

**Samuel Staples Elementary School
School Improvement Plan
2009-2010**

Context for Action: In examining the performance of our students in the areas of reading, writing, and mathematics, our students have made significant gains as measured by several internal and external assessments. The analysis of student work, combined with focused professional development, has expanded the repertoire of strategies used by the teaching staff. The focus of the 2009-2010 school year will include continued emphasis on student performance data to inform instruction, particularly the development of data assessments that will lead to increased student achievement.

GOAL #1:

- 1. Students will improve their reading comprehension, specifically in the area of reader/text connections and understanding of content and structure.**
- 2. Students will improve their understanding of the content and structure of writing, specifically the revision of written text.**

GOAL-RELATED INITIATIVES AND ACTIVITIES

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Convene Child Study Team (CST) Meetings for all students performing below district standards on universal screenings in reading and writing and implement academic interventions based on areas of deficiency.
- Regular education and special education teachers will collaborate and co-teach to support groups of students.
- Provide instructional models for Reading Workshop.
- Implement Reading Workshop Model in Grade 3.
- Use Title I Funds to: (1) purchase Fountas & Pinnell Leveled Literacy Intervention for K-2 students; (2) purchase materials that support the development of reading comprehension skills for students in 3-5.
- Provide opportunities for classroom teachers to model reading/writing lessons.
- Analyze and share CMT reading and writing data by school, grade, teacher, and student.
- Develop personalized reading plans for students not meeting district standards.
- Develop small intervention groups for students falling below developmental level in phonological awareness, reading comprehension, and editing and revising.
- Enhance Grade 5 Editorial Board responsibilities to include opportunities for showcasing models of student writing.
- Continue Handwriting Without Tears Program in Grades K-1.
- Research spelling programs that include a strong phonics component.
- Require weekly use of the ERB/Writing Practice Program in Grades 4 and 5.
- Incorporate vocabulary and question stems across all core curriculum areas.

PROFESSIONAL DEVELOPMENT:

- Provide in-service training on Scientific Research-Based Interventions (SRBI), which include tiers of academic intervention and support.
- Provide release time for teachers to visit one another's classrooms to observe and discuss differentiated reading instruction.
- Provide training on SRBI, universal screenings, and best practices to general education and special education paraprofessionals for small groups of students to whom they will be assigned.
- Initiate a book club for regular and special education teachers in Grade 3, building administrators, and reading specialist.
- Use Title I Funds to: (1) purchase services from a reading consultant on the Reading Workshop Model; (2) send teachers to workshops on CMT Strands C and D.
- Provide professional development on making text connections and sharing best practices.
- Provide models of lesson plans and written reflections to improve reflective practices and lesson design.
- Introduce template for writing in science journals.

ASSESSMENTS:

- Analyze CMT reading and writing data.
- Administer universal screenings in Grades K-5.
- Administer a mix of internal and external assessments to measure student achievement in literacy (e.g., DRA, DIBELS, NWEA, AIMSWeb).
- Use curriculum-based rubrics to measure student performance.
- Use ERB/WPP data to inform instruction.
- Develop and implement formative assessments that are complimentary to individual SRBI support plans.
- Convene follow-up CST meetings to monitor progress.

OUTCOME:

Students will demonstrate improved performance on literacy assessments. Measurements include, but are not limited to:

- DRA (fall/winter/spring)
- DIBELS (fall/winter/spring)
- NWEA (fall to spring)
- CMT (year to year)
- AIMSWeb
- Various data probes in literacy

GOAL #2: Students will improve their ability to solve complex math problems and to explain their thinking.

GOAL-RELATED INITIATIVES AND ACTIVITIES

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Convene Child Study Team (CST) Meetings for all students performing below district standards on universal screenings in math and implement academic supports based on their areas of deficiency.
- Regular education and special education teachers will collaborate and co-teach to support groups of students.
- Provide models for differentiated instruction, effective questioning, and use of manipulatives in mathematics.
- Facilitate discussions about uniform math assessments during common planning time.
- Provide opportunities for classroom teachers to model math lessons.
- Analyze and share CMT math data by school, grade, teacher, and student.
- Develop small intervention groups for students falling below developmental level in place value, models for operations, numerical estimation strategies, time, and measurement.
- Continue problem solving math boxes for students who need additional practice.
- Establish Math Word Walls to reinforce math vocabulary.
- Embed CMT stem questions in warm-up math exercises, daily class assignments, and homework.

PROFESSIONAL DEVELOPMENT:

- Provide in-service training on Scientific Research-Based Interventions (SRBI), which include tiers of academic intervention and support.
- Provide time for teachers to visit one another's classrooms to observe and discuss differentiated instruction in math.
- Provide training on SRBI, universal screenings, and best practices to regular education and special education paraprofessionals for small groups of students to whom they will be assigned.
- Use Title I Funds to send math specialist and classroom teachers to workshops on SRBI Math Support Models.
- Provide professional development on strengthening basic fact knowledge.
- Provide models of lessons plans and written reflections to help improve reflective practices and lesson design.

ASSESSMENTS:

- Research math assessments to monitor the remediation of skill deficiencies identified by the universal screenings.
- Administer basic fact assessments four times per year.
- Administer Growing With Math pre and post assessments.

- Administer and analyze mid-year and end-of-year math assessments.
- NWEA (fall/spring).

OUTCOME:

Students will demonstrate improved performance on math assessments. Measurements include, but not limited to:

- Growing With Math pre and post tests
- Mid-year to end-of year math assessments
- Basic Fact Assessments (four times/year)
- NWEA (fall to spring)
- AIMSWeb
- Various formative assessments in mathematics

Context for Action: SSES students demonstrate good character in a variety of ways. Tolerance, empathy, and acceptance of the differences in people are woven into the culture of the school. The focus for the 2009-2010 school year will include continued emphasis on the eight character traits that are consistent with the ER9 Strategic Plan: perseverance, citizenship, honesty, respect, responsibility, kindness, tolerance and integrity.

GOAL #3: Students will develop and demonstrate positive character traits as identified by school personnel.

GOAL-RELATED INITIATIVES AND ACTIVITIES

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Provide professional development on using Higher Order Thinking (HOT) School strategies to foster good character in students.
- Introduce Cappy Characters to the students and parents.
- Institute Cappy Character Awards in each room for students who demonstrate one of the eight character traits and develop Classroom Cappy Bulletin Board on which Cappy Awards will be displayed.
- Celebrate International Day for Tolerance.
- Celebrate Diversity Day.
- Use public address system to emphasize the importance of good character and to celebrate behavior that reflects good character.
- Enhance opportunities for democratic practices, such as Student Senate.
- Foster leadership opportunities for students on the Editorial Board, such as serving as Master/Mistress of Ceremonies at monthly Town Meetings.

PROFESSIONAL DEVELOPMENT:

- Provide professional development on using HOT School strategies to foster good character in students.
- Provide in-service on positive behavioral supports.

ASSESSMENTS:

- Acts of kindness and respect.
- Cappy Awards.
- Record of disciplinary infractions will be kept and analyzed.

OUTCOME:

Students demonstrate care and responsibility in the school community.

Context of Action: Timely and accurate communication within the SSES learning community has been a prominent focus in recent years. For the 2009-2010 school year, communication about research related to curriculum, instruction, and assessment will take center stage.

GOAL #4:

1. School personnel will make timely updates on their Web sites, which will inform parents about current units of study, instructional practices, and upcoming assessments.
2. Communications from the SSES Main Office will take many forms and address current thinking and preferred practices across many educational areas.

GOAL-RELATED INITIATIVES AND ACTIVITIES

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Discuss expectations with the teaching staff for ongoing communications with parents, maintenance of teacher Web sites, and use of e-mail.
- Monitor teacher Web sites regularly and notify teachers whose information is outdated.
- Announce topics of discussion for upcoming principal's coffees (e.g., professional development, pedagogy, student learning, assessment).
- Continue to refine network Common Drive for easier access to in-school information.
- Communicate with parents about assessment results in intervention groups.
- Encourage two-way communication at principal's coffees.
- Utilize Listserv to distribute grade-level information.

PROFESSIONAL DEVELOPMENT:

- Provide in-service training of Web site design.

- Provide in-service training in establishing and maintaining constructive and timely communications with parents.

ASSESSMENTS:

- Survey students and parents about the quality of communications from school administrators and teachers.

OUTCOME:

Survey results will validate accurate and timely communication.

**Helen Keller Middle School
School Improvement Plan
2009-2010**

Context for Action: HKMS students have made noteworthy progress in the areas of reading, writing and math achievement in recent years, as indicated by internal and external assessments. Many new initiatives have facilitated student achievement. The school's new Master Schedule allows students to receive instructional support through an array of academic structures tailored to students' specific needs. The new schedule also allows students to access world language classes throughout their years at HKMS and to advance their level of instruction through ongoing performance assessments.

GOAL #1: Students will improve their reading comprehension, particularly in the area of reader/text connections. Students will improve their editing and revising skills as seen within the content and structure of their writing. Students will improve their ability to solve complex math problems and to explain their thinking.

GOAL-RELATED INITIATIVES AND ACTIVITIES:

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Universal grade-level assessments will be administered in Grades 6, 7, and 8. These assessments may include the Northwest Evaluation Association Assessments (NWEA), AIMS web, DIBELS, writing prompts, open-ended responses and other universal and formative assessments as appropriate.
- Students who perform below district standards on assessments will be identified through the SRBI process (i.e., early intervention process) as in need of remedial assistance in the areas of reading, writing and math.
- With the implementation of the new Master Schedule, students may receive instructional support through an array of opportunities, such as scheduling an additional period with their language arts teacher for the entire year, participating in a co-taught, small-group settings with language arts teacher and reading specialist that meets for a fixed period of time, or a period of time working directly with the reading specialist. Duration of assistance will be determined by student progress.
- Specific criteria for student placement in a service delivery setting will be developed and implemented through the SRBI process. Criteria will include a review of multiple sources of performance data.
- Staff will model and students will practice reading strategies across curriculum.
- Staff will model and students will practice appropriate use of grammar and mechanics in order to correct errors in their own writing. Students' progress will be clear, specific and evaluated systematically.
- Teachers will expand the use of the Reciprocal Teaching Model to math in order to improve communication of ideas pertaining to thinking skills and problem solving.

PROFESSIONAL DEVELOPMENT:

- Teachers will be provided in-service training on the SRBI model, which includes tiers of academic intervention and support.
- Teachers and administrators will utilize team and faculty meetings for professional development, including:
 - Staff text-based discussions, based on Cris Tovani's book *Do I Really Have to Teach Reading?*
 - Modeling Strategies
 - Sharing successful practices
- A monthly after-school professional development series will be offered. An in-depth study of Robert Marzano's *What Works In Schools* will be the focus of the series. While attendance is voluntary, CEUs will be provided to staff who attend the full series.
- Marie Mas will collaborate with math teachers regarding the use of the Reciprocal Model in math.
- The reading specialist will meet on a monthly basis with the Language Arts Vertical Team to examine curriculum expectations and to review the efficacy and the continuity of current intervention strategies, as related to the CMT strands of reading comprehension and editing and revising for all Tier I students.
- Principal and assistant principal will model via twice monthly team leaders' meetings the use of Professional Learning Communities' facilitation and collaboration strategies.
- Team leaders will continue to implement the process of creating Professional Learning Communities by guiding their teams in the development of team norms, promoting a climate of instructional discourse, and fostering the sharing of formative assessment results across all content areas.
- Staff will collaborate to form professional goals in and across grade levels and specialty areas.
- Administrators will collaborate with the reading specialist weekly to discuss instructional models and intervention strategies.
- Administrators will utilize surveys to determine on-going staff professional development needs.
- Library media specialist will research reading, writing and math software applications that maximize instructional reinforcement and guided practice in the areas of reading comprehension and editing and revising.
- Team schedules will be organized to provide content area teachers time to meet weekly and to learn from specialized service providers methods and techniques of differentiated instruction for students who require intensive special education services.

ASSESSMENTS:

- Student progress in the area of reading comprehension, editing, and math will be assessed using multiple metrics including:
 - Measures of Academic Performance (MAP)

- CMT 4
- ERB Writing Assessment
- ERB Writing Practice Program
- District assessments
- Common formative assessments specific to each content area
- Formal and informal classroom assessments
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- AIMS Web

OUTCOME:

- Students will demonstrate improved performance on reading and math-specific assessments and editing/revising assessments that may include:
 - MAP (fall to spring)
 - District reading assessments
 - CMT 4 cohort progress
 - AIMS web
 - DIBELS

Context for Action: All HKMS staff participated in data training offered by CES in the fall of 2006 and 2007. Since then, there have been significant improvements in the use of data to inform instruction and to improve learning. Analysis of student performance has been completed through monthly before-school vertical team meetings (30 minutes in length) and through the use of five early-release days.

GOAL #2: Establish a consistent process for meaningful review of universal and formative assessments in reading, math, and science that drive instructional improvement and student learning.

GOAL-RELATED INITIATIVES AND ACTIVITIES:

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Process will be established that allows for three levels of analysis/action.
 - Level 1: Teachers look at data alone; determine which items most students do not understand; determine which standard those items relate to; reflect on how students can be re-taught in those areas; and determine which students need special help.
 - Level 2: Vertical Team Meetings will be scheduled to analyze grade-level assessment results and to ensure immediate action planning. Data will be visually displayed to ensure efficient and timely processing.
 - Level 3: School-wide faculty meetings should address common successes and learning problems and determine how goals are being met.
- Data Analysis Days will be scheduled on a quarterly basis.

PROFESSIONAL DEVELOPMENT:

- Professional Development will provide teachers with protocols to utilize when discussing student work, assessment data, and intervention plans. Protocols will be modeled prior to implementation.
- Time will be provided for modeling of instructional practice, including professional collaboration related to best practices and staff observations of those practices in action.

ASSESSMENTS:

- Administrators, specialists and team leaders will maintain meeting logs that detail focus, action steps, and time lines related to review of assessments.

OUTCOME:

- Student progress will be monitored as a result of analysis of assessments at individual and team levels.
- Staff survey will validate efficiency and efficacy of team approach to teaching and learning.

Context for Action: Research indicates the need for students to be offered a rigorous curriculum that makes science, technology, math and engineering (STEM subjects) relevant for students. By engaging in hands-on, real world projects, students begin to understand how the skills they are learning in the classroom can be applied to everyday life. The approach is called activities-based, project-based, and problem-based learning.

GOAL # 3: Implement Year -One Tasks of Project Lead the Way.

GOAL- RELATED ACTIVITIES INITIATIVES AND ACTIVITIES:

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Research programs that offer STEM curriculum at the middle school level.
- Develop a five-year plan for implementation of Project Lead the Way at HKMS.
- Apply to Easton Learning Foundation during the summer for consideration of funding to support implementation.
- Secure acceptance of project support by ELF.
- Provide a Parent Information Session during 2009 Open House.
- Administrators write grants to acquire funding.
- Collaborate with ELF by actively participating in all fundraising activities.

PROFESSIONAL DEVELOPMENT:

- PLTW teacher will be trained during the summer of 2010 on all modules.
- Informational meetings will continue to be scheduled with all staff to explain goals and expected outcomes of each module.

ASSESSMENTS:

- Each module contains rubrics for assessment of student work.
- PLTW assessors will monitor program implementation on an ongoing basis.

OUTCOME:

- Increase in student performance in math and science as students recognize the relevance of both subject areas and understand the connections between them.
- Develop students' critical thinking, problem solving, and leadership skills.
- Attract students to enter the field of engineering. In particular, women scientists and engineers are in high demand.

Context for Action: HKMS students need to exit eighth grade as self-directed, active learners who have internalized character attributes necessary for success in high school and beyond.

GOAL #4: HKMS Students will demonstrate strengths of character; especially in the traits of integrity and civic responsibility.

GOAL-RELATED INITIATIVES AND ACTIVITIES:

INSTRUCTIONAL PRACTICES/PROGRAMS:

- A "trait of the week" will be introduced via morning announcements.
- Each month, 5 students per grade level will receive an award for their visible demonstration of exemplary behavior.
- Character Award recipients' names will be posted in front hallway.
- Students will demonstrate responsibility and integrity by completing homework and tests honestly.
- Students will demonstrate responsibility and respect by arriving on time for school and classes.
- Students will participate in a wide array of extracurricular activities to ensure their connectedness with HKMS and the development of civic responsibility and related traits.

ASSESSMENTS:

- Office records will indicate a decrease in tardiness to school and class.
- Staff records will indicate an increase in students completing homework on time and completing tests honestly.
- Office records will indicate that students demonstrate respect for one another by refraining from teasing, bullying, and other aggressive behaviors.
- Students will demonstrate positive character as a result of decisions made independent of adult supervision.

- Altruistic behavior will be documented and celebrated.

OUTCOME:

- Students will demonstrate their responsibility for their own learning by meeting guidelines for homework completion, requirements for academic promotion, and participation in leadership activities.
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**Easton Special Services
School Improvement Plan
2009-2010**

Context for Action: Special Education is integrated with regular education services and supports to maximize student success in the general education curriculum based on state grade-level standards.

GOAL #1: Students receiving special education services will meet or exceed the objectives identified in their Individualized Educational Plans (IEPs).

GOAL -RELATED INITIATIVES AND ACTIVITIES

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Analysis of student performance on CMTs and other formative and summative curriculum-based assessments to identify areas to be addressed in IEPs.
- Analysis of student performance on benchmark assessments to ensure continual progress over time in areas of identified focus.
- Curriculum-based assessments as well as standardized assessments are used to develop appropriate IEP goals and objectives to achieve grade-level competencies.
- Progress monitoring to inform instruction; continuous adjustment of IEP goals and objectives to achieve desired learning outcomes.
- Classroom teachers and special education staff will use additional progress monitoring tools (e.g., AIMSweb, DIBELS, and EasyCBM).
- Classroom teachers and administrators will utilize, when appropriate, alternate statewide assessments based on Modified Academic Achievement Standards (MAS) or the CMT Checklist for students with disabilities.

PROFESSIONAL DEVELOPMENT:

- Classroom teachers, special education staff, and administrators will be trained in the use of progress monitoring tools and RTImDirect.
- Classroom teachers and administrators will identify and use appropriate alternate statewide assessments based on modified academic standards (MAS) for students with disabilities.

ASSESSMENTS:

- Use progress monitoring tools and other formative assessments to adjust instructional interventions (to close gaps in achievement).
- Students will be appropriately assessed with instruments based on their level of ability to determine rate of progress and appropriate learning goals.

OUTCOME:

- Students who participate in alternate CMT assessment will improve their performance on the assessment.
- Data from standardized assessments and curriculum-based assessments reflect improved individual and subgroup performance in areas of focus.
- Achievement of student objectives validated by quarterly and annual IEP progress reports.
- Students meet the standard as established by the Annual Performance Report for Easton Special Education Services on indicator 3: Improved Participation and Performance on Statewide Assessments.

Context for Action: As of July 1, 2009, the Special Services Department is implementing the new LD Guidelines based on the Executive Summary released by SDE in June, 2009.

GOAL #2: Teaching and learning in special education and early childhood education will be provided in accordance with best practices in identification of students with disabilities.

GOAL-RELATED INITIATIVES AND ACTIVITIES

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Elimination of the use of the discrepancy model or evidence of a processing disorder by the PPT to determine eligibility for services under the category of learning disability.
- PPT uses a process based on the child's response to scientific, research-based intervention (SRBI) to determine the need for special education for a learning disability.
- Implementation of SRBI plans by teachers and administrators consistent with the guidelines released by the State Department of Education.

PROFESSIONAL DEVELOPMENT:

- Train special education staff on their role in the SRBI process (e.g., participation on CST and assistance in providing progress monitoring and support as appropriate).
- Train staff and parents in the implementation of the new Guidelines for Identifying Children with Learning Disabilities.
- Train staff in the analysis, interpretation, and application of data collected through progress monitoring to identify students in need of special education.
- Differentiated instruction will be implemented as an aspect of all inclusive practices.
- Staff training will continue in the area of evaluation and program development for students with emotional and behavioral challenges and with autism.

ASSESSMENTS:

- State-mandated data collection will reflect appropriate identification of and service delivery for students with special needs.

OUTCOME:

- Levels of intervention in basic skill areas established for at-risk students based on the use of universal screenings.
- Progress monitoring established for all at-risk students and students with special needs.
- Referrals to special education decline as student needs are addressed more effectively through the SRBI model.
- Differentiated instruction is established as an essential practice.

Context for Action: Specialized instruction is provided in-district for students with special needs in the least restrictive environment. Teachers plan and collaborate to insure that instruction is appropriately differentiated and delivered in the regular classroom through push-in supports or co-teaching. Individualized, small-group instruction is implemented when necessary to facilitate the development of skills needed to access the general education curriculum. Service delivery supports the implementation of SRBI interventions with students at risk.

GOAL #3: Students with special needs will be instructed with age/grade level typical peers to the extent appropriate.

GOAL-RELATED INITIATIVES AND ACTIVITIES

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Align student Individual Education Plans with grade-level curriculum standards.
- Special education staff consults, collaborates, and works directly with teachers in regular classrooms to deliver specialized instruction.
- Special education staff works directly with reading, mathematics, and writing specialists to integrate supports that address the needs of all students through the implementation of SRBI.
- Increase administrative visits to observe and support implementation of inclusive practices and SRBI interventions.

PROFESSIONAL DEVELOPMENT:

- Instructional coaching and technical assistance by CREC consultant in progress monitoring for the implementation of Effective Instructional Strategies (ETS) to meet the needs of mixed ability classrooms at the elementary and secondary level.
- Provide ongoing opportunities for training and support for grade-level teams to improve differentiated instruction and appropriate use of inclusive service delivery (e.g., roundtable discussions, workshops, use of common planning time).
- Provide ongoing staff development and training for in-district autism program.

ASSESSMENTS:

- The progress of at-risk and special needs students is monitored, analyzed, and used to determine effective levels of intervention.

OUTCOME:

- Students meet the standards as established by the Annual Performance Report on Easton Special Education Services, Indicator 5: Time with Non Disabled Peers.
- Improvement for all students in inclusive classes on standardized and district assessments.

Context for Action: Students with deficits in social skills and behavioral control improve their comportment through appropriate instruction and modeling.

GOAL #4: Students with delays in social development and problems with behavior will improve their social skills and behavior through participation in social skills groups and appropriate behavioral interventions.

GOAL-RELATED INITIATIVES AND ACTIVITIES

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Special education staff will identify students with delays in social development and develop specific plans to address these deficits through social skills groups.
- Appropriate behavioral interventions will be provided for students with social skills deficits and/or behavioral issues through positive behavior supports, behavior management plans, attendance in social skills groups, and/or counseling.
- Levels of behavioral intervention supports will be provided for students at risk through the implementation of SRBI.
- IEP goals and objectives will be developed based on evaluations of social/behavioral needs.
- All students will be provided learning opportunities to facilitate understanding and acceptance of individual differences.

PROFESSIONAL DEVELOPMENT:

- Staff will attend workshops or be provided on-site instruction on strategies to identify and address child and adolescent social/behavioral problems.
- Training on Positive Behavior Supports will be provided to implement levels of behavioral supports as part of SRBI.

ASSESSMENTS:

- Students with delays in social development will be identified and will develop specific plans to address these deficits through social skills groups.
- Students will be identified with behavioral needs, and functional behavior assessments will be conducted to develop intervention plans.
- Progress in the acquisition of social skills and appropriate behaviors will be monitored through evidence-based assessments.

OUTCOME:

- Students achieve mastery or satisfactory improvement toward IEP goals and objectives in the area of social and behavioral development.
- Students meet the standard as set by the Annual Performance Report on Easton Special Education Services, Indicator 4: Rate of Out-of-School Suspension.
- Students demonstrate increased acceptance or tolerance of individual differences.

Context for Action: SSES special education program and preschool aspire to the highest standards for instruction.

GOAL #5: Students receiving special education and early childhood education will be instructed in accordance with best practices, as delineated by revised state regulations and policies.

GOAL-RELATED INITIATIVES AND ACTIVITIES

INSTRUCTIONAL PRACTICES/PROGRAMS:

- Child Study Team process and procedures will be modified in accordance with new SRBI state mandates
- Parent workshops/coffees will be hosted, addressing new LD Guidelines, co-teaching, inclusion, as well as new regulations.
- Promote parent involvement in planning appropriate grade-to-grade transitions.

PROFESSIONAL DEVELOPMENT:

- Staff development and training to address changes in identifying students with learning disabilities.
- Staff will be trained in the use of RTImDirect to create intervention plans and monitor progress for the implementation of SRBI.
- Professional development opportunities provided to certified and non-certified staff that address best practices in early childhood education.

ASSESSMENTS:

- Documentation of attendance at workshops and coffees; completion of evaluation forms.

OUTCOME:

- Student IEPs reflect changes consistent with new regulations and policies.
 - Modifications to Pre-K curriculum and program are made in accordance with the State Guide to Early Childhood Program Development.
 - Pre-K students demonstrate improved performance on Connecticut Early Childhood Benchmarks and Early Childhood Outcome Data.
 - Increased parent collaboration on transitions and understanding of programs and services.
-