September 2011

SPECIAL EDUCATION

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| **Strategy** |  | **Person Responsible** | **Dates** | **I, IP NI** | **Outcomes/Report** | **Scores** | **Dates of Review** |
| Special Education teachers will review formative assessment results to determine where the students are in relation to proficiency. | Teachers will make a plan to move students closer to proficiency and meet with DoSE to review plan. (85% Reading; 80% Math) | Renee Cameron | 9/1/2010 - 9/1/2011 | **IP** | **In process of evaluating way to incorporate this into progress data.** | **n/a** | **n/a** |
| Adaptive Physical Education Program developed which allows Alternate Portfolio (FMD) teachers additional planning time 2x week specifically dedicated to alternate portfolio development/organization. | This allows teachers more planning time for alternate portfolio organization. Effectiveness measured through alt. assessment scores. | Renee Cameron | 9/1/2010-9/1/2011 | **I** | **This program is very advantageous to both teachers and students. It allows more preparation time for teachers to organize portfolios, tasks, and testing material. FMD students are given additional time to develop motor skills in a small group setting that is specific to their individual needs.** | **n/a** | **n/a** |
| Each Special Education teacher will complete AYP forms monthly to give feedback regarding targeted students (math/reading). | This allows each teacher to target specific students (2 reading /2 math) who need additional help. The effectiveness is measured monthly and AYP forms are submitted to building principals and DoSE monthly. | Renee Cameron | 9/1/2010-9/1/2011 | **I** | **This information gives specific details on targeted students.** | **n/a** | **1 x per month** |
| DoSE and Special Education teachers will be on the appropriate committees dedicated to standards | DoSE, ISLN Special Education teacher attend content meetings. Information is shared through District Instructional Leadership Team meetings. | Renee Cameron | 9/1/2010-6/30/2011 | **I** | **These meetings give pertinent information that is shared with others in a multitude of settings.** | **n/a** | **n/a** |
| Provide supplemental web-based reading enrichment program for grade K-12 | Earobics - K-3 Reach - 4-12 Effectivess is measured through student progress | Renee Cameron | 9/1/2010-9/1/2011 | **I** | **Individual student success has been shown.** | **n/a** | **n/a** |
| Special Education Team Leader or School Psychologist will attend Tier 3 meetings to ensure smooth transition in case it leads to a referral. | Special Education Team Leader or School Psychologist will look for appropriate interventions. | Renee Cameron | 9/1/2010 - 9/1/2011 | **IP** | **This occurs routinely and their input is very important when considering appropriate interventions for individual students.** | **n/a** | **n/a** |