



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blanche, Director of Education & Secretary

FROM: Linda De Vos Superintendent of Education  
Denise Martins, Superintendent of Education  
Liana Thompson, Superintendent of Education

RE: **2018-19 Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update**

DATE: March 25, 2019

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report on Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update as information.</p>
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### Background

At the November 26, 2018 Board Meeting, Grand Erie's Student Achievement Plan: Success for Every Student was presented. The plan was shared with Ministry personnel through the Student Achievement Division on November 30, 2018.

The Student Achievement Plan is a living document. The committee meets to monitor and measure where we are, and shares the ongoing progress with Executive Council and with administrators at Director's Meetings.

The current Student Achievement Plan can be found on the Grand Erie website under the Board tab or by following the link below.

[Grand Erie's Student Achievement Plan: Success for Every Student](#)

### Additional Information

The Fundamentals of Mathematics/Achieving Excellence in Applied Courses is a Kindergarten to Grade 12 strategy that mobilizes the latest research and lesson design regarding effective mathematics learning, teaching and assessment. The strategy provides new forms of support to all schools, increased support to some schools with greater needs in mathematics achievement, and intensive support to a select group of schools with the greatest needs in mathematics achievement.

Four Key Objectives of the Provincial Math Strategy:

1. Increased student achievement in mathematics/increased student engagement in mathematics.
2. Increased educator mathematics knowledge and pedagogical expertise.
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement.
4. Increased parent engagement in their children's mathematics learning.

## ELEMENTARY PROGRAM

### Numeracy

#### School Team Learning – How will we get there?

All elementary schools in Grand Erie District School Board continue to have School Achievement Plans that are focused on mathematics this year. Our Junior EQAO results indicate that Mathematics in the Junior division is Grand Erie's area of greatest need. Additionally, from our qualitative survey data we know that teachers felt most confident with:

- their knowledge of concepts of Quantity in Number Sense and Numeration
- their ability to identify/recognize/name and know concepts of Quantity in student work

However, teachers felt the least confident with:

- their math knowledge of how to support all students in their class
- how to respond with next steps for those students to move their math thinking forward

As a result, our system learning goal is to build our capacity as educators of mathematics by deepening our understanding of Operational Sense in order to recognize, respond to, and develop this thinking in all learners.

#### Elementary Administrators

In 2018-19, Elementary Administrators are immersed in a monthly professional learning structure focused on instructional leadership of mathematics to enhance their facilitation skills: on Professional Activity Days; at staff meetings; and, for monitoring and measuring student achievement. In addition, Administrators are encouraged to attend and learn alongside their educators at professional learning sessions. Many administrators also work closely with consultants or coaches to plan the learning for staff meetings.

#### Lead Teachers

Every elementary school has a lead junior teacher. Three professional learning sessions were planned for the 2018-19 school year. The focus of these sessions was to explore *Leaps and Bounds*, a gap closing resource. Lead teachers were expected to do some "in-between" with this resource and, examples of student work in math will be brought back to the next session. An explicit focus was also made on the connection between Operational Sense (Number Sense and Numeration strand) to what we have already learned about concepts of Quantity (Number Sense and Numeration). In January, additional multi-disciplinary workshops were to be offered.

#### Intensive Support Schools

A total of 13 schools were identified by the Ministry as "intensive" support schools. For the past two years, these schools have received the most support. This year, three full days of release for four junior teachers was provided for Collaborative Inquiry for Learning in Mathematics sessions (CIL-M). Schools received consultant support with a plan to gradually release responsibility to staff with each subsequent session.

#### Increased Support Schools

Junior Teachers from 21 schools designated "increased" support received two full days of professional learning for grade 4,5, and 6 classroom teachers in networked groupings and, one CIL-M session supported by the assigned consultant or coach.

**All Support Schools**

The most support was offered to the educators in the 24 “all” support schools. Three full days of professional learning was planned for grades 3, 4, 5 & 6 classroom teachers in networked groupings. Two full days of CILM were also planned for each junior staff at their own school. Additionally, a coach was assigned to each of these schools.

Since the pause in release time for professional learning began in January, consultants and coaches have been busy with co-planning and co-teaching in individual schools to which they are assigned. Many have offered Lunch and Learn sessions and are supporting administrators by co-facilitating professional learning during staff meetings.

Indicators of Success – How will we know?	Monitoring Indicators of Success – How are we doing?
Administrators will: <ul style="list-style-type: none"> <li>• Confidently support educator learning about the Ontario Math Curriculum</li> <li>• Monitor the emerging understanding of math learning progressions for operations</li> <li>• Support educator learning by explicitly making connections to resources such as the GEDSB Waterfall document and, the Poster to support operational sense</li> <li>• Have a deeper understanding of concepts of quantity and operational sense</li> <li>• Intentionally interrupt the status quo</li> </ul>	As a system we have great variance between schools and within schools in the implementation of using the key understanding of quantity to notice and name student mathematical thinking and plan for and deliver the instruction that responds to that thinking. To bridge this gap, we must link system learning in operational sense to quantity relationships, addressing the dual needs of the system.
Educators will have a deep understanding of: <ul style="list-style-type: none"> <li>• Math content knowledge related to concepts of quantity and operational sense;</li> <li>• Different types of student thinking and be able to name;</li> <li>• Developmental progressions to assist with identifying a student’s next steps; and</li> <li>• Different types of math models/tools that students can use to think and communicate ideas.</li> </ul>	In the 2018-19 school year, we introduced learning progressions and Operational Sense and this is reflected in our observational data. We are in the <u>awareness</u> stage of this learning. A variance between and within schools exists but it is a smaller gap as this is new learning for the whole system. This will continue to be our learning need, linked to Quantity Relationships which was the learning need for the previous two years. Combined, these three learning goals will support teacher learning and understanding in Number Sense and, as a result its development in students.
Students will demonstrate: <ul style="list-style-type: none"> <li>• Increased use of multiple models/tools;</li> <li>• Further developed understanding of quantity and operational sense;</li> <li>• Increased confidence</li> </ul>	

**Next Steps**

For our Administrators:

- Continue to offer opportunities for administrators to learn about and develop efficacy in instructional leadership of mathematics
- Provide virtual learning opportunities and support for PD at staff meetings/PD days through the VLE Platform.
- Administer the April PA Day Whole School Task to assess mid-year progress
- Reflect on School Achievement Plans

For our Educators:

- Develop a solid foundation of Quantity and Quantity Relationships needs to be built across entire system – currently only found in pockets and to varying degrees
- Reconnect with Lead Teachers who haven’t been involved with Professional Learning
- Create a framework for Professional Learning for the system to ensure we meet our goals
- Support schools through in class co-teaching and, through other opportunities like lunch and learns
- Support the system with after school sessions, summer in-service sessions, and provide virtual learning opportunities in the VLE.

For our Students:

- Increased skills, understanding of concepts, use of strategies and flexibility with number and operations
- Intentional monitoring and measuring of their progress

## Literacy

### School Team Learning – How will we get there?

Two days of professional learning sessions were offered to primary educators in the *Benchmark Assessment System* (BAS) to compliment the training that was offered to junior educators in the 2017-18 school year. One professional learning session explicitly linking the *BAS* and *The Continuum of Literacy Learning* resources was also offered on how to use these literacy assessments to inform daily classroom literacy instruction.

In addition to the professional learning sessions, support in classrooms is provided by consultants and coaches as required.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
<ul style="list-style-type: none"> <li>• The Benchmark Assessment System will be fully implemented and replace the current Developmental Reading Assessment tool currently being used as a system standard</li> <li>• Educators will have a much clearer and precise understanding of student strength and needs in: reading behaviours; independent and instructional reading levels; processing strategies; and, fluency and comprehension; for planning next steps to address learning gaps and plan a comprehensive literacy program</li> <li>• Teachers will explicitly link the <i>BAS</i> to <i>The Continuum of Literacy Learning</i> resource to plan their daily classroom literacy instruction and comprehensive literacy program</li> </ul>	<ul style="list-style-type: none"> <li>• 29 primary educators attended one full day of professional learning on how to use running records as well as the <i>Benchmark Assessment System</i> (BAS);</li> <li>• 58 primary educators attended two additional half day sessions on how to use the <i>Benchmark Assessment System</i> (BAS)</li> <li>• 6 primary educators attended an after-school session on how to use the <i>BAS</i> and <i>The Continuum of Literacy Learning</i> to support instructional next steps to 6 participants.</li> <li>• In the second year of the roll out, we are still in the <u>beginning</u> stage of implementation in terms of meeting educator need of this new resource and assessment practice</li> </ul>

**Next Steps**

- Continue to offer opportunities for educators to learn about these resources and assessment practices so that students benefit from responsive instructional classroom literacy practices that meet individualized student need.

**Numeracy, Literacy, & Well-Being**

**Early Years**

**School Team Learning – How will we get there?**

Three professional learning sessions for Kindergarten educator teams were planned for the 2018-19 school year. Each session was specifically designed in a multi-disciplinary approach so that educator teams would be immersed educator in learning about: intentional literacy and numeracy practices across the Kindergarten day; developmental continuums to aid in the noticing and naming of student learning; equity; self-regulation; literacy assessment tool; the Speech-Language referral process; inquiry; pedagogical documentation and outdoor learning. Several resources were purchased and introduced to assist educators with their next steps in classroom implementation (Math manipulatives; *Think Q, Multiple Pathways to Literacy; KSCAP; Sound Bytes*).

In addition, in a multi-disciplinary team partnership approach with Ed Tech, each kindergarten team received an iPod and two iPads. Three professional learning sessions were collaboratively planned with a goal to introduce educators to the tools and, how to use the tool to pedagogically document student learning.

Since the pause in release time for professional learning, kindergarten educator teams have directly accessed the teacher consultant for support in the form of team teaching or planning. Additionally, the teacher consultant supports with phone calls, emails, after school meetings and afterschool sessions.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
<p><b>Kindergarten Educator Teams will have:</b></p> <ul style="list-style-type: none"> <li>• A deepened understanding of Inquiry</li> <li>• Increased awareness of pedagogical documentation as a key part of assessments and inquiries</li> <li>• Confident usage of developmental continuums to notice and name learning including but not limited to literacy behaviours and mathematical understandings</li> </ul>	<ul style="list-style-type: none"> <li>• Data was gathered at all professional learning sessions. Nearly 75 percent of the respondents indicated in the new learning section something that touched on the intended learning goals related to that session. The data gathered from the “questions I still have section” was used to inform the next series of professional learning sessions that took place in November.</li> <li>• Many positive emails, tweets and videos sharing exciting use of materials provided or results of planning and conversation have also been received. As well, as additional requests for more support (“I really liked how this went can we try and plan for...”)</li> <li>• In terms of meeting educator learning needs, data gathered indicates we are at the <u>beginning of implementation</u> with variance between schools.</li> </ul>

**Next Steps**

- The teacher consultant will continue to offer support to educator teams as requested and after school professional learning sessions

**French as a Second Language**

**School Team Learning – How will we get there?**

The French as a Second Language (FSL) Teacher Consultant supports all elementary and secondary schools with Core FSL teachers and all French Immersion sites (single and dual track) from K-12. As a result, collaboration communication and learning occurs frequently across all departments: special education, student success, ed. tech, elementary program team, and Indigenous education.

Fifteen professional learning sessions were planned for French as a Second Language teachers, with learning goals specific to French as a second language, literacy, numeracy, well-being and differentiation.

Since the pause in release time for professional learning, the teacher consultant has met with teachers during their prep time and/or before/after school hours; provided support to Grade 11/12 FSF students challenging the DELF from eight secondary schools; provided email and phone call support; and, works alongside other teacher consultants, coaches and ELL itinerants. Occasionally, administrators request assistance to facilitate learning during staff meetings.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
<ul style="list-style-type: none"> <li>• Increased collaborative learning and networking among elementary French Immersion teachers and Core French Teachers to share best practices</li> <li>• Increased school proposals for cultural funds</li> <li>• Increased secondary teachers requesting to be trained as DELF correcteurs</li> <li>• Increased number of Grade 11/12 FSF students challenging the DELF at all secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Over 800 teachers have participated in professional learning</li> <li>• In elementary, requests for Core French teacher to collaborate to go deeper following professional learning sessions are increasing; as well as proposals for use of cultural funds</li> <li>• In secondary, teachers are requesting DELF information sessions and as a result 3 new schools and additional students are registered; as well as proposals for use of cultural Ed</li> <li>• 160 grade 11/12 FSF students about the DELF (in 8 secondary schools)</li> <li>• In terms of meeting educator learning needs, data gathered indicates we are at the <u>beginning of implementation</u> with variance between schools.</li> </ul>

**Next Steps**

- The FSL consultant will continue supporting teachers as requested
- Plans to create a Virtual Learning Environment (VLE) for FSL courses for teachers

## ESL/ELL

### School Team Learning – How will we get there?

There are seven elementary ELL Itinerant teachers supporting elementary schools across the board. The ELL Teacher Consultant supports all GEDSB schools K-12 (elementary and secondary). In addition, the consultant provides support to NTIP teachers (New Teacher Induction Program) sessions; at staff meetings; and, after school supports for both panels.

Requests for ELL support in secondary schools varies, and this support also occurs via emails, telephone calls (parents, students, teachers, LRTs, student success teachers, guidance counselors and administrators). Majority of teachers are met during prep time and/or before/after school hours.

The focus and intent of support is specific to literacy, numeracy, well-being & differentiation. Through collaboration and an in-classroom support model, the vision of the English Language Learner is examined and the framework of Culturally Responsive Pedagogy. Through co-planning practices and professional learning, the system team continues to explore how co-teaching, co-planning, and co-reflecting in collaboration with classroom teachers helps move our ELLs faster on the road of language acquisition and curriculum learning.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
<p>The Vision of the English Language Learner will be achieved:</p> <ul style="list-style-type: none"> <li>• Learn English at the same time as the Ontario curriculum;</li> <li>• See themselves in the learning environment;</li> <li>• Feel that their culture and language are valued;</li> <li>• Have confidence to express their opinion and know they have a voice;</li> <li>• Meet high expectations when they are involved in setting goals (with appropriate supports);</li> <li>• Have opportunities to choose pathways that honor their strengths and interests.</li> </ul>	<p>From data gathered in the form of observation, conversation, product, the impact of the support team is:</p> <ul style="list-style-type: none"> <li>• Capacity continues to be built across the system by sharing common understandings to develop effective implementation of STEP (Steps to English Proficiency)</li> <li>• In terms of meeting educator learning needs, data gathered indicates we are at the <u>beginning of implementation</u> with variance between schools.</li> </ul>

### Next Steps

- The ELL team will continue with their current support model
- A board wide platform to store ELL STEP data is being explored

## Indigenous Education

### School Team Learning – How will we get there?

Four full days of Indigenous Focused Collaborative Inquiry professional learning sessions were planned to support elementary classroom teachers with the response to the TRC Calls to Action and the newly revised Social Studies curriculum. Through collaboration and exploration rooted in Indigenous perspective and collaborative inquiry, the goal was to build capacity understanding, and confidence for our teachers who may be at varying levels of their journey with the implementation of the curriculum expectations/TRC Calls to Action thus far.

Following the sessions that were offered, and since the pause in release for professional learning, teachers have been supported by the Indigenous Education Instructional Coach to continue to build their capacity.

Indicators of Success - How will we know?	Monitoring Indicators of Success – How are we doing?
<ul style="list-style-type: none"> <li>• Deep understanding of Indigenous ways of knowing, Inuit history and perspectives</li> <li>• Teachers will apply their learnings when planning daily classroom instruction and assessment practices</li> <li>• The revised Social Studies curriculum enhancements will be fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Data has been gathered in the form of observation, conversation, and products to inform the impact of the support provided</li> <li>• The Indigenous Education coach has supported 62 teachers in 25 schools</li> <li>• In terms of meeting educator learning needs, data gathered indicates we are at the <u>beginning of implementation</u> with variance between schools.</li> </ul>

**Next Steps**

- The Indigenous Education Instructional Coach will continue to offer support to educators as requested

**SECONDARY PROGRAM**

**Achieving Excellence in Applied Courses (AEAC) – Secondary Schools**

AEAC continues to utilize the collaborative inquiry process within the initiative’s third year. The AEAC team is comprised of a Principal as lead learner for MFM1P teacher(s), a Math Coach, Student Success Teacher, and Learning Resource Teacher.

In addition, Student Success coordinates professional learning opportunities for school teams to collaborate with assessing student critical thinking, supporting students with learning disabilities in mathematics, and focusing on a three-act math lesson.

**How are we doing?**

- Grand Erie's semester one pass rate in MFM1P is 89.7%
- Grand Erie's semester one levels of achievement for MFM1P included 40.5% of all students at level 3 or level 4
- Use of a system MFM1P pre-assessment on overall curriculum expectations as guided by the professional learn team to determine skill gaps for individual students
- Refinement of instructional strategies by professional learn teams to support numeracy skills in MFM1P, other mathematics courses, and cross-curricular planning  
Use of engagement strategies (notice and wonder, three-act math lesson) to improve student confidence in mathematics and use of varied assessment strategies to capture student learning

**How will we get there?**

- Deeper interventions for student learning needs as aligned with learning styles and differentiated instruction
- Increased implementation of erasable white boards and the use of mathematics software to further support accommodations with problem solving and engagement for all students



- Through co-planning and co-teaching opportunities, intermediate and secondary mathematics teachers are supporting all students with instructional strategies for successful transitions to secondary mathematics classrooms
- Collaboration with Education Technology team to efficiently document the conversations, observations and products of assessments to help make learning visible
- Increased focus on supporting instruction aligned with student well-being and self-efficacy in mathematics
- Increased use of student voice is an ongoing measure within the monitoring of the school-based learn teams and responsive adjustments to instructional practice

### **Literacy Support Plan**

Two Teacher Consultants from Student Success continue to support secondary schools with their literacy support planning. Schools were provided with a system pre-assessment, which was administered during the first week of September to all Grade 10 students in the Applied pathway. During a moderated marking session, areas of improvement were identified for each student. Literacy Coaches supported each school to identify learning gaps and plans were developed to support students' literacy skills within various curriculum areas. For a third year, additional support and funding was made available to four secondary schools through an Educational Programs Other (EPO) grant to focus on Gap Closing in Literacy. Funding became available for semester two. This year, the focus is on culturally responsive pedagogy. Eight schools were provided with a variety of culturally diverse English texts to use in their Applied and College level courses. In response to school need, a small working group will be assembled in semester two to design a cross-curricular literacy pre-assessment for Grades 9 and 10 students. This new pre-assessment will be ready to be implemented in all secondary school in September 2019.

### **How are we doing?**

- Increased teacher use of reading strategies for understanding explicit and implicit information in various subject areas
- Students making cross-curricular connections with information and ideas in reading and personal experiences
- Increased achievement, equity, and well-being supports for all learners through culturally responsive pedagogy
- Deeper capacity building with sub-skills in reading as outlined in the Ministry of Education Student Achievement Literacy Planning Resource: Grades 7-12
- Increased differentiated instruction and accommodations aligned with student cognitive domains for reading and writing

### **How will we get there?**

- Further supports for classroom-based assessments to monitor evidence of student learning
- Deeper implementation of Grade 9 and Grade 10 cross-curricular reading tasks aligned with sub-skills in reading explicit and implicit information and making connections
- Increased alignment of curricular learning goals with short-term literacy support planning
- Continued collaboration of cross-curricular literacy instruction after the OSSLT
- Development of smaller subject-specific literacy pre-assessments to be integrated into classes at the beginning of each semester

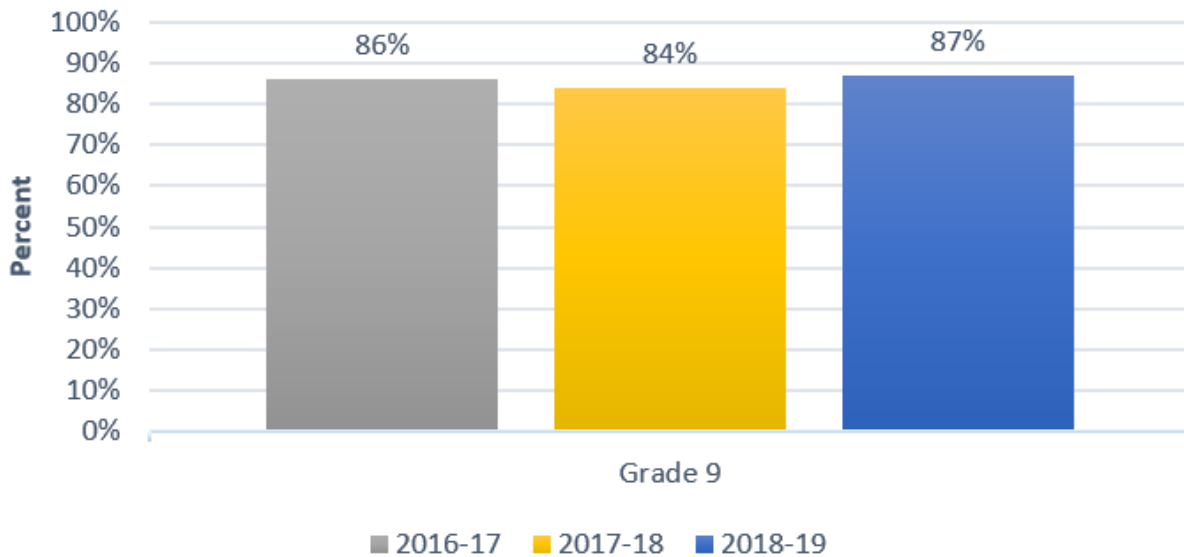
### **Credit Accumulation**

A key indicator of student success and progress towards graduation is credit accumulation. The benchmarks of achieving 8/8 credits in Grade 9 and 16/16 credits in Grade 10 help inform successful transition planning for students and are a strong correlation to graduation. A mid-year review of 4/4 credit accumulation in Grade 9 and 12/12 credit accumulation in Grade 10 occurs at the system

and school level. Credit recovery sections in semester two and summer school programming are two Student Success interventions that help students to recover credits and stay on track for graduation.

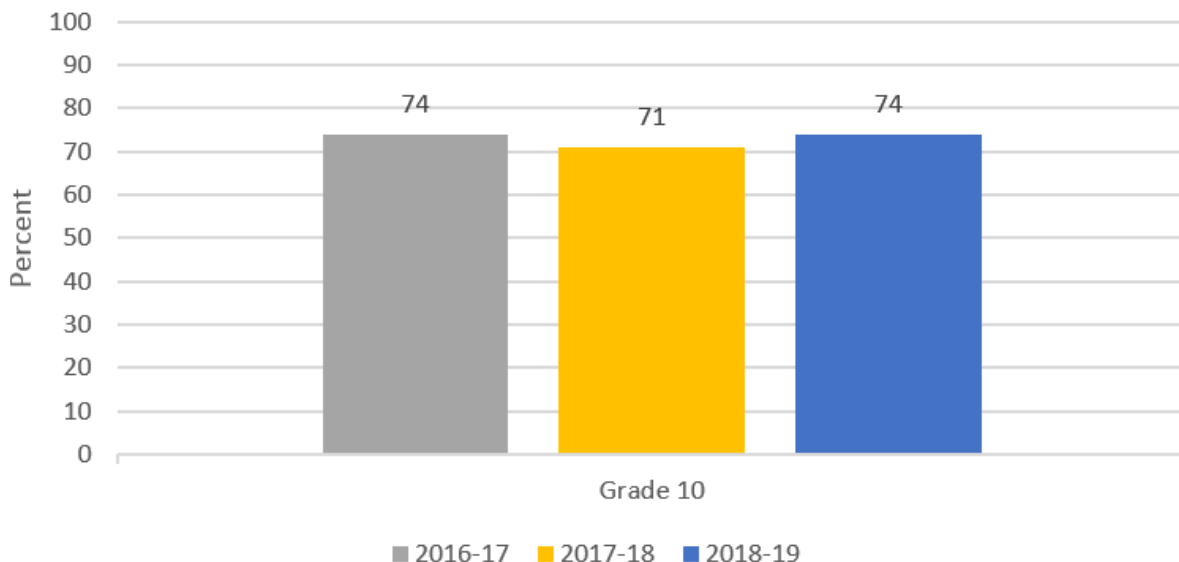
The data for the Grade 9 and 10 credit accumulation excludes students in fully self-contained classes.

### Grand Erie Semester 1 Credit Accumulation 2017-19



The bar graph above illustrates credit accumulation for Grade 9 (4/4) from 2017 to 2019.

### Grand Erie Semester 1 Credit Accumulation Grade 10 2017-19



The bar graph above illustrates credit accumulation for Grade 10 (12/12) from 2017 to 2019.

### Student Re-Engagement

Student Success has two staff that focus on re-engaging students in Grand Erie. Attempts were made to contact all students that had left secondary school without successful completion of their Ontario Secondary School Diploma and help them complete their graduation requirements.

#### Indigenous Students

Year	Disengaged	Re-Engaged	Percent Re-Engaged
2018-19	148	103	69.5%
2017-18	196	118	60.2%

Data represents Grade 9-12/12+ Indigenous students.

#### Non-Indigenous Students

Year	Disengaged	Re-Engaged	Percent Re-Engaged
2018-19	226	70	32.3%
2017-18	173	55	31.8%

Data represents Grade 12/12+ non-Indigenous students.

### How are we doing?

- Reviewed current programming options with colleges to ensure SWAC and Dual Credit programming was meeting the needs of students
- Created and implemented options for adult education in various locations throughout Grand Erie

### How will we get there?

- Continue developing methods to contact and re-engage students through mail outs, phone calls, social media and connection through community organizations.
- Further develop cultural mentorship programs in Six Nations.

### Intermediate Collaborative Learning

Intermediate Collaborative Learning (ICL) with a focus on mathematics is offered to every elementary school. In Brant/Brantford these sessions included three full days of professional learning focused on numeracy. Due to occasional teacher constraints in the elementary panel, sessions in Haldimand and Norfolk will run as two half day sessions with a focus on numeracy. Schools are organized based on a secondary school and their respective feeder schools. Participants discuss student needs based on a Grade 9 pre-assessment data. The team are building a progression of learning to identify student learning needs. Learning cycles are used to deepen professional content knowledge and improve student achievement.

### How are we doing?

- Cross-panel professional development for all Grade 7 and 8 teachers with their secondary school colleagues
- Opportunity for teachers to share a continuum of instruction across the intermediate panel
- Informed mathematics instruction through the use of pre-assessments to determine skill gaps among students
- Use of EQAO assessment data to align evidence-based instructional strategies
- Professional development aligned with the Board Student Achievement Plan
- Collaboration with Six Nations intermediate teachers to support student learning needs and transitions into Grand Erie secondary schools

**How will we get there?**

- Continued increase with participation from elementary administration in this initiative
- Additional professional learning to provide opportunities for further collaboration
- Continue cross-panel Collaborative Inquiry Learning Model
- Further supports for monitoring and measuring evidence of success to inform next steps following the cross-panel
- Continue collecting student and teacher voice to inform future professional learning opportunities

**School Support Visits**

School Support Visits offer all secondary school administrators and subject department heads professional learning opportunities. Semester One sessions included a meeting with principals to review the strategic alignment of School Improvement Plans with the Grand Erie Student Achievement Plan. School Improvement Plan templates have three areas of focus: Student Achievement, Promoting Well-Being, and Ensuring Equity.

The Semester Two sessions are planned throughout the semester and include department heads meeting centrally for subject-specific assessment supports with culturally responsive classrooms.

**District Support Visits**

The School Effectiveness Framework (SEF) revised by the Ministry of Education in 2013 and implemented in the 2013-14 school year includes a process for systematic school reviews. It was developed as a resource to assist schools to plan for and undertake precise and intentional school improvement focused upon the achievement of all students. It also guides the process whereby schools examine the implementation of their strategies for school improvement to determine areas of strength and identify next steps for refinement.

The process includes a pre-visit and a post-visit where the Principal Leader of Student Success meets with the Principal and School Improvement Team. The pre-visit focuses on improvement efforts that have occurred since the last visit and preparations for the current visit. The post-visit discusses in more detail the outcomes and next steps for continued school improvement.

**Schedule of Visits – Secondary**

2018-19		2019-20
Semester 1	Semester 2	
<ul style="list-style-type: none"> <li>• McKinnon Park Secondary School</li> <li>• North Park Collegiate and Vocational School</li> </ul>	<ul style="list-style-type: none"> <li>• Cayuga Secondary School</li> <li>• Delhi District Secondary School</li> <li>• Hagersville Secondary School</li> </ul>	<ul style="list-style-type: none"> <li>• Brantford Collegiate Institute and Vocational School</li> <li>• Dunnville Secondary School</li> <li>• Grand Erie Learning Alternatives</li> <li>• Valley Heights Secondary School</li> </ul>

## SPECIAL EDUCATION

### How will we get there?

**The Special Education System Team guides and supports schools to learn about and implement effective differentiated instruction and assessment.**

System support staff work with School Teams to build, implement, and accelerate best classroom practices of teachers to address student specific differentiated pedagogy as well as classroom differentiation strategies. These staff members include the Itinerant Learning Resource Teacher (LRT) for Differentiated Instruction (DI) and Hearing Impairments (HI) and the System Learning Resource Teachers (LRTs) for Autism (ASD), Learning Disabilities (LD) and Intellectual Disabilities (ID). Special Education System support staff collaborate with school staff through consultations and regular visits to model differentiated instructional strategies. They provide classroom teachers with ready-made resources to provide meaningful and engaging learning experiences, and have created print resources with key tips and strategies that are distributed to all principals and teachers on a regular basis. A lending library of books, resources, workshops and in-services are also available to assist teachers to program for students with Autism. When required, student, teacher and class-wide instruction on assistive technology tools is made available by these system staff, who also support teachers to match the assistive technology tool to the specific student need. Follow up support is provided to assist with fidelity of implementation of the differentiated strategies.

System support staff also work with classroom teachers to build capacity in differentiating classroom management and specific student management plans. The Itinerant Teachers for Early Years and Self-Regulation provide supports to students and classroom teachers at the Junior Kindergarten to Grade 2 levels to address self-regulation needs of students. By February 2019, 81 student referrals had been made to the Itinerant Teachers for Early Years and Self-Regulation with requests for support in providing teachers with strategies to differentiate program for kindergarten and grade 1 students who were struggling with self-regulation.

Teacher Consultants for Special Education have created a package of “canned” professional development modules that can be accessed electronically to support classroom teachers to differentiate more effectively. The modules contain power point slide decks complete with speaking notes so that Learning Resource Teachers in the school can take the lead on providing professional learning opportunities in the area of differentiation for all school staff. The intent of the professional development modules is to help teachers to include differentiated strategies that go beyond paper/pencil tasks

### How will we know?

Classroom teachers are prompted by school administrator to access system supports to help them learn about and implement differentiated instruction and assessment.

- Awareness
- Beginning Implementation
- **Partial Implementation**
- Full Implementation, and
- Uncertain

Classroom teachers take initiative to access system supports to help them learn about and implement differentiated instruction and assessment.

- Awareness
- **Beginning Implementation**
- Partial Implementation
- Full Implementation, and
- Uncertain

**How are we doing?**  
**Itinerant LRT for DI**



*"H has begun to complete one daily task. T has completed two of your activities. We are working up to completing one task daily with each of these students. So far, so good!*

*I am pleased that they have each felt comfortable enough to take a chance with their learning. This is a massive moment of success for each of them. I am looking forward to building upon these positive habits each day. Before we know it, this will be part of their daily routine and learning expectations.*

*I cannot begin to tell you how grateful I am for your ideas, time, and efforts to support these students. They are finding success and creating totally new habits and routines based off your creative and thoughtful ideas."*

**System LRTs for ASD**



*Self-Contained classroom for students with Autism – structured program*

### **Itinerant Teachers for Early Years and Self-Regulation**

At the February 2019 monitoring date, only 10 of 81 students had gone on to require more intensive support from Behaviour Counsellors, indicating that teachers were successfully implementing the recommended differentiation strategies.

*“I felt supported by the person coming into my classroom willing to listen and follow-up right away with recommendations and resources. I have use the time frequently. The ideas presented have made such a positive change in my classroom as I have implemented them directly and/or grown new ideas from the recommendations.”* Anonymous survey completed by teachers

*“I just wanted to let you know what a great job the Itinerant Teacher for Early Years and Self-Regulation is doing. She has been so helpful to me. This is my first-year teaching grade 1 and I have a number of kids with extra needs. I was to have some educational assistant support, but initially I didn't receive any. The Itinerant Teacher for Early Years and Self-Regulation came to my class, listened to my concerns, asked how she could help and then did just that. She gave suggestions of what might be helpful to keep my students with extra needs on track and then she created those items. As well, she brought them to me within a couple of days. As the year has progressed, she continues to provide support by helping me to problem solve situations, ensuring that I have taken into account all possible outcomes. I think she should teach other consultants. Her help, kindness and compassion has been invaluable. – Grade 1 Teacher*

### **How will we get there?**

**The School team/Resource team process is an iterative, multi-disciplinary team process used to support school administrators and teachers to identify student strengths and needs and to provide strategies such as responsive and differentiated classroom instruction and assessment to meet these strengths and needs. School team/Resource Team also provides opportunity for schools to access additional resources to build teacher capacity to meet these strengths and needs and to provide direct support to students when necessary.**

At Resource Team meetings the Itinerant LRT for DI offers opportunities for collaborative support to assist classroom teachers to design programming for students that have exceptional learning needs.

System LRTs for Autism provide questionnaires for Teacher Consultants to use at Resource Team meetings to review and support the implementation of strategies in the regular classroom setting that are necessary for students with autism, but beneficial for other students (Tier 1 strategies). If the Resource Team determines that there is a need to move beyond Tier 1 strategies, a referral is submitted to the System LRT for Autism. The response to referral includes a consultation with the teacher and modelling and coaching support to implement differentiated strategies.

The System LRTs for LD and ID use the student profile that is developed at School Team/Resource Team to develop an understanding of student strengths and needs in order to develop and provide differentiated instruction and assessment strategies and any other program recommendations during school visits.

Teacher Consultants for Special Education review student specific data at Resource Team meetings (ie. student work samples, Academic Achievement Battery Results, Developmental Reading Assessment/Benchmark Assessment System results, Grade 9 EQAO Math Assessment results) to support schools to formulate next steps and/or facilitate the implementation of any required referrals Professional Support Services Personnel (PSSP) to support student need. Teacher Consultants for Special Education ask probing questions at Resource Team meetings to encourage school staff to use a different lens to assess a child's knowledge and skills, focusing on the observation of process over completion of activities.

### How will we know?

The School team/Resource team process is used effectively to support educators to provide responsive differentiated classroom instruction and assessment.

- Awareness
- Beginning Implementation
- **Partial Implementation**
- Full Implementation, and
- Uncertain

### How are we doing?

#### Itinerant LRT for DI

*Proof: Regular Classroom Teacher Testimonial*  
*Source: 2017-2018 Support Survey*

*"The Itinerant LRT for DI was the only bright spot in a situation where a student with serious behaviour and mental health issues transitioned into my classroom. She was absolutely wonderful, assisting with specialized supports and programming ideas! Furthermore, she went out of her way to help establish a plan for one of my enrichment students to accelerate his program. System support for myself, has been essential."*

*Anonymous survey provided to teachers*

*"The Itinerant LRT for DI responded very quickly when I reached out to her. She provided me with hand-crafted resources to help me meet the needs of my low modified learners. I was at a loss as to how to provide them with meaningful Science and Social Studies activities that they could access at their level. She created visual picture sort and matching activities. They loved them and were able to feel successful! I will be teaching in a self-contained class next year and I will definitely be accessing her support services again. I have really enjoyed working with her. I also recommended her to colleagues who were also able to benefit from her knowledge and innovative thinking." – Grade 4/5 Teacher*

#### System LRTs for ASD



*Self-contained classroom for students with ASD – visual schedule for student, choice cards, communication device (left); structured work areas for individual students (right)*

#### System LRTs for LD and ID

It has been observed that some schools skip the School Team step and implementation of Tier 1 strategies for differentiation and jump directly to Resource Team to request supports from a system LRT. School staff are encouraged to review and implement school-based strategies. School principals are being reminded of the role and importance of the school team process.



### Teacher Consultants for Special Education

*“We have a student with a Mild Intellectual Disability in a credit bearing class at secondary school and though he may not get the credit, we are continuing to monitor the student’s learning and progress through Resource Team. This required some conversations with staff that it is okay to differentiate learning in this way and be in a secondary classroom without achieving credit. The student is still progressing from his own entry point.” – Teacher Consultant for Special Education*

### How will we get there?

**Wrap around supports to address student need beyond academics, such as social-emotional, behavioural and socio-economic need, are provided in order to decrease barriers to student well-being. By providing supports to address student well-being, barriers to student achievement can also be addressed.**

The System LRT for LD initiates meetings with school staff when becoming aware of social/emotional struggles that students may be experiencing related to the use of their Special Equipment Amount (SEA) equipment and feeling different than other students. The System LRT for LD works directly with students to help them build an understanding of their own unique learning profile (ie. By using the Pulse Program), so that they feel empowered to advocate for what they need in order to be successful at school. She encourages them to be directly involved in the IEP process. The System LRT for LD trains staff and students in the use of assistive technology to reduce barriers for the student trying to access printed text.

Similarly, the Itinerant Teacher for HI initiates meetings with school staff, home, community agencies, and provincial schools staff to develop and support the implementation of strategies and equipment to support those strategies so that students with hearing impairments have access to a meaningful education. The Itinerant Teacher for HI works directly with students to help them see the benefits of their equipment, so that resistance to its use is reduced and self-advocacy skills are developed and/or enhanced.

The System LRT for ID participates in case conferences for students with complex needs in order to foster collaboration among schools, community agencies, and home.

The System LRTs for Autism work collaboratively with teachers and principals to consistently assess if programs and strategies are proving to help the student meet with success. Through the analysis of student data and meeting regularly as a team, refinements to student programming are developed.

Individual Education Plans (IEPs) are the basis of the academic programming for students with exceptional needs. In collaboration with the Itinerant LRT for DI, classroom teachers are beginning to seek support to build IEPs that include appropriate differentiation strategies, according to best practice.

Teacher Consultants for Special Education provide wrap around supports to students through formal (professional development sessions both face-to-face and online) and informal (conversations) learning opportunities with teachers. The intent of the shared learning opportunities is to help teachers develop strategies to decrease barriers to student assessment by helping them learn varied ways to assess.

A new system support in Grand Erie is the Complex Behaviour Intervention Team (CBIT). The CBIT works in collaboration with the School Team (Administrator, LRT, Classroom Teacher and EA’s). The CBIT creates a program that meets individual student needs; socially, emotionally, behaviourally and academically.

Professional Support staff meet individually with students experiencing well-being challenges that impact their school success to understand barriers and develop plans to overcome them. Individualized support plans that can include targeted skill development, building strengths to offset difficulties, access to board programs and referrals to community resources are some outcomes of this involvement. Where appropriate and necessary interventions involve off-site meetings with families to understand factors affecting school attendance and engagement.

Psycho-educational and Speech-Language Assessments provide critical insights into the learning and well-being profiles of individual students. In turn, this assessment information contributes to the development of specific program goals and how best to achieve them.

### How will we know?

Wrap around supports provided to students to assist with their well-being and achievement will result in educators having a more fulsome understanding of the student, which will lead to more precise educational programming, as evidenced in the student's Individual Education Plan.

- Awareness
- **Beginning Implementation**
- Partial Implementation
- Full Implementation, and
- Uncertain

Wrap around supports provided to students to assist with a better understanding of their own learning needs will lead to improved student self-advocacy and achievement.

- Awareness
- Beginning Implementation
- **Partial Implementation**
- Full Implementation, and
- Uncertain

## WELL-BEING

### How are we doing?

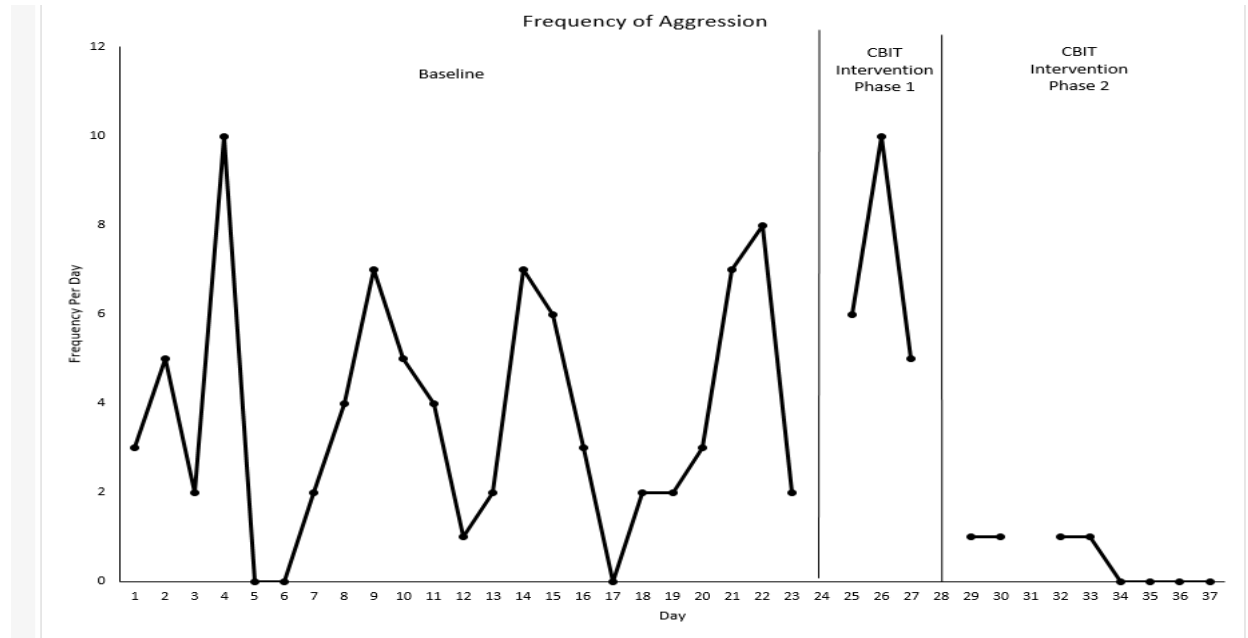
#### System LRT for ID

*"In my role as System LRT for Intellectual Disabilities I have been involved in several wrap around case conferences for students with complex needs. This approach is most successful if school, community agencies and home are all on the same page regarding strategies to support the child, particularly regarding strategies to support behaviours. When everyone works together as a team and supports each other's efforts, significant improvements are seen in both the student's well-being and achievement. For example, a student who was transitioning from an elementary self-contained placement to a secondary self-contained placement had a long history of very inappropriate behaviours at school. His behaviour was a significant barrier to both his participation in the community and to his success at school. We established a culture of trust between home, school and community agencies that gave the student the consistency he needed to learn to control his behaviours and be more successful both at school and in the community." –System Learning Resource Teacher for Intellectual Disabilities*

#### CBIT

The following graph shows 6 weeks into support of a student and beginning to fade out CBIT intervention.

Antecedent management, a reinforcement schedule, a structured routine and a behaviour plan have been implemented by CBIT to support this student’s well-being so that aggression is reduced, and he is able to engage in some class activities, work tasks and lessons in meaningful ways. The CBIT was able to determine a baseline of behaviour and understand the function of his behaviour as tangible and escape motivated. The CBIT is implementing a structured plan that focuses on addressing this student’s well-being and high desire for social attention that can be met through appropriate and meaningful programming methods. The implementation of the plan is being scaffolded over to the school team for continued monitoring. His achievement can now begin to be addressed because barriers of student aggression and staff safety have been mitigated.



# ACHIEVEMENT

How are we doing?

## Itinerant LRT for DI

*Proof: Regular Classroom Teacher Testimonial*  
*Source: email communication*

*"I'm in the process of making modifications for P's IEP and was wondering if this is an area you cover. This is my first time modifying so I am reaching out wherever possible for guidance."*

*Proof: Collaborative planning sessions*  
*Source: Online working document shared between Classroom Teacher and Itinerant LRT for DI*

**MATH Data Management and Probability**  
 -demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences (e.g., helping to put away groceries) (Sample problem: Sort a collection of attribute blocks by colour. Re-sort the same collection by shape.); (1)

SMART IEP EXPECTATION		
EXPECTATION TO BE ENTERED INTO STUDENT'S IEP	TEACHING STRATEGIES FOR POSSIBLE CONSIDERATION	ASSESSMENT METHODS
By the end of Term 2, STUDENT will organize objects into categories by sorting and classifying objects using one attribute (i.e. colour, size, etc.) with 100% accuracy, 4 out of 5 times. MOD 1	<ul style="list-style-type: none"> <li>• Access to manipulatives</li> <li>• Scaffolding prompts</li> <li>• Modeling</li> <li>• Visuals supports for organization</li> </ul>	<ul style="list-style-type: none"> <li>• Performance trials</li> <li>• Assessment tracking sheet</li> </ul>

**Subject:** Data Management & Probability  
**SMART IEP Expectation:** By the end of Term 2, Poppy will organize objects into categories by sorting and classifying objects using one attribute (i.e. colour, size, etc.) with 100% accuracy, 4 out of 5 times. MOD 1

<b>Date:</b>	Feb 5								
<b>Attribute</b>	colour								
<b>100% accuracy?</b>	x								

*Proof: Embedded SMART IEP expectations*  
*Source: Term 2 IEP*

## System LRTs for ASD

*"Hi,*  
*Sincere thanks for helping me to understand next steps for our student's IEP and Term One report card. I appreciate all you do for students."*  
*Elementary Principal*

## System LRT for LD

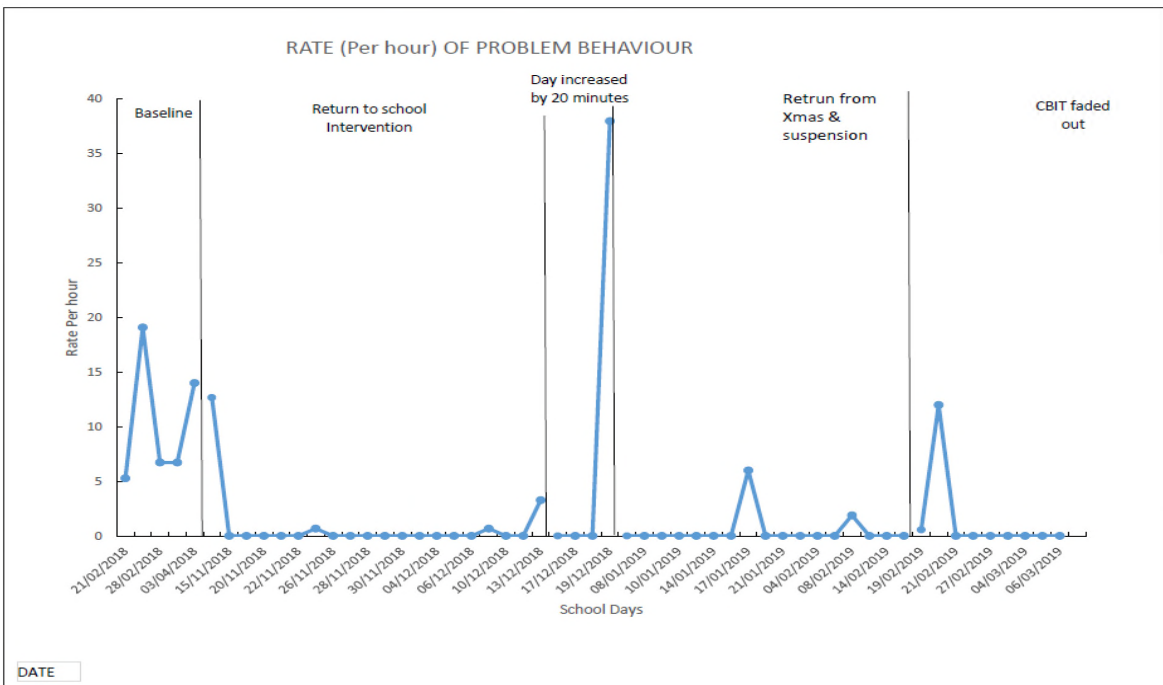
*"My name is Student and I am in grade 5. I like using a computer because using a pencil hurt my hand when I am writing too long. I can work faster and keep up with my class and I can get work done faster and it makes me prouder.*  
*Sincerely,*  
*Grade 5 Student"*

## Teacher Consultants for Special Education

From the professional development that was offered, barriers around access to manipulatives in math class were identified. In collaboration with the Elementary Program team, math kits were developed for self-contained classrooms for students with Mild Intellectual Disabilities and self-contained Strategies classrooms. Elementary Program Instructional coaches have offered implementation support to self-contained teachers.

**CBIT**

The following graph shows a 12-week intervention from baseline data collection to fade out of support by the CBIT. This student’s day revolves around opportunities of forced choice in an environment that is comfortable to meet his unique needs. His routine is structured and predictable, yet challenging and engaging. School has become a meaningful place to this student and he is regularly interacting socially with others in helpful and productive ways. He was taught *very specific skills* by the CBIT to effectively manage within the school setting and has an explicit plan that is implemented with fidelity to support his very unique needs, that would otherwise be very challenging to manage in a traditional classroom setting. As the CBIT team faded direct assistance, wrap around support was maintained by the Resource Team to continue managing the plan and problem solving as needed. Fidelity checks have been built into the plan to ensure it is maintained over time and to prevent drift, leading to behavioural concerns.



**Grand Erie Multi-Year Plan**

This report supports the Achievement indicator of Success for Every Student and the following statement: “We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes.”

Respectfully submitted,

Linda De Vos, Superintendent of Education  
 Denise Martins, Superintendent of Education  
 Liana Thompson, Superintendent of Education