

Special Education Department CIP Action Plan #1 – 2016-2019

District Goals # 4, 5, 8

Adopted: September 27, 2016

Need:

- To provide students and parents with guidance regarding future career opportunities and goal development.
- To guarantee that students graduate from Tiffin City Schools College and/or Career Ready.
- To make students and parents a critical part of the IEP process (Future Planning, Post-Secondary, Self-Advocacy).
- To develop student driven educational plans that are driven by the future aspirations of the student.

Goal:

- To increase student and parent awareness of transitional activities and opportunities to enhance student success after high school graduation.
- To plan and shape student driven educational plans that are directly linked to the future plans of the student.
- To increase the number of transitional activities and opportunities for students in the community.
- To develop and maintain positive partnerships with area businesses and colleges/universities to increase transitional supports for students.

Performance Indicators:

- Successfully meeting Ohio Special Education Annual Rating for Indicators 13 (Secondary Transition) and Indicator 14 (Post School Outcomes) on the Special Education Profile.

Evaluation Process:

- OLTS study, using the National Secondary Transition Technical Assistance Center (NSTTAC) resources including indicator 13 checklist while reviewing IEP's.

Improvement Strategy:

- Provide professional development through staff lead trainings, SST 7, NSTTAC resources including checklist, student and parent surveys, work in collaboration with Sentinel for students assessment of career readiness. Provide staff with continues/ongoing support with transitional activities and opportunities.

Tasks What will be done?	Responsibilities Who will do it?	Resources How will we support?	Time line By when?
Professional Development on NSTTAC website and resources, including the use of the Indicator 13 checklist while writing IEP's;	Special Education Supervisor	Release time during professional development periods/during the school day.	2016-2019, ongoing, annually.
Develop and administer student interest surveys for all supported students in grades 5-12+ to determine transitional needs and post-secondary	Special Education Supervisor Intervention Specialists School Psychologists Building administration (Columbian,	Release time for committee work and survey development.	Fall 2016 for development of survey. Fall 2016-2019 for annual administration of survey. 2016-2019 amending as needed.

goals.	TMS, Noble) Building Counselors		
Work with Sentinel Career and Technology Center (SCTC) to assess all supported students in grades 10-12 (grade 9 as needed) to determine student readiness skills.	Special Education Supervisor Testing Coordinator at SCTC and Vocational Special Education (VOSE) Coordinator Intervention Specialist	No resources required	2016-2019; on-going

Special Education Department CIP Action Plan #2 – 2016-2019

District Goals # 4, 5, 8

Adopted: September 27, 2016

- Need:**
- To maximize department resources and personnel (programs, materials, funding, etc.) to guarantee students are receiving and benefiting from interventions and/or enrichment necessary to reach their full learning potential and development.
 - To meet and exceed all state indicators of educational progress as defined and measured by the local report card and the Ohio Special Education Annual Rating system.
 - To create a Pre-K-12 learning environment that meets the diverse and ever changing needs of all learners.

- Goal:**
- Visible and measurable student growth via SLO and Value Added data in Math and Reading.

Performance Indicators:

- Evaluation Process:**
- Pre- and Post-assessment data (SLO), formative and summative assessment data, State indicators, Ohio Special Education Annual Rating data, and District Report Card results.

- Improvement Strategy:**
- Professional development in co-teaching, inclusion, best practices, and collaborative meetings.
 - Professional development and instruction in RTI, LIPS, Hear Builder, K Literacy program, and Equity Quest.
 - Develop a district wide RTI process.
 - Utilize a multi-tiered approach to enrichment and intervention in the classroom.
 - Assess students at varied stages of learning.

Tasks What will be done?	Responsibilities Who will do it?	Resources How will we support?	Time line By when?
Develop a scope and sequence procedure to identify areas of need.	Special Education Supervisor; Building Administration; Teachers; Stakeholders	Collaboration time	2016-2017
Professional development in inclusionary practices, differentiated instruction, and co-teaching.	Special Education Supervisor Building Administration	Professional development time, release time for staff training and collaboration/planning	2016-2019 On-going

Development of a Special Education Sub Committee to analyze district data points including Lincoln Pre-K, Washington K-1, Krout 2-3, Noble 4-5, TMS and Columbian.	Special Education Supervisor	Substitutes if appropriate	Fall 2016
Gather, review and discuss state indicator and district data to address areas of need in Special Education at all levels.	Special Education Supervisor Building Administration Special Education Sup Committee	Substitutes if appropriate, Secure Data Center, District Report Card, Ohio Special Education Annual Rating Report, EVAAS	2016-2019
Develop and implement a district wide RTI model/framework at all building levels.	Special Education Supervisor Building Administration School Psychologists Special Education Sub Committee	Substitutes if appropriate Dedicated RTI time (all buildings)	2017-2019

Special Education Department CIP Action Plan #3 – 2016-2019

District Goals # 4, 5, 8

Adopted: September 27, 2016

- Need:**
- To graduate students College and/or Career ready within four-years of entering high school.
 - To establish a supportive and beneficial program for those students identified as at-risk for not graduating within four-years of starting high school.
 - To maintain a low drop out rate.

- Goal:**
- To graduate all students College and/or Career ready within four-years of entering high school.
 - To establish and maintain a low district drop out rate.

- Performance Indicators:**
- An increase in the District Graduation Rate per Indicator #1.
 - A decrease in the District Drop Out Rate per Indicator #2.

- Evaluation Process:**
- District report card data and the Ohio Special Education Annual Rating report.

- Improvement Strategy:**
- Identify at-risk students early and provide credit recovery options and teacher support to correct the area of need.
 - Provide summer school options to meet the needs of students.

<u>Tasks</u> What will be done?	<u>Responsibilities</u> Who will do it?	<u>Resources</u> How will we support?	<u>Time line</u> By when?
Create a Credit Recovery Sub Committee consisting of Intervention Specialist, Parents, Teachers, Guidance, and administration	Special Education Supervisor	Release time for meetings Meeting space	2017-2019
Explore and evaluate different credit recovery programs to determine which more closely meets the needs of students and staff.	Special Education Supervisor	Release time	2017-2019

Present findings/suggestions to the Program Committee for review	Special Education Supervisor	N/A	2017-2019