content, MAY need an IIP for other areas of development.   | May need a PG if skills are missing in ELA/Math.<br><br>May have an IIP for other areas of development. | May need academic goals in the IIP if their ELA & Math skills are not yet at grade level <b>and</b> it is anticipated that their academic path will put them into Alternative or FIP in High School. However, if the needed skills are not already in the IIP, these skills are better represented as PGs.<br><br>May need an SSP to document accommodations required for success. |

\*Please refer to the FAQs of the [Personalized Goals Guide](#) for more information

on IIPS & the role of the Adaptive Dimension.