

**Special Services Department**  
**2016-2017 ToA, Goals, Indicators *(aligned to D97 Goals)***

Department ToA	District Goal	Department Goal	Metric	Excellence Target	Data Availability
<p><b>If we ....</b></p> <ul style="list-style-type: none"> <li>Leverage the ATSR process to ensure special education teachers and related services providers are positively impacting student achievement</li> <li>Continue to use student data to identify areas of need and monitor student performance.</li> <li>Explore novel ways to deliver special education services to students</li> </ul> <p><b>THEN we... .</b></p> <ul style="list-style-type: none"> <li>Strengthen our services for our students with disabilities.</li> <li>Improve our student outcomes.</li> </ul>	<p><b>Equity</b></p> <p><i>Is the practices of beliefs and creation of systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender and socioeconomic status.</i></p>				
	Every student is challenged & engaged	Explore new ways to deliver special education services	<p><b>Education For the Future (EFF)</b> % favorable responses to “When I am at school, I feel:”</p> <p>6. “I am challenged by the work my teachers ask me to do”</p> <p><b>Attendance</b></p> <p>8. % of students with greater than 95% attendance</p>	<p><b>90%</b> favorable</p> <p><b>98%</b></p>	<p>Fall &amp; Spring</p> <p>Monthly</p>
	All students have access to programs & supports to prepare them for success in high school	Develop supports for special education staff to ensure students are able to access the new general education curriculum.	<p><b>Course Taking</b></p> <p>9. % of D97 students placed into Plane Geometry, Advanced Algebra, or Geometry in 9th grade</p> <p><b>School-Wide PBIS Tiered Fidelity Inventory</b></p> <p>10. % of possible points for access to behavioral supports &amp; practices</p>	<p><b>75%</b></p> <p><b>90%</b></p>	<p>Annually</p> <p>Annually</p>
	<p><b>Inclusive</b></p> <p><i>Is the collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.</i></p>				
	Each student is known for who they are & their unique needs are met	Develop high quality IEPs that reflect student’s needs and are in compliance	<p><b>MTSS Tier Movement</b></p> <p>16. % of identified students who move up or out of tiered academic support</p> <p><b>NWEA MAP</b> % of students meeting or exceeding individual growth targets in:</p>	<p><b>30%</b> move from Tier II to Tier I</p> <p><b>20%</b> move from Tier III to Tier II</p>	<p>Fall, Winter, &amp; Spring</p>

		with state and federal laws.	17. Reading 18. Mathematics	70%	
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**Department KPI:**

1. By the end of SY17, IEP quality should increase by 50%, differentiated professional development will be provided and actionable feedback will be given to all developers of IEPs.

Claim	Evidence	Impact
All special education staff have been made aware of the quality indicators of high quality IEPs with additional deep dive guidance slated to be disseminated in January.	A TIENET guide that includes best practice around development of key components of the new eIEP was distributed to all special education staff on November 1st. A more extensive IEP rubric outlining quality indicators of well crafted components has been developed and shared with the special education coordinators for feedback. The document will be disseminated to all staff members on or before January 9, 2016 to prepare for desk reviews of the IEPs that special education teachers and related service providers have completed utilizing the new TIENET IEP system	The guidance provided will assist staff in developing high quality IEPs for students with disabilities requiring the provision of specially designed instruction.

2. By the end of SY17, therapeutic day school referrals will decrease by 10%.

Claim	Evidence	Impact
All special education staff have been made aware of the protocols outlining the data necessary to refer students for a therapeutic day school placement.	On October 26, 2016, all special education staff were made aware of the protocols necessary for therapeutic day school referrals. Principals were also advised of the procedures and the following was shared:  <a href="https://drive.google.com/drive/folders/0B0UpQ5gbQHi7VnRvLUF1LXI3MXM?usp=sharing">https://drive.google.com/drive/folders/0B0UpQ5gbQHi7VnRvLUF1LXI3MXM?usp=sharing</a>  Special education staff were also advised of the	There is an increased focus on data collection prior to referral as well as an increased emphasis on student reintegration.

	<p>procedure and provided with data exemplars:</p> <p><a href="https://docs.google.com/a/op97.org/document/d/1xLmuHpuXfR0xluApx2OkWdmrJ8sz26CPW_ScfHjb4fU/edit?usp=sharing">https://docs.google.com/a/op97.org/document/d/1xLmuHpuXfR0xluApx2OkWdmrJ8sz26CPW_ScfHjb4fU/edit?usp=sharing</a></p> <p>To date, one student has been fully reintegrated (Julian). Four students are in various phases of reintegration (Brooks -1, Julian -2, Mann-1).</p>	
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3. By the end of SY17, the number of students demonstrating growth will increase by 50%

Claim	Evidence	Impact
<p>All special education staff have been made aware of the current growth data for students on their caseloads and the special education coordinators have begun conducting data discussions. We also hope to finalize the AIMS Web Plus purchase for progress monitoring.</p>	<p>On October 26, 2016, all staff were provided with MAP and DIBELS data disaggregated by rates of growth. They were provided with an action plan template and follow up data discussions appointments with the special education coordinators were made. The special education department is in the midst of negotiating an agreement with AIMS Web Plus to capture progress monitoring data.</p>	<p>All students who are experiencing flat growth will receive specially designed instruction aligned to their learner profile.</p>

4. By the end of SY17, increase support for co-teaching by 30%.

Claim	Evidence	Impact
<p>Special education co-teaching teams have been created at three additional schools. In addition, a grassroots effort has started to eliminate "resource" and "instructional" programs.</p>	<p>Three co-teaching teams have been instituted with the feedback from the teams being that , though it's a great experience for them and the students they serve, there is a need for more co-planning time. The grassroots team has met three times to create a list of non-negotiables to ensure co-teaching implementation is sustainable.</p>	<p>As a result of implementing more inclusive service delivery models, students will have increased access to general education curriculum resulting in increased achievement.</p>

## Special Services Department SY17 Action Plan:

**Big Rock #1: Educate the whole child by ensuring all systems, structures and processes within District 97 reflect an understanding of what it means to support the successful development of each and every student.**

Timing	Goal/Actions	Evidence
Fall and Spring	Develop high quality IEPs that reflect student’s needs and are in compliance with state and federal laws. <ul style="list-style-type: none"> <li>● Implement the practice of leveraging facilitated IEP meetings</li> </ul>	TieNet IEP Rubric

<b>Big Rock #2: Establish a comprehensive system of support for District 97 staff.</b>		
Timing	Goal/Actions	Evidence
Three times per year	Develop supports for special education staff to ensure students are able to access the new general education curriculum. <ul style="list-style-type: none"> <li>● We will use data to identify areas of need and monitor student performance.</li> <li>● Conduct programmatic reviews of instructional strategies and tools.</li> <li>● Refine and expand the following practices:                             <ul style="list-style-type: none"> <li>-Student-led IEP meetings</li> <li>-Professional development for teacher assistants</li> </ul> </li> </ul>	Progress monitoring: AIMSweb  Student report cards
Three times per year	Explore new ways to deliver special education services <ul style="list-style-type: none"> <li>● Refine and expand reintegration from therapeutic day school placements.</li> <li>● Continue to monitor disproportionality and issues of equity.</li> <li>● Develop co-teaching in three additional schools.</li> </ul>	Staff meetings  Tracking teacher and student surveys

## **Mike Padavic SY17 (Individual) Goals & Performance Objectives:**

**Goal: Strengthen the related service evaluation process by implementing the ATSR process.**

**Performance indicator:** Monthly feedback to the related service staff that are being evaluated with 90% will receive a proficient or higher evaluation.

**Goal: Decrease the number of students placed in therapeutic day school.**

**Performance indicator:** Monthly review of students placed out of district and reviewing current programming in each of our buildings.

**Goal: Continue to work with community agencies such as IMPACT, Thrive for Success, Oak Park Youth Township to ensure a comprehensive approach to meet student needs.**

**Performance indicator:** Monthly meetings with those agencies regarding referrals sent to them.

# Goals for 2016-2017

## Strengthen Teacher and Leadership Capacity

1. Leverage the ATSR process to ensure special education teachers and related service providers are positively impacting student achievement (Slides 13-17)
2. Refine and expand the following practices:
  - Co-teaching at 3 additional schools
  - High quality IEP development and compliance with IDEA
3. Leveraging the FAR process with related service providers to drive professional growth and promote the tenets of formative assessment
4. Continue to support special education teachers in ensuring students are able to access the new core general education curricula
5. Continue to use student data to identify areas of need and monitor student performance (Slides 13-17)

## Strengthen Quality of Resources

1. Conduct programmatic reviews of instructional strategies and tools
2. Explore novel ways to deliver special education services to students (Slides 8 and 9)
3. Refine and expand reintegration from therapeutic day school placements (Slides 8 and 9)
4. Refine and expand the following practices:
  - Student – led IEP meetings
  - Professional development for teacher assistants
5. Continue to monitor disproportionality and issues of equity
6. Monitor implications of special education funding bills at the state and federal level (Slides 4 and 5)
7. Monitor the implications of Senate Bill 100 on students with disabilities
8. Support MTSS implementation

## Support for Students and Families

1. Support the work of the parent advisory committee
2. Conduct parent workshops aligned to parent needs
3. Implement the practice of leveraging facilitated IEP meetings