

Tomahawk School District

Pupil Services and Special Education

2014-15 Plan of Priority Work

Strategic Direction:	Schedule of Work and Resources Required	By Whom	Metrics to Evaluate Progress
<p>Nurture Structures and Coalitions to Support the Needs of the Whole Child.</p> <p><u>Objective:</u></p> <p>Secure opportunities for students to receive individual Mental Health and AODA counseling services in the school setting. On-site services will increase access, eliminate barriers and result in less loss of instruction time.</p> <p><u>Priority Actions:</u></p> <p>Present the “Memorandum of Understanding” (developed and reviewed by the district’s legal counsel during the 2013-14 school year), “Request for Access” form and “Potential Providers List” to the Curriculum and Assessments Committee.</p> <p>Pending Curriculum and Assessment Committee approval, present the above documents to the Board of Education for approval.</p> <p>Pending Board approval, identify a location within the building where services can be delivered.</p> <p>Pending Board approval, contact and meet with interested local providers.</p> <p>Once providers complete the necessary documents, enter into a joint agreement with those meeting the criteria and provide access for them to provide services to students in our schools.</p>	<p>September 2014</p> <p>October 2014</p> <p>October 2014</p> <p>October 2014</p> <p>To be determined based on providers returning required documents for consideration</p>	<p>Mitch Hamm</p> <p>C&A Comm. Chair Mitch Hamm</p> <p>Administrative Team</p> <p>Mitch Hamm Amanda Johnson Guidance Staff</p> <p>Mitch Hamm Sandy Holquist Cheryl Baker</p>	<p>Meeting agenda and documents</p> <p>Meeting agenda and documents</p> <p>Identified location</p> <p>Meeting agenda and list of participants.</p> <p>Required documents</p>

Once joint agreements are reached and services begin, start to collect the following data: number of counseling sessions held and building level of students involved in those sessions.	Once sessions begin	Providers	Collected data
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<p align="center">Strategic Direction:</p> <p>Nurture Structures and Coalitions to Support the Needs of the Whole Child & Teach the Value of Interpersonal Relationships and Social Skills.</p>	<p align="center">Schedule of Work and Resources Required</p>	<p align="center">By Whom</p>	<p align="center">Metrics to Evaluate Progress</p>
<p><u>Objective:</u> Continue implementation (year 4) of a five to seven year plan designed to integrate Positive Behavioral Interventions and Supports (PBIS) throughout the district.</p> <p>Priority Actions:</p> <p>Lead bi-monthly PBIS Coaches and building administration meetings to ensure that the essential functions of each position are being followed and that each building is continuing to make adequate progress.</p> <p>Develop the agenda (with administrative input) and lead monthly coaches' meetings/work days.</p> <p>Ensure that buildings are regularly assessing PBIS implementation and fidelity.</p> <p>Ensure that each building has an updated PBIS Plan of Priority work that is responsive to the needs identified in the PBIS assessments and that continuous progress is being made relative to that plan.</p> <p>Arrange for new PBIS Team members to attend "New Team Member Training"</p>	<p>Bi-monthly September 2014 – May 2015</p> <p>Monthly September 2013 – May 2014</p> <p>October 2014 and May 2015 (Benchmarks of Quality, Self-assessment Survey and the Team Implementation Checklist)</p> <p>On-going throughout the 2013-14 school year</p> <p>October 2014</p>	<p>Mitch Hamm</p> <p>Scott Wallace – External Coach</p> <p>Mitch Hamm External Coach Internal Coaches</p> <p>Mitch Hamm Building Administration External Coach Internal Coaches</p> <p>Mitch Hamm Building Administration External Coach</p>	<p>Meeting agendas</p> <p>Meeting agendas</p> <p>Assessment results (BoQ,SAS, & TIC)</p> <p>Plans of work, meeting agendas, PBIS lessons (cool tools), assessment results, building PBIS data, etc.</p> <p>List of attendees</p>

<p>Establish a calming room at the elementary to support student behavioral needs, decrease discipline issues and increase instructional time on task.</p> <p>Establish an Elementary Tier 2 PBIS committee, complete the Tier 2 readiness document, arrange for and complete Tier 2 Training.</p> <p>Note: Our target goal is to reach full implementation of Tier 1 (universal) in the middle and high school during the 2014-15 school year and complete the application to be recognized as a school of distinction. Since the elementary has already achieved that level, our focus at the elementary will be to maintain Tier 1 and begin implementation of Tier 2. More detailed information can be found in the TSD “Essential Functions” documents, the “Building PBIS Plans of Work”, and on each building PBIS Haiku page.</p>	<p>In place September 2014 Assess effectiveness throughout the year</p> <p>First Semester of the 2014-15 school year</p>	<p>Mitch Hamm Penny Antell Amanda Rezney PBIS Team (Elem.)</p> <p>Mitch Hamm Penny Antell PBIS Coaches</p>	<p>Data collection (number of interventions & length of Interventions per quarter)</p> <p>List of team members, completed readiness checklist, and list of training attendees</p>
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<p>Strategic Direction:</p> <p>Continual Improvement of Rigorous and Relevant Academic Content</p>	<p>Schedule of Work and Resources Required</p>	<p>By Whom</p>	<p>Metrics to Evaluate Progress</p>
<p>Objective: Begin a 3-5 year plan designed to develop and implement a Response to Intervention (RtI) Framework consisting of comprehensive multi-level systems of academic support in the Tomahawk School District (Efforts for the 2014-15 school year will be focused at the PK-5 level)</p> <p>Priority Actions: Form a Leadership Team and create a meeting work calendar to review existing structures and systems currently in place and modify those structures as necessary to fit the Response to Intervention (RtI) framework.</p>	<p>September 2014</p>	<p>Mitch Hamm</p>	<p>Team & Meeting Calendar</p>

<p>Create a building and grade level team data meeting calendar for the elementary school. Building data meetings will occur a minimum of three times per year and grade level team meetings will occur a minimum of one time per month.</p>	<p>September – October 2014</p>	<p>Leadership Team</p>	<p>Meeting Calendar</p>
<p>Determine who will lead both building and team data meetings and establish meeting procedures.</p>	<p>October 2014</p>	<p>Leadership Team</p>	<p>Meeting procedures document</p>
<p>Determine a screening process for identifying which students need academic intervention.</p>	<p>October – November 2014</p>	<p>Leadership Team</p>	<p>Process document</p>
<p>Develop a process for identifying and assigning interventions to specifically identified groups of students (Tier 2) and monitoring their progress during intervention.</p>	<p>October – November 2014</p>	<p>Leadership Team</p>	<p>Process document and/or flow-chart</p>
<p>Develop a process for assigning and monitoring the progress of specifically identified intensive individual (Tier 3) interventions for students that do not sufficiently respond to group (Tier 2) interventions.</p>	<p>October – November 2014</p>	<p>Leadership Team</p>	<p>Process document and/or flow-chart</p>
<p>Form a building level Leadership Team and identify Tier 2 & Tier 3 specific content area interventions, intervention guides, checklists and expectations for each intervention (Specific attention will need to be given to fidelity of implementation, frequency and monitoring of interventions)</p>	<p>November 2014 – May 2015</p>	<p>Leadership Team Building Level Leadership Team</p>	<p>List of team members</p>
<p>Build Master Special Education Schedule to support a Multi-level system of support. Emphasis will be on a more inclusionary model with opportunities for team teaching and doubling doses of core academic content.</p>	<p>May 2015</p>	<p>Mitch Hamm Special Ed. Staff</p>	<p>Completed master schedule</p>