

WATERVLIET CSD SPECIAL EDUCATION ACTION PLAN 2016-2021

GOAL 1:

A. By June 2021, increase the 4-year graduation rate for SWDs from 46.7% to 56% (using 2015 – 2016 NYS Report Card - 55.39 is the state target)

B. By June 2021, decrease the Drop-out Rate for SWDs from 26.7% to 14% which is the state target rate.

PRIORITY NEEDS	ACTIVITY	WHEN	RESPONSIBILITY	EVALUATION	RESOURCES	COMMUNICATION
Review, evaluate and revise the continuum of special education services to provide appropriate services based on the needs of students	CASDA reviews our special education programs, creates plan and provides professional development	July 2016- June 2017	CASDA, District Administrators, Building Administrators	Meeting notes, plan	CASDA	Meeting minutes, BOE reports, faculty meeting reports, letter home to parents, discussion with parents at pre meetings and CSE meetings
	Formulate an K-12 Advisory committee to review, evaluate, and revise the continuum of district special education services	January 2017- ongoing	Both elementary and high school teachers and both district and building administration	Committee meeting notes	CASDA	Meeting minutes, BOE reports, department meetings, faculty meeting reports
	Create student profiles in order to determine appropriate services for next school year.	January 2017 - ongoing	Special Education Teachers	Profiles and data wall	CASDA and special education teachers	Department meetings, Faculty meetings, BOE meetings, CSE meetings

	Share profiles with special education staff, administration and parents					
Develop learner characteristics for special education services provided within district	Review student data to determine instructional benchmarks based on District's norms	January 2017 – ongoing	Students Advisory Team which included teachers and administrators as well as CASDA	New learner characteristic descriptors	Student cognitive and academic assessment data	Special Education Department meetings, BOE meetings, faculty meetings, CSE meetings, shared on website, letter home to parents
	Develop learner characteristics for each service or program	January 2017- ongoing	Students Advisory Team which included teachers and administrators as well as CASDA	Committee feedback, special education staff	CASDA, special education staff, administration	Special Education Department meetings, BOE meetings, faculty meetings, CSE meetings, shared on website, letter home to parents
	Develop a data wall containing students and their recommended programs	March 2017 – ongoing	Director of Programs & Pupil Services	Program Recommendations	Data Wall	Collaboration of administration, guidance, psychologist to create master special education schedules
Identify and develop professional development as well as job-	Provide PD to special education teachers, general education teachers and	January 2017 - ongoing	BOCES coaches, special education teachers, general education teachers,	PD attendance sheets, Observation of implemented strategies, PD survey	PD costs, BOCES coach, special education and general	Reports to the Board, faculty meetings, department meetings, post observation evaluation reflections

<p>embedded professional development to support the development of staff skills and knowledge for new continuum</p>	<p>paraprofessionals that include research based teaching practices and strategies for differentiated instruction</p>		<p>administration, psychologist</p>		<p>education teachers</p>	
	<p>Provide PD to staff on Co-Teaching models, Resource Room, specially designed instruction, differentiated instruction, and positive behavior management.</p> <p>Have staff visit other classrooms in the district programs to identify strategies that may work for their own special education populations (Peer observation)</p>	<p>Summer 2017-ongoing</p> <p>Ongoing</p>	<p>BOCES coaches, special education teachers, general education teachers, administration, psychologist</p> <p>Special and general education teachers, Building Administrators, District Administrators</p>	<p>PD attendance sheets, Observation of implemented strategies, PD survey</p> <p>Walk-throughs - observation of implemented strategies Faculty meetings share outs</p>	<p>PD costs, BOCES coach, special education and general education teachers</p> <p>Programs with effective co-teacher programs,</p>	<p>Reports to the Board, faculty meetings, department meetings, post observation evaluation reflections</p> <p>Faculty and department meetings, team collaboration</p>

Align staff assignments to program services within the continuum based on strengths and student needs	Review special education staff certification areas	May 2017	District and Building Administration	Individual staff assignment meetings	Certifications and evaluations in Personnel files	Individual teacher meetings
Provide SWD priority in scheduling to support students in appropriate programs	Provide PD on flexible and individualized scheduling to meet the program needs of SWDs.	May 2017	CASDA, District and Building Administrators, guidance and psychologist	Master Schedule	PD costs, data wall	Student and Staff schedules
Continue to operate the Student Support Advisory Committee to identify ongoing special education issues and concerns within the district	Meet times each year to monitor program strengths and needs	January 2017 - ongoing	District and Building Administration, Special Education teachers and general education teachers, guidance counselor, psychologist, union representation	Meeting minutes/notes	substitute costs	Reports to the Board and faculty
Increase Work Based Learning (WBL) opportunities	Increase enrollment in CEIP and CTE classes	Spring 2018 – ongoing	Guidance counselors, teachers, district	Enrollment numbers, CDOS credentials earned	Community partnerships, CTE collaboration	Faculty meetings, annual guidance meetings, transition meetings

			and building administration			
Strengthen transition planning for SWDs	Provide embedded professional development and teacher assistance to special education teachers and guidance counselors	January to June 2018	Special education teachers, school psychologist and transition coordinator	IEPs transition statements, post-secondary goals	Psychologist, transition coordinator	Special education department meetings, pre-meetings for annual reviews
Review student report card grades and credits to determine student needs for academic support	Operation Graduation	September 2017-ongoing	Guidance counselors, Building and district administration, teachers	District report card	All district staff	Meeting minutes

GOAL 2:

A. Increase the proficiency of SWDs on 3-8 assessments by 5% each year

B. Increase the number of SWDs passing Regents exams with 55 or higher by 5% each year

PRIORITY NEED	ACTIVITY	WHEN	RESPONSIBILITY	EVALUATION	RESOURCES	COMMUNICATION
Ensuring that individualized test accommodations are appropriate for each student.	Purchased software tool (UPAR) to help determine if students qualified for the tests read accommodation.	March 2016	District administration, special education teachers and psychologists	State assessment scores	Cost of UPAR, teachers and locations	IEP mod forms, CSE meetings, department meetings
Increase reading comprehension of SWDs K-12	Provide Supplemental reading intervention with reading specialists (K-6) to improve the 5 components of reading instruction (Phonemic awareness, phonics, fluency, vocabulary, and comprehension)	September 216-ongoing	Building administration, RTI Design Team, All elementary teachers	State assessment scores, local assessments and progress monitoring	Reading materials	Grade level meetings, faculty meetings, RTI Team meetings
	Investigate opportunities for increased reading classes at the secondary level,	Summer 2017-ongoing	District administration, BOCES coach, both general education	State assessment scores, local assessments and progress monitoring	BOCES coach, pd costs, articles based on best practices	Minutes from Student Advisory Team, department meetings, CSE meetings, minutes

	i.e., Resource Rooms, study labs, tutorial periods		and special education teachers			from professional development
The Building and District Administrators will visit classrooms and participate in professional development as Instructional Leaders	Identify walk through tool to use.	Summer 2016-ongoing	District and Building Administrators	classroom visits	Walk through tool	Summaries written based on all data from walk-throughs
	All administrators participate in a PLC	Summer 2017	Superintendent and district and building administration	Classroom visits with focus on student engagement	The book Engaging Students with Poverty in Mind – cost of book	Emailed book recommendation to all stakeholders

GOAL 3: To develop systems and procedures for the Special Education Department that will ensure compliance to NYS rules and regulations and bring consistency throughout the school district

PRIORITY NEED	ACTIVITY	WHEN	RESPONSIBILITY	EVALUATION	RESOURCES	COMMUNICATION
Develop Special Education and Teacher Assistant Handbooks for district wide consistency and improved communication	Develop/update a Special Education handbook and guidelines that document special education process and procedures	Fall 2016 - Ongoing	Director of Programs & Pupil Services	Classroom visits, future surveys	Handbooks, CASDA	School website
	Meet monthly using a known schedule with special education teachers, school psychologists, related service providers to provide ongoing communication of district targets and consistent processes and practices	Fall 2016 - ongoing	Director of Programs & Pupil Services	Meeting minutes and sign-in sheets	NYS rules and regulations	PD schedules, emails
					Assessments	

	<p>Develop entry and exit criteria for Speech, OT, PT, and counseling to ensure appropriate services and equitable application throughout the district</p> <p>Communicate with respective stakeholders the changes made in special education that impact both general and special education, i.e., learner characteristics, programs, new protocols and procedures via faculty meetings, department meetings, use of website, administrator meetings, BOE meetings, etc.</p>	<p>September 2017 – February 2018</p> <p>September 2016 – Ongoing</p>	<p>Director of Programs & Pupil Services and related service providers</p> <p>Director of Programs & Pupil Service</p>	<p>Caseloads, related service evaluations and recommendations</p> <p>State assessment data, local assessment data</p>	<p>Meeting minutes</p>	<p>Special Education Handbook</p> <p>Meetings, website</p>
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