

**Department of Student Services School Improvement Goals
2018-2019 School Year**

Goal #1: To align with best practice instructional methods by increasing inclusive education practices for students in grades PreK-12

Rationale: Research indicates that students perform at higher levels of achievement when presented with high expectations and when educated alongside non-disabled peers, ages 3-21. We must prepare all of our students for a future where there are no self contained restaurants, grocery stores, or other separate facilities.

Goal 1A: An integrated learning approach with personalized planning for explicit teaching will provide our students ages 5-21 with enhanced learning opportunities by increasing the time in classrooms led by content expert teachers alongside non-disabled peers.

Tasks to be completed	Date to be completed	Completion Date	Person(s) Responsible	Outcomes/Product
Review student IEPs to determine current service delivery models K-12	Prior to 8/15/18	July 2018	Director of Special Education	Understanding of service delivery options
Meet with building administration to develop understanding of current culture related to inclusive practices.	Prior to 8/15/18	July 2018	Director of Special Education, building administration	Understanding of school cultures
Meet with special education teachers at each building to determine current service delivery models.	Prior to 8/15/18	July/.August 2018	Director of Special Education, Special Education Teachers	Determined levels of support needed for students within the general education courses and what explicit teaching would be needed to ensure student growth
Meet with Guidance Counselor and building administrators to revise master schedule at HS and MS to include co-taught and supported general	Prior to 8/15/18	July/August 2018	Director of Special Education, Guidance,	Addition of co-taught Algebra I, US History and World History at the HS; addition of co-taught social studies and supported ELA

**Department of Student Services School Improvement Goals
2018-2019 School Year**

education classes			Building Administration	at the MS
Survey General Education and Special Education teachers who are in co-teaching/supported course sections regarding their need for professional development in effective co-teaching.	Prior to October 15, 2018	October 2018	Director of Special Education	Need for further co-teaching training specific to the various models and instructional technique.
Provide Professional Development and coaching opportunities for staff based on survey data	October 2018-April 2018	February 2019	Director of Special Education	Sent a MS co-teach pairs to neighboring district to observe CT in action.
Review MAP data for students in co-taught/supported classes to determine growth	April 2018	MAP data was inconsistent. Reviewed February 2019	Director of Special Education with general & special education teachers	
Review Student growth data as measured by IEP goal progress	Quarterly 18-19 SY October, January, March & May	Goal progress was inconsistent	Director of Special Education and special education teachers	Training on writing measurable goals targeting specific skill attainment will be provided on-going
Survey General Education and Special Education teachers who are in co-teaching/supported course sections to identify an area in which they will	TBD		Director of Special Education	

**Department of Student Services School Improvement Goals
2018-2019 School Year**

grow (improve in a Co-Teaching model) and an area in which they will stretch (implement a new model) for the 19/20 school year				
Plan for professional development based on the identified areas of growth and stretch for each Co-Taught partnership	Summer 2019		Director of Special Education	

**Department of Student Services School Improvement Goals
2018-2019 School Year**

Goal #1: To align with best practice instructional methods by increasing inclusive education practices for students in grades PreK-12

Rationale: Research indicates that students perform at higher levels of achievement when presented with high expectations and when educated alongside non-disabled peers, ages 3-21. *We must prepare all of our students for a future where there are no self contained restaurants, grocery stores, or other separate facilities. (I don't know if this is appropriate here!)*

Goal 1B: A blended preschool program will provide an opportunity for our early childhood students to have positive peer models in the classroom which will enhance their learning. Additionally, a blended preschool program will provide an opportunity for our typically developing 3 and 4 year old children in H-BR to enhance their early learning skills within the school community and to begin fostering the school - family connection at an earlier age.

Tasks to be completed	Date to be completed	Completion Date	Person(s) Responsible	Outcomes/Product
Investigate our current early childhood programming options	Prior to 8/15/18	July 2018	Director of Special Education	Awareness of current practices
Meet with elementary school building administrator, psychologist, and early childhood team regarding the early childhood program	Prior to 8/15/18	July 2018	Director of Special Education	All parties believe that including non-disabled peers in our early childhood program would have a positive impact on student success
Research area school districts' programming for blended early learning programs	Prior to October 30, 2018	Began July 2018; on-going	Director of Special Education, Psychologist, EC teacher, ES Principal	Decision to launch our first blended/inclusive PreK class
Research and investigate various	Prior to December 1, 2018	January 2019	Director of Special Education,	Gathered examples of student to staff ratios,

**Department of Student Services School Improvement Goals
2018-2019 School Year**

models being implemented and effectiveness of each			Psychologist, EC teacher, ES Principal	lottery systems, tuition rate
Survey the community to determine potential interest / number of children	January 1, 2019	February 2019	Director of Special Education	Survey indicated high interest
Determine resources necessary to expand current programming to include a blending model	February 1, 2019	January 2019	Director of Special Education, Psychologist, EC teacher, ES Principal	One .5 para professional would be needed along with supplies and materials for the additional students
Plan for the implementation of a blended model	March/April 2019	February / March 2019	Director of Special Education, Psychologist, EC teacher, ES Principal	Launched the lottery and registered 8 students for inclusive Pre K

**Department of Student Services School Improvement Goals
2018-2019 School Year**

Goal 2: To develop a strong school/community partnership within the department of Student Services building relationships upon trust and transparency

Rationale: Parents are critical partners in their children's education and members of the IEP team. We must provide parents with a forum for discussion and an opportunity to grow their knowledge so they can effectively participate and advocate for their children's needs, support learning at home, and plan for their children's future.

Tasks to be completed	Date to be completed	Completion Date	Person(s) Responsible	Outcomes/Product
Send out letter of introduction to parents of students with special needs	July 2018	July 2018	Director of Special Education	Shared personal and professional information to make a connection with families; provided contact information
Send out letter of introduction to whole H-BR community	Prior to 8/15/18	August 2018	Director of Special Education, Superintendent	Introduction shared in Hinckley Update and Big Rock Crier; establishing connection with entire community to be a resource to all families
Create a forum for parents to share resources with one another	Prior to 8/15/18	August 2018	Director of Special Education	Quarterly coffee talks were scheduled
Provide parent education / support sessions	Prior to 8/15/18	August 2018	Director of Special Education	Quarterly trainings were scheduled
Establish a social media presence to share	Prior to 8/15/18	August 2018	Director of Special Education	Twitter account established and used

**Department of Student Services School Improvement Goals
2018-2019 School Year**

information and to provide education				weekly to share information or educational article
Develop a means of sharing parent education sessions on-line as an alternative for attending in person	By December 1, 2018	December 2018	Director of Special Education, Jeff Woo	Parent Ed session notes, presentations were uploaded to Student Services Web Page
Provide parents with information prior to meetings so parents can actively participate in the educational planning	On going	Continuous at time of meetings	Director of Special Education, therapists, interventionists, teachers	Parents report positive feedback and come in to meetings with notes and questions
Attend educational planning meetings for students (intervention, 504, IEP plans) to develop relationships with parents and model facilitated process.	On going	Continuous at time of meetings	Director of Special Education	Rapport and relationships have been developed as well as continuity between building teams.
Survey parents about topics they would like more education / training on for the 19/20 SY	April 2019	Will conduct survey in summer 2019	Director of Special Education	
Plan for 19/20 SY parent education	May / June 2019	Will complete post survey	Director of Special Education;	