

# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES 2019 - 2021





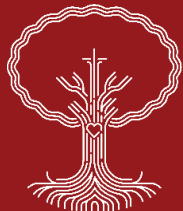
## OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

## OUR VISION

*At Toronto Catholic, we transform the world through witness, faith, innovation and action.*



# ROOTED IN CHRIST

*"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7*

## OUR STRATEGIC DIRECTION

2016-2021

### FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

*To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations*



### LIVING OUR CATHOLIC VALUES

*To understand and apply Catholic Teaching to all that we do*



### INSPIRING AND MOTIVATING EMPLOYEES

*To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration*

### PROVIDING STEWARDSHIP OF RESOURCES

*To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources*



### ENHANCING PUBLIC CONFIDENCE

*To create enhanced, regular communication with all stakeholders*

### ACHIEVING EXCELLENCE IN GOVERNANCE

*To lead and model best practices in Board governance*



# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES

## 2019 - 2021

TORONTO CATHOLIC SCHOOL BOARD

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## ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES 2018 - 2021

The TCDSB Accountability Framework for Special Education (AFSE), first established in 2010, guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the accountability frameworks to 9 committees addressing the learning needs of students identified with different exceptionalities and in different placements. This year, a new framework was established for Physical Disability. Consistent with priorities of the Ministry of Education, there was further expansion to include a framework focused on Mental Health, providing a foundation for health and well-being on which to build for all students and staff. The purpose of the Accountability Framework has been to conduct an annual review of Special Services through the lens of student achievement and well-being.

This year's document, *Accountability Framework for Special Services (AFSS)* has a new look and feel.

- It incorporates a focus on Special Education Programs, as well as Services.
- It clearly aligns with the TCDSB Multi-Year Strategic Plan (2018 – 2021) and the Board Learning and Improvement Plan (2018-2021) in content and approach.
- It includes, where applicable, a Report Back for 2018-2019, and the launch of a reframed learning and improvement plan, Looking Ahead to 2019-2021.

While the various accountability framework committees are planning their established goals, future considerations within the overall framework will incorporate goals and targets for students with Special Education needs who currently have not met criteria for formal identification as Exceptional.



Aligned with the **TCDSB Multi-Year Strategic Plan** and **Board Learning Improvement Plan**, and informed by the Ministry of Education's *Learning for All* foundational strategies, the Accountability Framework for Special Services supports the strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING** through four **AREAS OF FOCUS**:

- A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY**
- B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**
- C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**
- D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION AND ENGAGEMENT**

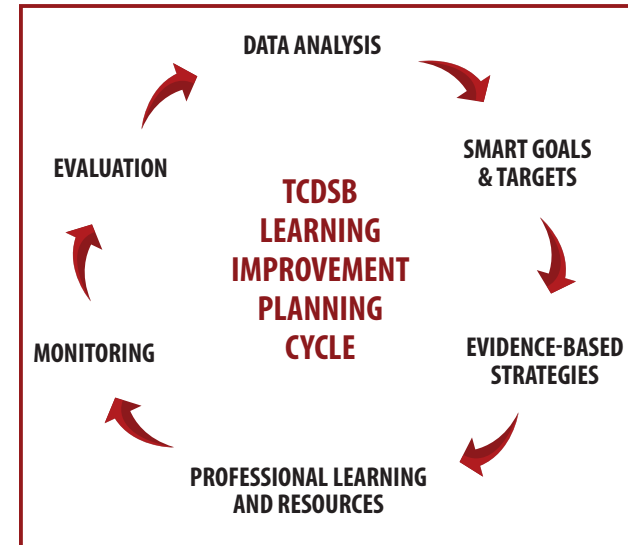


## TCDSB Accountability Framework for Special Services: Overview

Eleven committees guide the work of the Accountability Frameworks. Each committee meets at least 4 times per year. While the goals for improved achievement and well-being for all students with Special Education Needs ground our collective commitments, each Accountability Framework focusses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.

The **REPORT BACK** (2018-2019) presents Goals, Targets, and Evidence for 2018-2019. The status of each goal will be reported using the following scale:

- **On Target** - On Track
- **Monitor** - On Track but requires additional support
- **Action Required** - Not on track



The **LOOKING AHEAD** (2019-2021) presents, for each area within Special Services, the following sections: Data Analysis, Smart Goals and Targets, Evidence Based Strategies, and Monitoring Strategies.

- **Data Analysis** lists the achievement, contextual and perceptual data reviewed (e.g., EQAO, Report Card marks, learning skills, attendance, student perceptions, teacher perceptions regarding their professional learning, and anecdotal comments) to identify a key area for growth.
- **SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets** are informed by areas of need, building on strengths.
- **Evidence-based Strategies** include classroom strategies and professional learning opportunities.
- **Monitoring** provides a framework for *ongoing* feedback using measurement tools and identifying staff responsibility for progress towards goals and targets.



Exceptionality (based on Exceptionality 1 data)	Total number of students
Autism	1,870
Behaviour	166
Blind and Low Vision	12
Deaf and Hard-of-Hearing	88
Developmental Disability	123
Giftedness	1,930
Language Impairment	800
Learning Disability	2,265
Mild Intellectual Disability	304
Multiple Exceptionalities	167
N/A (students with an IEP only)	7,963
Physical Disability	74
Speech Impairment	3

## 2018-2019 Exceptionality 1\* Data

(\*Primary exceptionality)

As of June 30, 2019.



Exceptionality	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Autism	65	130	180	162	175	155	131	124	112	136	72	112	110	206
Behaviour	0	0	1	5	23	25	27	23	18	14	12	5	7	6
Blind and Low Vision	0	0	0	1	0	1	0	0	1	1	1	1	1	5
Deaf and Hard-of-Hearing	5	8	5	5	4	4	7	5	5	7	7	5	8	13
Developmental Disability	0	1	0	2	3	5	7	14	12	9	7	11	10	42
Giftedness	0	0	0	0	0	3	233	333	260	248	188	220	225	220
Language Impairment	0	0	44	69	73	64	76	83	90	59	68	52	68	54
Learning Disability	0	0	0	4	29	88	95	191	185	245	285	334	319	490
Mild Intellectual Disability	0	1	1	2	4	7	17	18	19	26	37	48	37	87
Multiple Exceptionalities	5	10	9	16	12	12	5	12	10	12	12	14	8	30
N/A (students with an IEP only)	80	71	120	462	735	803	846	795	797	760	671	595	540	688
Physical Disability	1	3	4	6	9	3	4	7	8	6	6	7	6	4
Speech Impairment	0	0	0	1	1	0	0	0	0	1	0	0	0	0



## STUDENT VOICE

### - All students with an IEP

**Safe and Caring Catholic School Climate Survey (Grade 6 & 8)**  
Students who reported they have an IEP (including gifted): N = 2012

**My School, My Voice (Grades 10 & 12)**  
Students who reported they have an IEP (including gifted): N = 1011

## HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY

### DATA ANALYSIS

In 2018 - 2019

Percentage of students with an IEP who responded positively to:

- My school promotes Catholic virtues and values – Elementary **94%**; Secondary **89%**
- My school promotes Catholic practices – Elementary **95%**; Secondary **91%**



### SMART GOALS & TARGETS / NEXT STEPS

Continue student engagement in faith development consistent with the Board Learning Improvement Plan

Continue to promote and implement initiatives and strategies that foster a strong home-school-parish connection



Goal status and explanation if goal not met:

On Target

Strategies and Monitoring: See Accountability Frameworks below and the Board Learning and Improvement Plan document.



# STUDENT VOICE

## - All students with an IEP

**Safe and Caring Catholic School Climate Survey (Grade 6 & 8)**  
Students who reported they have an IEP (including gifted): N = 2012

**My School, My Voice (Grades 10 & 12)**  
Students who reported they have an IEP (including gifted): N = 1011

### PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING

#### DATA ANALYSIS

In 2018 - 2019 the percentage of students with an IEP who responded positively to:  
(\*Values in parentheses = All students)

- ✓ In general, I like the way I am – Elementary **70% (69%)**; Secondary **62% (59%)**
- ✓ Overall, I have a lot to be proud of – Elementary **67% (66%)**; Secondary **55% (56%)**
- ✓ A lot of things about me are good – Elementary **67% (66%)**; Secondary **60% (59%)**
- ✓ When I do something, I do it well - Elementary **60% (61%)**; Secondary **60% (62%)**
- ✓ I like the way I look – Elementary **61% (59)**; Secondary **53% (51%)**
- ✓ Used my Blueprint to explore education and career life planning at least once a year – Elementary (Gr. 8 only) **74% (76%)**; Secondary **89% (93%)**
- ✓ My school provides opportunities to take part in events that help me learn more about different jobs or careers – Secondary **80% (80%)**

#### SMART GOALS & TARGETS / NEXT STEPS

By June 2021, there will be an increase in positive responses regarding students' self-image:

Elementary – from **60% -70%** range to **64% - 74%** range

Secondary – from **53% - 62%** range to **57% to 66%** range

By June 2021, there will be an increase in the use of my Blueprint by elementary student from **74% to 78%**

Continue to engage parents' awareness regarding their child's use of my BluePrint

#### Goal status and explanation if goal not met:

**Monitor**

- Data informs current and future planning by the accountability frameworks for all exceptionalities.

#### Strategies and Monitoring:

See Accountability Frameworks below and the Board Learning and Improvement Plan document.

# STUDENT ACHIEVEMENT - Students with Special Education Needs *(excluding gifted)*

## CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

### DATA ANALYSIS

#### EQAO RESULTS

Students with Special Education Needs (excluding Gifted) achieving Level 3 / 4:

	2017-2018				2018-2019			
	All		Participating		All		Participating	
	N	%	N	%	N	%	N	%
Primary Reading	1064	44%	940	49%	1091	43%	956	49%
Primary Writing	1064	51%	947	58%	1091	49%	962	55%
Primary Math	1083	27%	974	30%	1118	22%	995	25%
Junior Reading	1245	48%	1165	51%	1251	49%	1173	52%
Junior Writing	1245	51%	1162	54%	1251	57%	1172	61%
Junior Math	1245	13%	1158	14%	1253	12%	1170	13%
Grade 9 Academic Math	242	65%	241	65%	286	63%	283	64%
Grade 9 Applied Math	677	36%	663	37%	595	37%	583	38%

Students with Special Education Needs (excluding Gifted) successful:

	2017-2018		2018-2019	
	Participating		Participating	
	N	%	N	%
OSSLT	806	46%	764	54%

Goal status and explanation if goal not met:




**Action Required**

- Data informs current and future planning by all staff.




### SMART GOALS & TARGETS / NEXT STEPS

By June 2021, students with Special Education Needs will improve in literacy and numeracy achievement (BLIP Goals, 2018 - 2021):



Students achieving Level 3 / 4:

- Primary Reading **44% to 50%** 
- Primary Writing **51% to 57%** 
- Primary Math **27% to 33%** 

Students achieving Level 3 / 4:

- Junior Reading **48% to 54%** 
- Junior Writing **51% to 57%** 
- Junior Math **13% to 19%** 

Students achieving Level 3 / 4:

- Grade 9 Academic Math **65% to 70%** 
- Grade 9 Applied Math **36% to 42%** 

Successful:

- OSSLT: **46% to 52%** successful. 

Strategies and Monitoring:

See Accountability Frameworks below and the Board Learning and Improvement Plan document.

# STUDENT ACHIEVEMENT - Looking Ahead 2019-2021

## CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

### DATA ANALYSIS

**ELEMENTARY:** Report Card Learning Skills: Self-Regulation (June 2019)

		Needs Improvement	
		N	%
Grade 3	All	6238	5.3%
	SE	1135	15.6%
Grade 6	All	6467	5.1%
	SE	1276	13.2%

**SECONDARY:** Report Card Marks: Pass Rates in English and Mathematics (June 2019)

ENGLISH		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	4669	95.0%	1228	91.1%	162	91.4%
	SE	368	91.8%	602	90.5%	156	91.0%
Grade 10	All	4624	96.4%	1365	92.2%	114	94.7%
	SE	314	92.4%	585	92.1%	111	94.6%

MATHEMATICS		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	4542	93.4%	1506	88.2%	435	93.1%
	SE	292	82.5%	532	86.1%	305	92.8%
Grade 10	All	4261	90.6%	1748	86.4%	259	94.2%
	SE	231	80.8%	563	83.3%	205	95.6%

*Note - All: All Students; SE: Students with Special Education Needs (excluding Gifted)*

### SMART GOALS & TARGETS / NEXT STEPS

By June 2021, there will be a reduction of **3%** in the percentage of students with Special Education needs rated as "Needs Improvement" for the Self-Regulation Report Card Learning Skill.


By June 2021, there will be a **3%** increase in the percentage of students with Special Education needs passing the English and Mathematics Academic and Applied Courses.

#### Strategies and Monitoring:

See Accountability Frameworks below and the Board Learning and Improvement Plan document.



## REPORT BACK from 2018 - 2019

<div> <b>AUTISM (ASD)</b> <div> ES=1370    SS=500    All n=1,870  ISP (ES only)    ISP n=568 </div> </div>		
GOALS	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Improve Self-regulation of students identified with Autism.</b></p> 	<p>The Self-regulation of Year 2 students in the PAST program will continue to be tracked. Using the Zones of Self Regulation, by the end of the school year, <b>75%</b> of students in the PAST program will be able to identify independently which zone they are in, identify a reason why they are in that zone and identify a strategy to help move towards the green zone.</p> <p>Students in PAST programs: n = 126 PAST Programs: n=7</p> <p>Collect data from PAST programs – use data regarding Zones of Regulation as a pilot to inform practice for all students with Autism in all learning environments</p>	<p>Pre- and post-measures (checklists) were developed to track students' ability to progress through the zones of regulation.</p> <p><b>Students identifying the zone they are in</b> The percentage of occasions where students identified their zone independently improved from <b>48%</b> in the pretest period to <b>77%</b> in the post-test period.</p> <p><b>Students describing one reason why they are in the zone</b> The percentage of occasions where students gave a correct reason for why they were feeling the way they were, without assistance or independently improved from <b>66%</b> in the pretest period to <b>79%</b> in the post-test period.</p> <p><b>Students identifying one strategy to move to the green zone</b> <b>21%</b> were already in the green zone in the post-test period compared to only <b>6%</b> in the pretest period. There was little change (a slight decrease) in the percentage of occasions where students gave a correct strategy to move to the green zone, without assistance or independently from <b>64%</b> in the pretest period to <b>60%</b> in the post-test period.</p>
<p>Goal status and explanation if goal not met: <span>On Target</span></p>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>Continue to collect data from PAST program – use the data to inform practice for all students with Autism in all learning environments</li> <li>Create list of resources and strategies to share with schools</li> <li>Refine and expand the use of the elementary social skills kit</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - **AUTISM (ASD)**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Teacher tracking sheets ✓</p> <p>Report card marks, Learning Skills, Anecdotal Comments. ✓</p> <p>EQAO results ✓</p> <ul style="list-style-type: none"> <li>Grade 3</li> <li>Grade 6</li> <li>Grade 9</li> <li>OSSLT</li> <li>Exemptions/Deferrals</li> <li>Accommodations</li> </ul> <p>Feedback forms to inform professional learning goals</p> <p><b>Area for growth:</b> Student Self-Regulation</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, improve Self-regulation of students identified with Autism.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> <li><b>80%</b> of targeted students in the PAST program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period.</li> <li>By June 2021, there will be a <b>3%</b> improvement in Self-regulation learning skills rated as Excellent or Good (Grade 4 2020-2021 Cohort)</li> </ul>	<p>When teaching the students about emotions, strategies include:</p> <ul style="list-style-type: none"> <li>Understanding facial expressions</li> <li>Understanding body language and gestures</li> <li>Interpreting contextual cues</li> <li>Attending to physical sensations</li> </ul> <p>Daily use of:</p> <ul style="list-style-type: none"> <li>Role play</li> <li>Playing games</li> <li>Drawing of cartoons (emotions)</li> <li>Feelings/emotions chart</li> <li>Establishing a safe spot</li> </ul> <p>Teachers, Principals and VPs will engage in professional learning focused on students with Autism</p> <p>Communicate to staff at various levels</p> <ul style="list-style-type: none"> <li>Tips for supporting students with Autism</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Autism</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with Autism</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, promising practices in the area of Self-regulation and resources will be shared with elementary schools.</p> <ul style="list-style-type: none"> <li>In 2019-2020, <b>75%</b> of elementary schools will plan learning opportunities in the area of Self-regulation for students based on the resources and information shared with them.</li> </ul> <p>By June 2021, there will be deepened professional learning for school administrators focused on supporting students with Autism.</p> <ul style="list-style-type: none"> <li>In 2019-2020, <b>75%</b> of vice-principals and principals will attend a workshop to have a better understanding of resources available to share with staff in order to support students with Autism and continue to build capacity.</li> </ul>		

## REPORT BACK from 2018 - 2019

BEHAVIOUR (BEH)			ES=136 ISP (ES only)	SS=30	All n=166 ISP n=113
GOALS	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019			
<p><b>Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the Self-regulation of students registered in a non-Special Education classroom setting.</b></p>	<p>Increase opportunities for classroom teachers and support staff to obtain evidence-based knowledge and strategies that support the Self-regulation of students.</p>	<ul style="list-style-type: none"> <li>In 30 TCDSB classrooms the Student Support Response Teams (SSRT) supported at least one student experiencing Self-regulation difficulties. The interventions modelled evidence-based strategies for the classroom teacher/CYW.</li> <li>A new CPI training format increased the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention(CPI): n=235.</li> <li>The format for Behavioural Support Plans, used in conjunction with Individual Education Plans, has been revised to include monitoring of Self-regulation strategies.</li> <li>The ISP Behaviour teacher and CYW provided information to school staff on the principles and language of the Stop Now and Plan (SNAP) programme and Zones of Regulation.</li> <li>ISP Behaviour teachers and CYWs shared the students' individual measurable goals and specific strategies with each of the integration teachers.</li> <li>The ISP Behaviour teachers and CYWs worked collaboratively with integration teachers to evaluate student progress on a weekly basis to revise/create new goals and strategies together for each student.</li> <li>Working collaboratively, ISP Behaviour Teachers, CYWs and the integration teachers developed a strategy of tracking and revising individual measurable goals and strategies.</li> </ul>			
<p><b>Goal status and explanation if goal not met:</b></p>			<p><b>Monitor</b></p> <ul style="list-style-type: none"> <li>The collaboration process among Behaviour ISP teachers, Child and Youth Workers, and non-Special Education classroom teachers is a time-honoured, intentional process that requires the ongoing commitment of all staff involved in supporting students' Self-regulation goals.</li> </ul>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p>			<ul style="list-style-type: none"> <li>Behavior Support Plans and Safety Plans continue to be revised and are before the Forms Committee and Corporate Services for review and consideration.</li> </ul>		



## LOOKING AHEAD to 2019 - 2021 - BEHAVIOUR (BEH)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Teacher tracking sheets ✓</p> <p>Report Card marks ✓</p> <p>Learning Skills</p> <p>Anecdotal Comments</p> <p><b>Area for growth:</b> Parent Engagement</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p>	<p>There will be individual tracking of all primary ISP students regarding access to integration.</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field Superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Behavior Needs</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with Behavior</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessments for learning strategies</li> </ul>
	<ul style="list-style-type: none"> <li>By June 2021, <b>85%</b> of primary students in ISP behavior classes will have increased access to integration because of improved Self-regulation strategies using Behavior Matters program.</li> </ul>	<p>Behavior Matters focuses on the following:</p> <ul style="list-style-type: none"> <li>Increases <b>Relationship Quality</b></li> <li>Increases <b>Social Networks</b> and <b>Connections</b></li> <li>Strengthens <b>Communication</b> skills</li> <li>Increases school, work and overall life <b>Success</b></li> <li>Develops ability to effectively <b>Problem Solve</b> and <b>Manage Conflict</b></li> <li>Improves <b>Resiliency</b></li> <li>Increases <b>Self Awareness</b> and <b>Emotional Awareness</b></li> <li>Improves <b>Coping</b> and <b>Calming</b> Abilities</li> <li>Develops <b>Perspective Taking</b> Skills</li> <li>Encourages a <b>Problem Solving</b> and <b>Solution Focused</b> Mindset</li> <li>Boosts <b>Motivation</b> and <b>Gratitude</b></li> <li>Creates a <b>Safe Space</b> for <b>Self Expression</b></li> </ul>	
	<p><b>Home, School &amp; Parish: Nurturing Our Catholic Community</b></p> <ul style="list-style-type: none"> <li>By June 2021, <b>100%</b> of parents of students in ISP behavior classes will have an opportunity to attend two sessions on engagement and collaboration between school and home. Participants will be asked to complete exit surveys to assess their awareness and satisfaction with content.</li> </ul>	<p>Teachers, Principals and VPs will engage in collaborative inquiry based professional learning focused on students with Behavior Needs.</p> <p>Communicate to staff at various levels Tips for supporting students with Behavior needs, including opportunities to attend Lunch 'N Learns.</p>	

## REPORT BACK from 2018 - 2019


<b>BLIND AND LOW VISION (B/LV)</b> <div> <b>ES=4</b>      <b>SS=8</b>      <b>All n=12</b>  <b>ISP (ES only)</b>      <b>ISP (ES/SS)</b> </div>		
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<b>Support full inclusion of students with Blind/Low Vision (BLV) needs through student-specific accommodations and assistive technology.</b>	<p>All students with BLV needs who receive support (Tiers 1, 2 and 3) from the TDSB Blind/Low Vision Program will access the curriculum with accommodations appropriate to the areas specified in students' IEPs (including participation in EQAO test with alternate format materials).</p> <p>All students with BLV needs (as assessed by the TDSB Blind/Low Vision Program) who require assistive technology to access the curriculum (past and present students with BLV SEA claims) will be trained in the use of that equipment in order to access the curriculum as independently and efficiently as possible.</p> <p>All teachers involved with direct teaching of students with Tier 3 BLV needs will participate in at least one professional learning session (provided by TDSB Blind/Low Vision personnel) focussed on addressing the needs of students with visual impairment in the regular classroom.</p>	<p><b><i>IEP Blind/Low Vision-specific content written by the TDSB Itinerant Blind/Low Vision Teacher and/or TDSB Orientation &amp; Mobility Instructor.</i></b></p> <p>Students who received Tier 1 (consultative support = two to three visits per year) and Tier 2 (program support = one visit per month) BLV support had BLV-related accommodations listed on page 2 of the IEP. Students who received Tier 3 support (i.e., direct instruction, one or more hours per week) had BLV Alternative Curriculum goals/pages in their IEPs.</p> <p><b><i>Students with BLV SEA equipment have undergone an Assistive Technology assessment by the TDSB Blind/Low Vision Program and SEA claim submitted in conjunction with the TCDSB SEA Department (Special Education Services).</i></b></p> <p>Ongoing training and support for students with past BLV SEA claims.</p> <p><b><i>Teachers of students with Tier 3 BLV needs received professional learning, modelling, and assistance with accommodation and inclusion strategies specific to visual impairment.</i></b></p> <p>TDSB Itinerant Blind/Low Vision Teachers and/or Orientation &amp; Mobility Instructors present in students' classrooms on a weekly basis to provide professional learning.</p>
<b>Goal status and explanation if goal not met:</b> <div>On Target</div>		
<b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b> <ul style="list-style-type: none"> <li>Continue to provide direct support to teachers and support staff in schools where students with BLV needs attend.</li> <li>Continue to work directly with the TCDSB SEA department regarding support of previous BLV SEA claims and new claims.</li> <li>Refine and revise IEP goals and inclusion strategies—TDSB Blind/Low Vision Program personnel working with TCDSB personnel.</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - BLIND AND LOW VISION (B/LV)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Student use of assistive devices ✓ on a daily basis.</p> <p>Completion of BLV Special Equipment Amount (SEA) claims. ✓</p> <p>Teacher feedback from BLV ✓ professional learning (provided by the TDSB Blind/Low Vision Program).</p> <p><b>Area for growth:</b> Improved BLV Special Equipment Amount (SEA) claim process and assistive technology support of previous BLV SEA equipment already in place.</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, enhance processes by which BLV students access assistive technology resources in accordance with Ministry guidelines.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> <li>• <b>100%</b> of BLV students receiving Tier 1, 2, or 3 support who have received an SEA device will receive technology training via Bridges complemented with additional training by the in-house Assistive Technology (AT) team.</li> </ul>	<p>School personnel will</p> <ul style="list-style-type: none"> <li>• Consult/work with TDSB BLV personnel to write IEPs with appropriate BLV accommodations, including the inputting of BLV Alternative pages in the IEP.</li> <li>• Implement BLV IEP accommodations and strategies</li> <li>• Collaborate with TDSB BLV personnel in a timely manner to provide accessible materials to the student with BLV needs at the same time as his/her normally sighted peers</li> </ul> <p>TDSB BLV Program personnel will:</p> <ul style="list-style-type: none"> <li>• Provide professional learning opportunities to appropriate schools students with BLV needs attend</li> <li>• Provide or coordinate training to students (and staff, if needed) who use BLV-related assistive technology</li> <li>• Provide BLV-specific information to be included in students' IEPs</li> </ul> <p>Students with BLV needs will:</p> <ul style="list-style-type: none"> <li>• Use their assistive technology as independently as possible</li> <li>• Be included in the regular classroom as independently as possible</li> <li>• Have access to the curriculum (with BLV accommodations) as independently as possible</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning in conjunction with the TDSB Blind/Low Vision Program Coordinator</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor inclusion of students with Blind/Low Vision needs and their ability to access the curriculum as independently as possible</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor, together with teachers, the implementation of IEP goals specific to the learning profiles of students with Blind/Low Vision needs</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <ul style="list-style-type: none"> <li>• <b>100%</b> of staff supporting Tier 3 BLV students will receive additional training in support of incorporating the use of technology in their daily curriculum.</li> </ul>		



## REPORT BACK from 2018 - 2019

DEAF AND HARD-OF-HEARING (D/HH)		ES=55	SS=33 ISP (ES only)	All n=88 ISP n=28
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019		
<p>Improve achievement of students identified with Deaf/Hard of Hearing.</p> 	<p>By June 2019, review results from D/HH Student Survey and D/HH Teacher Survey and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.</p>	<ul style="list-style-type: none"><li>• Surveys were analyzed to examine and explore student and teacher usage of Hearing Assistance Technology as part of a multi-year comprehensive plan: Year 1 (2017-2018) - Data collection; Year 2 (2018-2019) - plan development (revised); and Year 3 (2019-2020) - plan implementation (revised)</li><li>• Progress with the individual student goals was reviewed with parents/guardians through the regular teacher and parent communication as well as the annual IPRC</li><li>• Survey results identify a need to increase the level of engagement for junior students who are D/HH, to address better their social communication needs</li><li>• Research supports better social, emotional and academic outcomes for D/HH students who have opportunities to develop positive social interactions, peer acceptance and meaningful friendships</li><li>• D/HH-ISP teachers received professional development materials to address the hearing technology needs of individual students in the D/HH-ISP classroom</li><li>• <b>100%</b> of school age students referred who had diverse hearing levels received loaner classroom equipment and Hushh-ups<sup>®</sup> to support auditory access to the curriculum</li><li>• All students referred for auditory processing deficits received loaner amplification systems for equipment trials</li><li>• More than <b>84%</b> of students (preschool to high school) identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls' Talk and Boys' Club</li></ul>		
Goal status and explanation if goal not met:		Monitor		
<ul style="list-style-type: none"><li>• Goal for 2018/19 was revised due to small student cohort and changes in student circumstances and needs.</li></ul>				
NEXT STEPS or STRATEGIES TO SUPPORT GOALS:				
<ul style="list-style-type: none"><li>• Continue to review data from DHH-ISP teacher and student surveys and use the data to inform practice for all students with an identification of Deaf/Hard of Hearing in all learning environments.</li><li>• Develop evidence-based and evidence-informed resources and strategies to share with schools.</li></ul>				

## LOOKING AHEAD to 2019 - 2021 - DEAF AND HARD-OF-HEARING (D/HH)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks, ✓ Learning Skills Anecdotal Comments</p> <p>Professional learning ✓ feedback forms to inform professional learning goals</p> <p><b>Area for growth:</b> Hearing Technology Usage</p>	<p><b>Pathways, Planning and Programming: Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in the level of participation in social networking events for students who are D/HH in the Junior Division:</p> <ul style="list-style-type: none"> <li>• 80% of identified D/HH students in junior grades will engage in social networking events</li> </ul> <p>Revise Girls' Talk/Boys' Club events based on grade division</p> <p>Provide speakers and activities for students at D/HH picnic, Girls' Talk/Boys' Club that focus on positive self-image and self-advocacy</p> <p>By June 2021, there will be an increase in positive responses regarding D/HH students' understanding of themselves as learners and well-being</p> <ul style="list-style-type: none"> <li>• D/HH Family Picnic feedback survey</li> <li>• D/HH Girls' Talk feedback</li> <li>• D/HH Boys' Club feedback</li> </ul>	<p>Teachers will engage in collaborative inquiry based professional learning focused on students identified as Deaf/Hard of Hearing</p> <p>Engage in co-teaching and co-planning</p> <p>Differentiate support based on student needs</p> <p>Identify students with learning gaps in use of hearing assistance technology and plan appropriate and timely interventions</p> <p>Develop video highlighting importance of hearing assistive technology to share board-wide</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor school improvement planning that incorporates the learning needs of students with a D/HH identification</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of IEP goals specific to the learning profiles of students who are Deaf/ Hard of Hearing</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, evidence informed practices in the area of hearing and use of hearing assistive technology will be shared with all schools.</p> <ul style="list-style-type: none"> <li>• 80% of D/HH-ISP teachers will plan learning opportunities that support effective hearing assistance technology use based on the resources and information shared with them.</li> </ul>		

## REPORT BACK from 2018 - 2019

**GIFTEDNESS (GI)**

ES=1,077    SS=853    All n=1,930  
ISP (ES only)    ISP n=153

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019															
Improve Self-regulation and organizational skills for Gifted students.	<ul style="list-style-type: none"><li>• Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “Excellent” on the Provincial Report Card.</li><li>• Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2018 Newsletter titled Time Management Skills, distributed to all TCDSB staff; presentation of Supporting Minds-Anxiety Module from School Mental Health Assist (December 2017).</li><li>• PD presentation on Supporting the emotional health of students with Giftedness: How to recognize depression/ anxiety and how to help in December 2017; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.</li></ul>	Provincial Report Card Learning Skills															
		<table><tr><td>2016/2017 Grade 6 Cohort</td><td colspan="2">Baseline: 2015/2016 Grade 5 Term 1</td><td colspan="2">2018/2019 Grade 8 Term 2 (242)</td></tr><tr><td></td><td>Organization</td><td>Self- Regulation</td><td>Organization</td><td>Self- Regulation</td></tr><tr><td>Excellent</td><td>63.3%</td><td>60.6%</td><td>70.2%</td><td>71.5%</td></tr></table>	2016/2017 Grade 6 Cohort	Baseline: 2015/2016 Grade 5 Term 1		2018/2019 Grade 8 Term 2 (242)			Organization	Self- Regulation	Organization	Self- Regulation	Excellent	63.3%	60.6%	70.2%	71.5%
		2016/2017 Grade 6 Cohort	Baseline: 2015/2016 Grade 5 Term 1		2018/2019 Grade 8 Term 2 (242)												
	Organization	Self- Regulation	Organization	Self- Regulation													
Excellent	63.3%	60.6%	70.2%	71.5%													
<p>The “Excellent” ratings of the Learning Skills: <i>Organization and Self-regulation</i> have increased.</p> <p>Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.</p>																	
Goal status and explanation if goal not met: <div>On Target</div>																	
NEXT STEPS or STRATEGIES TO SUPPORT GOALS: <ul style="list-style-type: none"><li>• Continue to collect data from report cards.</li><li>• Create list of resources and strategies to share with schools.</li><li>• Refine and expand the use of the Social Skills Kit.</li></ul>																	



## LOOKING AHEAD to 2019 - 2021 - GIFTEDNESS (GI)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Learning Skills and Work habits Anecdotal Comments</p> <p>Feedback forms ✓ to inform future professional learning goals</p> <p><b>Area for growth:</b> Student Self-regulation</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <ul style="list-style-type: none"> <li>By June 2021, there will be 3% improvement in Organization and Self-regulation skills rated as "excellent" (2019-2020 Grade 6 cohort).</li> </ul>	<p>Circulate annual newsletter to school staff and parents on the following topics:</p> <ul style="list-style-type: none"> <li>Improving time management and organizational skills. (2018-19)</li> <li>Debunking misconceptions about the identification of Giftedness. (2019-20)</li> <li>Describing the importance of Gifted programming, focusing on student and parent voice. (2020-21)</li> </ul> <p>Gifted teachers (withdrawal, congregated and secondary) will participate in at least one professional development (PD) session annually focused on the needs of their students.</p> <p>Teachers, Principals and VPs will engage in collaborative inquiry based professional learning focused on students identified as Gifted</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Giftedness</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with Giftedness</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <ul style="list-style-type: none"> <li>By June 2021, there will be deepened professional learning for <b>100%</b> of elementary and secondary teachers of Gifted students on relevant topics such as <ul style="list-style-type: none"> <li>Characteristics of Giftedness</li> <li>Supporting the various learning needs of students with Giftedness</li> <li>Promoting continuous engagement and self-motivation</li> <li>Maintaining a balanced focus on curricular and co-curricular activities</li> <li>Executive functioning skills</li> <li>Time management strategies</li> <li>Organizational strategies</li> </ul> </li> <li>By June 2021, prepare and circulate annual newsletters across the TCDSB community to expand the understanding of Giftedness.</li> </ul>		

# LANGUAGE IMPAIRMENT (LI)

ES=558

SS=242

All n=800

ISP (ES only)

ISP n=175

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<b>Improve achievement of students identified with Language Impairment</b>	<p>Administer functional speaking and listening measures in Fall 2018 and Spring 2019 by LI- ISP teachers.</p> <p>Data will inform goal setting and capacity to refine the teaching/learning cycle and student achievement.</p> <p>Survey results will inform goal setting for 2019/2020.</p>	<ul style="list-style-type: none"> <li>Pre- and post-measures were developed to track teachers' perceptions of students' progress in nine measures of oral language, as part of a three-year comprehensive survey beginning in 2017-2018.</li> <li>Results for eighty students' functional speaking and listening skills were analyzed in the pre- and post-survey.</li> <li>Preliminary results indicate a increase in performance between September and June across all measures, but one.</li> <li>Year two data September and June indicate that the proportion of students rated at rarely demonstrating positive oral language skills decreased significantly over time on the following:               <ul style="list-style-type: none"> <li>Use correct grammar and talk in complete sentences. (Reduced from <b>49.4%</b> of students to <b>32.9%</b>)</li> <li>Engage others in conversation. (Reduced from <b>32.9%</b> to <b>22.5%</b>)</li> </ul> </li> <li>Speech-language pathologists facilitated promotion of the board-wide Early Identification Strategy in support of PPM 11 by providing targeted consultation and resources to more than <b>90%</b> of kindergarten classrooms.</li> <li>SLPs provided screening, assessment, consultation and/or intervention to more than 3,000 students across all panels to address specific communication needs of students.</li> <li>All schools were provided access to four informational videos that highlight the link between communication, behaviour and mental health.</li> <li>LI-ISP teachers were provided with professional development materials to address the oral language and literacy skills of individual students in the LI-ISP classroom.</li> </ul>
<b>Goal status and explanation if goal not met:</b> <div>Monitor</div> <ul style="list-style-type: none"> <li>Evidence continues to be gathered during this three-year process timeline which includes: 2017-18, 2018-19, and 2019-20.</li> </ul>		
<b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b> <ul style="list-style-type: none"> <li>Continue to collect data from LI-ISP teacher surveys and use the data to inform practice for all students with Language Impairment in all learning environments.</li> <li>Develop evidence-based and evidence-informed resources and strategies to share with schools.</li> <li>A comprehensive analysis of all data from three years of the survey administration will be completed by June 2020.</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - LANGUAGE IMPAIRMENT (LI)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Learning Skills Anecdotal Comments</p> <p>Feedback forms to inform ✓ professional learning goals</p> <p><b>Area for growth:</b> Expressive Language</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p>	<p>Focus on the following oral language skills:</p> <ul style="list-style-type: none"> <li>Follow multi-step spoken directions.</li> <li>Understand the meaning of words.</li> <li>Understand what people are saying.</li> <li>Understand new information.</li> <li>Ask and answer questions of peers and teachers.</li> <li>Describe things to people.</li> <li>Put events in right order when telling stories or describing events.</li> <li>Use correct grammar and talk in complete sentences.</li> <li>Engage others in conversation.</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Language Impairment</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor implementation of IEP goal specific to the learning profiles of students with Language Impairment</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p>In June 2020, there will be a significant reduction (September-June) in the proportion of students rarely demonstrating each of the 9 student oral language skills.</p>		
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, evidence informed practices in the area of communication and Self-regulation will be shared with elementary schools.</p> <ul style="list-style-type: none"> <li>At least <b>85%</b> of students in the LI-ISP classroom will have teacher survey data administered, collected, and analysed.</li> </ul> <p>By June 2021, increase teacher capacity to support achievement for students with Language Impairment.</p> <ul style="list-style-type: none"> <li><b>75%</b> of LI-ISP teachers will plan learning opportunities that support communication and Self-regulation based on the resources and information shared with them.</li> </ul>		

## REPORT BACK from 2018 - 2019

LEARNING DISABILITY (LD)			ES=837 ISP (ES only)	SS=1428 ISP (ES only)	All n=2,265 ISP n=114
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019			
By year-end increase teachers’ understanding of LD and its impact on teaching and learning in math and reading and their use of effective teaching strategies.	<ul style="list-style-type: none"><li>• In-servicing of teachers to increase understanding of students with LD to increase math achievement (December 2017, February 2018). Math instructions supported by a variety of interventions (Focus on Fundamentals - formerly the Renewed Math Strategy).</li><li>• Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.</li><li>• Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).</li><li>• Students with LD are supported to learn self-advocacy and social-emotional skills. LD ISP teachers offered one-day training with FRIENDS Resilience classroom intervention program.</li></ul>	<p>The number of schools using Lexia program licenses increased from 98 to 110 (total assignment is 500 licenses).</p> <p>Training, mentoring, consolidation of professional learning to support continued delivery of EMPOWER programming.</p> <p>Improved the accessibility of the EMPOWER program by redistributing current programs to locations previously underserved (number of schools increased by 6).</p>			
<div>Goal status and explanation if goal not met:</div> <div>Action Required</div> <ul style="list-style-type: none"><li>• While an ongoing target for the implementation of <b>Empower Reading Programs</b> in elementary schools is to offer equity of opportunity to students in as broad an array of schools as possible, the operational limit for the staffing of this category of program assignment is 100 (programs) across the board.</li><li>• There are 67 school locations with Empower programs.</li><li>• The number of sessions of an Empower program varies depending on the program, but ranges from 70-110 one-hour sessions.</li><li>• The parameters for use of the <b>Lexia Reading Intervention</b> licenses are somewhat broader and currently include 500 licenses. Equity of opportunity for schools is a goal also for the assignment of Lexia licenses. While there has been growth in the number of schools assigned Lexia licenses from 98 to 110, there are plans in 2019-2020 to significantly increase the availability of Lexia licenses from 500 to 1500.</li></ul>					
<div>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</div> <ul style="list-style-type: none"><li>• Continue to provide professional learning opportunities for elementary teachers in LD ISP classrooms.</li><li>• Provide Elementary LD ISP classroom teachers supports for social-emotional learning for students with a Learning Disability.</li></ul>					




## LOOKING AHEAD to 2019 - 2021 - **LEARNING DISABILITY (LD)**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Learning Skills Anecdotal Comments</p> <p>EQAO Results ✓</p> <ul style="list-style-type: none"> <li>Grade 3</li> <li>Grade 6</li> <li>Grade 9</li> <li>OSSLT</li> <li>Exemptions/Deferrals</li> <li>Accommodations</li> </ul> <p>Current distribution of intervention programs ✓</p> <p>Professional learning feedback forms ✓</p> <p><b>Area for growth:</b> Social Emotional Learning</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>Students with the LD exceptionality in grades 2-5 using the Lexia Reading intervention will have an average gain of at least 1.0 grade levels over the course of the year.</p> <p>Students with the LD exceptionality in Empower Reading: Decoding and Spelling Gr. 2-5 will make a Running Record gain on average of 6 Running Records levels over the course of the year.</p>	<p>Teachers, Principals and VPs will engage in collaborative inquiry based professional learning focused on academic and social emotional needs of students with Learning Disabilities</p> <p>Determination of placement of tier 2 and 3 intervention programs aimed at optimizing equity and accessibility across the board</p> <p>Communicate to staff at various levels - Tips for supporting students with LD</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with LD</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with LD</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, <b>100%</b> Special Education teachers will participate in at least one professional learning session focussed on understanding and addressing the academic and social emotional needs of students with learning disabilities.</p> <p>By June 2021, increase equity and availability of Lexia licences from 500 to 1500.</p> <p>By June 2021, the assigned number of Empower intervention programs will be distributed among a greater number of elementary schools (75 school) in order to enhance equity of access of this program across the Board.</p>		

## REPORT BACK from 2018 - 2019

**MILD INTELLECTUAL DISABILITY (MID)****ES=95****SS=209**  
**ISP (ES only)****All n=304**  
**ISP n=98**

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p>By June 2020, a more comprehensive set of criteria will be shared with the System to describe the profile of the MID learner.</p> <p>By June 2021, MID ISP teachers will have gained a better understanding of strategies and promising practices that they can implement in their classroom.</p>	<p><b>90%</b> of Psychology providers and Special Education staff will have a better understanding of the criteria for identifying a student with the exceptionality of MID.</p> <p><b>90%</b> of the teachers in MID ISP classrooms will participate in the professional learning opportunity focused on the reading resource program Lexia which will help to increase student engagement and student progress.</p>	<p>Psychology staff drafted a resource that clarified the criteria for identifying students with the exceptionalities of Multiple Exceptionalities (ME), Developmental Disability (DD), and Mild Intellectual Disability (MID).</p> <p>Consultation took place with the Psychology team and staff from other branches of the Special Education Department.</p> 
<p><b>Goal status and explanation if goal not met:</b> <span style="background-color: #f08080; padding: 2px 5px;">Action Required</span></p> <ul style="list-style-type: none"> <li>The process to develop a more comprehensive set of criteria to describe the profile of the MID learner continues to be undertaken by TCDSB Psychology staff.</li> </ul>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>Continue to provide professional learning opportunities for elementary teachers teaching in MID ISP classrooms.</li> <li>Provide elementary and secondary teachers with a reference resource of promising practices that can be utilized to enhance the engagement and achievement of students identified with an MID.</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - MILD INTELLECTUAL DISABILITY (MID)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Alternative Report Cards Learning Skills Anecdotal Comments</p> <p>Feedback forms to inform ✓ professional learning goals</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, <b>100%</b> of students in MID Intensive Support Programs (ISP) classrooms will start to use Lexia reading intervention software.</p> <p>By June 2020, students with an identification of MID who currently are using Lexia reading intervention software will have an average of 0.5 grade-level reading improvement gain.</p>	<ul style="list-style-type: none"> <li>• use of multi-modality learning experiences to meet the various needs of students</li> <li>• use descriptive feedback to engage students in ongoing assessment for learning and improvement</li> <li>• implement Lexia reading intervention software to all students in MID ISP classrooms</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor school improvement planning that incorporates the learning needs of students with an MID</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of IEP goals specific to the learning profiles of students with an MID</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, <b>100%</b> of MID ISP classroom teachers will receive Lexia program training.</p>		

## REPORT BACK from 2018 - 2019


MULTIPLE EXCEPTIONALITIES (ME) / DEVELOPMENTAL DISABILITY (DD)		ME ES=103 SS=64	DD ES=53 SS=70	All DD=123 ISP DD=110 ISP DD (ES/SS)	All ME=167 ISP ME =133 ISP ME (ES/SS)
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019			
Increased teacher understanding and use of EQUALS to address the numeracy program for elementary students with ME/DD	Make available to all elementary ME/DD ISP classes the EQUALS program to address the functional numeracy skills of their students and increase student engagement.	<p>Responses from teachers:</p> <p><b>61%</b> reported that the use of the EQUALS program has had to a great extent and somewhat an impact on student engagement in numeracy.</p> <p><b>48%</b> indicated that the use of the EQUALS program has had to a great extent and somewhat an impact on student learning in numeracy.</p> <p>Almost <b>40%</b> reported that lack of staffing and <b>35%</b> reported time constraints as reasons for preventing teachers from using EQUALS to support student learning in the manner they would like.</p> <p><b>44%</b> also indicated that they were not able to use the EQUALS program yet and so did not see evidence of impact on student engagement or student learning.</p>			
Goal status and explanation if goal not met:		Monitor			
<ul style="list-style-type: none"><li>Some teachers, were unable to attend the Professional Development workshop due to later hiring date. As a result, they were not able to implement the program and see evidence of impact</li></ul>					
NEXT STEPS or STRATEGIES TO SUPPORT GOALS:					
<ul style="list-style-type: none"><li>Schedule another professional learning opportunity to review the EQUALS program with staff.</li><li>Invite staff that were unable to attend the Professional Learning opportunity in 2018-2019.</li></ul>					



## LOOKING AHEAD to 2019 - 2021 - **MULTIPLE EXCEPTIONALITIES (ME) / DEVELOPMENTAL DISABILITY (DD)**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Alternative Report Cards Learning Skills Anecdotal Comments</p> <p>Feedback forms to inform ✓ professional learning goals</p> <p><b>Area for growth:</b> Functional literacy and functional numeracy skills of students</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, <b>75%</b> of secondary teachers will respond positively regarding the literacy learning engagement of students in their ME/DD ISP class.</p> <p>By June 2021, <b>75%</b> of elementary teachers will respond positively regarding the numeracy learning engagement of students in their ME/DD ISP class.</p>	<p>Secondary ME/DD Literacy</p> <ul style="list-style-type: none"> <li>• Use of visuals to engage students in learning</li> <li>• Age appropriate content to help to teach emergent literacy skills to students at various levels</li> </ul> <p>Elementary ME/DD Numeracy</p> <ul style="list-style-type: none"> <li>• Use of real math instruction to help students gain math skills</li> <li>• Use of multi-sensory learning experiences to meet the needs of the students</li> <li>• Offer adaptations to think, choose, move, talk and write while working through numeracy activities</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor school improvement planning that incorporates the learning needs of students with ME/DD</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of IEP goals specific to the learning profiles of students with ME/DD</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, <b>75%</b> of secondary teachers of the ME/DD ISP class will implement the use of Early Literacy Builder resource with students to address their functional literacy skills.</p> <p>By June 2021, <b>75%</b> of elementary teachers of the DD/ME program will implement the use of EQUALS program to address the functional numeracy skills of their students and increase student engagement.</p>		

## LOOKING AHEAD to 2019 - 2021

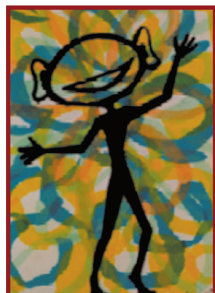
PHYSICAL DISABILITY (PD)				ES=51	SS=23 ISP (ES/SS)	All n=74 ISP n=6
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING			
<p>Identify the range of physical disability and the supports currently in place. ✓</p> <p><b>Area for growth:</b> To be determined by June 2020.</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By Spring 2020, create a framework to support staff who work with students with the Physical Disability identification.</p> <p>The framework will focus on understanding the learning environments and profile of students with Physical Disabilities. It will set targets for June 2021 in support of full inclusion of students identified with the Physical Disability exceptionality.</p>	<p>Survey schools to identify the specific nature of the physical disability of students and the locally developed supports that are in place to assist them with the curriculum.</p> <p>Chronicle best practices currently in place to support students with Physical Disabilities.</p> <p>Provide professional development to build capacity in support of students with Physical Disability.</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning.</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor inclusion of students with Physical Disability needs and their ability to access the curriculum as independently as possible.</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with a Physical Disability.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>			
	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, there will be full inclusion of students identified with Physical Disability through student-specific accommodations and assistive technology.</p>					
	<p><b>Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, there will be increased professional learning opportunities and sharing of effective practices to support students with Physical Disability identification.</p>					
						



**A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:**



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



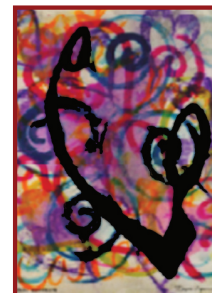
A REFLECTIVE, CREATIVE  
AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE,  
LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

## REPORT BACK from 2018 - 2019

**MENTAL HEALTH**

GOALS	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Increase capacity throughout the system in regards to student mental health and well-being.</b></p> <p><b>Increase mental health services in secondary schools.</b></p> <p><b>Increase social-emotional learning in the classroom.</b></p> <p><b>Engage external stakeholders with regards to mental health services in our schools.</b></p>	<p>To provide professional development to the system in the following areas: suicide awareness training, suicide intervention training as well as various modules from Supporting Minds, as determined by local needs.</p> <p>Hire 6 mental health professionals, provide training in Brief Intervention for School Clinician and integrate their services in 6 targeted secondary schools within a multi-disciplinary team to provide counseling services to students.</p> <p>Mental health professionals facilitated social-emotional programs into classrooms at the secondary panel and teachers at the elementary panel were invited to participate in the Faith &amp; Wellness pilot, bringing everyday mental health activities into the classroom.</p> <p>Collaboration with about 12 mental health agencies that bring mental health programs into our schools.</p>	<ul style="list-style-type: none"> <li>• 180 staff members were trained in suicide awareness skills</li> <li>• 60 staff members were trained in suicide intervention skills</li> <li>• 60 staff members trained in anxiety disorders</li> <li>• 40 staff members trained in mentally-healthy classroom</li> </ul> <ul style="list-style-type: none"> <li>• Mental health professionals* delivered social-emotional programs in 12 classrooms in 6 high schools</li> <li>• The percentage of students (total of 186) that felt they could not cope with all the things they had to do went down from <b>45%</b> at pre-test to <b>34%</b> at post-test.</li> <li>• Mental health professionals* counselled 41 students</li> </ul> <p>*MH professionals were hired in April 2019.</p> <ul style="list-style-type: none"> <li>• Faith &amp; Wellness program in 4 schools</li> <li>• Mental health professionals* delivered social-emotional programs in 12 classrooms in 6 high schools.</li> </ul> <p>*MH professionals were hired in April 2019.</p> <p>Memoranda of Understanding were renewed with about 12 mental health agencies with whom we continue to collaborate in bringing mental health programs into our schools for students.</p>
<p><b>Goal status and explanation if goal not met:</b> <span style="background-color: yellow; padding: 2px;">Monitor</span></p> <ul style="list-style-type: none"> <li>• Some teachers were unable to attend the Professional Development workshop due to later hiring date. As a result, they were not able to implement the program and see evidence of impact.</li> </ul>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>• Continue to provide professional development to the system by adding the ADHD module of <u>Supporting Minds</u>, continue suicide intervention training to our clinicians, guidance counselors and school administrators and suicide awareness training to the system, as well as other training from <u>Supporting Minds</u>.</li> <li>• The team of mental health professionals continue to offer social-emotional programs in classrooms including <u>Stress Lessons</u> and <u>STRONG</u> to our newcomer students.</li> <li>• The team of mental health professionals continue to counsel students in 12 targeted high schools to complement mental health services provided by the psychology and social work service providers.</li> <li>• Collaborative work continues with our mental health agency partners to bring evidence-based and evidence-informed programs and interventions to our students.</li> </ul>		



## LOOKING AHEAD to 2019 - 2021 - MENTAL HEALTH

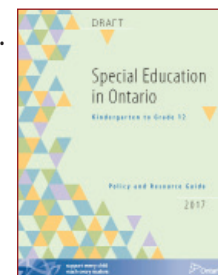
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Student Voice survey ✓ Teacher Voice survey Administrator Voice survey Feedback Forms Mental Health Initiatives Mental Health Professionals</p> <p><b>Areas for Growth:</b></p> <p>Increase students' social-emotional competency</p> <p>Student Mental Health and Well-Being initiative in Elementary</p> <p>Inquiry-based professional learning and teacher involvement</p> <p>Staff well-being</p>	<p><b>Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in positive responses regarding students' self-image or social-emotional competency (based on a range of questions): Elementary – maintain positive range (<b>78% to 88%</b>) Secondary – from <b>71% - 83%</b> range to <b>75% to 85%</b> range</p> <p>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiatives from 54 to 80 elementary schools</p>	<ul style="list-style-type: none"> <li>Implement the Student Mental Health &amp; Well-Being Strategic plan and "Faith &amp; Wellness" resource from School Mental Health Ontario in partnership with OECA.</li> <li>Promote the integration of Student Well-being within schools' existing teams to ensure cohesive implementation of Student Mental Health and Well-Being Strategy.</li> <li>Increase awareness and use of classroom strategies to support mental health and well-being for all TCDSB students by implementing "Supporting Minds" PD series for educators K-12.</li> <li>Promote implementation of social-emotional programs in classrooms.</li> <li>Implement a Staff Well-Being Committee with representatives from all 14 Employee groups.</li> <li>The Staff Well-Being Committee will develop a Staff Well-Being Strategic Plan that is informed by the results of the Workforce Census data.</li> <li>Build the foundational conditions necessary for the successful implementation of the Staff Well-Being Strategic Plan.</li> <li>Launch targeted Staff Well-Being campaigns to promote personal resiliency and healthy/respectful work environments.</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Track elementary and secondary Student Voice survey regarding sense of self</li> <li>Monitor progress and implementation of the Student Mental Health and Well-Being Strategy using the elementary and secondary Student Voice surveys regarding engagement and well-being</li> </ul> <p>Field Superintendents will:</p> <ul style="list-style-type: none"> <li>Monitor progress in the integration of Student Well-Being as part of schools' existing teams to ensure implementation of Student Mental Health &amp; Well-Being Strategy.</li> </ul>
	<p><b>Professional Learning, Collaboration and Engagement</b></p> <p><b>By June 2021, there will be an increase in positive responses regarding staff well-being:</b> Workforce Census – 2019-2020 Baseline</p>		

## ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES: RESOURCES

The following **RESOURCES** have informed our plan:

1. [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)
2. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>
3. [http://www.edu.gov.on.ca/eng/general/elemsec/speced/caring\\_safe\\_school.pdf](http://www.edu.gov.on.ca/eng/general/elemsec/speced/caring_safe_school.pdf)
4. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismspecdis.pdf>
5. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>
6. <https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/Documents/TCDSB%20Student%20MH%20and%20WB%20Strategy%202015-18%20Draft%202010.pdf>
7. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
8. <http://www.edu.gov.on.ca/eng/policyfunding/GSKindergartenAddendum2018.pdf>
9. <http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>
10. <https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Pages/default.aspx>
11. [https://www.tcdsb.org/Board/EIE/Documents/TCDSB\\_Equity\\_Action\\_Plan\\_Web\\_2019.pdf](https://www.tcdsb.org/Board/EIE/Documents/TCDSB_Equity_Action_Plan_Web_2019.pdf)

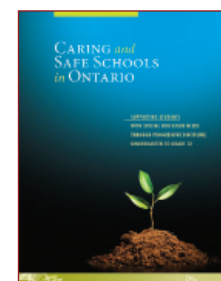
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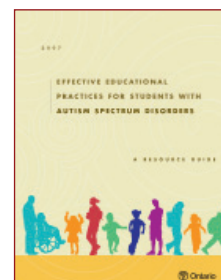
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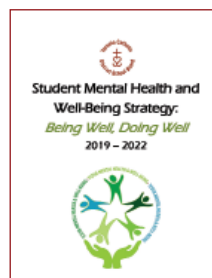
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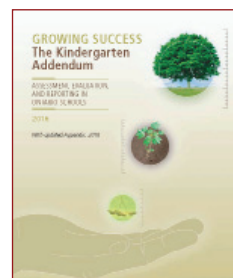
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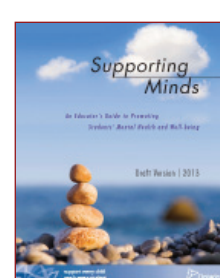
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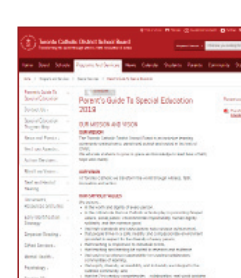
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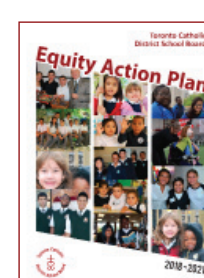
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**Maria Rizzo**, Chair of the Board

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**NOVEMBER 2019**