

**Special Education Theory of Action
2016-17**

Current Situation	Focus	Inputs	Impact	Results/Goals
<p>7, initial and 4 follow up SSTs held this year</p> <p>2 letters written requesting IEP testing</p>	<p>SST Process</p>	<ul style="list-style-type: none"> -Team will design process to streamline SST screening -Staff and Family will attend workshop on the SST and IEP process -School will create a clear process for how to maintain a strong tiers of intervention approach to IEPs 	<ul style="list-style-type: none"> -Students who enter UPA will be thoughtfully screened and have clear processes to meet their needs -Minimal need to SST students past second semester of 7th grade -Students will not get their testing process interrupted by others without interventions tried, no letters requesting testing without SSTs 	<p>Every student who begins 6th grade with 500 or below SRI has an SST</p> <p>0 letters written requesting IEP testing</p>
<p># of overdue IEPs</p> <p># of student referred for testing, # completed in 2015-16</p> <p>Hard to get</p>	<p>IEP Management</p>	<ul style="list-style-type: none"> -Grade levels will have an IEP check in at their grade level meetings to ensure consistent support -IEPs will be thoughtfully scheduled with all stakeholders -SPED team will be provided uninterrupted space to work -SPED team will coordinate work to ensure timely testing 	<ul style="list-style-type: none"> -students referred for IEP testing will be processed in a timely manner -IEP goals will be thoughtfully monitored and implemented -SPED team will feel valued and like an intrical part of the work 	<p>No overdue IEPs</p> <p>All students referred in the first semester of school tested by end of school year, other processed quickly</p>

teacher input for all IEPs				100% teacher input for IEPs
<p>% of students who met their IEP goals</p> <p>% of students with IEPs who passed</p> <p>Planning for SPED was inconsistent</p> <p>SPED support being “catch up” versus work to meet IEPs goals</p>	Service Hours	<p>-Teachers will collaborate to create units plans way in advance and make them accessible to all stakeholders</p> <p>-Teachers will collaborate to create modified units at least a month in advance</p> <p>-Team will create clear protocol and outcomes for Monday meetings in order to support strong SPED and Gen Ed collaboration</p> <p>IA/IS will be trained and supported to do effective pushin and small group</p> <p>-RSP will create and maintain consistent pull out schedule to meet IEP goals</p>	<p>-Students will reach their IEP goals, have academic success, and make progress towards mastery</p> <p>-Students will feel supported and successful because of consistent support</p> <p>-SPED Team will be more successful because of the thoughtful collaboration</p>	<p>80% or more of students reach their IEP goals</p> <p>% or higher of student with IEPs who pass the semester</p>
	Professional Development	<p>-Staff will receive information about the difference between and IEPs, 504s, and high needs kids, receive training in how to meet needs for each</p> <p>-Teacher will receive training in: what is Specific Learning Disability (SLD) and Emotional Disturbance (ED), name basic modifications,</p>	<p>-Teachers will create an empathetic approach to how to support students with learning disabilities</p> <p>-Teacher will learn how to affective modify behavior management approaches, unit plans, and daily tasks to support students with IEPs</p>	

		building empathy, and how to implement IEPs		
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