Navigating the Year Ahead in Special Services

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New Leader Training | Summer 2016

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| **School Leaders Will Be Able To:**   * **Explain to key school audiences what the core Special Services work is in 16-17, including the impact it has on Special Services goals** * Identify what might get in the way of doing Special Services work well. * Begin to anticipate and plan for the beginning of year Special Services work. |

**The 80s Dance Card**

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| http://static.giantbomb.com/uploads/scale_small/1/17172/1102464-moonwalk.jpg |
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| http://images.hellogiggles.com/uploads/2015/10/14/o-DIRTY-DANCING-570-500x375c.jpg |
| http://www.slantmagazine.com/assets/house/24011/music_vogue-2.jpg |
| http://images.hellogiggles.com/uploads/2015/09/04/macarena1-500x375c.jpg |

**1. Gap Closing CTT/ICT and Special Education Instruction**

| **GOAL**  *\*\*\* Each school will have a specific target based on previous’ year’s baseline data.* | **MUST DO School Actions:** | **TSS will do the following to support:** |
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| Significantly decrease the gap between the average IA scores of scholars with disabilities and general education peers (3x/year using Illuminate) | * SSLs/ADs conduct walkthroughs to observe for maximizing two adults in co-taught classrooms; send batch email feedback to teachers/coaches/Principal. (2x/month from mid-October through beginning of November; then monthly through June) * SSLs/ADs ensure co-teachers are meeting at least weekly. * Regularly monitor data to ensure students with IEPs are growing faster than general education peers – and create clear action steps as necessary. * SSLs ensure teachers have updated IEPs/504s at a Glance. * SSLs ensure teachers are implementing the IEPs/504 Plans by regularly conducting accommodations walkthroughs (2x/month from mid-October through beginning of November; then monthly through June). | * Monthly: Preview the Special Services Calendar must dos. * 3x/yr: Facilitate a data and program analysis meeting to review student achievement data for students with disabilities and potential disabilities (including CTT data), and identify the top two key actions to improve student outcomes. * In the 3 months after each data meeting: Align visits to supporting these key actions. * In most cases, visits will include:   + Observing coteaching (using rubric)   + LASW |

**Discussion Questions:**

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| **Question** | **Response** |
| **Impact:** What is the impact of doing these “must-do” items well on the overall goal for the core work? |  |
| **Managing up:** How would you describe this work to your principal? |  |
| **Managing across:** Who are the other stakeholders to whom you’ll have to partner with at your school in order to do these things well? |  |
| **Priority killers:** What are the priority killers that would take your attention away from this goal or area? |  |

**2. Authentic Compliance**

| **GOAL**  *\*\*\* Each school will have a specific target based on previous’ year’s baseline data.* | **MUST DO School Actions:** | **TSS will do the following to support:** |
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| Legal meetings, including IEPs, triennials and 504s, occur within appropriate legal timelines. (Monthly using SPATA) | * SSLs ensure all meetings (IEPs, initials, 504s) occur on time. * SSLs review SPATA monthly and ensure all data is up to date. * SSLs meet all authentic compliance must dos on the Special Services Calendar. * As needed: Escalate issues and roadblocks as they arise (e.g. working with the district). | * Monthly: Preview the Special Services Calendar must dos. * Review IEPs/504s at a Glance and spot check for quality. * Co-conduct an accommodations walkthrough and send batch feedback. * As needed: Troubleshoot issues that arise. * (if issues arise) Facilitate principal meeting to align on key compliance must dos. |

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**3. Reading Intervention**

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| **GOAL**  *\*\*\* Each school will have a specific target based on previous’ year’s baseline data.* | **MUST DO School Actions:** | **TSS will do the following to support:** |
| ***Goal:***  Students who begin the year below both triggers make significant reading growth (as measured by Lexiles)  Gr 3-4: 200+ L  Gr 5-8: 150+ L  Gr 9-12: 100+ L | * SSLs/ADs ensure ALL students below both triggers are in the right reading interventions. * Ensure reading intervention teachers are trained. * Ensure reading intervention progress monitoring captures data weekly. (Guided Reading: conference notes and running record; Wilson: dictation and word list reading) * SSLs/ADs ensure students in reading interventions are growing by:   + 1x/wk: Observing and providing feedback (using the FOIs) to ensure quality execution   + Every other week: Reviewing data from reading interventions (progress monitoring) | * Monthly: Preview the Special Services Calendar must dos. * 3x/yr: Facilitate a data and program analysis to review reading intervention data, ensure all must do actions are solid, and identify the top two key actions to improve reading intervention outcomes. * Next 3 months: Align visits to supporting these key actions. * In most cases, visits will include:   + Co-observing reading interventions   + Reviewing reading intervention data to ensure progress |

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| **Managing up:** How would you describe this work to your principal? |  |
| **Managing across:** Who are the other stakeholders to whom you’ll have to partner with at your school in order to do these things well? |  |
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**4. Behavior Intervention**

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| **GOAL** | **MUST DO School Actions:** | **TSS will do the following to support:** |
| Students below triggers will a) have Tier 2 and 3 plans in place b) will increase time in class.  *This would mean that students in Tier 2 and 3 behavior interventions have fewer removals and suspensions once the plan is implemented.* | * Weekly: DOSC/SSLs identify students below Tier 2 and Tier 3 triggers (using tableau). * Implement Tier 2 plans via the GLCST within two weeks of a student hitting the trigger. This includes:   Use one of the standard Tier 2 Plans  Communicate with families (letter and call)  Teachers have practiced implementation (at GLCST)  Observing to coach on fidelity   * Implement Tier 3 plans via the CST within 1 week of students hitting the trigger. This includes:   Completing all steps on the Tier 3 checklist.  Communicate with families (letter and in person meeting)  Teachers have practiced implementation  Observing to coach on fidelity  Progress monitor data to ensure plans are working   * Weekly: Update Tier 2 and 3 tracker (google doc) (which students in intervention, type of intervention, start date, end date, parent letter/meeting dates, progress data for Tier 3).   Keep all Tier 2 and Tier 3 plans and letters in clear, easily accessible, electronic folders (for ea. student) | * Monthly: Preview the Special Services Calendar must dos. * 3x/yr: Facilitate a data and program analysis meeting to review behavior intervention data/must dos and identify the top two key actions to improve behavior intervention outcomes. * Next 3 months: Align visits to supporting these key actions. * Visits will include:   + Confirming students below Tier 2 and 3 triggers have plans   + Providing feedback on quality of plans (spot check)   + Reviewing data to identify which plans are working / not working   + Observing implementation of plans |

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**5. Talent**

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| **GOAL**  *\*\*\* Each school will have a specific target based on previous’ year’s baseline data.* | **MUST DO School Actions:** | **TSS will do the following to support:** |
| SSLs’ 360 scores increase (the average of all questions). | * Weekly: SSLs checkin with Principals * Weekly: All special educators / learning specialists are coached. * Approximately monthly: SSLs ensure they have a strong pulse check on special educator happiness via quick checkins.   + After Data Review: SSLs determine key actions for retention for each special educator. | * (***if applicable***) TSS point person will co-prepare for principal checkin. * 1-2x/yr: Facilitate a talent data review on special education teachers and staff to determine key actions for retention and discuss implications for spring hiring and talent decisions   + Monthly: Preview the Special Services Calendar must dos. |

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