

Special Education Department Improvement Plan

2017-2018

GOAL 1: On NWEA MAP, 50% of students with IEPs will meet projected growth projections.

OBJECTIVE 1a: Reading- Within the department, the instructional components of the Workshop model; along with other literacy strategies focused on improving phonics and comprehension skills, will be implemented with fidelity.

OBJECTIVE 1b: Math- Within the department, the 8 mathematical practices within math instruction will be implemented with fidelity.

<u>Identified Need(s)</u> Why is this an area that needs to be addressed (provide assessment data)?	<u>Action Plan</u> What is our action plan(s) to accomplish our objectives?	<u>Implementation/ Monitoring and Responsibility</u> Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?	<u>Professional Development</u> How will staff be provided with training and resources to accomplish the set objectives?	<u>Communication</u> How will this goal and objectives be communicated throughout process?
1a. Across grades one through eight, 43.5 percent of special education students met growth projections in reading. 1st -32% 2nd -72% 3rd -29% 4th -58% 5th -67% 6th - 27% 7th - 50%	1a. Integration of the Reader's workshop model alongside other adapted curriculum pieces focused on building necessary literacy skills.	1a. Primary implementation will be by special educators in collaboration with general education teachers. Administration will monitor instructional strategies being used, and future NWEA MAP assessment data will demonstrate results.	1a. Continued Schoolwide coaching, and follow-up training received in other phonics and vocabulary building programs.	1a. Administrators will reinforce with all staff the need to continue to build capacity to improve literacy instruction. The special education director will communicate with building special education facilitators to promote continued collaboration.

8th - 13%				
<p>1b. Across grades one through eight, 39.5% of special education students met growth projections in math.</p> <p>1st -42% 2nd -59% 3rd -13% 4th -55% 5th -62% 6th - 47% 7th - 11% 8th - 27%</p>	<p>1b. Instruct on the 8 mathematical practices within math instruction, embracing the MCMI guiding principle of focusing on those practices that best improve student thinking and learning.</p>	<p>1b. Primary implementation will be by special educators in collaboration with general education teachers. Administration will monitor instructional strategies being used, and future NWEA MAP assessment data will demonstrate results.</p>	<p>1b. Collaboration with staff participating in/participation in professional development activities through the Metro Chicago Math Initiative.</p>	<p>1b. Administrators will reinforce with all staff the need to continue to build capacity to improve mathematics instruction.</p> <p>The special education director will communicate with building special education facilitators to promote continued collaboration.</p>



Leaders in Learning

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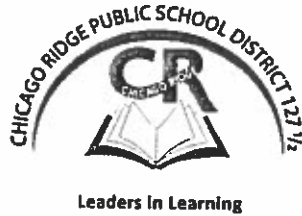
GOAL 2: The overarching goal is for our students in the IEP subgroup to outperform the state average for every grade level and subcategory on the PARCC assessment. This year will focus on lower performing student cohorts to promote improvement in PARCC performance as evidenced by 5% movement toward greater proficiency [Movement to Level 2 (partially met expectations) from Level 1 (did not yet meet expectations)] with grade level expectations.

OBJECTIVE 2a: Particular emphasis on reading improvement is needed with our 4th & 6th grade cohorts as half or more did not yet partially meet expectations on the 2016-17 PARCC assessment.

OBJECTIVE 2b: Particular emphasis on math improvement is needed with our 4th, 6th & 7th grade cohorts as half or more did not yet partially meet expectations on the 2016-17 PARCC assessment.

<p><u>Identified Need(s)</u> Why is this an area that needs to be addressed (provide assessment data)?</p>	<p><u>Action Plan</u> What is our action plan(s) to accomplish our objectives?</p>	<p><u>Implementation/ Monitoring and Responsibility</u> Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?</p>	<p><u>Professional Development</u> How will staff be provided with training and resources to accomplish the set objectives?</p>	<p><u>Communication</u> How will this goal and objectives be communicated throughout process?</p>
<p>2a. Students assessed in grades three and five in reading scored in level 1 to a considerable degree, leaving much opportunity for movement toward greater proficiency Level 1, Grade 3</p>	<p>2a. Integration of the Reader's workshop model alongside other adapted curriculum pieces focused on building necessary literacy skills. Consider specific intervention strategies to</p>	<p>2a. Primary implementation will be by special educators in collaboration with general education teachers. Administration will monitor instructional strategies being used, and future PARCC ELA</p>	<p>2a. Continued Schoolwide coaching, and follow-up training received in other phonics and vocabulary building programs.</p>	<p>2a. Administrators will reinforce with all staff the need to continue to build capacity to improve literacy instruction. The special education director will communicate with building special education facilitators</p>

<p>District - 89.5% State - 51.9%</p> <p>Level 1, Grade 5 District - 50% State - 45.1%</p>	<p>additionally enhance student skill proficiency.</p>	<p>assessment data will demonstrate results.</p>		<p>to promote continued collaboration.</p>
<p>2b. Students assessed in grades three, five & six in math scored in level 1 to a considerable degree, leaving much opportunity for movement toward greater proficiency</p> <p>Level 1, Grade 3 District - 78.9% State - 35.3%</p> <p>Level 1, Grade 5 District - 50% State - 37.6%</p> <p>Level 1, Grade 6 District - 50% State - 48.2%</p>	<p>2b. Instruct on the 8 mathematical practices within math instruction, embracing the MCMI guiding principle of focusing on those practices that best improve student thinking and learning.</p> <p>Explore additional math intervention strategies to boost skill growth, and opportunities to delve into grade level concepts.</p>	<p>2b. Primary implementation will be by special educators in collaboration with general education teachers. Administration will monitor instructional strategies being used, and future PARCC math assessment data will demonstrate results.</p>	<p>2b. Collaboration with staff participating in/participation in professional development activities through the Metro Chicago Math Initiative.</p>	<p>2b. Administrators will reinforce with all staff the need to continue to build capacity to improve mathematics instruction.</p> <p>The special education director will communicate with building special education facilitators to promote continued collaboration.</p>



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GOAL 3: On Dynamic Learning Map-Alternative Assessment (DLM-AA), district student performance will improve to at least equal the percentage of students across the state meeting or exceeding the DLM-AA standards.

OBJECTIVE 3a: Promote examination of the essential elements in English language arts as they relate to modified instruction aligned to Common Core State Standards

OBJECTIVE 3b: Promote examination of the essential elements of mathematics as they relate to modified instruction aligned to Common Core State Standards

OBJECTIVE 3c: Scrutinize assistive technology and accommodations being provided to ensure students are maximally enabled to access and demonstrate their knowledge on the assessment

<p><u>Identified Need(s)</u> Why is this an area that needs to be addressed?</p>	<p><u>Action Plan</u> What is our action plan(s) to accomplish our objectives?</p>	<p><u>Implementation/ Monitoring and Responsibility</u> Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?</p>	<p><u>Professional Development</u> How will staff be provided with training and resources to accomplish the set objectives?</p>	<p><u>Communication</u> How will this goal and objectives be communicated throughout process?</p>
<p>3a. Performance of district students taking the alternate assessment dropped between the 2015-16 and 2016-17 school years</p> <p>The following scores represent the percentage</p>	<p>3a. Examine DLM essential elements in English language arts to find correlations with student's instructional goals at the various age levels.</p>	<p>3a. The special education director, along with Eisenhower Cooperative and private school administrators will monitor activities promoting student performance</p>	<p>3a. Staff having students who will participate in the Dynamic Learning Map-AA will successfully complete required training modules to gain</p>	<p>3a. The special education director, Eisenhower Cooperative and private school administrators will communicate with teachers of student participating in the assessment regarding preparation</p>

<p>meeting/exceeding standards:</p> <p>District 2015-16 23.5% 2016-17 15.0%</p> <p>State 2015-16 16.9% 2016-17 15.6%</p>		<p>success relative to the DLM-AA.</p> <p>Future DLM-AA results will be used to gauge plan effectiveness.</p>	<p>proficiency in test administration.</p> <p>Reference information on essential elements found on the ISBE DLM-AA webpage</p>	<p>and planning for test administration.</p>
<p>3b. Performance of district students taking the alternate assessment dropped between the 2015-16 and 2016-17 school years</p> <p>The following scores represent the percentage meeting/exceeding standards:</p> <p>District 2015-16 23.5% 2016-17 15.0%</p> <p>State 2015-16 16.9% 2016-17 15.6%</p>	<p>3b. Examine DLM essential elements in mathematics to find correlations with student's instructional goals at the various age levels.</p>	<p>3b. The special education director, in collaboration with Eisenhower Cooperative and private school administrators, will monitor activities promoting student performance success relative to the DLM-AA.</p> <p>Future DLM-AA results will be used to gauge plan effectiveness.</p>	<p>3b. Staff having students who will participate in the Dynamic Learning Map-AA will successfully complete required training modules to gain proficiency in test administration.</p> <p>Reference information on essential elements found on the ISBE DLM-AA webpage</p>	<p>3b. The special education director, Eisenhower Cooperative and private school administrators will communicate with teachers of student participating in the assessment regarding preparation and planning for test administration.</p>
<p>3c. Performance of district students taking the alternate assessment dropped between the 2015-16 and 2016-17 school years</p>	<p>3c. Review student individual education plans specifically to consider whether recommended DLM-AA accommodations promote student</p>	<p>3c. The special education director; in collaboration with Eisenhower Cooperative and private school administrators, will monitor activities promoting student</p>	<p>3c. Reference teacher training information regarding allowable practices, practices to be avoided, and practice</p>	<p>3c. Targeted outcome will be furthered as student's individual education plans are reviewed and developed.</p>

<p>The following scores represent the percentage meeting/exceeding standards:</p> <p>District 2015-16 23.5% 2016-17 15.0%</p> <p>State 2015-16 16.9% 2016-17 15.6%</p>	<p>access and performance</p>	<p>performance success relative to the DLM-AA.</p> <p>Future DLM-AA results will be used to gauge plan effectiveness.</p>	<p>activities in preparation for test administration</p>	
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Director of Pupil Personnel Services Signature: *Cary D. O'Leary*

Superintendent's Signature: *Dr. Kevin F. Russell*

School Board President's Signature: *Thomas M. Kuchars*

