

School/Department: Instructional Support

District Goal:

Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1F: Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>1. Review/evaluate all specialized programs (i.e., Functional Life Skills (Autism/InD), Choices, Bridges, etc.)</p> <p>2. Review and evaluate the process for determining the need for Adult Support, and all adult support assignments using a rubric to ensure we are meeting student needs and optimizing district resources</p>	<p>1a. Complete walk-throughs & observations of specialized programs using <i>Essential Elements Checklist</i> to review elements of:</p> <p>1b. Convene workgroup to</p> <p>i. review and update all internal Choices Program (behavior) documents (DCS, FMS, FHS) to ensure that philosophy & approach is trauma-informed</p> <p>ii. ensure continuity of programming and consistency of care throughout programs</p> <p>iii. develop district-wide expectations for adult interactions with students in response to</p>	<p>Director of Instructional Support, Instructional Strategists</p>	<p>1. Fall/Winter 2022/23</p> <p>2. Spring - Summer</p>	<p>1a. Program observation and evaluations COMPLETED & NEEDS ASSESSED</p> <ul style="list-style-type: none"> ● Bright spots & strengths identified ● Opportunities identified ● Next Steps determined <ul style="list-style-type: none"> ○ Degrees of support & Professional Learning plan established <p>1b. Choices Community of Practice Established i. & ii. Updated Choices Program Manual: Purpose, Philosophy, Instructional Model & Support Plan</p> <p>IN PROGRESS & ONGOING</p> <ul style="list-style-type: none"> - 2/3/23 K-12 Choices Program Team Collaboration & Work Session; Established CHOICES Community of Practice <p>COMPLETED:</p> <ul style="list-style-type: none"> - Overview of Choices Programming & Enrollment - Overview of DCS K-4 Bridges Programming & Enrollment - Plan to enact District-wide Launch of Bridges program at all K-5 schools for the 2023-2024 SY - 3/17/23: Choices Community of Practice

	<p>student behavior</p> <p>2. Develop process for systematically conducting a <i>Special Circumstance Instructional Assistance (SCIA)</i> assessment for a student with a disability</p>			<p>PD: Maintaining Ethical Standards when Designing Student Behavior Strategies</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> - UPDATE Choices Behavior Program Manual w/updated standards for consistency of implementation/care throughout levels of the program - Identify RSU5's MTSS for positive behavior and social/emotional wellbeing <p>iii. <i>RSU-5 Guide to Responding to Student Behavior</i></p> <p>DRAFT COMPLETED & BEING VETTED BY WORKGROUP</p> <p>Establishes district-wide expectations for adult interactions with students in response to student behavior that are:</p> <ul style="list-style-type: none"> • trauma-sensitive and trauma-informed • function-sensitive and function-informed • honor student's right to body autonomy • honor the student's right to communicate (vocal, sign, symbols or technology) their refusal or rejection of undesired objects, actions, or events <p>2. Creation & launch of District <i>Special Circumstance Instructional Assistance (SCIA) Assessment Resource Guide</i></p> <p>SCIA Assessment Resource Guide COMPLETED</p> <ul style="list-style-type: none"> - First piloted at MSS w/new request for 1:1 adult support - Used for all requests for 1:1 adult support to ensure that such a significant programmatic decision is only made after other lesser restrictive options are considered, implemented, and documented.
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2022-2023 Goals

School/Department: Instructional Support

District Goal: Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.4: Objective 1.4: Strengthen diversity, equity and inclusion practices.

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>1. Ensure that all special education staff learn and understand:</p> <ul style="list-style-type: none"> ● the expectation and conceptual model for providing Access, Participation, and Progress in the General Education Curriculum for all Students with Disabilities ● the K-12 Curricular and Assessment pathways for Students with Disabilities ● the concept of the least restrictive environment. 	<p>1. Disseminate and establish the <i>Communication Bill of Rights</i> as a district-wide social justice imperative</p> <p>2a. Disseminate Approved Models of Service Delivery to define Inclusive Models of Service Delivery and ensure that Restrictive placements are based on data and evidence</p> <p>2b. Provide professional development and technical assistance for administrators and teachers regarding the continuum of Special Education Service Delivery</p> <p>2c. Review and analyze Least Restrictive</p>	<p>Director of Instructional Support, Instructional Strategists & Instructional Support Staff</p>	<p>Fall 2022 - Spring 2023</p>	<p>1. COMPLETED & PUBLISHED ON DISTRICT WEBSITE</p> <p>2a & 2b. TECHNICAL ASSISTANCE COMPLETED - Provided professional development & technical assistance for administrators and teachers regarding the continuum of service delivery model</p> <ul style="list-style-type: none"> - Service Models Defined - Application to practice <p>2c. COMPLETED & ONGOING LRE data indicates that the majority of students with disabilities are education in inclusive settings</p> <p>2d. COMPLETED & ONGOING</p> <p>i. LiFT Community of Practice established and grounded in program philosophy</p> <ul style="list-style-type: none"> - Bright spots & strengths identified - Opportunities identified - Degrees of support & Professional Learning plan established for 2022-23 <ul style="list-style-type: none"> - four (4) days of face to face coaching, mentoring & modeling for teachers of students with significant cognitive disabilities using alternate achievement

	<p>Environment (LRE) data</p> <p>2d. Convene workgroup to review and analyze the quality of programming in RSU5 <i>functional life skills</i> (FLS) classrooms using resources created by the National Center and State Collaborative (NCSC)</p> <p>i. Rebrand FLS program as LiFT (Learning, Independent Functioning & Transition) to ensure that this program is identified in a way that is respectful and ensures that students with complex learning, behavioral, cognitive and/or neurodevelopmental profiles, including significant cognitive disabilities, learn the academic, independent functioning, communication, and social emotional skills to graduate from high school ready for post-secondary transition, including college, career, community and full participation in civic life.</p> <p>ii. Develop Program</p>			<p>standards</p> <ul style="list-style-type: none"> - twelve (12) hours of virtual mentoring and training for staff - Degrees of support & Professional Learning plan established for 2023-24 <ul style="list-style-type: none"> - 3 full days of training & coaching (1 virtual and 2 onsite) - twelve (12) hours of virtual mentoring and training for staff <p>ii. COMPLETED & ONGOING Creation & launch of <i>LiFT Program Purpose, Philosophy, Instructional Model & Support Plan</i></p> <ul style="list-style-type: none"> - Instructional Model: Standards-Based and Person-Centered Instruction - Curricular Pathways for Students in the LiFT Program - Support for Teaching & Learning in LiFT Classrooms <p>iii. COMPLETED & ONGOING Disability labels analyzed for all students served in LiFT classrooms to ensure that placement is the LRE, curricular pathway is appropriate, and students have appropriate level of access to general ed. Curriculum.</p>
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**Purpose, Philosophy,
Instructional Model &
Support Plan to include:**

- **Instructional Model:
Standards-Based
and
Person-Centered
Instruction**
- **Curricular Pathways for
Students in the
LIFT Program**
- **Support for
Teaching &
Learning in LIFT
Classrooms**
- **Multi-Disciplinary
Assessment**

iii. Review disability labels for all students served in LiFT classrooms to ensure that placement is the LRE and curricular pathway is appropriate and students have appropriate level of access to general ed. Curriculum.

2023-24 Goals

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Objective 1.1F: Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Develop special ed. scheduling guidelines and grades 7-12+ Transition continuum	1. Review current Elementary, Middle, and High School Course progression - academic core - specials, electives - expected instructional minutes	1. Director of Instructional Support, Instructional Strategists & Instructional Support Staff	1. Fall 2023-Winter/Spring 2024	1. Completion & Roll-out of Scheduling Guidelines Winter/Spring 2024
2. Review the roles of the instructional strategists to ensure they are being utilized to the best of their abilities.	2a. Collaborate w/Principals to accurately identify role, scope of practice & responsibilities 2b. Collaborate on revision of job description	2. Director of Instructional Support & Principals	2. Fall 2023-Winter/Spring 2024	2. Completion & Publishing of Revised Instructional Strategist Job Description that is accurately aligned to scope of practice
3. Review, Analyze and Optimize Day-to-Day Budget Flow & Processes for Planning and Forecasting	3a. Collaborate w/Director of Finance to identify opportunities for improving day-to-day budget flow 3b. Collaborate	3. Director of Instructional Support & Director of Finance	3. Fall 2023-Winter/Spring 2024	3. Creation of Schema for Day-to-Day Budget Flow & Processes for Planning and Forecasting - Effective budget cycle management - Improved ability to make strategic fiscal decisions - Save time, minimize errors & nurture a

	w/Director of Finance to establish a process for communicating and managing information and changes during the fiscal year that may result in adjustments to the budget			collaborative, disciplined work environment.
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2023-2024 Goals

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District Goal:

Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.4: Objective 1.4: Strengthen diversity, equity and inclusion practices.

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Support the district's goal to strengthen diversity, equity and inclusion practices.	1a. Research and adopt common definitions for: <ul style="list-style-type: none">- Diversity- Equity- Inclusion- Belonging 1b. Review submitted ideas and establish a DEI District Theory of Action 1c. Seek student feedback on the work of the committee, and clarity on the work & outcomes of the committee	Director of Instructional Support, DEI Committee, Building Leaders	Fall 2023 - Spring 2024	DEI Committee actively cultivates a culture in RSU 5 where diversity, equity, and inclusion are respected and celebrated through the implementation of thoughtful, iterative, and innovative strategies that inspire an inclusive mindset in RSU5 employees, students, and community members.