

Department of Student Services

2024-25



Regional School District #17
57 Little City Rd
Higganum, CT 06441

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Student Services Continuous Improvement Plan 2022-23

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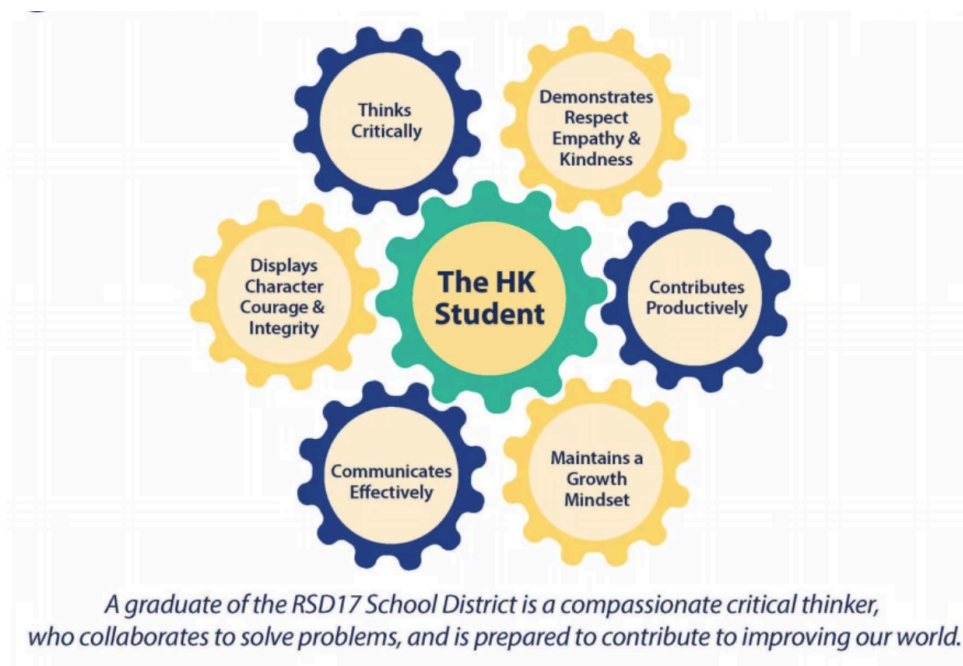
Introduction

RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. As a learning organization, we will monitor progress consistently and reflect on the impact of our actions.

RSD 17 Mission Statement

The Mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

Vision of the Graduate



RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT

All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL

Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING

Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY

A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL

We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS

An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE

Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE

We are committed to using our resources efficiently through effective strategies and systems.

RSD 17 Strategic Operating Plan Priorities

1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

School Year: 2024-25		Strategic Operating Plan 1.13	
ToA: If we fully implement year 1 priorities of the New Solutions reports, we will improve the collaborative efforts of general education teachers and special education students improving the learning outcomes of all students.			
Goal 1 - Facilitate the implementation of year 1 New Solution priorities.			
Metric 1: By June 11, 2025, the district will implement the individual goals outlined in year 1 to support the New Solutions recommendations. Metric 2: By June 11, 2025 100% of the first year goal for New Solutions will be implemented at the elementary schools and HKIS. Metric 3: By June 11, 2025 100% of the first year goals for New Solutions will be implemented at the middle school. Metric 4: By June 11, 2025 100% of the first year goals for New Solutions will be implemented at the high school.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Develop partnerships using the SPDG grant to improve the collaboration between special education teachers and general education teachers.	Director, Elementary and Secondary Coordinator, KES, and HKIS Principal, staff participants	Time to have the teachers collaborate. SPDG staff and RESC coaches, resources provided by the grant, professional development.	<u>Evidence</u> -Increase in students receiving access to grade level standards -Successful implementation of the pilot for increased collaboration -Increase student contact time with general education teachers -Ongoing PD to help general education teachers better understand how to meet the needs of special education students
Align IEP goals and objectives to grade level appropriate standards.	Director, Special Education Coordinators, special education teachers, general education teachers	Professional Development on Quality IEP writing, curriculum standards, and scope and sequence of the curriculum.	<u>Evidence</u> -Students will have all academic goals and objectives aligned with grade level standards
Expand the use of MTSS to support students with social-emotional difficulties	Director, Special Education Coordinators, CBH clinicians, MTSS staff, related services, data teams, central office and building administration, BCBA	CBH grant, ongoing professional development for behavioral interventionists, tiered intervention plan	<u>Evidence:</u> -Expansion of MTSS manual to meet the social-emotional needs of students -CBH to collect data on attendance and improvement in growth areas -MTSS interventions created and documented

School Year: 2024-25		Strategic Operating Plan 1.54	
ToA: If Student Services builds agendas, templates, and reports with our related services department, then teams will share consistent and reliable data that is easy for families to follow year after year to help the team better process the information.			
Goal 2 - Organize and create a standardized method for assessment reporting.			
Metric 1: By June 11, 2025, the School Psychology Department will have a standardized forms, where all of the same content will be included in their assessment reports so we can more effectively share results with families			
Metric 2: By June 11, 2025, the Speech and Language Department will have a standardized forms, where all of the same content will be included in their assessment reports so we can more effectively share results with families			
Metric 3: By June 11, 2025, the Occupational Therapy Department will have a standardized forms, where all of the same content will be included in their assessment reports so we can more effectively share results with families			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Monthly meetings with agenda items that compare and contrast different report forms	Director, Special Education Coordinators, and related services department	Time to develop and/or identify standards for what to report on, comparing different types of assessment data, looking at the most effective way to share results with families	<u>Evidence:</u> -Meeting agendas/meeting minutes -Review of templates
Review of other district reports to determine if there is additional information that is relevant and missing	Director, Special Education Coordinator, and related services department	Reports from other districts, time to discuss the reports, discussion around pertinent information and best ways to present the data	<u>Evidence:</u> -Meeting agendas/meeting minutes -Review of reports -examples of how they fit in current district assessments
Develop a consistent understanding of the necessary information that should be included on the IEP, as well as what should be added in the appendices to make report information more consistent	Director, Special Education Coordinators, and related services	Time to develop the document, meetings to obtain input of key staff members, access to relevant research and curriculum materials	<u>Evidence:</u> -Meeting agendas/meeting minutes -Completion of a format to support consistent data being discussed across settings and departments

School Year: 2024-25		Strategic Operating Plan: 1.32	
ToA: If students have increased individualized opportunities outside of school as part of their 18-22 and high school Life Skills program, then they will develop stronger independent living skills, leisure skills, community participation and vocational skills.			
Goal 3 - Develop a plan to expand students’ opportunities outside of school in order to foster their independent living skills, leisure skills, community participation and vocational skills.			
<p>Metric 1: By June 11, 2025, a document will be developed outlining current out of school opportunities for students in the 18-22 and high school Life Skills programs.</p> <p>Metric 2: By June 11, 2025, a document will be developed identifying any unmet needs for students in the 18-22 and high school Life Skills programs and how it might impact post-secondary outcomes.</p> <p>Metric 3: By June 11, 2025, a proposal will be developed to identify how to expand opportunities for students in the 18-22 and high school Life Skills programs.</p>			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Identify current opportunities that are typically available to students in the 18-22 and high school Life Skills program and associated costs	Director of Student Services, 18-22 and Life Skills program personnel	Time to meet with students and staff members, review prior IEPs	<u>Evidence:</u> -Meeting agenda, minutes -List of current out of school opportunities for students in the 18-22 and high school Life Skills programs
Identify any unmet needs of students in the 18-22 and high school Life Skills programs and how they may impact post-secondary outcomes	Director of Student Services, 18-22 and Life Skills program personnel	Time to meet with students and staff members from the 18-22 program	<u>Evidence:</u> -Meeting agenda, minutes -List of unmet needs of students in the 18-22 and Life Skills programs (if any)
Develop a proposal that identifies how to expand opportunities for students in the 18-22 and high school Life Skills programs with associated costs to be implemented in the next school year.	Director of Student Services, 18-22 and Life Skills program personnel	Time to meet with staff members from the 18-22 and Life Skills programs, consultation with ConnCASE colleagues, site visits	<u>Evidence:</u> -Meeting agenda, minutes -Proposal to expand opportunities for students in the 18-22 and Life Skills programs -Examine resources to determine if more funding is required to support the 18-22 program -Look at local partnerships to support the program