

Instructional Support Goals 2024-2025 Review

Goal Worksheet			
School/Department: Instructional Support			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>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.</p>	<ul style="list-style-type: none"> ● Provide specialized support for Social Emotional Learning (SEL) and behavioral interventions. ● Provide opportunities to staff for collaboration, consultation, and direct modeling of effective support strategies. 	<p>Fall 2024-Spring 2025</p>	<p>Through feedback, observational assessments, and student progress data to ensure its effectiveness and sustainability.</p> <p>Established Behavior Skill Labs at DCS, MSS, and MLS and developed an accompanying manual (with input from the BLS teachers, Leadership Team and admin) to promote consistency and fidelity in programming across buildings.</p> <p>Facilitated collaboration between staff and the district's BCBA by building structured and informal opportunities into professional learning days, staff meetings, and day-to-day interactions.</p> <p>Partnered with the</p>

			<p>district's BCBA to offer targeted, districtwide trainings to enhance staff capacity and consistency in practice.</p>
<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"> ● Create a shared Google Folder that outlines best practices, roles, and responsibilities, along with clear expectations for documentation and communication. ● 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. ● Create Professional Learning Communities for Social Workers and Related Service Providers. 	<p>Fall 2024-Spring 2025</p>	<p>All case management documentation</p> <p>Feedback from the Leadership Team.</p> <p>Organized a centralized Google folder with timelines, updates, and standardized paperwork templates, ensuring all special education teachers and the Leadership Team have consistent access to essential resources.</p> <p>Attend biweekly PLCs in each building to promote consistent communication, aligned practices, and unified expectations districtwide.</p> <p>Led weekly Leadership Team meetings, including Special Education Coordinators, School Psychologists, and the</p>

			<p>BCBA, to align messaging, streamline processes, and ensure consistent paperwork practices across the district.</p> <p>Facilitated in-house and external professional development opportunities tailored to support staff growth and address their specific needs.</p> <p>Developed monthly PLCs for SW, Speech, OT, and PT and am currently creating FLS PLCs to strengthen collaboration and ensure a consistent continuum of services from K-12.</p>
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Instructional Support Goals 2025-2026

Goal Worksheet			
School/Department: Instructional Support			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>1) By the end of the 2025–2026 school year, all special education staff across the district will demonstrate increased capacity to support students with complex needs, as evidenced by at least 90% participation in targeted professional development sessions, engagement in ongoing coaching cycles, and implementation of collaborative practices.</p>	<ul style="list-style-type: none"> ● Provide ongoing specialized training sessions to Ed Techs focusing on strategies for supporting students with complex needs. ● Implement a system for regular coaching and mentorship, with each special education staff member of our special programs receiving monthly support sessions from our BCBA tailored to their caseload. ● Track and review student progress data at IEP meetings to evaluate the impact of capacity-building efforts on student outcomes. 	<p>Fall 2025-Spring 2026</p>	<p>Staff confidence and competence will be measured through self-assessment surveys and administrator observations, with at least an 80% improvement in identified skill areas</p> <p>Review of student progress at IEP meetings to see if interventions tied to staff capacity-building are leading to measurable growth.</p>

<p>2) By August 2026, the district will have an early childhood special education program for 4-year-olds as part of Cohort 3. This includes hiring all required staff, finalizing the program model, ensuring classroom materials and curriculum are in place, and establishing procedures for service delivery.</p>	<ul style="list-style-type: none"> ● Participate in ECES task force meetings. ● Decide on a program model. ● Determine staffing needs, post job openings, conduct interviews, and onboard staff. ● Policies and Procedures ● Classroom preparation. ● Training if needed. ● Notification of Childfind. ● Family Engagement ● Program readiness Check 	<p>Fall 2025-August 2026</p>	<p>Progress will be measured by completion of staff recruitment, readiness checklists for classrooms, and approval of the program model by RSU 5 School Board by the start of the 2026–2027 school year.</p>
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