

Killeen ISD Special Education Strategic Plan

YEAR THREE 2018-2019

Goal 1: Academic achievement of students with disabilities as measured by state and local assessments in mathematics and English Language Arts will increase 5% in each index by the end of the 2018-2019 school year.

Objective 1: During the 2018-19 school year to ensure clarity with parents and community and to ensure that all students receive and exemplary program, Killeen Independent School District will evaluate, revise, and monitor all Special Education programs to improve consistency of implementation across all KISD campuses.

Programs impacted by this goal include: Preschool Program for Children with Disabilities (PPCD), Skills, Skills 2, Functional Skills, Positive Behavior Support (PBS), Therapeutic Learning Classroom (TLC), Mainstream, Resource, Communication Academic Social Development (CASD), Content Mastery Center (CMC), Visual Impairment (VI), Auditory Impairment (AI), Homebound, and Vocational Adjustment Program (VAP).

- Evaluate, exemplify, and expand Special Education professional development based on evaluations collected during the 2017-2018 school year
- Evaluate and revise all Special Education program components as indicated by the evaluation data collected during the 2017-18 school year.

Objective 2: By the end of the 2018-2019 school year, all Full Initial/Individual Evaluations (FIEs) and Individual Education Plans (IEPs) will meet standards of excellence therefore ensuring student success in their current and future endeavors.

- Monitor and evaluate quality of FIEs and IEPs based on the standards of excellence
- Standardize compliance in using the Standards of Excellence for FIEs and IEPs as indicated by the monitoring data.

Objective 3: By the end of the 2018-2019 school year, 100% of students enrolled in special education will be provided effective instruction through appropriately designed models and strategies as measured by student achievement data and informal observations.

- Monitor current instructional practices based on defined expectations, to include the RTI process.
- Resume the collaborative teaching initiative at identified campuses during the 2018-2019 school year.
- Compare student achievement data from May 2016-May 2019

Goal 2: Positive, supportive, and professional culture in KISD across general and special education will continue to improve by .2 annually as measured on a weighted scale of 1-4 for each dimension of the K-12 Insight Staff Survey.

Objective 1: Enrich the culture of excellence that fosters a positive, supportive, and professional environment for student success by increasing communication effectiveness and collaboration opportunities, with and among KISD staff, by the end of the 2018-2019 school year.

- Communicate effectively with more transparency and collaboration within KISD.
- Strengthen collaboration between special programs/ special education teachers and general education teachers through PLC implementation.

Objective 2: By the end of the 2018-2019 school year, KISD will evaluate and enhance processes that have been implemented for providing and retaining highly qualified trained staff that will meet the needs of all children as evidenced by student behavior and learning and staff vacancy/retention rates.

- Evaluate the effect that staffing has on Special Education student success by the end of the 2018-2019 school year

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- Strengthen partnerships with other agencies/institutions in a continued effort to attract trained staff throughout the 2018-2019 school year
- Increase Special Education staff retention rates and Special Education filled rates (fewer vacancies) going into the 2019-2020 school year

Goal 3: Satisfaction and involvement of parents of students with disabilities with KISD special education programs and services will continually increase by .2 annually as measured on a weighted scale of 1-4 on each dimension of the K-12 Insight Parent Survey.

Objective 1: Enrich a culture of excellence that fosters a positive, supportive and professional environment for student success by increasing parent education and involvement opportunities for parents of students with disabilities by the end of 2018-2019 school year.

- Strengthen connections and communication between home and school.
- Support active parent involvement in campus and district activities related to special education.
- Increase parental access to resources and information related to special education.

Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
1) Continue to provide expanded and enhanced high quality professional development to review the framework of each special education program and retrain Special Education coordinators, evaluators, administrators, and classroom teachers on creating FIEs and IEPs as appropriate on each Special Education program component and on the development of IEPs and FIEs (Goal 1, Obj. 1 and 2)	Executive Director/ Director for Special Education District Special Education Coordinators	During Professional Development Week 2018	Professional development attendance Sign in sheets Agendas	Increased academic achievement in mathematics and English Language Arts Consistent program implementation Quality IEPs and FIEs Disciplinary data	Met Making Progress No Progress

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
2) Evaluate, revise, and monitor each Special Education program to include exemplary components, the RTI process, differentiated learning and other effective practices (Goal 1, Obj. 1 and 3)	Special Education District Coordinators	Monthly	Data from Observation Rubric	<p>Increased academic achievement in mathematics and English Language Arts</p> <p>Consistent program implementation</p> <p>Disciplinary data</p>	<p>Met</p> <p>Making Progress</p> <p>No Progress</p>
3) Use PLCs for each Special Education Program and on campuses to 1) ensure program effectiveness, 2) increase communication between general education and special education programs, and 3) strengthen IEPs (Goal 1, Obj. 1 and Goal 2, Obj. 1)	Executive Director/ Director for Special Education District Special Education Coordinators	Quarterly	Schedule Agendas Sign in sheets	<p>Increased academic achievement in mathematics and English Language Arts</p> <p>Consistent program implementation</p> <p>Quality IEPs</p> <p>Disciplinary data</p>	<p>Met</p> <p>Making Progress</p> <p>No Progress</p>
4) Monitor student folders to evaluate FIEs and IEPs for District Standards of Excellence (Goal 1, Obj. 2)	District Special Education Coordinators	Monthly	Folder Review Rubric	Quality of FIE and IEP Documents	<p>Met</p> <p>Making Progress</p> <p>No Progress</p>

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
5) Continue Evaluation Team meetings to ensure that quality written FIEs are in place for each student (Goal 1, Obj. 2 and Goal 2, Obj. 1)	District Special Education Coordinators	Monthly	Agendas Schedule Sign in Sheets	Quality of FIE Documents	Met Making Progress No Progress
6) Measure academic growth of students in special education as a subset of students enrolled in KISD from 2016-2019 using state and local assessments (Goal 1, Obj. 3)	Executive Director/ Director for Special Education	May-August 2019	Completed data analysis assessment results	Increased academic achievement in mathematics and English Language Arts	Met Making Progress No Progress
7) Continue implementation and monitoring of differentiated instruction and the collaborative teaching initiative (Goal 1, Obj. 3)	Executive Director/ Director for Special Education Elementary/Secondary Coordinators for Professional Development	August 2018-August 2019	Professional development documents, sign in sheets, data from observation rubrics Insight Survey	Increased academic achievement in mathematics and English Language Arts Disciplinary data Increased capacity of general education and special education teachers	Met Making Progress No Progress

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
8) Recruit and hire employees based on updated guidelines for 2017-2018 (Goal 2, Obj. 2)	Human Resource Department Executive Director/ Director for Special Education	April 2018 and ongoing	Positions posted and advertised through extended recruiting efforts (e.g., job fairs, online postings, KISD website, daily news briefs, etc.)	Positions filled with high quality staff Positive responses regarding KISD's culture	Met Making Progress No Progress
9) Strengthen current partnerships with local agencies and expand as needed for attracting staff in hard-to-fill areas (Goal 2, Obj. 2)	Human Resource Department Executive Director/ Director for Special Education	October 2018	Partnerships established Staff hired Insight Survey	Higher fill-rate for high-need Special Education staffing areas by 2019-2020 school year Positive responses regarding KISD's culture	Met Making Progress No Progress

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
<p>10) Evaluate retention rates for Special Education staff in specific groups (e.g., teachers, therapists, aides, etc.) and programs (e.g., resource, CASD, PBS, etc.)</p> <p>(Goal 2, Obj. 2)</p>	<p>Human Resource Department</p> <p>Executive Director/ Director for Special Education</p>	November 2018	<p>Retention rate report</p> <p>Insight Survey</p>	<p>Improved retention rates over a 3-5-year time period specifically expecting higher rates going into the 2019-2020 school year</p> <p>Positive responses regarding KISD's culture</p>	<p>Met</p> <p>Making Progress</p> <p>No Progress</p>
<p>11) Evaluate retention and recruitment plan targeted to the high-need Special Education areas and make modifications as necessary</p> <p>(Goal 2, Obj. 2)</p>	<p>Human Resource Department</p> <p>Executive Director/ Director for Special Education</p>	January 2019	<p>Retention and recruitment 3-5-year plan</p> <p>Insight Survey</p>	<p>Improved retention rates over a 3-5-year time period specifically expecting higher rates going into the 2019-2020 school year</p> <p>Positive responses regarding KISD's culture</p>	<p>Met</p> <p>Making Progress</p> <p>No Progress</p>

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Strategies & Action Steps	Responsibility	Timeline	Evidence of Implementation	Evidence of Impact/ Effectiveness	Evaluation
12) Expand the Parent Resource Center (Goal 3, Obj. 1)	Executive Director/ Director for Special Education Parent Educators	By the end of the 2018-2019 school year	Parent Resource Center Sign-In Log Insight Survey	Parent Resource Center utilization Increased satisfaction and involvement of parents of students with disabilities with KISD special education programs and services	Met Making Progress No Progress
13) Develop new programs based upon parent input from trainings (Web-based as well as face-to-face) (Goal 3, Obj. 1)	Executive Director/ Director for Special Education Parent Educators	On-going	Parent communication log Insight Survey	Parent Feedback and Participation notes Increased satisfaction and involvement of parents of students with disabilities with KISD special education programs and services	Met Making Progress No Progress
14) Analyze the effectiveness of the Parent Resource Center website and calendar of events (Goal 3, Obj. 1)	Parent Educators Special Education Technology	On-going	Data from Website analysis Insight Survey	Increased satisfaction and involvement of parents of students with disabilities with KISD special education programs and services	Met Making Progress No Progress