

## Instructional Support Goals 2023-2024 Review

**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. Develop special ed. scheduling guidelines and grades 7-12+ Transition continuum</p>	<p>1. Review current Elementary, Middle, and High School Course progression</p> <ul style="list-style-type: none"> <li>● academic core</li> <li>● specials, electives</li> <li>● expected instructional minutes</li> </ul>	<p>Director of Instructional Support, Instructional Strategists &amp; Instructional Support Staff</p>	<p>Fall 2023 - Winter/Spring 2024</p>	<p>1. Completion &amp; Roll-out of Scheduling Guidelines Winter/Spring 2024</p> <ul style="list-style-type: none"> <li>● To include a transition continuum through which students with disabilities learn employability skills to prepare them for successful transition from high school to the workplace, to include:</li> <li>● transition continuum of programming ranging from high school career readiness to post high school vocational training at local businesses.</li> <li>● developing partnerships with businesses to open post-high school transition opportunities at work locations.</li> </ul> <p>2. The RSU5 transition continuum would include programming at the high school such as community-based instruction:</p> <ul style="list-style-type: none"> <li>● involves career awareness and career exploration through career interest inventories, workplace tours, and</li> </ul>

				<p>business partner mentorship. CBI typically takes place in grades 9 and 10.</p> <p>3. Community-based vocational education</p> <ul style="list-style-type: none"> <li>students work at local businesses for approximately two hours per day where they learn job skills and gain stamina to remain focused on the job tasks.</li> </ul> <p><b>Goal not completed due to other programming priorities in the special education department at the high school.</b></p>
<p>2. Review the roles of the Instructional Strategists to ensure they are being utilized to the best of their abilities.</p>	<p>2a. Collaborate w/Principals to accurately identify role, scope of practice &amp; responsibilities</p> <p>2b. Collaborate on revision of job description</p>	<p>Director of Instructional Support &amp; Principals</p>	<p>Fall 2023 - Winter/Spring 2024</p>	<ul style="list-style-type: none"> <li>Completion &amp; Publishing of Revised Instructional Strategist Job Description that is accurately aligned to scope of practice</li> </ul> <p><b>Job description was revised and the job title changed to Special Education Coordinator.</b></p>

<p>3. Review, Analyze and Optimize Day-to-Day Budget Flow &amp; Processes for Planning and Forecasting</p>	<p>3a. Collaborate w/Director of Finance to identify opportunities for improving day-to-day budget flow</p> <p>3b. Collaborate 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</p>	<p>Director of Instructional Support &amp; Director of Finance</p>	<p>Fall 2023 -Winter/Spring 2024</p>	<p>3. Creation of Schema for Day-to-Day Budget Flow &amp; Processes for Planning and Forecasting</p> <ul style="list-style-type: none"> <li>● Effective budget cycle management</li> <li>● Improved ability to make strategic fiscal decisions</li> <li>● Save time, minimize errors &amp; nurture a collaborative, disciplined work environment.</li> </ul> <p><b>Budget flow and processes were developed. This will continue in 2024-2025.</b></p>
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**Instructional Support Goals 2024-2025 Review**

<b>School/Department: Instructional Support</b>			
<b>School Goal</b>	<b>Strategies and Action Steps (Responsibility)</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
1) Build capacity district-wide by ensuring that all special education staff acquire the essential skills and knowledge to effectively support students with complex needs.	<ul style="list-style-type: none"><li>● Provide specialized support for Social Emotional Learning (SEL) and behavioral interventions.</li><li>● Provide opportunities to staff for collaboration, consultation, and direct modeling of effective support strategies.</li></ul>	Fall 2024-Spring 2025	Through feedback, observational assessments, and student progress data to ensure its effectiveness and sustainability.

<p>2) To ensure consistency in special education case management practices across the district by establishing protocols, procedures, and guidelines for all case managers.</p>	<ul style="list-style-type: none"> <li>● Create a shared Google Folder that outlines best practices, roles, and responsibilities, along with clear expectations for documentation and communication.</li> <li>● Implement regular professional development during staff meetings to foster a shared understanding of these practices and encourage open dialogue among case managers and service providers.</li> <li>● Create Professional Learning Communities for Social Workers and Related Service Providers.</li> </ul>	<p>Fall 2024-Spring 2025</p>	<p>All case management documentation</p> <p>Feedback from the Leadership Team.</p>
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