**ST. COLETTA SCHOOLWIDE STRATEGIC PLAN **

**Summary 2013-2014**

**DC-CAS Alternate Assessments**

Reading/ Language Arts

* 86% of students will score proficient or advanced on the DC CAS-Alternate assessment (from 85.2% for 2012-2013).

Mathematics

* 80% of students will score proficient or advanced on the DC CAS-Alternate assessment (from 74.1% for 2012-2013).

Composition

* 80% of students will score proficient or advanced on the DC CAS-Alternate assessment (80% for 2012-2013 field testing).

Science

* 69% of students will score proficient or advanced on the DC CAS-Alternate assessment (from 67% 2012-2013).

 **IEP Outcomes**

IEP Objectives across one school year

* 70% of all student IEP objectives (% derived across all student objectives regardless of quarter of IEP being addressed) will be achieved at Expanding, Progressing or Mastered levels (from goal set at 68% for 2012-2013).

Fourth Quarter Objectives

* 80% of all fourth quarter student IEP objectives (% derived from each student’s completed IEP which occurs at varying times through the school year) will be achieved at Expanding, Progressing or Mastered levels (from goal set at 75% for 2012-2013).
* Baseline data for fourth quarter student IEP objectives that is categorized for the 2013-2014 school-year will be extracted from the upgraded St. Coletta IEP Management Tool.

Fourth quarter IEP objectives can now be categorized with the upgraded IEP tool (2012-2013). Initial outcomes are based upon the first sampling of 56 fourth quarter student IEP objectives and are as follows:

Reading/Language Arts (aligned to standards) 74.54% Gross Motor 72.28%

Mathematics (aligned to standards) 74.59% Fine Motor 79.90%

Speech/Language 90.75% Social-emotional 81.61%

Daily Living Skills 78.08% Vocational 80.52%

 **Assessment of Basic Language and Learning Skills-Revised (ABLLS-R)**

Data continues as established each year for students ages 3-15 years. Results of the ABLLS-R assessments are to assist teachers in the delineation of student IEP goals and objectives.

* On average, at least 65% of students new to the program in 2012-2013 will increase their skill acquisition over baseline by 10%.
* On average, at least 60% of students who are in their second year of progress testing (baseline gathered 2011-2012) will increase their skill acquisition by 3% or greater.
* On average, at least 60% of students who are in their third and fourth year of progress testing and did not demonstrate progress or showed regression in 2012-2013 will increase their skill acquisition above baseline.
* On average, at least 85% of students who are in their third or fourth year of progress testing and achieved a 3% increase of skills or greater during the 2012-2013 school year will maintain the level of progress achieved or increase progress beyond the maintenance level.
* Baseline data will be gathered for students new to the school.

**Vocational Program**

Assessment is intended to obtain information for the development of IEPs and to plan for transition.

Assessment is not intended for student-to-student comparisons. It is intended to analyze and work

toward increasing competency for students on particular work tasks. Students participate in career-based training (school and community sites) to which they travel on a weekly basis, depending on the

age and needs of the students.

St. Coletta Vocational Assessment Tool (task/sequence analyses of specific school and community ca) will be used to

assess student skills at a designated career-based training site.

* (Group 1) Sixty-eight to seventy-eight percent (68%-78%) of students, who scored 49% or

 below on baseline, will increase their acquisition of vocational skills by 50% or higher.

* (Group 2) Sixty-eight to seventy-eight percent (68%-78%) of students, who scored 50%

or higher on baseline, will increase their acquisition of vocational skills by 80% or higher.

Transition Assessments

* Each student turning 16 and continuing through graduation will be given the Brigance Transition Skills

Inventory (TSI), as required by DCPS, or be given the TTAP (Treatment and Education of Autistic and Related Communication Handicapped Children Transition Assessment Profile), if unable to complete the Brigance.

Transportation

* Students will participate in travel training to access career-based training sites and community-based

instruction throughout the school-year.

**LEA Title supplemental funding will be applied for transportation.**

**Parental Involvement**

PARENT TRAINING

* The percentage of parents participating in parent training will be maintained **at 60%** (an increase

 of 16.63% during the 2012-2013 school year), or increased.

**LEA Title supplemental funding for trainers, childcare, transportation and incentives will be applied.**

PARENTAL INVOLVEMENT

* School-wide family participation in student celebrations and events will be increased to a rate

 of **72%** or higher.

MID-YEAR PARENT CONFERENCES

* The goal for parent participation in mid-year conferences will be **90% or higher.**

IEP CONFERENCES

* St. Coletta had **99%** parent participation in IEP conferences. Maintain at **95% or higher.**

**Professional Development**

* Applied Behavior Analysis training by school’s BCBA staff (Maximum Potential) for new teachers

 (year 2). Trained teachers will continue training their paraprofessional staff. **LEA Title**

 **supplemental funding applied.**

* Hanen (James Madison University) literacy/language training will be provided for all teachers and therapists by school staff trained at James Madison University during the 2012-2013 school year.

**LEA Title supplemental funding applied for materials.**

* Norwell Training (adapted literacy) for teachers/therapists. **LEA Title supplemental funding applied.**
* Ongoing training (orientation for new teachers and staff) on subjects of theme-

based, experiential teaching, functional life-skills, alignment with Common Core State

Standards, Sheltered English Instruction, IEP development, positive behavior intervention,

sensory, communication, wheelchair, medication trainings, etc.

* Ongoing training for new paraprofessional staff in the following teaching competencies:

praise, prompt hierarchy, data collection, individual and group student engagement, work systems,

and IEP driven tasks.

**LEA Title supplemental funding applied for ABA, additional Hanen literacy materials, in-house Norwell Training and additional conferences and instructional materials (test booklets, manuals, etc.) that may**

 **be identified during the school year.**

**Educational Technology**

* Teachers will utilize interactive TVs to enlarge and enhance the learning experience for

 their students.

* Teachers will utilize larger touch screen computer technology for small group instruction for

preschool-K level students with significant disabilities.

* Teachers and therapists will access and utilize educational “apps” and the “Apple iPad Learning Lab”

to transfer instructional programs to the iPads as appropriate for individual student and

group instruction.

 **LEA Title supplemental funding will be applied.**

**Curriculum**

* Continue to adapt curriculum and materials for students with significant disabilities using various curriculum guides (Syracuse Community-Referenced Curriculum Guide, CEC Life Centered Skills Curriculum) and reference to the Common Core State Standards, as appropriate, within a life-skills framework.
* Map a finite selection of themes for Houses 1 through 5 aligning with the Syracuse Community-Referenced Curriculum Guide and Council for Exceptional Children’s (CEC) Life-Centered Skills Curriculum, detailing additional scope and sequence guidance for teachers.
* Map theme-based topics across a four-year span for Houses 4 and 5.
* Map Common Core Standards to theme-based curriculum topics for House 4.
* Create banks of activities and materials (universally adapted) aligned to the theme-based curriculum for Houses 4 and 5, with easy access for teachers.

**Communication**

Parents/Guardians

* Teachers will inform parents each time a student engages in school and community career-based training sitesfor their students.
* Maintain age-level newsletters with principal’s corner, daily home-school communication notebooks, student classroom portfolios to share progress with parents, Open House, Back-to-School Night, Winter Holiday Celebrations, End-of-Year Family Events, parent, student and staff surveys, IEP meetings, mid-year parent conferences, parent trainings, “Sheltered English Language Instruction” and augmented communication systems for students, computer, intranet and web-based access for professionals. Share with all stakeholders accountability reports from DCPCSB and OSSE, feedback on outcomes of the school’s strategic plan, including areas where supplemental Title funding is applied, truancy, discipline and additional school policies and procedures as required by the Elementary and Secondary Education Act (ESEA).

Staff

* Maintain bimonthly meetings with managers and school administration to include ongoing attention to current staff needs, brainstorming solutions.
* Maintain individual meetings of teachers with their paraprofessionals (monthly) tracked by Assistant Principals with focus on improving instruction and data collection.

**Recruitment and Retention**

* As per OSSE, 100% of teachers must have highly qualified status. Maintain highly qualified requirements for paraprofessionals.
* Professional development through attendance at trainings, coursework and conferences is offered.
* Recruitment and retention plans for job fair attendance will continue including relocation fees,

years of service awards, focus awards, in-house kudos and new teacher/therapist mentoring.

* Continue paraprofessional focus awards on a **monthly** rather than quarterly basis.

**LEA Title supplemental funding applied for HQT recruitment, retention for awards, mentoring, coursework reimbursement.**

**Healthy Schools**

* Target math and literacy skills by adapting materials for students to use while grocery

shopping and preparing recipes (picture symbols, schedules, recipe sequences).

* Continue previous health schools initiatives by creating “Sweet Greens” group in Houses 3

 and 4 to promote healthy menu and cooking developments.

* Increase the variety of fitness opportunities within the school day (continue focus on PE,

 outside walking/play, Special Olympic sports). Add dance classes to House 3 and Xbox

 Kinect activities to expand exercise interest and options.

* Provide parent training on healthy cooking ideas.

**Goal added 2013-2014**

* Chef consultant to with Seniors and House 3 level students (ages 13-22 years of age) to

support instruction to target math and literacy/language arts skills through a functional life

program.

**LEA Title supplemental funding to support consultant, functional academics/instructional supplies for activities.**

**Safe Schools**

**Maintain**

* A positive behavior support program.
* Peer mediation as needed and under the direction of social workers.
* Family Life Education.
* Provision of community links and resources for assistance to parents/students as

 needed to support a safe school environment .

* Promotion of an all student/staff approach to the cleanliness of the school environment through

 a process of checking classrooms.

* Implementation of a discipline policy with attention to the process required by IDEIA, utilizing

suspension and expulsion only as necessary and appropriate.

 **Goals added 2013-2014**

* Update anti-bullying policy.
* Implement new truancy guidelines as required and suggested.