

LEARNING SUPPORT THREE YEAR PLAN UPDATE YEAR TWO: 2010-11

INTRODUCTION

The following includes a summary of the progress on the three key goals outlined in the Livingstone Range School Division Learning Support Services Three year Plan.

GOAL # 1 Students will demonstrate independence in and responsibility for their learning.

GOAL # 2 By 2012, 90% of classroom teachers will be satisfied that their school has structures and processes in place to effectively support the needs of their students.

GOAL # 3 By June 2012, all schools will have a clearly defined referral process for addressing the needs of students with behavioural concerns to the learning support team.

Strengths	Needs
Learning support teaming structures and processes.	Identification of student learning strengths.
Leadership of learning support teachers in supporting inclusive practices.	Transparent use of a pyramid of intervention response to student difficulties in literacy, math or behaviour prior to referral to external resources.
IPP completion.	Utilization of behaviour support plans with proactive strategies/interventions to increase student positive behaviours.
Involvement of parents and students in IPP and student led conferences.	Alignment between students coding, identified needs and IPP goals.
IPP transitions records.	Dedicated time for intentional coaching
Identification of classroom accommodations.	Time for teaming
Commitment of learning support teachers to promote student independence and success.	Collaborative time and structures for High School Learning Support teachers (2 out of 6 high schools have begun work in the area of RTI)
All elementary schools have at least one POI articulated.	Clear roles for teacher assistants that emphasize student

	independence.
Team as coach	

SEVERE DISABILITY MONITORING REVIEW DATA			
	2009-2010	2010-2011	2011-2012
LRSD Total student enrollment	3,669	3,776	3735
*Severe disability	237 (6.46%)	184 (4.87%)	135 (3.61%) Complex Needs funding - 18 students (included)
Mild/Moderate	243 (6.62%)	260 (6.88%)	277 (7.41%)

*Provincial rate 3.8% (2008-2009)

THREE YEAR PLAN PROGRESS REPORT

GOAL # 1

STUDENTS WILL DEMONSTRATE INDEPENDENCE IN AND RESPONSIBILITY FOR THEIR LEARNING.

OUTCOMES	MEASURES	Results	
		2009-2010	2010-2011
Teacher Assistant will know what they are to do on a regular basis to support independence.	Teacher assistant role will be identified in IPP.	8/15 schools outline the teacher assistant role in specific terms. Teacher Assistant Handbook was completed and made available to all	9/15 schools

		staff. Richard Brown has uploaded a blank evaluation form on the admin sharepoint "TAGSE".	
Teachers and teacher assistants will promote independence and responsibility for student success.	IPP goal updates/ transition reports will reflect the move toward independence.	2/15 schools include an independence goal to specifically address student independence.	10/15 schools
Evidence of student voice and learning strengths will be evident in IPP's.	Students in Divisions 2, 3 and 4 will sign their IPP's (or equivalent record of learning plan).	Student Signatures: <ul style="list-style-type: none"> • 9 schools 100% • Divisionally- 20 IPP's not signed Parent Signatures: <ul style="list-style-type: none"> • 5 schools 100% • 3 schools all but 1 signed • Divisionally 12 IPP's not signed 	Student signatures 11/15 schools Parent Signatures 15/15 schools (most IPP's)
	Student Learning Strengths Data from strength based assessment included in IPP	3/15 schools include specific learning strengths in IPP's on consistent basis.	11/15 schools include specific learning strengths in IPP's on consistent basis.
Students in Grade 7 and above needing auditory supports for their reading and/or writing will utilize Read/Write Gold assistive technology.	Number of schools (Grade 7 and up) utilizing Read/Write Gold Technology (self-report). Staff in-services completed.	<ul style="list-style-type: none"> • RWG installed and operational in all Grade 7-12 schools. • 5/8 schools accessing the technology regularly. • 2 schools requested support and it was provided. • One VC session offered with 3 schools participating. 	<ul style="list-style-type: none"> • Operational in all 7-12 schools; not utilized in one high school. • Decision made with administrators to not purchase a Divisional license for schools that are being evergreened. Schools will independently decide what programs to support students with adaptive technology needs.

	Number of students using RWG vs. Scribes on Diploma exams (to be tracked on IPP).	Read & Write Gold Divisional Use in Divisions 3 and 4 # students using text to speech: 52 (regular users) # students using speech to text: 20 (all WCCHS) # students using RWG on Diploma Exams 3 # students using scribes on Diploma Exams 0	Read & Write Gold Divisional Use in Divisions 3 and 4 # students using text to speech: 25 (regular users) # students using speech to text: 3 (all WCCHS) # students using RWG on Diploma Exams 3 # students using scribes on Diploma Exams 1
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GOAL # 2
BY 2012, 90% OF CLASSROOM TEACHERS WILL BE SATISFIED THAT THEIR SCHOOL HAS STRUCTURES AND PROCESSES IN PLACE TO EFFECTIVELY SUPPORT THE NEEDS OF THEIR STUDENTS.

OUTCOMES	MEASURES	Results	
		2009-2010	2010-2011
Learning Support Teachers will spend 50% of their allotted time in coaching roles (supporting classroom teachers).	Teacher satisfaction that programs and services offered in their school meet the needs of learners.	<ul style="list-style-type: none"> Question not included on satisfaction survey for 2009-2010. 	<ul style="list-style-type: none"> Include survey question for 2011-12.

	% of LST time devoted to coaching role	Divisional average of the breakdown of LST time: <table border="1"> <tr><td>direct service</td><td>23%</td></tr> <tr><td>coaching</td><td>23%</td></tr> <tr><td>administration(includes phone calls, contact with external service providers, coordinating and chairing meetings with staff/parents)</td><td>42%</td></tr> <tr><td>testing/other</td><td>10%</td></tr> </table>	direct service	23%	coaching	23%	administration(includes phone calls, contact with external service providers, coordinating and chairing meetings with staff/parents)	42%	testing/other	10%	Divisional average of the breakdown of LST time: <table border="1"> <tr><td>direct service</td><td>31%</td></tr> <tr><td>coaching</td><td>26% (HS 11%; Elem 35%)</td></tr> <tr><td>administration(includes phone calls, contact with external service providers, coordinating and chairing meetings with staff/parents)</td><td>29%</td></tr> <tr><td>testing/other</td><td>14%</td></tr> </table>	direct service	31%	coaching	26% (HS 11%; Elem 35%)	administration(includes phone calls, contact with external service providers, coordinating and chairing meetings with staff/parents)	29%	testing/other	14%		
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	Summary of learning support effective practices for working with teachers placed on sharepoint.	<ul style="list-style-type: none"> Learning Support Services are most commonly explained in the student handbooks that go home. Five schools have developed brochures. In addition, 2 schools utilize the school web site and newsletters to explain and promote programs. 	?																		
Learning Support Teachers will have the skills necessary	Written role description of coaching included in Learning Support Handbook.	Incomplete	Incomplete																		
	Coaching professional development and discussions completed.	<ul style="list-style-type: none"> LS Teachers attending training in the MBTI and have used the training to inform their coaching with staff and students 2 LS teachers and attending a 	<ul style="list-style-type: none"> October 5th, LST's completed LRSD coaching competency checklist. Feb 11, 2011 Fierce Conversation session held for 6 admin and one LST, Feb.1th and for 18 																		

<p>to take a leadership role in creating a school wide culture of coaching.</p>		<p>coaching in-service through SAPDC</p> <ul style="list-style-type: none"> All LS participated in coaching discussion at the learning support retreat and a presentation by the Learning Support teachers using the MBTI framework in their work Draft coaching competency self-assessment created to pilot in the 2010-11 school year with learning support teachers 	<p>LST/Admin/Counsellor on Feb 4th.</p> <ul style="list-style-type: none"> Review of Coaching Role Prov Draft, Coaching Lit Review at Feb 7th LST meeting and discussion of coaching within an RTI framework. Participation of LST staff at SAPDC coaching workshops: <ul style="list-style-type: none"> Literacy Coaching: (3) Coaching and DI: Margo Southall (6) Feb 4th LS Meeting – reviewed Alberta Education Draft Coaching Documents (competencies, role description and lit review). Coaching and RTI. March 1st Admin Council Coaching strategies to support RTI PD, plus review of AB ED docs April 5th – Admin Council discussion on supporting coaching framework and case examples of how coaching is being implemented at GRD and Canyon Schools. HS discussion on coaching for Div 3 and 4. May 4 –LSTmeeting; coaching practices shared among team at meeting;
	<p>Completed pyramid of interventions in literacy, math or behaviour.</p>	<ul style="list-style-type: none"> Two pyramids completed at WMES (literacy & behavior). Beginning Pyramid of Intervention discussions at ISS, Canyon and FPW. 	<ul style="list-style-type: none"> All elementary schools have at least one pyramid of Interventions completed. FPW implement targeted interventions for students in literacy and math using RTI framework.

		<p><i>Staff Satisfaction Survey</i> Questions #5, #6 and #1 LRSD schools provide a systematic response to the needs of at-risk learners in reading, math and behaviour "satisfied" responses as a percent:</p>			
		Satisfaction Rate - Year	#5 Reading	# 6 Math	# 1 Behaviour
		2011	87.1	76.7 %	89.0%
		2010	83.2 %	76.6 %	84.2 %
		2009	84.6 %		88.3 %
		2008	87.5 %		85.2 %
		2007	79.7 %		80.7%
		2006			84.5 %

GOAL # 3

BY JUNE 2012, ALL SCHOOLS WILL HAVE A CLEARLY DEFINED REFERRAL PROCESS FOR ADDRESSING THE NEEDS OF STUDENTS WITH BEHAVIOURAL CONCERNS TO THE LEARNING SUPPORT TEAM.

OUTCOMES	MEASURES	Results	
		2009-2010	2010-2011
<p>Behaviour support contact role will be clearly defined and communicated within each school setting.</p>	<p>Completed role description for behavior support contact.</p>	<p>Draft role description developed with BSC's.</p>	<ul style="list-style-type: none"> Behaviour support contract role primarily filled by the Family School Liaison Counsellor or Learning Support Teacher. Behaviour support role defined in FSLC Handbook and within Learning Support brochures. Behaviour support consultant support through Chinook Student Health Partnership no longer available for 2011-12 however, school consultation supports through Health Minds/Healthy Children will be available.

<p>A referral process for addressing student behavioral needs will be defined and implemented.</p>	<p>Behaviour support referral forms and process are written.</p> <p>Teacher satisfaction to whether their school responds to behavior in a systemic way.</p>	<p>Key elements to be contained in a referral made to the learning support team identified.</p> <p>Most schools include behavior as part of school based learning support referral form. Five schools use formal referral forms to the LS team.</p>	<p>Referral forms or processes in place in /15 schools</p> <p>Some Behaviour support plans are not completed using the IPP template. Review of this tool was completed with FSLC's. Primary resources used are BOATS and Supporting Positive Behaviour In Alberta Schools.</p>										
		<p>Divisional Satisfaction Survey Q. 1 How satisfied are you that there is an effective systemic approach in your school to respond to behavior?</p> <table border="1"> <thead> <tr> <th>Satisfaction Rate - Year</th> <th></th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>89%</td> </tr> <tr> <td>2010</td> <td>87.3%</td> </tr> <tr> <td>2009</td> <td>87.3%</td> </tr> <tr> <td>2008</td> <td>78.9%</td> </tr> <tr> <td>2007</td> <td>76.7%</td> </tr> </tbody> </table>		Satisfaction Rate - Year		2011	89%	2010	87.3%	2009	87.3%	2008	78.9%
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<p>Behavioural assessment tools and intervention strategies will be compiled and made available through the Learning Support sharepoint sites.</p>	<p>Links to web sites and behavior intervention resources will be present on the learning support teacher sharepoint site.</p>	<p>Key behavior resources available on LRSD web site and LS sharepoint.</p>	<p>Social Participation resource created by Alberta Education shared with Learning Support Teachers, Counsellors and Administrators.</p>										