

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"> Grade 3 Grade 6 Grade 9 OSSLT Exemptions/Deferrals Accommodations <p>Feedback forms to inform professional learning goals</p> <p>Area for growth: Student Self-Regulation</p>	<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</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"> 80% 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. By June 2021, there will be a 3% improvement in Self-regulation learning skills rated as Excellent or Good (Grade 4 2020-2021 Cohort) <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</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"> In 2019-2020, 75% of elementary schools will plan learning opportunities in the area of Self-regulation for students based on the resources and information shared with them. <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"> In 2019-2020, 75% 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. 	<p>When teaching the students about emotions, strategies include:</p> <ul style="list-style-type: none"> Understanding facial expressions Understanding body language and gestures Interpreting contextual cues Attending to physical sensations <p>Daily use of:</p> <ul style="list-style-type: none"> Role play Playing games Drawing of cartoons (emotions) Feelings/emotions chart Establishing a safe spot <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"> Tips for supporting students with Autism 	<p>Central staff will:</p> <ul style="list-style-type: none"> Monitor effectiveness of professional learning using Common Feedback Forms <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> Monitor school improvement planning that incorporates the learning needs of students with Autism <p>Administrators will:</p> <ul style="list-style-type: none"> Monitor the implementation of IEP goals specific to the learning profiles of students with Autism <p>Teachers will:</p> <ul style="list-style-type: none"> Monitor students using assessment for learning strategies