**Schoolwide Strategic Plan Summary Outcomes 2012-2013**

**Accountability Plan/Student Academic Progress and Achievement**

* **DC-CAS Alternate Assessments** will be given to students scheduled to be tested and for whom the team determines that an alternate assessment format for testing is indicated.

**Goal #1-**86.8% of students will score proficient or advanced in elementary reading.

88. 10% of students scored proficient or advanced in elementary reading.

**Goal #2**-85.0% of students will score proficient or advanced in elementary math.

77. 11 % of students scored proficient or advanced in mathematics.

* **IEP Progress** for students will be tracked using the St. Coletta customized IEP tool to determine % outcomes at each level of achievement on their IEPs. Graphs will be generated to allow teachers to visualize and follow the progress of each student.

**Goal #3**- 68-78% of student objectives/goals baseline school progress will be achieved at expanding, progressing or mastered levels in July 2013.

79.5% of student objectives were achieved at expanding, progressing and mastered levels.

**Goal #4**-Fourth quarter IEP outcomes will be evaluated in July, 2013, utilizing the upgraded version of the customized IEP tool. Upon evaluation of student’s completion of an IEP (occurs at various times during the school year), 75-85% of student objectives will be achieved at expanding, progressing or mastered levels.

87.18% of student objectives were achieved at expanding, progressing or mastered levels.

**Goals #5**-Baseline will be obtained for outcomes of fourth quarter IEP goals achieved at expanding, progressing or mastered levels, in utilizing the upgraded version of the customized IEP tool. Obtained baseline of 87.18%.

**\*\*IEP custom tool and analyses**

**LEA supplemental funding applied to support upgrading of the IEP tool**

**Mission Specific Pilots (school level goals)**

* **The Assessment of Basic Language and Learning Skills-R, a criterion referenced assessment** of skill acquisition for students with significant disabilities will be given to students aged 3-15 years. This tool is utilized as one measure to assist teachers in establishing student goals. Goals this year include:

**Goal #1**-Baseline testing will be completed for any new students 3-15 years of age. Completed.

**Goal #2**-On average, 65-75% of students new to the program in 2011-12 will increase their skill acquisition over baseline by 10% or greater. 65% of students new to the program increased skill acquisition by 10% or greater.

**Goal #3**-Eighty to eighty-five per cent of students who, during the 2011-2012 school year, maintained their skill acquisition or made progress over their first year’s progress scores, will now increase skill acquisition by 3% during the 2012-2013 school year. 85% of students maintained or increased their skill acquisition by 3%.

**Goal#4**-On average, 60-80%of students who did not demonstrate progress or showed regression in the previous school year (2011-2012) will increase their skill acquisition by 3% above original baseline core.

70% of students increased their skill acquisition.

* **Career-Based Training** (students ages 16-22 years)

Goal: To utilize the St. Coletta Vocational Assessment Tool (task analyses that are job specific)

During the 2012-2013 school year,the tool will be utilized to evaluate career-based training site job tasks across two quarterly interval periods of job training. Final quarter was measured rather than final two quarters.

Students in Group 1 made 87% progress on the St. Coletta Vocational Assessment Tool at a career-based training site during the fourth quarter of the school year.

Students in Group 2 made 74% progress on the St. Coletta Vocational Assessment Tool at a career-based training site during the fourth quarter of the school year

**Parental Involvement**

* **Parent participation at mid-year conferences will be maintained above 85%.**

Mid-year conference parent participation was 97%.

* **School-wide family participation in student celebrations and events will be maintained at a rate of 70% or greater**

School –wide family participation was at 72%.

* **Participation in parent training will increase by 2-5% (from 52.13%).**

-Parent involvement committee members will carry out the parent training topics chosen in June, 2012 based on data (survey, feedback forms) from parents and their decisions for training.

\*Parent trainings will be held in November, 2012, March and April, 2013

-House 1, House 2 and House 3 Teachers and Therapists for all students will continue to invite parents for individual parent training meetings during the 2012-2013 school year.

60.8% of parents participated in at least one parent training, an increase of 16.63% .

**LEA supplemental funding applied for stipends for certified trainers, materials, childcare, transportation**

* Additional meetings will also be scheduled, at parent or school request, for parent training or informational needs of families or school.

**Communication**

*Parents*

* **Continue:** Provide information regarding functional academic and life-skills program and curriculum, career-based training, age-level newsletters with principal’s corner, daily communication in notebooks from home to school, student classroom portfolios to share with parents, open house, back-to-school night, winter holiday celebrations end-of-year family events, brochures, flyers and phone reminders for scheduled parent trainings, goal outcomes for stakeholders, notification to stakeholders for website link to DCPCSB and school program reports, school calendar and parent training dates on the web, interpreting services for non-English speaking families, sign language interpretation (key documents translation, interpreters for IEP or conference meetings, staff available to interpret for parents who call with questions, come to observe, train or provide notes in daily communication notebooks), picture communication systems, low and high-tech devices for individuals who may communicate non-verbally. Provide return communications to parents who call, within 24 hours, for non-emergency communications.

*Staff*

* During bi-monthly meetings held by APs with managers, the principal will request feedback from managers on any current challenges so the group can brainstorm solutions. **Maintain.**
* Follow-up leadership development will occur as tied to student progress. **Ongoing**/bimonthly manager meetings, weekly program administrators meetings. **Maintain.**
* Implement instructional coaching training for managers. **Inter-rater reliability established for managers upon reviewing video tapes of classroom teaching.**
* All teachers will conduct individual meetings (at minimum monthly) with each of their paraprofessionals tracked by Assistant Principals with focus on improving instruction and data collection. **Maintain.**

**Professional Development/Assessment and Instruction**

* Focus on training teachers/therapists to train paraprofessional staff to increase the collection of accurate data (two year project-Applied Behavior Analysis for School Personnel). Provide additional and ongoing access to training for paraprofessionals and teachers. **Training began in Fall 2012, and continues through 2013-2014 school year.**
* Increase teachers use of adapted literacy activities for students with significant disabilities (continue to utilize Norwell adapted literacy techniques (picture symbols, words) and Classroom Suite programs and send 5 teachers/therapists to Hanen Centre for Literacy/James Madison University). **Staff attended Hanen training.**
* Purchase iPads (provide ten additional iPads, requested by teaching staff survey) to utilize during instructional sessions-obtain feedback. **Purchased 15 iPads.**
* Pilot the use of wall projectors, requested by teachers, to display lessons in two classrooms-obtain feedback. **Purchased additional training monitors in January 2013, to be utilized for professional development and by teachers in classrooms as needed. Piloted one wall projector across 6 classrooms.**
* Introduce and train new teachers in the Common Core State Standards (CCSS) adopted by DC. Continue focus on training returning teachers to increase the alignment of state standards and student IEP goals/objectives as appropriate. **Completed August, 2012.**
* Train new teachers/staff to utilize formal and informal measures to assess student progress and present levels of performance from which to make data-driven decisions regarding development of IEP goals/objectives and instruction. Continue ongoing training, as needed, on use of Assessment of Basic Language and Learning Skills (ABLLS-R), Brigance Early Development and Transition inventories, The Brigance Transition Inventory TEACCH Transition Assessment Profile (TTAP) and the St. Coletta Vocational Assessment (gathers descriptive performance data in real-life career-based experiences).

**Completed.**

* Teach new teachers/therapists to accurately complete the EASY IEP within designated timelines as required by federal law as per OSSE. Completed **August 2012.**
* Continue to guide and train teachers to implement effective instructional practices that link to the state literacy and mathematics standards, while maintaining a functional skills approach. **August 2012, and ongoing.**
* Continue to guide and train teachers to implement the functional academic and life -skills curriculum in a theme-based experiential framework, increasing the number of hands-on experiential learning opportunities for students within classrooms. **August, 2012 and ongoing.**
* Guide and train staff to plan and link meaningful community-based instructional opportunities tied to theme-based teaching to enhance opportunities for experiential learning and inclusion. **August 2012, and ongoing.**
* Train new teachers to use a “Sheltered English Instructional Approach” for students who speak English as a second language and need adaptations within the classroom. **August 2012, and ongoing.**
* Train new paraprofessionals in the teaching competencies identified by teachers as important for instruction within the classroom. **Completed at each new staff orientation.**
* Send PTs/OTs to training focused specifically on the provision of related services within the school, continue to maintain training focused on Teaching and Educating Children with Autism and Children with Related Communication Handicaps (TEACCH), and Applied Behavior Analysis (ABA) techniques. *These trainings are in addition to ongoing trainings provided to staff internally: positive behavior intervention, picture communication, assistive technology, sensory techniques for students with autism, CPR/First Aid, training by nursing for student specific needs, wheelchair transfer training, IEP training, theme-based teaching, data collection, structuring the learning environment, implementation of functional academic and life skills curricula, bloodborne pathogens training, oral-motor feeding, etc. trainings) and/or teachers/therapists will attend conferences and trainings outside of the school setting.*

**LEA supplemental funding applied.**

**Highly Qualified Teacher Status as defined by No Child Left Behind Act (NCLB) 2011-2012**

* As needed, new teachers identified as needing HQT status will have working plans toward highly qualified status.

96% of teachers met HQ status.

* Appropriate parent notifications regarding teacher credentials provided, if needed, and parent request for credentials will be provided.
* Teachers or paraprofessionals enrolled in special education or HQT classes can apply for reimbursement for classes and Praxis tests. Reimbursement provided and funds utilized. **LEA supplemental funding applied, if needed.**
* Recruitment and retention plans in place for job fair attendance, incentives, relocation fees, years of service awards, new teacher/therapist mentoring will continue. Maintain recruitment and advertising on an ongoing basis for therapists. Funds utilized for recruitment and employee awards program. **LEA supplemental funding applied.**

**Safe and Healthy Schools**

Learning Healthy Lifestyles

As part of the life -skills curriculum and as aligned with the *DC Healthy Schools Act,* students learn to care for themselves and live healthy lifestyles. Through the process, they learn to grocery shop and prepare healthy meals, and to choose healthy snacks. Students have access to fully adapted teaching kitchens where teachers teach them these skills.

* Target math and literacy skills by adapting materials for students to use while grocery shopping and preparing recipes (picture symbols, schedules, recipe sequences). **Continue.**
* The General Mills Grant is completed for the chef consultant services for school years 2011 and 2012. The goal for 2012-2013 school year is for the House 3-5 staff and administrators to maintain the program established to help students learn and continue to prepare healthy meals. Recipes will be provided and developed which align with this initiative. **Program was sustained with a group at school called “Sweet Greens Group.”**
* Increase the variety of fitness opportunities in the school day (focused on PE, outside play, walking, dance, X BOXX Kinnect, Special Olympics, etc.). Continue movement focus as required by the Healthy Schools Act through these various means of physical activity. **Ongoing.**

Safe Schools

* At St. Coletta, we use a positive behavior intervention model to serve our students with significant disabilities. We support our students with challenging behaviors to promote their safety, as well as the safety of others. We teach rules of safety and character, by example, and by using pictures and symbols. A behavior specialist team, headed by a Board Certified Behavior Analyst (BCBA), supports teacher implementation of behavior modification and behavior intervention plans, as needed for students. **Continue and ongoing.**
* St. Coletta social workers will continue to train peer mediators to work through student issues at school. Teachers are trained in the process of referral for mediation.

Our social workers also conduct trainings that include topic areas of health and safety in our Family Life Education Program.

* Continue a positive behavior support program.
* Implement peer mediation, as indicated.
* Continue providing community links for assistance for parents, as needed, to support a safe school environment.
* Promote an all student/staff approach to the cleanliness of the school environment and safe hygiene practices.