

Action Plans

DistrictNbr/Type: 2198-01 FILLMORE CENTRAL

Plan Duration From: 07/01/2014 **To:** 06/30/2015

Action Plan Status: Active

Focus Area(s): B3

Goal Statements:

Fillmore Central School Staff will improve the reading proficiency of all of the district's special education students who do not meet proficiency on the State Assessment in 2014 in grades 4, 5, 6, 7, 8, and 10 from 26% special education students who meet proficiency to 55% students in special education making proficiency.

Strategies:

This goal will be addressed in the special education resource room, title one classrooms and reading classrooms through specialized reading interventions.

- 1) All Special Education teachers will continue to identify and implement MN language arts standards to write standard based IEP's according to individual student needs according to each student's evaluation report.
- 2) All students with language arts goals in grades 3-12 will have standard based IEP's that reflect the needs in the student's evaluation report.
- 3) Continue collaboration time between the special education teacher and the language arts department to support standard based IEP's with grade level instruction. This also clarifies expectations between special education staff and general education staff.
- 4) All special education students will receive progress monitoring to support the tier 3-language arts instruction in the special education resource room.
- 5) We have a variety of resources in language arts always being mindful which curriculum is best suited for each individual student according to their evaluation needs.
- 6) The leadership member will be a part of the Response to Intervention meetings to discuss the importance of students with literacy disabilities receiving literacy skills in the resource room as an addition to, not a replacement of literacy instruction.
- 7) Implementation of the district's SRBI plan.

Data Collection:

The desired outcome will be measured through progress monitoring through AIMs Web at the elementary level and curriculum based assessments at the high school level. Progress reports on IEP literacy goals of students that are identified as not meeting proficiency on the Spring 2014 MCA-III reading assessment.

Progress:

MDE Reviewer Comments:

Action Plans

DistrictNbr/Type: 2198-01 FILLMORE CENTRAL

Plan Duration From: 07/01/2014 **To:** 06/30/2015

Action Plan Status: Active

Focus Area(s): B3

Goal Statements:

Fillmore Central School Staff, will improve the mathematics proficiency of all of the district's special education students who do not meet proficiency in State Assessments from 38% in 2014 in grades 4, 5, 6, 7, 8, and 11 of our special education students to 65% meeting proficiency in Spring of 2015.

Strategies:

This goal will be addressed in the special education resource room, title one classrooms and math classrooms through specialized math interventions.

- 1) All Special Education teachers will continue to identify and implement MN math standards to write standard based IEP's according to individual student needs according to each student's evaluation report.
- 2) All students with math goals in grades 3-12 will have standard based IEP's that reflect the needs in the student's evaluation report.
- 3) Continue collaboration time between the special education teacher and the math department to support standard based IEP's with grade level instruction. This also clarifies expectations between special education staff and general education staff.
- 4) All special education students will receive progress monitoring to support the tier 3 math instruction in the special education resource room.
- 5) We have a variety of resources in math always being mindful which curriculum is best suited for each individual student according to their evaluation needs.

Data Collection:

The desired outcome will be measured through progress monitoring at the elementary level and TransMath assessments at the high school level. Progress reports on IEP math goals of students that are identified, as not meeting proficiency on the Spring 2015 State math assessments will be reviewed to ensure progress is being made.

Progress:

MDE Reviewer Comments:

Action Plans

DistrictNbr/Type: 2198-01 FILLMORE CENTRAL

Plan Duration From: 07/01/2014 **To:** 06/30/2015

Action Plan Status: Active

Focus Area(s): B7

Goal Statements:

To increase our Preschool Outcomes from a level below state target to a level of meeting or exceeding state wide target in all three outcomes of Part B Indicator 7 by Spring 2015.

Strategies:

- 1) Continue to provide instruction in inclusive settings with peers in Community Preschool, HeadStart, and Daycare
- 2) Continue collaboration with community preschool, head start, daycare, parents, public health, and other outside agencies.

Data Collection:

We will use progress monitoring on student's goal and objectives using the Hawaii Early Learning Profiles and observations from service providers.

Progress:

MDE Reviewer Comments:

Action Plans

DistrictNbr/Type: 2198-01 FILLMORE CENTRAL

Plan Duration From: 07/01/2014 **To:** 06/30/2015

Action Plan Status: Active

Focus Area(s): C3

Goal Statements:

To increase our Child Outcomes from a level below state target to a level of meeting or exceeding state wide target in all three outcomes of Part C Indicator 3 by Spring 2015.

Strategies:

- 1) Continue to provide instruction in natural environment
- 2) Continue collaboration during transition from Part C to Part B with community preschool, head start, daycare, parents, public health, and other outside agencies.
- 3) Outcome A- social-emotional skills; Staff encourage and make connections for parents to attend the local Early Childhood Family Education program and Fillmore County Public Health. Fillmore Central attempts to transition students into the local preschool programs as soon as possible.
- 4) Outcome B- acquisition and use of knowledge and skills; ECSE teacher and parents complete a early childhood progress monitoring checklist to gather the development needs and strengths of the child then information is given to the parents to help educate the steps of development and give ideas to parents to assist their child.
- 5) Outcome C- use of appropriate behaviors to meet their needs; teacher uses the routines of the family's day to prompt child request, use of video modeling, and resources of Love and Logic materials

Data Collection:

We will use progress monitoring on student's goal and objectives using the Hawaii Early Learning Profiles, parent reports and observations from service providers.

Progress:

MDE Reviewer Comments:

Action Plans

DistrictNbr/Type: 2198-01 FILLMORE CENTRAL

Plan Duration From: 07/01/2014 **To:** 06/30/2015

Action Plan Status: Active

Focus Area(s): C5

Goal Statements:

We will increase the percent of infant and toddlers identified and served to a level equal to state-established targets by June 30, 2015.

Strategies:

- 1) Fillmore Central will continue a strong working relationship with Fillmore County Public Health staff and local medical centers that communicate needs of families and have a good knowledge in child development and make referrals when needs arise.
- 2) Fillmore Central works with local daycares and Early Childhood Family Education programs to inform them of child development and the referral process through the Help Me Grow System.

Data Collection:

Data will be collected on referral sources to document where referrals are coming from and know who to outreach for continued referrals.

Progress:

MDE Reviewer Comments: