

**RSU5 Instructional Support Plan
FY 2020-2021**

Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.
Objective 1.1: Strengthen and align social/emotional systems in order to build student confidence and independence in the least restrictive environment. (Grades K-12)
Increase opportunities for students to learn real world-skills and improve access to learning. (9-12)
Objective 1.2: Ensure that student growth is measured and communicated in meaningful ways (K-12)

Strategic Objectives 1.1 (K-12)	Action Strategies	Person Responsible	Progress Indicators
<ol style="list-style-type: none"> 1. Consistent use of language to support students based on social-emotional learning 2. Implement positive behavior support plans (PBSP) consistently 	<ol style="list-style-type: none"> 1. Use SEL curriculum to provide instruction to students 2. Support students to function and learn independently 	<p align="center">Director of Instructional Support, Instructional Strategists, and Staff</p>	<ol style="list-style-type: none"> 1. Provide adult support template <i>Adult support template was provided to staff.</i> 2. Assess adult support & phase out based on student progress & growth <i>Based on the student schedules last year, it was difficult to determine the level of adult support needed because some students were attending remotely, hybrid, and/or in-person.</i> 3. Consistent data collection that can be shared with staff as students move through the grades <ol style="list-style-type: none"> a. share data with staff as students move to next grade <p><i>*PATHs curriculum was used to provide specially designed instruction to students with disabilities in grades K-8. Since some students did not attend school in-person, it was difficult to provide this instruction remotely. The goal for 2022 will be to use the PATHs curriculum consistently in grades K-8.</i></p> <p><i>At FHS a new course called <i>Interpersonal Development</i> is now offered for 1 credit.</i></p>

			Students receive instruction in emotional regulation, executive functioning, and social skills development. Resources used to teach the skills are from: <i>The Executive Functioning Workbook for Teens</i> by Sharon Hanson and <i>The Growth Mindset Coach</i> by Annie Brock & Heather Hundley.
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Objective 1.1: Increase opportunities for students to learn real world-skills and improve access to learning. (9-12)

Strategic Objectives (9-12)	Action Strategies	Person Responsible	Progress Indicators
<ol style="list-style-type: none"> 1. Formalize technology instruction so that students can use technology as a learning tool 2. Ensure that the curriculum is accessible to all students 3. Evaluate effectiveness of accommodations in supporting students to access the curriculum 	<ol style="list-style-type: none"> 1. Provide ongoing PD in technology use 2. Provide ongoing PD in use of accommodations in classrooms 3. Ongoing data collection and analysis on effectiveness 	Director of Instructional Support, Instructional Strategists, and Staff	<ol style="list-style-type: none"> 1. Classroom observations of accommodations that are beneficial to all students <ol style="list-style-type: none"> a. continue to collect and analyze data <p>Staff became adept at using technology for instruction. The following online programs were purchased: Read/Write, MobyMax, RazKids, All staff used Google Classroom, Google Meet, Google Sheets.</p> <p>Based on IEP team meeting discussions and classroom observations, teachers used all of the above to provide:</p> <ol style="list-style-type: none"> 1. remote instruction 2. In-person instruction 3. Accommodations

Strategic Objectives 1.2 (K-12)	Action Strategies	Person Responsible	Progress Indicators
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<ol style="list-style-type: none"> 1. Collect academic and functional data consistently 2. Review data monthly to monitor student progress 3. Review data each trimester to determine instructional effectiveness 4. Compile data each trimester to monitor student progress and growth 5. Evaluate effectiveness of academic and functional instruction 	<ol style="list-style-type: none"> 1. Formalize process of data collection and analysis 3X per year 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<ol style="list-style-type: none"> 1. Provide data collection template <p>Teachers were given a data collection template and adapted the templates by school to collect data at school. Data is reviewed regularly and shared at IEP meetings to assist IEP teams to make determinations about IEP goals and services.</p> 2. Review student data at weekly PLC meetings <p>Last year reading data was reviewed at PLC meetings and shared with IEP teams. For students who made slow progress, staff met to review data and determine effectiveness of programming and make changes as needed.</p> 3. Determine instructional effectiveness in meeting student needs <p>For students who made slow progress, literacy specialists completed reading assessments and staffings were held to determine appropriate instructional approaches and service levels.</p>
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Objective 1.1: Strengthen and align social/emotional systems in order to build student confidence and independence in the least restrictive environment. (K-12)
Objective 1.2: Ensure that student growth is measured and communicated in meaningful ways (K-12).

Strategic Objectives 1.1 (K-12)	Action Strategies	Person Responsible	Progress Indicators
1.Consistent use of language to support students based on social-emotional learning 2. Implement positive behavior support plans (PBSP) consistently	1.Use PATHS curriculum in grades K-5 to provide instruction in replacement behaviors to students 2. Support students to function and learn independently	Director of Instructional Support, Instructional Strategists, and Staff	1. Consistent use of PATHs curriculum in grades K-5. 2. Assess effectiveness of SEL instruction at middle school level and make changes if needed 3. Continue 2nd year of providing course in SEL instruction at FHS.

Objective 1.2: Ensure that student growth is measured and communicated in meaningful ways (K-12).

Strategic Objectives (K-12)	Action Strategies	Person Responsible	Progress Indicators
1. Collect academic and functional data consistently 2. Review data monthly to monitor student progress 3. Review data each trimester to determine instructional effectiveness	1. Formalize process of data collection and analysis to monitor student progress in reading and math 3X per year	Director of Instructional Support, Instructional Strategists, and Staff	1. Continue to use the data collection template to monitor student progress in reading. 2. Provide math template and PD to use the template 3. Special educators will attend DOE training on how to do math running records 4. Lisa Demick will provide consultation to special ed staff on math content and progression of skill acquisition

<p>4. Compile data each trimester to monitor student progress and growth</p> <p>5. Evaluate effectiveness of academic and functional instruction</p>			<p>5. Determine appropriate interventions/programs to teach math to students with disabilities</p> <p>6. Provide PD on using above resources to identify IEP math goals based on essential mastery expectations</p>
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