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| **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.   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. | |

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| **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 |
| **Strategies & Action Steps** | **Responsibility** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact/ Effectiveness** | **Evaluation** |
| 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) | Executive Director/ Director for Special Education  District Special Education Coordinators  Elementary/Secondary Coordinators for Professional Development | August 2017-August 2018 | Walkthroughs  Schedules  Coaching Schedules | Increased academic achievement in mathematics and English Language Arts  Consistent program implementation  Disciplinary Data | Met    Making Progress  No Progress |
| 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) | District Special Education Coordinators | Monthly | Data from Observation Rubric | Increased academic achievement in mathematics and English Language Arts  Consistent program implementation  Disciplinary Data | Met    Making Progress  No Progress |
| **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 | Increased academic achievement in mathematics and English Language Arts  Quality of FIE and IEP Documents  Disciplinary Data | Met    Making Progress  No Progress |
| 5) Evaluate and strengthen the quality of the FIEs through Evaluation Team meetings  (Goal 1, Obj. 2) | District Special Education Coordinators | Monthly | Agendas  Schedule  Sign in Sheets | Increased academic achievement in mathematics and English Language Arts  Quality of FIE Documents  Disciplinary data | Met    Making Progress  No Progress |
| 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) | Executive Director/ Director for Special Education  Elementary/Secondary Coordinators for Professional Development | August 2017-August 2018 | Walkthroughs  Schedules  Coaching Schedules | Increased academic achievement in mathematics and English Language Arts  Increased capacity of general education and special education teachers | Met    Making Progress  No Progress |
| **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 |