

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
GOAL 1: <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
Special Education students 3 rd -10 th grade will improve performance in Reading, Writing and Math on State benchmark measures.	↑ 3% student performance	↑ 3% student performance	↑ 3% student performance	↑ 3% student performance	↑ 3% student performance
Percentage of Special Education students who are not proficient on state benchmark exams will decrease 10% over previous year.	↓ 10% students not proficient	↓ 10% students not proficient	↓ 10% students not proficient	↓ 10% students not proficient	↓ 10% students not proficient
<i>Initial training for all ASD Special Educators on Web-based IEP: second semester.</i>		<i>Web-based IEP is operational—allows instant access to student records and thus immediate services for students in new schools or new classes.</i>	<i>Initial training for all ASD Special Educators on Web-based IEP: second semester.</i>	<i>Web-based IEP is operational—allows instant access to student records and thus immediate services for students in new schools or new classes.</i>	Special Education is “paperless.” All student records, IEP, and data are electronic: educators have more time to teach.
	<i>Ongoing training on Web-based IEP.</i>	————→	————→	<i>Ongoing training on Web-based IEP.</i>	————→
Increase numbers of PreK-3 students who are identified for early intervention and who receive services.	↑ 10% PreK-3 students receiving services	↑ 5% reK-3 students receiving services	↑ 3% PreK-3 students receiving services	↑ 2% PreK-3 students receiving services	↑ 2% PreK-3 students receiving services
<i>Increase emphasis on very early intervention Pre-K and Kindergarten.</i>	————→	————→	————→	————→	————→
<i>Proactive child find screens and identifies children through community-based outreach.</i>	————→	————→	————→	————→	————→

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		<p><u>Maintain coordinator for Child Check.</u></p> <p><u>Explore/review improved screening instruments to address increased screening needs in the area of social/behavioral concerns.</u></p> <p><u>Collaborate with other ASD preK programs for Child Check; e.g. CIT/CH, Migrant Education, Title I.</u></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
		<p>Improve transition activities from Part C to Part B and preschool assessment process</p> <p><u>Explore/select/implement improved assessment process for eligibility testing for prek students with significant social/behavioral/mental health needs.</u></p>	<p>→</p> <p>→</p>	<p>→</p>	<p>→</p>
		<p>Improve "lag time" between screening and formal assessment for preK students; maintain at four weeks.</p> <p><u>Refine system for complying with Part C transition.</u></p>	<p>→</p> <p>→</p> <p>Full compliance with Part C transitions.</p>	<p>→</p>	<p>→</p>

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	<i>Increase collaboration between Special Education and regular education teachers in conducting, interpreting, and using the kindergarten profile.</i>	→	→	→	→
	<i>Provide training for preschool and primary teachers in identifying children at risk; developmental milestones.</i>				
Proportion of initial referrals for Reading and Math interventions in grades 4-6 will decrease each year. (Under IDEA, the District must accept any referrals for reading and math assessments.)	↓ 2% proportion of initial referrals for reading and math, grades 4-6	↓ 2% proportion of initial referrals for reading and math, grades 4-6	↓ 3% proportion of initial referrals for reading and math, grades 4-6	↓ 5% proportion of initial referrals for reading and math, grades 4-6	↓ 10% proportion of initial referrals for reading and math, grades 4-6
<i>Continue to Investigate and implement research-based Reading and Math interventions in Special Education in collaboration with the regular program in all schools K-12 (e.g., Reading Mastery 1-3, Corrective Reading 4-8, Corrective Math 4-8, Lindamood Bell K-12, and Fast ForWord K-12.)</i>	<i>Add Follow the Leader intervention.</i>	<i>Extend Fast ForWord in the elementary and middle level programs.</i> <u>Implement Language! Language Arts curriculum in grades 7-8 and in pilot high school sites.</u>	→ <u>Implement research-based math curriculum.</u>	→	→
<i><u>Train staff in research-based curriculum in reading and math in special education, and increase capacity by implementing a system of in-house trainers of trainers.</u></i>	→	→	→	→	→
<i><u>Train trainers for Reading Mastery.</u></i>	→	→	→	→	→

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<p><i>Continue training in Reading Mastery:</i></p> <ul style="list-style-type: none"> • <i>— New to grade/District</i> • <i>— Refresher</i> • <i>— Paraprofessionals</i> • <i>— Sponsor Lindamood-Bell training: summer clinics</i> • <i>—</i> 	→	→	→	→	→
<p><i>Continue to investigate and provide training in research-based programs that demonstrate effectiveness.</i></p>	→	→	→	→	→
		<p>Specified research-based Reading and Math interventions in place and in use in all 60 elementary schools.</p>			
<p><i>Add, modify, and revise interventions across the District in response to student data.</i></p>	→	→	→	→	→
<p><i>Special educators participate in professional development activities sponsored by Elementary, Middle School, and High School Education; and the Curriculum and Instructional Support Department, and Assessment and Evaluation Department.</i></p>	→	→	→	→	→
<p><i>Include regular educators in Special Education activities across a broad continuum (e.g., academics, behavior, brain research, autism, technology).</i></p>	→	→	→	→	→
<p><i>Provide training for regular educators in Special Education methodologies, and classroom facilitation.</i></p>	→	→	→	→	→
<p><i>June ASD Teacher Academy offers credit course on key Special Education issues for regular educators.</i></p>	→	→	→	→	→

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<i>Provide training opportunities specifically for regular educators on special education methodology or topics.</i>	→	→	→	→	→
	Increase by 5% Special Education students who graduate with a diploma; demonstrating passage of the HSGQE, accumulation of credit, and fulfillment of graduation requirements.	↑ 5% Special Education students who graduate Increase by 5% Special Education students who graduate with a diploma; baseline FY 2004-2005	↑ 5-7% Special Education students who graduate	↑ 7-9% Special Education students who graduate	↑ 9-11% Special Education students who graduate
<i>Build a more articulated continuum of services for Special Education students 7-12, and across schools.</i>					
<i>Field test American Guidance System's (AGS) research-based prescriptive assessment and delivery curriculum to more precisely meet individual students' needs—especially in Math, in two ASD high schools; evaluate in May.</i> (This system (AGS) does not provide adequate alignment with State standards.)	<i>Expand AGS curriculum across all high schools; Evaluate in May.</i>				
	<i>Field test AGS curriculum to more precisely meet individual student needs on the middle level, especially in Math. Evaluate in May.</i>	<i>Expand AGS curriculum to all middle schools.</i>			
		All Special Education students 7-12 access consistent Math curriculum across grade levels and schools.			

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Goal 2: Supportive and Effective Learning Environment					
A full continuum of services will be available for K-12 Special Education students, providing behavioral support in the least restrictive environment.	→	→	→	→	→
<i>Needs of K-6 Special Education students are incorporated into the design and implementation of elementary positive schoolwide discipline plans as schools develop and implement them. (This was redundant/duplicative of the elementary plan.)</i>	→	→	→	→	All elementary schools have positive schoolwide discipline plans that are sensitive to the needs of Special Education students.
	Intensive <u>Extended</u> resource regional services are available for elementary students whose academic, social, or behavioral needs require support throughout the entire school day.				
	<i>Field test intensive extended resource services at a school site.</i>	<i>Evaluate and revise intensive extended resource services model. Add one to two sites each year.</i>	↑ intensive extended resource services sites	↑ intensive extended resource services sites	↑ six to eight intensive extended resource services sites are in operation.
	<i>Each year, add a school-based, self-contained positive behavior support classroom site in a strategic location, focusing on early intervention.</i>	↑ a self-contained behavior support site	↑ a self-contained behavior support site	↑ a self-contained behavior support site	Up to six school-based, self-contained positive behavior support classrooms sites serve elementary students with significant emotional/behavioral disabilities.

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<p>Reduce Special Education changes in placement due to suspensions for more than ten days and recommendations for expulsion. Increase Whaley and Mount Iliamna transitions to less restrictive educational placements. behavior-related suspensions, expulsions, and Whaley referrals, K-12.</p>	<p>Establish baseline data on sanctions on placements due to suspensions and expulsions.</p>	<p>↓ 3% behavior-related sanctions-placements</p>	<p>↓ 3% behavior-related sanctions-placements</p>	<p>↓ 3% behavior-related sanctions-placements</p>	<p>↓ 3% behavior-related sanctions-placements</p>
<p><i>Student Intervention Teams K-12 identify students who are eligible for Special Education and behavior-related 504 accommodations.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p><i>Design a team-based planning model (e.g., elementary Kid's Clinic) for targeted behavior interventions on the middle level.</i></p>	<p>→</p>	<p><i>Pilot team-based intervention model in two middle schools.</i></p> <p><i>Design a tool or instrument to lead school teams through the Special Education intervention/referral process.</i></p>	<p><i>Implement team-based intervention model in all middle schools.</i></p> <p><i>Pilot tool/instrument to lead school teams through the Special Education intervention/referral process.</i></p>	<p>Full implementation of team-based intervention/referral process</p>	<p>→</p>
<p><i>Use student academic, behavioral, and referral data to design staff development, K-3.</i></p>	<p>→</p>	<p><i>Use student academic, behavioral, and referral data to design staff development, grades 4-6.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>
<p><i>Provide training for 60 K-12 Special Educators in identification, methodology, and program development for autistic students.</i></p> <p><i>Provide a continuum of placement options for students with autism.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

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	<p><u>Three elementary autism classes and two preschool autism classes established.</u></p> <p><u>Establish a classroom at Wendler for students in grades 7 and 8 experiencing high-level autism (to include Asberger's Syndrome).</u></p>	<p><u>Three additional elementary autism classes opened.</u></p> <p><u>Extend high-level autism classroom to include grades 6-9.</u></p>	<p><u>Open at least one additional elementary autism class.</u></p> <p><u>Establish a second middle level classroom for autism, grades 6-9.</u></p> <p><u>Extend high-level autism classroom to high school</u></p>	<p><u>Open at least one additional elementary autism class.</u></p> <p><u>Establish a second middle school classroom for students experiencing autism</u></p>	<p><u>Open at least one additional elementary autism class.</u></p> <p><u>Establish a second high school classroom for students experiencing autism</u></p>
<p>Goal 3: Public Accountability</p>					
<p>Increase consistency of educational program and services, reduce redundancy, and fill in gaps for students who transition to community treatment programs and/or adult life.</p>					
<p><i>Extend consistency of targeted curriculum to Special Schools' populations who move between regular school and residential treatment programs.</i></p>	→	→	→	→	→
<p><i>Provide access to PLATO curriculum for student at North Star, API, and Booth.</i></p>		<p><i>PLATO/computerized learning in all ASD Special Schools residential treatment programs.</i></p>			
<p>Reduce lag time for services to students who transition to community programs.</p> <p><u>Improve transition from high school Alternative Career Education (ACE) and Adult Community Transition (ACT) to adult community-based services.</u></p>					

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<i>Conduct outreach to agencies; bring in agencies early in transition planning for students.</i>	→	→	→	→	→
		<p>Increase numbers of 11th and 12th grade students in vocational training; e.g. supervised job settings, King Career Center.</p> <p><i>Establish memorandum of agreement between ASD and state Division of Vocational Rehabilitation.</i></p>	↑ 3% students in vocational training	↑ 3% students in vocational training	↑ 3% students in vocational training
<i>Design a new model to support Adult Community Transition Program, e.g., centralized full-spectrum services and products.</i>	→	New model for Adult Community Transition Program.			
ASD Special Education shows annual continuous improvement on state monitoring system.	Increase score from 82% to 90%	↑ 5% continuous improvement	Maintain score of 95%	→	→
<i>Special Education staff development responds to needs and opportunities indicated through state audit and internal needs assessment.</i>	→	→	→	→	→
<i>Work with other programs in the Instructional Division to design standards based report cards.</i>	→	→	→	→	→