



Goals & Dissemination

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Special Education Continuous
Improvement Planning Cycle



Goals



- ❖ Performance Oriented- Action of People within the System
- ❖ Entered into Each School's Continuous Improvement Plan
- ❖ AdvancED/ASSIST Tool
 - Goal Builder- Goal Name
 - Organizational Goal
 - Process uses drop down menus and narrative boxes

Organizational Goal

- **Goal- What** will be achieved upon Completion of the goal? **Objective- What's** the Action to get there?
 - Sample- We will collaborate to increase self-regulation skills of students with behavioral, social/emotional, social communication and mental health needs in order to stay engaged in the classroom.

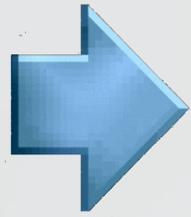
Organizational Goal/Objective

- **Measured By?** How to measure your success!
 - sample- This goal will be measured by the number of IEPs with self-regulation goals for students' identified with self-regulation deficits. Target is 90%.

Organizational Goal/Objective

- **By When- Annually & End of Term**
 - Formative- Annually, Quarterly, Semi-annually
 - Summative- One, Two, or Three Years
 - sample- Annually, Summative- June 1, 2017

Next



Strategies & Activities

- Each goal must have at least one strategy and one activity!
 - **Strategy**- Action that is specific, planned, evidence based and focused.
 - **Name of Tool, Resource, Program, Intervention; Brief Description of EBPPs; & Research**
 - sample- Train (knowledge) and implement (skills) “Zones of Regulation,” which uses self-talk & social thinking practices. It has improved students’ engagement in classroom activities in several ND schools.

Activities

- Every Strategy must have at least one Activity
- **Activity**- Individual task/function done as part of an overall strategy
 - Specific, Includes Steps to be taken, timelines, Resource Allocations, Staff Responsible & a Defined Activity Type-
 - Activity Type- Professional Development, TA, Direct Instruction, Community Engagement, etc.

Activity

- sample- Professional Development on “Zones of Regulation”, done in the fall of 2016, with follow-up training done in the Fall of 2017 using special education funds. The Special Education Unit staff will plan and arrange the training and conduct follow-up TA & fidelity checks during implementation.

Two Goals

- High Schools-
 - Emphasis on **Behavioral Supports**
- Elementary & Middle Schools-
 - Emphasis on **Evaluating** and including **Self-regulation Goals** in IEPs, and/or **Planning and Using** multiple means to **Engage** students in the lesson activities

Format for Goal, Strategies, Activities

- Goal- What Action & What will be achieved
- Objective- Action/Measurement/When
 - Strategy Statement
 - Activity Statement

Sample- Elem. & Middle Schools

We will collaborate to increase self-regulation skills of students with behavioral, social/emotional, social communication and mental health needs in order to stay engaged in the classroom. This goal will be measured annually, and summatively in June, 2017, by the percentage of IEPs with self-regulation goals for students' identified with self-regulation deficits. Target is 90%.

Strategy- Train and implement “Zones of Regulation,” which uses self-talk & social thinking practices. It has improved students' engagement in classroom activities in several ND schools.

Activity- Professional Development on “Zones of Regulation”, done in the fall of 2016, with follow-up training done in the Fall of 2017 using special education funds. The Special Education Unit staff will cooperatively plan and arrange the training and provide TA & fidelity checks during implementation.

Sample- High School

- We will collaborate to increase the use of quality functional behavior assessments (FBAs) to write effective behavior intervention plans (BIPs) for students displaying inappropriate and non-preferred behaviors at school. This goal will be measured annually, and summatively in June, 2017, by the percentage of student files with quality FBAs preceding the writing of BIPs. Target is 100%.
 - Strategy- Train and implement “Prevent, Teach, Reinforce” (PTR) which incorporates a quality FBA process driving the development of a BIP, and has been used effectively in many North Dakota schools.
 - Activity- Professional Development on PTR done in the fall of 2016, with follow-up training done in the fall of 2017, using special education funds. The Special Education Unit staff will cooperatively plan and arrange the training and provide TA & fidelity checks during implementation.

Dissemination

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- Each Public School Within Unit
 - Continuous Improvement Plan-
 - Summary- Upload via ASSIST tool
 - Goal(s), strategies, activities using ASSIST tool
- Local Unit Board and Staff
- DPI- Special Education Unit
 - It's Not for Approval, but Resource Allocation



DPI Resource Allocation

- **Explicit Instruction of Self-regulation skills**
- **Teachers Planning and Using Multiple Means to Engage**
 - **Universal Design for Learning**
- **Behavior Supports**
 - **FBA directs BIP (Prevent, Teach, Reinforce)**
 - **Adjusting or Implementing Early Warning Systems that include behavior as a data element**
 - **Statewide or Regional Professional Development &**
 - **Specific to Units- Competitive Grants**

DPI TA- Fidelity

- *Self- Explanatory*

- *Format*

What/Measurement/When

Strategy Statement

Activity Statement

- *Three points of dissemination*