



# **Suffield Public Schools Special Services**

## **Department Improvement Plan for School Year 2017-2018**

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## **Introduction:**

The Special Services Improvement Plan was developed in collaboration with our newly formed Special Services Governance Team and building administration to ensure that special education students can access and reach their highest potential across academic, social-emotional, and behavioral domains. The planning process included analysis of student achievement data, parent/student/teacher climate data, curriculum and professional development survey results, and organizational health survey results. Once all data was reviewed and analyzed, we purposefully created goals and strategies to focus and guide our work. All goals and strategies are aligned to the District Improvement Plan's three improvement goals:

1. Curriculum and Instruction
2. Teacher (& Administrator) Growth = Student Growth
3. Organizational Health.

The pages that follow define the Special Services Improvement Plan for school year 2017-2018.

## **SUFFIELD PUBLIC SCHOOLS**

### **The Mission of the Suffield Public Schools:**

The Mission of the Suffield Public Schools is to prepare all students with the knowledge, skills, and attributes required for success in a rapidly changing world.

### **School District Five-Year Strategic Goals 2012-2017:**

1. Complete the policy, practice and cultural shifts needed to transition to a digital learning environment.
2. Design and implement a systemic plan for professional learning aligned with district needs.
3. Systematically use data to drive and improve practice.
4. Create an aligned and accessible curriculum that embeds 21st century skills and is aligned with the Common Core Standards.

### **School District Beliefs:**

*Believing that teacher growth = student growth:*

The Suffield Public Schools is committed to a culture of growth, high expectations, collaboration, and 21<sup>st</sup> century skills so that all students are provided the best opportunity for success in tomorrow's world.

*Believing that a healthy organization is effective and successful:*

We, the Suffield Public Schools community, are committed to the following cultural norms:

- Be present
- Speak your truth
- Assume good intent
- Risk for growth
- Do what you say
- Let go and move forward

## **The Mission of Special Services:**

### **Special Services Mission Statement**

The mission of the Suffield Public Schools Special Services Department is to provide high quality education programs whereby all students are empowered to reach their individual potential, develop independence, respect and value themselves and others and become lifelong learners.

### **Vision Statement**

The Special Services Department will strive to:

- Teach students with disabilities the effective tools and compensatory strategies necessary to access their education
- Adopt practices that encourage self-advocacy and independence across settings
- Utilize data driven decision making to adapt to the changing needs of students
- Provide professional development and opportunities for staff to stay updated with best practices and current research related to state mandates, assessment, and interventions
- Work collaboratively with parents to support students
- Increase community awareness of district programming and activities to engage students, families and community members as supportive partners
- Strengthen social-emotional wellness/character development

## **I. Special Services Long Term School Improvement:**

### **Goal 1: Curriculum & Instruction**

- Strategic Imperative--Improve Student Outcomes
  - ❖ Long term strategies:
    1. Improve academic performance
    2. Develop Social Emotional resources and strategies resulting in improved student behavior and positive school climate

### **Short Term Strategies to Support Goal 1: Curriculum and Instruction**

- Provide resources and time to improve data collection and intervention planning
  1. Collaborative planning time for special services staff
  2. Review and analyze progress monitoring data to ensure data driven instruction and student progress
  3. Utilize social skill screeners to identify students that require social/emotional support
  4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs
  5. Implement a revised service delivery model for Suffield Middle School to include content-based classes that address literacy, numeracy, study skills and social skills
- Establish assessment guidelines to ensure comprehensive evaluations that address student weaknesses
  1. Develop procedures and train staff in the identification of students with dyslexia
  2. Clarify guidelines and procedures for identification of students with social/emotional/behavioral concerns
  3. Continue to train staff in the reading process and specialized reading programming; e.g. Wilson, Orton-Gillingham
  4. Continue to train staff in instructional strategies to improve math performance
- Improve services for students with intensive needs
  1. Continue to implement and plan for the expansion of the ACHIEVE philosophy and support the ACHIEVE team with specialized training.
  2. Continue to train staff in program book development and data collection
- Develop a comprehensive social emotional learning plan that creates conditions and systems to analyze, interpret, and leverage academic and social and emotional student data effectively.
  1. Continue to develop a continuum of social emotional assessment tools and supports
  2. Expand implementation of the Devereux Student Strengths Assessment (DESSA) for identification, planning, and monitoring of social-emotional learning through upper grades
  3. Analyze DESSA results and work to identify students in need of additional social emotional support, then implement rounds of 6 to 8 week small group social skills and coping strategies instruction groups
  4. Implement Behavioral Support Plans aligned to Functional Behavioral Assessments
  5. Consult with visiting psychiatrist monthly

## **Key Measures & Evidence for Goal 1: Curriculum and Instruction**

1. SBAC data will reflect increasing number of students demonstrating improvement and meeting goals
2. STAR Math data grades 1-8 will reflect increasing number of students demonstrating improvement and meeting goals
3. IEP goals and objectives will reflect that 75% of students will master IEP goals and objectives in their IEP during the 17-18 school year
4. SMS data (formal and informal observations and student IEP data) will demonstrate improved outcomes for students
5. SHS data (formal and informal observations and student IEP data) will demonstrate improved outcomes for students
6. Review of pre & post DESSA data K-8 will reflect improved identification of students who are socially and emotional at risk.
7. ACHIEVE program books (grades prek-4) will reflect an increase in student's meeting targets
8. All Behavioral Support Plans will be based on a Functional Behavioral Assessment
9. State Restraint and Seclusion reports will reflect a decrease in the use of restraints & seclusions
10. ECO- Early Childhood Outcomes data will reflect improvement of skills for preK students transitioning to K

## **II. Special Services Long Term School Improvement**

### **Goal 2: Teacher (& Administrator) Growth = Student Growth**

- Strategic Imperative--Professional Development and Teacher Evaluation & Instructional Observation
  - ❖ Long term strategies:
    1. Build administrator and teacher capacity
    2. Increase teacher's voice by supporting and encouraging productive teacher dialogue with administrators, peers, and students
    3. Develop leadership capacity (students, faculty, staff, and admin)

### **Short Term Strategies to Support Goal 2: Teacher (& Administrator) Growth = Student Growth**

- Increase teacher planning, collaboration & professional development opportunities.
  1. Provide opportunities for collaboration and problem solving to promote sharing best practices and instructional strategies
  2. Provide collaboration opportunities for teachers to analyze and interpret data in order to improve student outcomes and to promote teacher leadership, problem solving, and efficacy
  3. Partner with outside experts to provide professional development in the implementation of specialized instruction
  4. Provide student specific training for staff to improve outcomes for individual students'
  5. Provide noncertified staff 26 hours of professional development on a variety of topics to increase skills and understanding of students with disabilities
  6. Provide staff with professional development on writing IEP goals and objectives
  7. Provide staff with professional development on Special Education regulations compliance and timeline mandates when writing and implementing IEP's
  8. Provide staff with professional development time to develop guidelines of roles and responsibilities and in order to increase consistency of processes and procedures across the district
  9. Provide professional development to staff on scientific research based methods of instruction
  10. Continue professional development to school psychologists on FBA and BSP development and implementation
  11. Provide English Language (EL) service providers professional development on implementation of the LAS Links assessment
  12. Provide crisis team training and identify teams in each building as required by State Restraint & Seclusion guidelines
- In collaboration with building administrators, provide teachers and noncertified staff with frequent feedback and dialogue on instructional practices.
  1. Formal and informal observations will focus on direct instruction and the use of appropriate and varied instructional strategies aligned to IEP goals and objectives
  2. Provide feedback to teachers on writing of IEP's per CSDE guidance
  3. Provide teachers with focused feedback to guide students' learning and behavior
- Improve consistency of processes and procedures across the district.
  1. Monitor implementation of IEP's through review of data, observations, PLC's, collaborative planning time, and IEP progress monitoring

2. Provide 504 Trainings
  3. Provide IEP Direct training for special services staff and administration
- Strategic budgeting to shift resources to department priorities.
    1. Collaboratively create the budget with input from the Special Services Governance Team
    2. Create a streamlined budgeting process for Special Services that aligns resources with District and Special Services Department Improvement plan goals
    3. Effective use of data management system to accurately track costs and reimbursements and audit outplacement services and costs

### **Key Measures & Evidence for Goal 2: Teacher (& Administrator) Growth = Student Growth**

1. Evaluation time line data from SEDAC will demonstrate 100% compliance
2. LAS Links data collection will demonstrate a positive trend in student performance and 100% compliance with state regulation
3. Execution of mandated trainings for special education and related service staff at 100%
4. Consistent implementation of 504 plans across the district
5. Student data demonstrates effectiveness of behavior support plans
6. Evidence of timely reporting to parents
7. Building based schedules reflect multidisciplinary collaboration time for special services staff
8. Special services staff survey following professional development will verify their ability to implement the presented skills

### **III. Special Services Long Term School Improvement**

#### **Goal 3: Organizational Health**

- Strategic Imperative--organizational norms, communication and coherence
  - ❖ Long term strategies:
    1. Engage students, families and community members as supportive partners
    2. Increase consistency, collaboration and clarity of communications

#### **Short Term Strategies to Support Goal 3: Organizational Health**

- Clearly collaborate and communicate with stakeholders to reinforce mission & vision
  1. Reinforce department and district mission, vision, and aligned department priorities with all staff members
  2. Reinforce department and district mission, vision, and aligned school priorities through frequent family and faculty communications--including presentations, social media, SPED PAC and parent informational trainings
- Improve communication and collaboration with parents to support student learning
  1. Plan Special Education Parent Advisory meetings in collaboration with parents
  2. Provide Special Education Services information on SPS website
  3. Determine additional methods of communication to increase community awareness of department programming and activities by broadening the use of communication tools
  4. Interpret and communicate assessment information with stakeholders prior to PPT's to increase communications in collaboration with families
  5. Case managers will provide information to families regularly

#### **Key Measures & Evidence for Goal 3: Organizational Health**

- Progress reported on 2012 - 2017 SPS Strategic Plan priorities  
Spring survey data will show a positive trend in:
  1. My child's teacher provides my child with his/her classroom accommodations and modifications
  2. There are high expectations for my child at school
  3. The education team provides me with data that is used to inform decision making
  4. The educational team communicates with me about my child's progress regularly
  5. The special education services being provided to my child meet his/her needs
  6. SPED PAC provides me with support and information regarding special education issues



### **Additional Special Services Priorities:**

- Development of Special Services Governance Team for shared leadership and vision
- Development of an Assistive Technology Team
- Continued development and collaboration for 18-21 Transition programming
- Review of current School Counseling program and services
- Review of Crisis Intervention/suicide prevention plans
- Development of lead nurse to facilitate consistency of practices and responses

### **Special Services Professional Development Plan:**

Special Services Professional Development Plan is a clear reflection of our priorities as a department and as a district. We focus on providing teachers with a combination of teacher-led collaborative time and inviting outside experts to come and present content and strategies in their respective fields. Our focus will build teacher capacity, leadership, and collaboration that in turn will result in increased student learning.

### **2017- 2018 Special Services Staff Training Plan:**

<b>Paraprofessional Staff</b>			
<b>Date</b>	<b>Time</b>	<b>Para Group</b>	<b>Topic</b>
8.21.17	Full day	New paras & New SPED	Training Series 1
8.22.17	Full day	New paras & New SPED	Training Series 1
8.23.17	Full day	New paras & New SPED	Training Series 1
8.24.17	Full day	New paras & New SPED	Training Series 1
8.28.17	Full day	New paras & New SPED	Training Series 1
8.30.17	Full day	All	Individualized Instruction: Meeting Students Needs Through Individualized Instruction: Essential Programmatic Elements and Features
10.6.17	1:30-3:00	PreK/AWS/MIS	Support with Respect
11.6.17	1:30-3:00	PreK/AWS/MIS	Functional Communication Training
12.6.17	1:30-3:00	PreK/AWS/MIS	Ready Learner
12.7.17	1:30-3:00	PreK/AWS/MIS	Introduction to Verbal Behavior
12.8.17	1:30-3:00	PreK/AWS/MIS	Social Skills Development
2.16.17	1:30-3:00	PreK/AWS/MIS	A Process for Teaching Social Skills

<b>Paraprofessional Staff</b>			
<b>Date</b>	<b>Time</b>	<b>Para Group</b>	<b>Topic</b>
3.14.17	1:30-3:00	PreK/AWS/MIS	Embedding Social Skills into Play
3.15.17	1:30-3:00	PreK/AWS/MIS	Schedules of Reinforcement
3.16.17	1:30-3:00	PreK/AWS/MIS	Prompts & Prompt Dependency
3.20.17	1:30-3:00	PreK/AWS/MIS	Fluency
4.24.17	1:30-3:00	PreK/AWS/MIS	Individualized Supports FBA
5.8.17	1:30-3:00	PreK/AWS/MIS	Individualized Supports BSP
11.2.17	12:45-2:25	Middle School	Support with Respect
11.3.17	12:45-2:25	Middle School	Functional Communication Training
4.19.17	12:45-2:25	Middle School	Introduction to Verbal Behavior
11.15.17*	12:30-2:10	High School	Support with Respect
11.16.17*	12:30-2:10	High School	Functional Communication Training
11.17.17*	12:30-2:10	High School	Ready Learner
1.16.17*	12:30-2:10	High School	Introduction to Verbal Behavior
1.17.17*	12:30-2:10	High School	Social Skills Development
1.18.17*	12:30-2:10	High School	A Process for Teaching Social Skills
1.19.17*	12:30-2:10	High School	Schedules of Reinforcement

\*May change due to snow days

<b>Certified Staff</b>			
<b>Date</b>	<b>Time</b>	<b>Topic</b>	<b>Participants</b>
6.28.17	12:00-3:00	Overview of ACHIEVE Principles of ABA Operational Definitions	New ACHIEVE teachers
7.5.17	12:00-3:00	Commonly Used Prompts Reinforcement Preference Assessments	New ACHIEVE teachers
7.11.17	12:00-3:00	DTI Incidental Teaching	New ACHIEVE teachers
7.12.17	12:00-3:00	Data Collection and Graphing Teaching and Data Decision Protocols	New ACHIEVE teachers
7.18.17	12:00-3:00	Generalization & Maintenance Teaching Using a Task Analysis	New ACHIEVE teachers
7.19.17	12:00-3:00	Functional Assessment of Behavior Shaping Behavior	New ACHIEVE teachers
7.25.17	12:00-3:00	Response Definitions and Interserver Agreement Strategies for Managing Challenging Behavior (Part 1 & 2)	New ACHIEVE teachers
7.26.17	12:00-3:00	Differential Reinforcement Commonly Used Assessments	New ACHIEVE teachers
7.31.17	12:00-3:00	Documentation and Reporting Lesson Plan Development	New ACHIEVE teachers
8.1.17	12:00-3:00	Classroom Structure/Child Specifics Lesson Plan Development	New ACHIEVE teachers
8.24.17	1:00-3:00	IEP Direct training	New Teachers
8.28.17	12:30-3:00	Special Ed procedures & timelines IEP Direct review	All Certified SPED staff
8.29.17	12:30-4:30	Suffield Public Schools ACHIEVE Program: Instructional Design, Evidence-Based Decision Making, and Multidisciplinary Teaming	All ACHIEVE SPED and Related Services
9.26.17	1 hour ex. Tuesday - TBD	ASSESSMENTS: VB-MAPP & AFLS	All certified SPED & Related AWS & MIS
TBD	3 hours per month	Psychiatric Consults with Dr. Rickler: Social- emotional learning	School Psychologists & Counselors

<b>Certified Staff</b>			
<b>Date</b>	<b>Time</b>	<b>Topic</b>	<b>Participants</b>
10.6.17		Instructional Strategies & Multi-Sensory Reading 504 Training	All Certified SPED Staff Nurses, School Counselors, psychologists
10.24.17	1 hour ex. Tuesday TBD	Functional Communication Training	All certified SPED & Related AWS & MIS
10.24.17	Full day	Specialized Instruction Sarah Isaac	SMS Special Ed staff
11.6.17		Analysis & Interpretation of Data & Assistive Technology Training from CSDE Health regs. & training from CSDE	All Certified SPED Staff Counselors Nurses
11.7.17	Full Day	Developing and measuring empirically-guided goals and objectives with a focus on generalization	SLP and other related services district-wide
11.28.17	1 hour ex. Tuesday	Ready Learner	All certified SPED & Related AWS & MIS
12.19.17	1 hour ex. Tuesday	Introduction to Verbal Behavior	All certified SPED & Related AWS & MIS
1.23.18	1 hour ex. Tuesday	Social Skills Development	All certified SPED & Related AWS & MIS
2.6.18		Process of Teaching Social Skills & Transitions	All certified SPED Staff
2.27.18	1 hour ex. Tuesday	A Process for Teaching Social Skills	All certified SPED & Related AWS & MIS
3.20.18	1:30-4:20	FBA	ACHIEVE Staff
3.27.18	1 hour ex. Tuesday	Embedding Social Skills into Play	All certified SPED & Related AWS & MIS
4.24.18	1:30-4:20	PBS	ACHIEVE Staff
4.3.18	1 hour ex. Tuesday	Schedules of Reinforcement	All certified SPED & Related AWS & MIS

5.1.18	1 hour ex. Tuesday	Prompts & Prompt Dependency	All certified SPED & Related AWS & MIS
5.8.18		Vertical Transition 2-3, 5-6, 8-9 and Prompts & Prompts Dependency	All certified SPED Staff
6.11.18		ESY Training/Orientation & Vertical Transition	All certified SPED Staff

<b>ESY Summer Training</b>				
<b>Date</b>	<b>Time</b>	<b>Para Group</b>	<b>Topic</b>	<b>Group Set</b>
* New paras will need 3 hours of didactic training using one of the options below				
5.8	3 hour	Summer Prep for Staff	Intro training	groups
**6.11	3 hours	New staff	Intro training	groups
*Staff working with new students over the summer need 3 hours of student orientation				
TBD	3 hour	All staff	Child specific training	Individually scheduled with teachers/BCBAs

\*\*last day of school

The above grids represent the 2017-2018 training plans. These plans may expand over the school year. This will include a 5-day paraprofessional training, extended ESY days for new teacher training (if new teachers are required), and the other trainings which occur within the scope of the district's pre-established schedule.

**Smarter Balanced Test Data Comparison  
2014-2015 & 2015-2016 & 2016-2017 – Special Education**

ELA						
Grade	Number of students (14-15)	Students at grade level (14-15)	Number of students (15-16)	Students at grade level (15-16)	Number of students (16-17)	Students at grade level (16-17)
3	6	17%	15	20%	17	18%
4	14	21%	16	19%	17	18%
5	15	33%	15	29%	20	20%
6	18	44%	22	18%	19	16%
7	13	23%	21	14%	22	23%
8	14	21%	12	17%	16	25%

MATH						
Grade	Number of students (14-15)	Students at grade level (14-15)	Number of students (15-16)	Students at grade level (15-16)	Number of students (16-17)	Students at grade level (16-17)
3	6	0%	15	27%	17	12%
4	15	20%	16	13%	17	24%
5	14	21%	15	7%	19	5%
6	18	17%	22	14%	18	23%
7	13	15%	21	14%	22	5%
8	14	0%	12	0%	15	13%

**Student Outcomes for Reading, Math, and Writing 2016-2017:**

	Elementary			Middle School			High School		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Percent of Students Mastering All IEP Goals	66%	64%	70%	89%	58%	73%	77%	77%	84%_
Percent of Students Mastering 75 % of IEP Objectives	89%	75%	87%	93%	76%	83%	87%	89%	90%

### Student Outcomes for Counseling and Social Skills 2016-2017:

	Elementary		Middle School		High School	
	Counseling	Social Skills	Counseling	Social Skills	Counseling	Social Skills / Human Relations
Percent of Students Mastering All IEP Goals	30%	48%	70%	57%	92%	85%
Percent of Students Mastering 75 % of IEP Objectives	67%	64%	74%	86%	96%	95%

### Comparison of Special Education Population 6/1/16 – 6/1/17

**Prevalence Rate as of 6/1/16 = 12.1%**

**Prevalence Rate as of 6/1/17 = 13.3%**

Disability	Pre-K 6/1/16	Pre-K 6/1/17	K-2 6/1/16	K-2 6/1/17	3-5 6/1/16	3-5 6/1/17	SMS 6/1/16	SMS 6/1/17	High 6/1/16	High 6/1/17	Total 6/1/16	Total 6/1/17
<b>Autism</b>	4	3	13	17	8	13	16	13	11	12	52	58
<b>ED</b>			2	3	1	2	2	4	14	19	19	28
<b>ID</b>			1	1			1	1	6	5	8	7
<b>Mult. Dis.</b>			1	1			2		1	1	4	2
<b>Dev Delay</b>	14	18	1	3							15	21
<b>Visual Imp.</b>			1	1							1	1
<b>SLD</b>			6	13	29	29	27	30	34	37	96	109
<b>Speech/Lang</b>	10	11	17	15	9	7	2	2	2	1	40	37
<b>OHI-ADD</b>			6	1	6	8	9	7	16	11	37	27
<b>OHI</b>	1	1	2	1	2	2			8	6	13	10
<b>Hearing Imp.</b>	2	1		2		1			1	1	3	4
<b>Total</b>	<b>31</b>	<b>34</b>	<b>50</b>	<b>58</b>	<b>55</b>	<b>62</b>	<b>59</b>	<b>57</b>	<b>93</b>	<b>93</b>	<b>288</b>	<b>304</b>



## Special Education Parent Survey

<b>Spring 2016: 27.9% of parents completed the survey</b> <b>Spring 2017: 24.5% of parents completed the survey</b>	<b>Spring 2016</b> <b>Agree/Strongly</b> <b>Agree</b>	<b>Spring 2017</b> <b>Agree/Strongly</b> <b>Agree</b>
I understand the PPT process.	91%	97%
I have the opportunity to be an active participant in my child's PPT.	90%	90%
My child's teacher(s) provide my child with his/her classroom accommodations and modifications.	87%	79%
Special education services are being provided following district, state, and federal policies and laws.	78%	81%
My child is making progress on IEP goals and objectives.	76%	82%
My child's special education providers are knowledgeable and skilled in effective strategies and methodologies to implement specialized instruction.	76%	85%
There are high expectations for my child at school.	74%	77%
The education team provides me with data that is used to inform decision making.	71%	77%
The educational team communicates with me about my child's progress regularly.	67%	68%
The special education services being provided to my child meet his/her needs.	64%	74%
SPED PAC provides me with support and information regarding special education issues.	31%	63%