

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"> • Grade 3 • Grade 6 • Grade 9 • OSSLT • Exemptions/Deferrals • Accommodations <p>Current distribution of intervention programs ✓</p> <p>Professional learning feedback forms ✓</p> <p>Area for growth: Social Emotional Learning</p>	<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</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>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, 100% 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>	<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"> • 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 LD <p>Administrators will:</p> <ul style="list-style-type: none"> • Monitor the implementation of IEP goals specific to the learning profiles of students with LD <p>Teachers will:</p> <ul style="list-style-type: none"> • Monitor students using assessment for learning strategies