School Achievement and Well Being - Fishbone Charts

&

Event Pictures
School Achievement And Well Being – Fishbone Charts - PURPOSE

- BLOORVIEW SCHOOL AUTHORITY - SCHOOL ACHIEVEMENT AND WELL B...
- DUFFERIN-PEEL D.S.B. - SCHOOL ACHIEVEMENT AND WELL BEING — ...
- HALTON C.D.S.B. - SCHOOL ACHIEVEMENT AND WELL BEING – FISH...
- PEEL D.S.B. - SCHOOL ACHIEVEMENT AND WELL BEING – FISH BON...
- PROVINCIAL SCHOOLS - SCHOOL ACHIEVEMENT AND WELL BEING — ...
- TORONTO C.D.S.B. - SCHOOL ACHIEVEMENT AND WELL BEING – FIS...
- TORONTO D.S.B. - SCHOOL ACHIEVEMENT AND WELL BEING – FIS ... 
- UPPER GRAND DISTRICT SCHOOL BOARD - SCHOOL ACHIEVEMENT AN...
- WELLINGTON C.D.S.B. - SCHOOL ACHIEVEMENT AND WELL BEING — ...

APPENDICES

- School Achievement And Well Being – Fishbone Chart – BLANK / TEMPLATE
- ACRONYMS - Page 1 of 3 - USED BY SCHOOL BOARDS in FISHBO...
- ACRONYMS - Page 2 of 3 - USED BY SCHOOL BOARDS in FISHBO...
- ACRONYMS - Page 3 of 3 - USED BY SCHOOL BOARDS in FISHBO...
- EVENT PICTURES: BOARD TABLES
- EVENT PICTURES: GROUP TABLES
- EVENT PICTURES: Presentation of Videos
- EVENT PICTURES: Consolidating Activity: Origami

The End - Contact Information
As a board brainstorm and to generate what are the:

- Processes
- Practice(s)
- Tools
- Instruments
- Assessments

that the board uses to collect data that would/could inform a student profile. There is also an opportunity to identify emerging family and/or school based practice(s).
**Acronyms**

[AEL] Activate Early Learning
[BET] Basic Evaluation Tool
[CASI] Comprehension, Attitudes, Strategies and Interests
[DRA] Diagnostic Reading Assessment
[EQAO] Education Quality and Accountability Office

---

**STUDENT ACHIEVEMENT and WELL-BEING**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BET</td>
<td>1. Pre-School Observation</td>
<td>1. Questionnaires</td>
<td>1. Learning Continuum Profile</td>
</tr>
<tr>
<td>2. DRA &amp; CASI</td>
<td>2. Individual Family Registration Meeting</td>
<td>2. Psychology Assessments</td>
<td>2. Provincial Reports (Report Card 1-6, 7-8, 9-12, Alt Report)</td>
</tr>
<tr>
<td>5. Dibbles</td>
<td>5. Multidisciplinary Team - Hospital Input</td>
<td>5. Ongoing Teacher Observation and Assessment</td>
<td>5. MISA Report</td>
</tr>
<tr>
<td>6. AEL</td>
<td>6. Class Profile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Universal Design (UDL)**

Differentiated Instruction Interventions
- Assistive Technology
- Accommodations
- Modifications
- Resources
- Supports

---

**Acronyms (Cont’d)**

[IEP] Individual Education Plan
[MISA] Managing Information for Student Achievement
[OSR] Ontario Student Record (Student's School File)
[SST] School Support Team

---

**OPTIONAL KEY:**

[BB] Board Based    [FB] Family Based   [SB] School Based   [CB] Classroom Based
Acronyms

[KAP] Kindergarten Assessment Portfolio
[EDI] Early Development Instrument
[SKC] Senior Kindergarten Census
[IEP] Individual Education Plan
[IPRC] Identification Placement & Review Committee
[YMAP] Young Minds at Play

Universal Design (UDL)
Differentiated Instruction
Interventions
• Assistive Technology
• Accommodations
• Modifications
• Resources
• Supports

STUDENT ACHIEVEMENT and WELL-BEING

[A] Assessment for / as / of Learning
1. [BB] KAP
2. [BB] SK Report Card
3. [BB] K-12 Report Cards
4. [BB] PM Benchmarks
5. [BB] CASI
6. [BB] PRIME
7. [CB] YMAP (Gr. 1)

[B] Student Background
1. [BB] IEP / IPRC
2. [BB] EDI (SK)
3. [BB] SKC (SK)
4. [BB] Partners in Learning (Interview Qs)
5. [BB] Trillium Registration (e.g., ELL, Inuit Status)
6. [BB] Attendance Data
7. [BB] Suspension Data
8. [BB] EQAO

[C] Learning Style / Preference
1. [CB] GLE / GLS / GLD
2. [BB] Annual Education Plan (Gr. 7-12) - can be seen at all levels, i.e., within each profile section

[D] Current Levels of Achievement (Provincial / Alternative Report Card and EQAO Data)
1. [BB] KAP
2. [BB] SK Report Card
3. [BB] K-12 Report Cards
4. [BB] IEP / IPRC
5. [BB] PM Benchmarks
6. [BB] CASI
7. [BB] CCAT
8. [BB] EQAO
9. [BB] Newcomer & Assessment Centre Data
10. [BB] TLCP / PLC data

Universal Design (UDL)
Differentiated Instruction
Interventions
• Assistive Technology
• Accommodations
• Modifications
• Resources
• Supports

1. [BB] IEP / IPRC
2. [BB] GLE / GLS / GLD
3. [BB] SKC (SK)
4. [BB] Partners in Learning (Interview Qs)
5. [BB] Trillium Registration (e.g., ELL, Inuit Status)
6. [BB] Attendance Data
7. [BB] Suspension Data
8. [BB] EQAO

1. [BB] KAP
2. [BB] SK Report Card
3. [BB] K-12 Report Cards
4. [BB] IEP / IPRC
5. [BB] PM Benchmarks
6. [BB] CASI
7. [BB] CCAT
8. [BB] EQAO
9. [BB] Newcomer & Assessment Centre Data
10. [BB] TLCP / PLC data
### HALTON C.D.S.B. - SCHOOL ACHIEVEMENT AND WELL BEING – FISHBONE CHART

**Acronyms:**
- [AEP] Annual Education Plan
- [CTCS] Canadian Test of Cognitive Skills
- [EDI] Early Development Instrument

**Side Notes**
- Student’s Achieve
  - OWA, DRA, QCA, OCA, ORR’s
  - K-9 - OCA, Gr.10 - OCA optional

---

**STUDENT ACHIEVEMENT and WELL-BEING**

<table>
<thead>
<tr>
<th>[A] Assessment for / as / of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Report Card Data</td>
</tr>
<tr>
<td>2. EQAO Data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[B] Student Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transition Planning Processes</td>
</tr>
<tr>
<td>2. (JK/SK) Parent Questionnaire</td>
</tr>
<tr>
<td>3. Youth Settlement Workers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[C] Learning Style / Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Based</td>
</tr>
<tr>
<td>2. AT Passport</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[D] Current Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Provincial / Alternative Report Card and EQAO Data)</td>
</tr>
</tbody>
</table>

**Universal Design (UDL)**

- Differentiated Instruction
- Interventions
- Assistive Technology
- Accommodations
- Modifications
- Resources
- Supports

**Acronyms:**
- [AEP] Annual Education Plan
- [CTCS] Canadian Test of Cognitive Skills
- [EDI] Early Development Instrument

---

**OPTIONAL KEY:**
- [BB] Board Based
- [FB] Family Based
- [SB] School Based
- [CB] Classroom Based
**PEEL D.S.B. - SCHOOL ACHIEVEMENT AND WELL BEING – FISHBONE CHART**

**[A] Assessment for / as / of Learning**
1. 1 - 12 Growing Success
2. Anne Davies – K-12
3. PLC; TLCP
   - Collaborative Inquiry
     o K/1/2
     o K-12
4. Damien Cooper - Secondary
5. TP
6. S4I - 9-12 Student Profile
7. D.C. – First Steps
   - Alpha Kids
   - CASI
   - ONAP

**[B] Student Background**
1. Student Transition Profile 8-9
2. S4I - Student Profile
3. IGP, ISRC, IPRC, SIS
4. SS Team - Transition
5. Kindergarten Survey
6. Planning FM
7. School Entry – Special Needs
8. 5-6 Transition
9. WWWC
10. Post Secondary Transition (Special Needs)

**[C] Learning Style / Preference**
1. Student Transition Profile 8-9
2. S4I- Student Profile
3. M.I., AKOM
4. PLC, TLCP, Collection of Evidence
5. Assessment as / for Learning
6. DI Ministry Resources (Edugains)

**[D] Current Levels of Achievement (Provincial / Alternative Report Card and EQAO Data)**
1. CASI Alpha Kids, ONAP
2. IEPs
3. Evidence PLC, TLCP
4. Leading Indicator Data - Reading
5. PNTA - 21 Reading
6. D.C. – First Steps
7. Social Success Planning

**STUDENT ACHIEVEMENT and WELL-BEING**

**[E] Academic Strengths and Needs**
1. IEP, Psychology
2. Student Transition 8-9
3. S4I - Student Profile
4. SIS Student Profile

**[F] Social / Emotional Strengths and Needs**
1. EDI
2. K-Report
3. SLP Report
4. Social Work
5. Fresh Start
6. Pathways
7. Credits
8. Reaching Out
9. Re-Engagement - Taking Stock Data
10. Student Work
11. Co-op
12. SHMS

**[G] Motivational Affinities / Talents (from Interest Inventories / Questionnaires / Classroom Discussions)**
1. Pathways
2. S4I - Student Focus Groups
3. Psych. Ed Assessment
4. AKOM, MI Surveys
5. K-Surveys
6. Career, BluePrint
7. Making MyWay
8. Real Game

**[H] Learning Skills / Work Habits and Readiness to Learn in Relation to curriculum Expectations and/or specific subject areas**
1. Pathways
2. Student Profiles / S4I
3. SSP - reports
4. Reports
5. Course Outlines / Expectation Sheets
6. EDI
7. Kindergarten Parent Census

**Acronyms**
- [AKOM] All Kinds Of Minds
- [C.I.] Collaborative Inquiry
- [D.C.] Developmental Continuum
- [EDI] Early Development Index
- [S4I] Student Success School Support Initiative
- [SHSM] Specialist High Skills Major
- [SS] Student Success
- [SSP] School Success Planning
- [TP] Transformational Practices
- [WWWC] We Welcome The World Centre

**Optional Key:** [BB] Board Based   [FB] Family Based   [SB] School Based   [CB] Classroom Based

**Link to INDEX Slide**

Provincial Learning for All: K-12 – Toronto and Area Regional PLC Network Meeting – Held on May 3rd, 2011
### Acronyms (Cont'd)
- [OSR] Ontario Student Record (Student's School File)
- [PCLD] Provincial Committee on Learning Disabilities
- [PM] PM Benchmark
- [SAT-Hi] Stanford Achievement Test
- [WJ-III] Woodcock-Johnson III (Test of Academic Achievement)

### Universal Design (UDL)
- Differentiated Instruction
- Interventions
  - Assistive Technology
  - Accommodations
  - Modifications
  - Resources
  - Supports

### PROVINCIAL SCHOOLS - SCHOOL ACHIEVEMENT AND WELL-BEING – FISHBONE CHART

#### [A] Assessment for / as / of Learning
1. [SB] CASI
2. [SB] Fountas & Pinnell
3. [BB] Curriculum Based Tools
4. [SB] PM Benchmarks

#### [B] Student Background
1. [BB] OSR
2. [FB] PCLD Process
3. [FB] Case Conference

#### [C] Learning Style / Preference
1. * Questionnaire

#### [D] Current Levels of Achievement (Provincial / Alternative Report Card and EQAO Data)
1. [BB] EQAO
2. [FB] SAT-Hi
3. [FB] WJ-III
4. [SB] Provincial Report Card
5. [SB] CASI
6. [SB] Fountas & Pinnell
7. [SB] ONAP
8. [FB] ASL - PA
9. [SB] PM Benchmarks

#### [E] Academic Strengths and Needs
1. [SB] IEP
2. [FB] WJIII
3. [BB] Psych-Ed Ax
4. [SB] Team Meetings

#### [F] Social / Emotional Strengths and Needs
1. [BB] I.R.P. Conner's / Auchenbach
2. [FB] Psych-Ed Ax
3. [BB] Psych-Ed Ax
4. [SB] Team Meetings

#### [G] Motivational Affinities / Talents (from Interest Inventories / Questionnaires / Classroom Discussions)
1. * Questionnaire

#### [H] Learning Skills / Work Habits and Readiness to Learn in Relation to curriculum Expectations and/or specific subject areas

### Optional Key:
- [BB] Board Based
- [FB] Family Based
- [SB] School Based
- [CB] Classroom Based

---

**Link to INDEX Slide**

Provincial Learning for All: K-12 – Toronto and Area Regional PLC Network Meeting – Held on May 3rd, 2011
### Acronyms

- [CAT4] Education, Quality, Accountability Office
- [EDI] English as a Second Language
- [EQAO] English Second Language
- [OSLST-9] Individual Education Plan
- [NAFLC] Data Integration Platform
- [TLCP] Student Profile

### Student Achievement and Well-Being

**[A] Assessment for / as / of Learning**
1. TLCP / NAFLC
2. Running Records
3. Compreh. Lit. Assessment
4. Data Integration Platform

**[B] Student Background**
1. Student Profile: Using School Based Learning Team Discussions
2. Background Information on Student Profile
3. "Exchange of Information" Gr. 8
4. Data Integration Platform (Background, re ESL, arriving to Canada; absences; suspensions) Nippising

**[C] Learning Style / Preference**
1. Only for Students who were formally assessed; potentially OLSAT-9 (Verbal vs. non-verbal)

**[D] Current Levels of Achievement (Provincial / Alternative Report Card and EQAO Data)**
1. Data Integration Platform
2. CAT4; EQAO; Report Card Marks
3. Credit Accumul.
4. Taking Stock
5. IEP

### Universal Design (UDL)
- Differentiated Instruction Interventions
  - Assistive Technology
  - Accommodations
  - Modifications
  - Resources
  - Supports

### Acronyms (Cont’d)

- [IEP] Individual Education Plan
- [NAFLC]
- [OSLST-9]
- [TLCP]

### Optional Key:
- [BB] Board Based
- [FB] Family Based
- [SB] School Based
- [CB] Classroom Based
### TORONTO D.S.B. - SCHOOL ACHIEVEMENT AND WELL BEING – FISHBONE CHART

#### Universal Design (UDL)
- Differentiated Instruction
- Interventions
- Assistive Technology
- Accommodations
- Modifications
- Resources
- Supports

#### Acronyms
- [AQ] Credit AQ
- [CASI] Comprehension, Attitudes, Strategies and Interests
- [CAT4] Canadian Achievement Test
- [CYW/C] Learning Team
- [DRA] Diagnostic Reading Assessment
- [EIC]...

#### Acronyms (Cont’d)
- [EQAO] Education, Quality, Accountability Office
- [ETC]...
- [FOS] Focus on Success
- [L01]...
- [MI] Lead
- [PL] Community
- [PTR] Data

#### Acronyms (Cont’d)
- [ETC]...
- [FOS] Focus on Success
- [L01]...
- [MI] Lead
- [PL] Community
- [PTR] Data

#### Student Achievement and Well-Being

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Data Wall ETC</td>
<td>6. CASI / DRA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. PTR Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. BRIGNCA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. CAT4</td>
</tr>
</tbody>
</table>

#### [E] Academic Strengths and Needs
- IEP -- All
- Transition Tracking Tool (Form 458A, 548A)
- Gifted Screening
- Autism Team
- FOS - Focus on Success
- LEAP

#### [F] Social / Emotional Strengths and Needs
- L01 - Learning Opportunities
- Census
- Roots of Empathy
- EIC
- Guidance Dept.
- Social Work CYW/C
- Behaviour Itinerant

#### [G] Motivational Affinities / Talents (from Interest Inventories / Questionnaires / Classroom Discussions)
- [SB] Ontario Skills Passport
- [SB] Career Inventory
- [SB] Guiding Circles
- [SB] My Blueprint
- [SB] Significant Adult
- [SB] Portfolios

#### [H] Learning Skills / Work Habits and Readiness to Learn in Relation to curriculum Expectations and/or specific subject areas
- [SB] Ontario Skills Passport
- Kindergarten Inventory
- [SB] Diagnostic Tools
- [BB] Diagnostic Tools
- [BB] Psych Assessment

### OPTIONAL KEY: [BB] Board Based [FB] Family Based [SB] School Based [CB] Classroom Based

**Link to INDEX Slide**
UPPER GRAND DISTRICT SCHOOL BOARD - SCHOOL ACHIEVEMENT AND WELL BEING – FISHBONE CHART

Objective:

1. ONAP, OWAP, OWA, AJ, CASI, PM
3. Report Cards
4. TLCP
5. A4 (DD)
6. Indv. Ach. (WISC, etc.)

Universal Design (UDL)
Differentiated Instruction
Interventions
• Assistive Technology
• Accommodations
• Modifications
• Resources
• Supports

Team Meetings
• IST - In-school Team
• CST - Consultant Supported Team
• SST - Specialized Support Team
• Connections (ASD)
• ALSUP - Assessment of Lagging Skills and Unsolved Problems
• QCA - Quick Comp. Assessment - 2x year - Halton Catholic
• OWA – 3x - Halton Catholic
• Housein "Students Achieve" data warehouse – Halton Catholic
• Primary – 3x/yr. Halton Catholic
• Board Benchmark Assessments

Toronto Catholic
o CAT Assessments Gr. 2, 4, 5, 7
o EQAO 3, 6
o data platform

Independence Rubric
o EA's rate progress toward independence

Data Sources K-12
• PM Benchmarks K-3
• CASI Reading Comp. Assessment 4-8
• Alpha Jeune K-3
• Fountas / Pinnell ESL K-8
• OWA - Ontario Writing Assessment K-8
• OWAP - Ontario Writing Assessment Package K-8
• ONAP - Ontario Numeracy Assessment Package K-8
• K Dev. Rec. - Kindergarten Development Record
• OCA - Ontario Comprehension Assessment 9-12
• A4 - Assessment for Alternative Curriculum
• CCAT - Canadian Cognitive Abilities Test - Gr. 3

1. At Risk Profile
2. Preschool (*Preschool Transition Package)
3. At Risk Intervention Form
4. 8-9 Transition Meeting & Forms
5. Team Meetings

STUDENT ACHIEVEMENT and WELL-BEING

[A] Assessment for / as / of Learning
1. ONAP, OWAP, OWA, AJ, CASI, PM
3. Report Cards
4. TLCP
5. A4 (DD)
6. Indv. Ach. (WISC, etc.)

[B] Student Background
1. At Risk Profile
2. Preschool (*Preschool Transition Package)
3. At Risk Intervention Form
4. 8-9 Transition Meeting & Forms
5. Team Meetings

[C] Learning Style / Preference
1. SEA
2. Learning Inventories
3. Indiv. (WISC, CCAT, S/L, OT, PT)
4. 8-9 Transition Meeting & Forms
5. Team Meetings

[D] Current Levels of Achievement (Provincial / Alternative Report Card and EQAO Data)
1. ONAP, OWAP, OWA, AJ, CASI, PM
3. ESL Step
4. EQAO
5. Report Cards
6. TLCP
7. Taking Stock
8. A4 (DD)
9. Team Meetings

[E] Academic Strengths and Needs
1. ONAP, OWAP, AJ, CASI, PM
2. K Record
3. At Risk
4. Preschool (*Preschool Transition Package)
5. TLCP
6. A4 (DD)
7. Indiv. (WISC, CCAT, S/L)
8. Team Meetings
9. ALSUP

[F] Social / Emotional Strengths and Needs
1. At Risk Profile
2. Preschool (*Preschool Transition Package)
3. At Risk Intervention Form
4. 8-9 Transition Meeting / Form
5. Team Meetings

[G] Motivational Affinities / Talents (from Interest Inventories / Questionnaires / Classroom Discussions)
1. EQAO
2. Preschool (*Preschool Transition Package)
3. Learning Inventories
4. 8-9 Transition Meeting / Form
5. Team Meetings
6. ALSUP

Optional Key: [BB] Board Based   [FB] Family Based   [SB] School Based   [CB] Classroom Based

Link to INDEX Slide
PROVINCIAL LEARNING FOR ALL: K-12 – TORONTO AND AREA REGIONAL PLC NETWORK MEETING

- HELD ON MAY 3RD, 2011

**SLIDE #12**

**OPTIONAL KEY:**

- \[BB\] Board Based
- \[FB\] Family Based
- \[SB\] School Based
- \[CB\] Classroom Based

---

**WELLINGTON C.D.S.B. - SCHOOL ACHIEVEMENT AND WELL-BEING – FISHBONE CHART**

**Universal Design (UDL)**
- Differentiated Instruction
- Interventions
- Assistive Technology
- Accommodations
- Modifications
- Resources
- Supports

**Acronyms**
- [DI Project]
- [DRA] Diagnostic Reading Assessment
- [EQAO] Education Quality and Accountability Office
- [IEP] Individual Education Plan
- [JAR-J]
- [JK] Junior Kindergarten

<table>
<thead>
<tr>
<th>[A] Assessment for / as / of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. [SB] TLCP / PLC</td>
</tr>
<tr>
<td>2. [BB] Growing Success Report Card Results for:</td>
</tr>
<tr>
<td>- LAR-P</td>
</tr>
<tr>
<td>- JAR-J</td>
</tr>
<tr>
<td>- 9-12 OCA-implementation</td>
</tr>
<tr>
<td>- DRA - K-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[B] Student Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enrolment / Registration</td>
</tr>
<tr>
<td>2. Gr. 8-9 Transition</td>
</tr>
<tr>
<td>3. [SB] Class Review</td>
</tr>
<tr>
<td>4. Transition to School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[C] Learning Style / Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rainbow On-Line Preference</td>
</tr>
<tr>
<td>2. DI Project - PLC / TLCP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[D] Current Levels of Achievement (Provincial / Alternative Report Card and EQAO Data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Report Data</td>
</tr>
<tr>
<td>2. Cross Panel</td>
</tr>
<tr>
<td>3. Alternative Report Card</td>
</tr>
<tr>
<td>4. EQAO</td>
</tr>
</tbody>
</table>

**STUDENT ACHIEVEMENT and WELL-BEING**

1. **8-9 Transition**
2. **Reporting / Progress Report**
3. **Entry to JK**
4. **Grade by Grade Transfer of information**
5. **Spec. Ed. Profiles**
6. **SST**

1. **Transfer of Information Grade to Grade and 8-9**
2. **SST Teams**

1. **Strength Based Pilot - Strength in Motion**
2. **Spec. Ed. ➔ SERT**
3. **IEP**

1. **Growing Success ➔ WH/LS training**

**Acronyms (Cont’d)**
- [LAR-P]
- [OCA] Ontario Comprehension Assessment
- [PLC]
- [SERT] Special Education Resource Teacher
- [SST] School Support Team
- [WH/LS Training]
BLANK TEMPLATE - SCHOOL ACHIEVEMENT AND WELL BEING – FISHBONE CHART

Universal Design (UDL)  
Differentiated Instruction  
Interventions  
• Assistive Technology  
• Accommodations  
• Modifications  
• Resources  
• Supports

STUDENT ACHIEVEMENT and WELL-BEING

Acronyms

Optionally:

• [BB] Board Based  
• [FB] Family Based  
• [SB] School Based  
• [CB] Classroom Based

Side Notes

[A] Assessment for / as / of Learning

[B] Student Background

[C] Learning Style / Preference

[D] Current Levels of Achievement  
(Provincial / Alternative Report Card and EQAO Data)

[E] Academic  
Strengths and Needs

[F] Social / Emotional  
Strengths and Needs

[G] Motivational  
Affinities / Talents (from Interest Inventories / Questionnaires / Classroom Discussions)

[H] Learning Skills / Work Habits  
and Readiness to Learn in Relation to curriculum Expectations and/or specific subject areas

Link to INDEX Slide
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[A4] Assessment for Alternative Curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[AEL] Activate Early Learning</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[AEP] Annual Education Plan</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[AKOM] All Kinds Of Minds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[ALSUP] Assessment of Lagging Skills and Unsolved Problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[AQ] ___________ Credit AQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ASD] Autism Spectrum Disorder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ASL-PA] American Sign Language Proficiency Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[BET] Basic Evaluation Tool</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[BRIGNCA]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[CASI] Comprehension, Attitudes, Strategies and Interests</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[CASI] Comprehension, Attitudes, Strategies and Interests</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[CAT] Canadian Achievement Assessment</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[CCAT] Canadian Cognitive Abilities Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Cl] Collaborative Inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[CST] Consultant Supported Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[CTCS] Canadian Test of Cognitive Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[CYW/C]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[DC] Developmental Continuum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[DI] __________ Learning Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[DI Project]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[DRA] Diagnostic Reading Assessment</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>[EA]’s rate progress toward independence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>[EDI] Early Development Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[EDI] Early Development Instrument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[EIC]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[EQAO] Education Quality and Accountability Office</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>[ESL] English as a Second Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[ETC]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**OPTIONAL KEY:**  [BB] Board Based  [FB] Family Based  [SB] School Based  [CB] Classroom Based
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FOS Focus on Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Individual Education Plan</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IPRC Identification Placement &amp; Review Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRP Intervention Rating Profile</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IST Inschool Team</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAR-J</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JK Junior Kindergarten</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K Dev. Rec.] Kindergarten Development Record</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>KAP Kindergarten Assessment Portfolio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>L01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAR-P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MI ___________ Lead</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISA Managing Information for Student Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>OCA Ontario Comprehension Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ONAP Ontario Numeracy Assessment Package</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ORR Oral Reading Record</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OLSAT-9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSR Ontario Student Record (Student's School File)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>OWA Ontario Writing Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OWAP Ontario Writing Assessment Package</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLCL Provincial Committee on Learning Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL ___________ Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLC</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM Benchmarks</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTR ___________ Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QCA Quick Comprehension Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S4I Student Success School Support Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**OPTIONAL KEY:** [BB] Board Based  [FB] Family Based  [SB] School Based  [CB] Classroom Based

*Slide # 15*
### ACRONYMS - Page 3 of 3 - USED BY SCHOOL BOARDS in FISHBONE CHARTS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[SAT-Hi] Stanford Achievement Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[SERT] Special Education Resource Teacher</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[SHSM] Specialist High Skills Major</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[SKC] Senior Kindergarten Census</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[SS] Student Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[SST]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[SSP] School Success Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[SST] School Support Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[SST] Specialized Support Team</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[TLCP]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[TP] Transformational Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[WH/LS Training]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[WJ-III] Woodcock-Johnson III (Test of Academic Achievement)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[WWW] We Welcome The World Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>[YMAP] Young Minds at Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Event Pictures

Note:

After this slide, Slideshow transitions automatically through the pictures

With music sound clip loop in the background, “Mountain Meadow”,
From www.brainybetty.com/soundsforpowerpoint.htm
Sound Clip URL: http://www.brainybetty.com/SoundClips/j0074222.mid

→ Board Tables
→ Group Tables
→ Presentation of Videos
→ Consolidating Activity: Origami
EVENT PICTURES:
BOARD TABLES
EVENT PICTURES:

GROUP TABLES
EVENT PICTURES:
Presentation of Videos

Snap Shots
EVENT PICTURES:
Consolidating Activity: Origami

Snap Shots
Contact Information: Lead Board Superintendents

PEEL DISTRICT SCHOOL BOARD
Debra Krutila, Superintendent
E-mail: debra.krutila@peelsb.com
Phone: 905-890-1010 Ext. 2346
Fax: 905-890-3280

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD
Sheila McWatters, Superintendent
E-mail: sheila.mcwatters@dpcdsb.org
Phone: 905-890-0708 Ext. 24228
Fax: 905-712-3460

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Suzanne Rossini, Superintendent
E-mail: RossiniS@hcdsb.org
Phone: 905-632-6314 Ext 125
Fax: 905-632-9516