

BBES District Strategic Plan
Action Plan #7: Years 2017-2022
Action Plan for Student Services

Primary Goal: Review the effectiveness of the Special Education Programs
Secondary Goals/Objectives: Utilize current projections to develop appropriate programs
 Utilize current out of district placements to develop appropriate programs
 Collaborate with local districts to look for programmatic trends

<u>Strategies/Action Steps</u>	<u>Responsibilities</u>	<u>Resources (including budget impact, if any)</u>	<u>Timeline</u>
<ol style="list-style-type: none"> 1) Work to identify data points to utilize in the selection process in Extended School Year. 2) Develop ESY program and student list based off need. 3) Pilot research based, technology based programs to support students. 4) Work to collect data points to complete existing students data sheets. 5) Collect data to evaluate program effectiveness of ESY. 6) Begin dyslexia screening for 1-2. 7) Work with K-8 In Class Resource teachers to provide job-embedded, frequent professional development. 8) McKinney-Vento Homelessness Program Development. 9) Research and site visits to current and potential out of district placement program for students. 10) Evaluate IEP and PLAAPF effectiveness and appropriateness to develop successful student programs. 11) Begin dyslexia screening for K. 12) Consider development of new programs to meet the needs of students, if needed. 13) Investigate the materials, human capital, financial capital and programs needed to address possible changes. 14) Develop ESY program and student list 	<ol style="list-style-type: none"> 1) Identification of all data points 2) Identification of best practices 3) Development and evaluation of ESY programs 4) Professional Development 5) Pilot of school wide discipline program 6) Pilot of research based, technology based programs. 7) Development of a new Special Education programs, if needed 8) Work to communicate to the community via websites and presentations 9) Development of McKinney-Vento Homelessness program 10) Dyslexia screening 11) Development of Co-treatment programs 	<p>School Staff Sight Visits to Model Schools Pilot Programs Classroom Materials Professional Development – time and financial resources Development of Sensory Stations Purchase of technology programs</p>	<p>Phase 1 – Action Steps 1 – 8 June 2017 - December 2017</p> <ul style="list-style-type: none"> • June 2017, identify data points to utilize in the selection process in Extended School Year • June 2017, Develop ESY program and student list • July – August 2017, pilot research based, technology based programs • July – August 2017, collect student data • September 2017, evaluate ESY program • October – December 2017, begin dyslexia screening for 1 – 2 • November 2017, Provide professional development involving In-Class Resource setting • December 2017, develop homelessness program <p>Phase 2 – Action Steps 9 – 15 January 2018 – June 2018</p> <ul style="list-style-type: none"> • January – June 2018, research and site visits to current and

<p>based off need.</p> <p>15) Set yearly review of Special Education programs.</p> <p>16) Make recommendations for programmatic changes.</p> <p>17) Development of sensory stations for quick accessibility throughout the building.</p> <p>18) Collect data to evaluate program effectiveness of ESY.</p> <p>19) Increased professional development on social skills program.</p> <p>20) Development of Co-treatment plans to support students with multiple needs to reduce the amount of missed instructional time.</p> <p>21) Work with K-8 to provide job-embedded, frequent professional development to selected staff.</p> <p>22) Implement school wide discipline program.</p> <p>23) Begin dyslexia screening for K.</p> <p>24) Develop ESY program and student list based off need.</p> <p>25) Set yearly review of curriculum, programs, and discipline program.</p> <p>26) Make recommendations for changes to curriculum, if necessary.y</p> <p>27) Incorporating decoding and comprehension supplemental programs and deliver professional development for selected staff.</p> <p>28) Collect data to evaluate program effectiveness of ESY.</p>	<p>12) Development of sensory stations throughout building</p> <p>13) Development of decoding and comprehension supplemental programs</p> <p>Suggested Sources: Supervisor of Special Services, School Administration, Grade Level Committees, Professional Development Committee, Special Education Department</p>		<p>potential out of district placements.</p> <ul style="list-style-type: none"> • January – June 2018, evaluate IEP and PLAAPF to develop appropriate programs • June 2018, complete dyslexia screening for Kindergarten • May – June 2018, investigate the materials, human capital, financial capital and programs needed to address possible changes • June 2018, develop ESY program <p>Phase 3 – Action Steps 15 – 2 July 2018 – December 2018</p> <ul style="list-style-type: none"> • July and August 2018, review Special Education programs. • August 2018, develop sensory stations throughout the building • August 2018, collect data to evaluate ESY • September and October 2018, implement school wide discipline program • September, October, November, December 2018, Work with K-8 to provide professional development opportunities for selected staff • September and October 2018, development of co-treatment plans <p>Phase 4 – Action Step 23 – 25 January 2019 – June 2019</p> <ul style="list-style-type: none"> • January – June, 2019, Work with K-8 grade teachers to continue to provide professional development
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			<p>opportunities for selected staff</p> <ul style="list-style-type: none"> • June 2019, complete dyslexia screening • June 2019, develop ESY program <p>Phase 5 – Action Steps 26 – 29 July 2019 and Beyond</p> <ul style="list-style-type: none"> • July and August 2019, review Special Education programs • September 2019, incorporate decoding and comprehension supplemental programs and deliver professional development for selected staff • Collect data to evaluate programs
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Implications for Professional Development – Selected staff must have working knowledge of the In Class Resource model and specific staff will need professional development on the homelessness model, dyslexia screening, and other selected programs. Demonstration of this will be assessed through observation of classroom meetings and through teacher evaluation. All staff must have working knowledge of programmatic changes and this will be assessed during teacher evaluations.

Implications for Stakeholders – All staff must be invited into this process and communication through each phase is mandatory. The development of a Special Education programs is based off of data collection and agreement from the staff. All community members must be made aware of the changes in proactive presentations. Supervisor of Special Services will continue to develop and present parent academy workshops.

Review Each Phase

- 1) Phase 1 – Data is collected to create and evaluate the Extended School Year program. Pilot research based, technology based programs to help support students. Development of McKinney-Vento Homelessness program. Professional development for all staff.
- 2) Phase 2 – Evaluation of IEP and PLAAPF for development of programs. Professional development for selected staff. Evaluation of possible changes to the programs. Dyslexia screening for all Kindergarten students.
- 3) Phase 3 – Evaluation of Special Education programs and school wide discipline program. Proposed changes if needed. Development of co-treatment plans for selected students. Development of sensory stations throughout building.
- 4) Phase 4 – Dyslexia screening for all Kindergarten students. Professional development for selected staff. Evaluation of possible changes to the program.
- 5) Phase 5 – Development of decoding and comprehension supplemental programs and provide professional development where needed. Create curricular and/or program changes if needed.

