

Killeen ISD Special Education Strategic Plan

YEAR TWO 2017-2018

Goal 1: Academic achievement of students with disabilities as measured by state and local assessments in mathematics and English Language Arts will increase 5% in each index by the end of the 2017-2018 school year.

Objective 1: During the 2017-18 school year, in order to ensure clarity with parents and community, Killeen Independent School District will fully implement and monitor all Special Education Programs using the newly revised framework to improve consistency of implementation across all KISD campuses.

Programs impacted by this goal include: Preschool Program for Children with Disabilities (PPCD), Skills, Skills 2, Functional Skills, Positive Behavior Support (PBS), Therapeutic Learning Classroom (TLC), Mainstream, Resource, Communication Academic Social Development (CASD), Content Mastery Center (CMC), Visual Impairment (VI), Auditory Impairment (AI), Homebound, Itinerant and Vocational Adjustment Program (VAP).

- Implement program components for each Special Education program.
- Monitor implementation of each Special Education Program.
- Evaluate the effectiveness of each Special Education Program.

Objective 2: By the end of the 2017-2018 school year, KISD will revise, evaluate, and monitor the standards of excellence for Full Initial/Individual Evaluation (FIEs) and Individual Education Plan (IEPs) adopted by the Special Education Department.

- Monitor and evaluate quality of FIEs and IEPs based on the standards of excellence.
- Measure Compliance in using the Standards of Excellence for FIEs and IEPs as indicated by the monitoring data.

Objective 3: By the end of the 2017-2018 school year, all teachers of students enrolled in special education will provide effective instructional practices as evidenced through classroom observations.

- Implement expectations for all special education instructional practices, to include the RTI process.
- Carry on the collaborative teaching initiative at identified campuses.
- Revise professional development plan by the end of February 2018 to include follow up professional development opportunities.

Goal 2: Positive, supportive, and professional culture in KISD across general and special education will continue to improve by .2 annually as measured on a weighted scale of 1-4 for each dimension of the K-12 Insight Staff Survey.

Objective 1: Maintain a culture of excellence that fosters a positive, supportive, and professional environment for student success by increasing communication effectiveness and collaboration opportunities, with and among KISD staff during the 2017-2018 school year.

- Communicate effectively with more transparency and collaboration within KISD.
- Refine collaboration opportunities between special programs/special education teachers and general education teachers through PLC implementation.

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Objective 2: By the end of the 2017-2018 school year, KISD will evaluate and enhance processes that have been implemented for providing and retaining highly qualified trained staff that will meet the needs of all children as evidenced by student behavior and learning.

- Implement newly established staffing guidelines throughout the 2017-2018 school year.
- Establish partnerships with other agencies/institutions to attract trained staff.
- Evaluate retention rates and develop a recruitment and retention plan for high quality Special Education staff.

Goal 3: Satisfaction and involvement of parents of students with disabilities with KISD special education programs and services will continually increase by .2 annually as measured on a weighted scale of 1-4 on each dimension of the K-12 Insight Parent Survey.

Objective 1: Maintain a culture of excellence that fosters a positive, supportive and professional environment for student success by increasing parent education and involvement opportunities for parents of students with disabilities by the end of 2017-2018 school year.

- Strengthen connections and communication between home and school.
- Support active parent involvement in campus and district activities related to special education.
- Increase parental access to resources and information related to special education.

Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
1) Implement professional development to review the framework of each special education program and retrain Special Education coordinators, evaluators, administrators, and classroom teachers on creating FIEs and IEPs as appropriate (Goal 1, Obj. 1, 2, 3)	Executive Director/Director for Special Education District Special Education Coordinators	August 2017	PD sessions and attendance levels Offerings in LEARN Sign in sheets Agenda	Increased academic achievement in mathematics and English Language Arts Consistent program implementation Quality IEPs and FIEs Disciplinary data	Met Making Progress No Progress

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
<p>2) Fully implement and monitor each Special Education program to include exemplary components, the RTI process, differentiated learning and other effective practices. using the revised framework (Goal 1, Obj. 1 and Obj. 3)</p>	<p>Executive Director/ Director for Special Education</p> <p>District Special Education Coordinators</p> <p>Elementary/Secondary Coordinators for Professional Development</p>	<p>August 2017-August 2018</p>	<p>Walkthroughs</p> <p>Schedules</p> <p>Coaching Schedules</p>	<p>Increased academic achievement in mathematics and English Language Arts</p> <p>Consistent program implementation</p> <p>Disciplinary Data</p>	<p>Met</p> <p>Making Progress</p> <p>No Progress</p>
<p>3) Conduct classroom observations for each Special Education program using an internally-developed rubric to assess implementation of exemplary components, the RTI process, differentiated learning and other effective practices (Goal 1, Obj. 1)</p>	<p>District Special Education Coordinators</p>	<p>Monthly</p>	<p>Data from Observation Rubric</p>	<p>Increased academic achievement in mathematics and English Language Arts</p> <p>Consistent program implementation</p> <p>Disciplinary Data</p>	<p>Met</p> <p>Making Progress</p> <p>No Progress</p>

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
4) Review student folders to evaluate FIE and IEP for compliance with District Standards of Excellence (Goal 1, Obj. 2)	District Special Education Coordinators	Monthly	Folder Review Rubric	<p style="text-align: center;">Increased academic achievement in mathematics and English Language Arts</p> <p style="text-align: center;">Quality of FIE and IEP Documents</p> <p style="text-align: center;">Disciplinary Data</p>	<p style="text-align: center;">Met</p> <p style="text-align: center;">Making Progress</p> <p style="text-align: center;">No Progress</p>
5) Evaluate and strengthen the quality of the FIEs through Evaluation Team meetings (Goal 1, Obj. 2)	District Special Education Coordinators	Monthly	<p style="text-align: center;">Agendas</p> <p style="text-align: center;">Schedule</p> <p style="text-align: center;">Sign in Sheets</p>	<p style="text-align: center;">Increased academic achievement in mathematics and English Language Arts</p> <p style="text-align: center;">Quality of FIE Documents</p> <p style="text-align: center;">Disciplinary data</p>	<p style="text-align: center;">Met</p> <p style="text-align: center;">Making Progress</p> <p style="text-align: center;">No Progress</p>
6) Implement the collaborative teaching initiative at additional identified campuses while monitoring existing campuses where the collaborative teaching initiative in place (Goal 1, Obj. 3)	<p style="text-align: center;">Executive Director/ Director for Special Education</p> <p style="text-align: center;">Elementary/Secondary Coordinators for Professional Development</p>	August 2017-August 2018	<p style="text-align: center;">Walkthroughs</p> <p style="text-align: center;">Schedules</p> <p style="text-align: center;">Coaching Schedules</p>	<p style="text-align: center;">Increased academic achievement in mathematics and English Language Arts</p> <p style="text-align: center;">Increased capacity of general education and special education teachers</p>	<p style="text-align: center;">Met</p> <p style="text-align: center;">Making Progress</p> <p style="text-align: center;">No Progress</p>

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
7) Implement PLCs for each Special Education Program and on campuses to 1) ensure program effectiveness, 2) increase communication between general education and special education programs, and 3) strengthen IEPs (Goal 1, Obj. 2 and Goal 2, Obj. 1)	District Special Education Coordinators	Quarterly	Schedule Agendas Sign in sheets	Increased academic achievement in mathematics and English Language Arts Quality of FIE and IEP Documents Increased capacity of general education and special education teachers Disciplinary data	Met Making Progress No Progress
8) Recruit and hire employees based on updated guidelines for 2017-2018 (Goal 2, Obj. 2)	Human Resource Department Executive Director/ Director for Special Education	April 2017 On-going	Positions posted and advertised through extended recruiting efforts (e.g., job fairs, online postings, KISD website, daily news briefs, etc.)	Positions filled with high quality staff Positive responses regarding KISD's culture	Met Making Progress No Progress

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
9) Formalize partnerships with local agencies (e.g., universities) for attracting recruiting staff in hard-to-fill areas (Goal 2, Obj. 2)	Human Resource Department Executive Director/ Director for Special Education	July 2017-April 2018	Memoranda of Understanding Informal Partnership Agreements Insight survey	Partnerships established during 2017-2018 school year Increased satisfaction and involvement of parents of students with disabilities with KISD special education programs and services	Met Making Progress No Progress
10) Determine retention rates for Special Education staff in specific groups (e.g., teachers, therapists, aides, etc.) and programs (e.g., resource, CASD, PBS, etc.) (Goal 2, Obj. 2)	Human Resource Department	October 2017	Retention rate reports Insight Survey	Improved retention rates over 3-5-year time period Positive responses regarding KISD's culture	Met Making Progress No Progress
11) Develop and implement retention and recruitment plans targeted to the high need Special Education programs based on retention and vacancy rates (Goal 2, Obj. 2)	Human Resource Department Executive Director/ Director for Special Education	January 2018	Retention and recruitment 3-5-year plan Insight Survey	Improved retention rates over 3-5-year time period Positive responses regarding KISD's culture	Met Making Progress No Progress

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
12) Maintain and promote the Parent Resource Center (Goal 3, Obj. 1)	Executive Director/ Director for Special Education Parent Educators	On-going	Parent Resource Center Sign-In Log Insight Survey	Parent Resource Center utilization Positive responses regarding KISD's culture	Met Making Progress No Progress
13) Increase educational opportunities for parents on services, programs, and strategies to assist special education students (Goal 3, Obj. 1)	Parent Educators	On-going	Calendar of professional development opportunities, Sign-in Sheets, Agendas Materials Used Insight Survey	Increased satisfaction and involvement of parents of students with disabilities with KISD special education programs and services Attendance and feedback at professional development, trainings and participation notes	Met Making Progress No Progress
14) Maintain Parent Resource Center website and calendar of events (Goal 3, Obj. 1)	Parent Educators Special Education Technologist	On-going	Website implementation and usage Insight Survey	Increased satisfaction and involvement of parents of students with disabilities with KISD special education programs and services	Met Making Progress No Progress