2022-23 Pupil Services Scorecard

Teaching, Learning & Relevance Pillar				
Adaptive and focused pathways for student growth	**Progress Monitors**	**Progress Monitor Data**		**Full Academic Year**
		Q1	**MY**	**EOY**
Literacy and Numeracy Goal Increase proficiency in ELA and Mathematics for students with disabilities				
Cascaded to all sites: ● **Increase access to core academic instruction through Educational Environment placement. Current rate of 63.05. Increase to rate of 72.18.** ● **Increase number of students with IEPs who demonstrate proficiency in Math. Based on progress monitoring, students will demonstrate 1 year or more of growth.** ● **Increase number of students with IEPs who demonstrate proficiency in ELA. Based on progress monitoring, students will demonstrate 1 year or more of growth.** **Pupil Service Director along with case managers, building principals, and teaching teams will develop routines for data collection:** ● **Data collection (screening & progress monitoring)** ● **Organization of data** ● **Regular review of data** ● **Collaborative planning** ● **MLSS structures and communication of those structures** ● **Improved collaborative planning with regular education** ● **Increase opportunities for co-teaching through educational environment**	● quarterly monitoring of educational environment through IEP review ● Quarterly review of student progress from bi-weekly progress monitoring in reading and math ● Quarterly check-ins on participation in grade-level	● ongoing data collection and collaboration	● Educational environment 79.5% ● ELA scores ● Math scores ● Data collection and review occurring as outlined ● PD and work continuing around co-teaching	● Educational Environment 82.6% ● Percentage of students with IEPs that made 1 year or more of progress ELA 59% ● Percentage of students with IEPs that made 1 year or more of progress Math 40% ● Data collection completed and adjusted to 3 times per year to align with assessment ● Continued PD structures aligned to support collaboration ● MLSS completed

Teaching, Learning & Relevance Pillar				
Adaptive and focused pathways for student growth	**Progress Monitors**	**Progress Monitor Data**		**Full Academic Year**
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	and content collaboration time with regular education teachers			

The Whole Child Pillar				
Acknowledgement of the balance of student needs for social & emotional development	**Progress Monitors**	**Progress Monitor Data**		**Full Academic Year**
		Q1	**MY**	**EOY**
MLSS ● Develop and implement materials and access to the MLSS system and referral pathway ○ Create visuals showing procedures, contacts, process, and resources	Completion of MLSS Framework and referral pathway		● District MLSS Instructional playbook in review stage	● MLSS completed
Counseling will review student needs, available resources and develop Mental Health Framework ● Mental Health Referral Pathway ● SHAPES Needs Assessment ● B.e.s.t and SAEBRS data ● SEL curriculum review	1. Review information from SHAPES and determine areas of need and identify areas of data collection 2. Review YRBS data 3. Conduct b.e.s.t and SAEBRS	1.	2. SHAPES data revisited and reviewed 3. B.e.s.t data Fall score 84.6% Spring score 86.9% 4. SAEBRS scores a. TMS, Teacher, Fall84% at or above benchmark.	● continued work on SHAPES and referral pathway ● B.e.s.t. And SAEBRS goals met ● SEL curriculum, committee identified top 2, with one waiting for evidenced based status, placed on hold until January awaiting outcome

	screeners. Use data to implement TIER 2 interventions
	4. Vet current or new curriculum for SEL instruction
			Spring 72%
			   b. Student Fall 65% at or above benchmark, Spring 59%
			   c. THS, Fall Teacher 72% at or above benchmark, Spring 68% at or above benchmark
			   d. THS Studnet Fall 65% at or above benchmark, Spring 59% at or above benchmark
			
			5. Midway through SEL material review	

Behavioral Strategy and System Implementation and Impact ● Behavioral strategist support ● Elementary behavioral support room ● Tiered Fidelity Inventory ● Hatchet Pride expectation implementation ● Major and Minor data review	1. Collect and analyze data from behavioral support use of behavioral support staff and room 2. Quarterly informal Tiered Fidelity Inventory checks 3. Revisit		1. Behavior strategist has completed work with grade level teams to review data and develop plans 2. Hawaii expectations/use reviewed with staff 3. Mid-year TFI completed at each building 4. Review of "Big 5" and data entry reviewed for	● data reviewed with staff each semester ● Hawaii data collected and reviewed to optimize use ● Building Tiered Fidelity completed each semester ● All behavioral data reviewed and used for action planning at Data Dig

	Hatchet pride implementation, visuals, consistency within grade level and/or content area aligned with building expectations 4. Quarterly review of "Big 5" data and Majors/Minors		consistency when meeting threshold for additional support	

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<tr><td colspan="5">Communication & Community Engagement Pillar</td></tr>
<tr>
<td rowspan="2">Engaging our families and community stakeholders through excellence in communication</td>
<td rowspan="2">Progress Monitors</td>
<td colspan="2">Progress Monitor Data</td>
<td>Full Academic Year</td>
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<tr>
<td>Q1</td>
<td>MY</td>
<td>EOY</td>
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<td>Develop transition and work experience opportunities in the area and locally for students with disabilities
• Explore and educate options for students with disabilities after graduation with families
• Local work experience sites</td>
<td>1. Complete transition, skill, interest inventories for students 14 and older
2. Involve DVR on IEPs for</td>
<td></td>
<td>1. Skill/interest inventories in place using Xelllo
2. DVR invited to participate in all IEPs, does not always</td>
<td>1. Interest inventories completed
2. DVR included to all age 16 and up IEPs
3. 1 work experience site in place
4. Continued collaboration with Lincoln County, transition opportunities</td>
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	students 16 and older. 3. Develop 1 or more local work experience site for students with disabilities. 4. Plan a transition event to share opportunities with families for opportunities for options after high school.		attend 3. Work experience site not yet in place, only volunteer opportunities currently 4. Working with Lincoln County partners and kinship to develop transition and support service fair	provided through County Communities on Transition (CCOT)