

**KANSAS STATE DEPARTMENT OF EDUCATION
Integrated Improvement Plan
2014-2015**

Early Childhood, Special Education and Title
Services
Kansas State Department of Education
Landon State Office Building
900 SW Jackson, Suite 620
Topeka, KS 66612-1212

Heartspring	758	K-12 (plus)
School Name	School Number	Building Grade Span

Stephen Perry	8700 East 29 th Street North Wichita, KS 67226	316-634-8700	sperry@heartspring.org
Building Principal	Address	Telephone Number	E-Mail

August 28, 2014-KSDE Needs Assessment Visit	59	NA	NA
Date used for official data collection (Month/Day/Year)	# of Students Enrolled in Building	Total % of Low Income	Total # of Low Income Students

Orientation & Readiness

Directions: List the names of the individuals who will serve on the Building Leadership Team with their contact information. Add as many rows to this chart as needed. **The roles in bold are required.** It is also required: (1) that one person fills no more than two roles on the team, and (2) that no more than one of the asterisked roles may be filled by an employee of the school district.

Building Leadership Team			
Role	Name	Email address	Phone Number
Superintendent or Representative	Stephen Perry	sperry@heartspring.org	316-634-8752
Principal or Principal's Representative	Stephen Perry	sperry@heartspring.org	316-634-8752
Family/Parent Representative*	Corey Landreth	corey@realifecc.us	316-258-4843
General Education Teacher	Megan Swett	mswett@heartspring.org	316-634-8766
Community Member*	Dayna Boso-Director of Volunteers, Kansas Humane Society		316-220-8710
Counselor, Social Worker, etc.			
Special Education Educator	June Henkelman	jhenkelman@heartspring.org	316-634-8744
Other	Shawn M. Pearson, Erica Bunton, Jennifer Daugherty	spearson@heartspring.org ebunton@heartspring.org jdaugherty@heartspring.org	316-634-8700

Mission Statements

Vision Statement:

Please state the “Vision Statement” for the school. Include a brief description of the process for the development and the implementation of the Vision Statement for the student learning process.

Heartspring already had a Mission Statement that guided our facility in our journey to provide the students that we serve the best evidence based learning experience and educational environment possible while at the same time partnering with parents and members of our community.

In developing our Vision Statement, our teaching staff, administrators and support staff came together to formulate a vision that we felt was the “destination” that our students would arrive at when they had completed their Heartspring individualized programming.

Mission Statement—“The school in partnership with parents and the community, will provide a positive learning environment using evidence based curriculum and instructional strategies addressing individual needs on a path to a more independent life.

Vision Statement—“Students that complete Heartspring Individualized Instructional programming will have the necessary academics, behavioral, communication, vocational and life skills needed to be successful when they return to their home communities or transition to adulthood.”

Gather & Organize Data

Definition: Gather & Organize Data	Collect a wide range of data that creates an accurate picture of the current reality for the school and/or the district. This includes collecting quantitative and qualitative data to conduct a self-evaluation by each school and/or district.
---	--

Comprehensive Needs Assessment

Describe the needs assessment process that will guide data collection and assist the school planning team and school staff as they assess how multiple measures of data impact student achievement.

A needs assessment was conducted by KSDE in late August of 2014. The needs assessment is listed below. It is from this document that we developed our school improvement plan and professional development plan. As a team, our teaching staff, administrators and support staff came together and categorized the bulleted needs from the KSDE into (3) areas-Curriculum, Instruction and Data/Assessment. We then took this a step further and prioritized each need, with the most important one becoming our Goal and the others becoming the Action Steps needed to meet this goal.

KSDE Needs Assessment Report

- Provide professional development to all teachers on effective research based instructional strategies in all core areas.
- Ensure that leadership teams regularly engage in formal problem solving using data that allows for data based decision making for both academic and behavior.
- Ensure that each member of the leadership team has an understanding of the Kansas College and Career Ready Standards as well as the requirements to implement these standards and state assessments.
- Implement targeted technical assistance and professional development based on data from School Needs Assessment.
- Provide job-embedded, ongoing professional development informed by teacher evaluations and teacher and student needs identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions and supports.
- Provide professional development for school staff on the collection, analysis and meaningful use of instructional and behavioral data to positively impact student outcomes.
- Deploy a standards based teacher evaluation that measures the use of meaningful instructional practices.
- Make certain that all staff have a collaborative responsibility for data based decision making and problem solving to improve student learning.
- Implement a goals based walkthrough process for classroom observation.

- **Incorporate time for teacher common planning and collaboration specific to implementing the KCCRS.**
- **Create a schedule that allows for planning and implementation of team teaching for staff and for students to interact positively with each other in a meaningful setting.**
- **Provide sufficient time for core, supplemental and intensive instruction that is protected from controllable interruptions.**
- **Review curriculum to verify that it is aligned with the KCCRS.**
- **Provide professional development to staff on curricula already within Heartsprings that aligns with KCCRS.**
- **Provide ongoing professional development in the KCCRS.**
- **Implement a process to check the fidelity of academic curricula, program implementation and instructional practices for students at all grade levels with feedback and coaching to staff throughout the year.**
- **Identify and schedule dedicated time for collaborative team review and analyze student data for the purpose of adjusting student instruction EXAMPLE-Professional Learning Communities (PLC's), departmental meetings and grade level meetings.**
- **Provide data to sending home districts on student academic progress.**
- **Provide data to parents on student academic progress.**
- **Hold public meetings to review school performance.**

Create a School Profile. The school needs to understand its current status, a “snapshot” that will help illustrate the gap between where the school is now and where it wants to be when its vision is realized. A school profile provides that picture; it is a data-driven description of the school’s student, staff, and community demographics, programs, and mission. The school profile serves as a starting point for discussion by the planning team, and useful information for each of the focus areas of the needs assessment that follows. It suggests critical areas that might be addressed in the plan.

Heartspring School Profile

The Heartspring School is a private, not for profit, day and residential/boarding school that serves boys and girls ages 5-21 with special needs. Students come to Heartspring with various disabilities such as autism, communication disorders, hearing and/or visual impairments, and other developmental and intellectual disabilities. The majority of our students also have challenging behaviors.

The primary focus of our program is to teach the child to become as independent as possible. We design each student’s educational program based on his or her strengths. Weaknesses and overall needs. Our program is delivered through an integrated team approach in the classroom and residential settings, and supported by our psychology, therapy, and medical staff. Each student’s program is highly individualized and based on an IEP, developed for the student, with active participation of the parents, the sending school district, and any other agency or organization that is involved in the care and treatment of the child.

Each classroom has 4-8 students, a board certified special education teacher, and additional para-educators for direct instructional support. School hours are Monday-Friday from 8:30 a.m. to 3:15 p.m. However, we feel that all aspects of a student’s day involve learning and therefore, our students participate in many community outings and activities as well.

Data from the most recent student census reports a total of 59 students attend Heartspring School. Of the 59 students, 12 students are Kansas students. The remaining 47 students represent 11 other states. Fifty-one students participate in both the residential and classroom programs, while eight students are “day only” students who attend only the classroom program. Average student age is 16 years. The average length of stay is 3 years, 5 months and 2 weeks.

Analyze Data

Definition: Analyze Data

Analyze data to identify strengths and challenges as well as root causes. This is used to formulate inferences for making informed decisions about school improvement.

Strengths:

1. Heartspring staff is committed and caring and most teachers have 5+ years' experience in working with students with severe to profound disabilities.
2. Heartspring's administrative team is committed to ensuring that staff has high quality professional development based on their individual professional needs.
3. Heartspring school is dedicated to ensuring that students receive the best individualized educational programming and life vocational experiences possible so that they will be successful when they return to their home communities and/or transition into adulthood.

Challenges:

1. Heartspring staff need training on the KCCRs, their implementation and state assessments.
2. Heartspring staff need training on research proven Reading, Math, Science and Social Studies instructional strategies and how to implement these strategies into their teaching.
3. Heartspring staff needs a process and programming to check fidelity of academic curricula, program implementation and instructional practices for students at all grade levels with feedback and coaching to staff throughout the 5 year plan.

Determine whether Key Findings are Strengths or Challenges (Root Cause Analysis)

Based on the root cause analysis, **identify** the **Gaps** that exist between the school's current reality and where it wants to be when its vision is realized. What are the gaps? What does the school need to do or consider in order to ensure academic success for each student?

Currently, Heartspring staff has had very little training in the KCCRS and how to align IEP goals with the KCCRS. Staff will need several professional development sessions dedicated to the KCCRS and research proven instructional strategies used to teach the KCCRS Essential Elements. These trainings should include strategies to teach the severe to profound population of students that makes up Heartspring school. They will also need mentoring/feedback and follow-up to ensure that the KCCRS are being taught with fidelity.

Heartspring staff does many good things, yet, all of the elements of the program (i.e. technology, strategies being taught, curriculum training, etc) need to be tied together into a comprehensive, systematic and systemic plan that ensures that staff is well trained. There needs to be follow-up and feedback and ongoing training in new strategies/methodologies to help meet the needs of the students of Heartspring and ensure their success.

Prioritize & Set SMART Goals

Definition: Prioritize & Set SMART Goals

Determine no more than three Specific Measurable Attainable Results-oriented and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide. This includes establishing priorities for improvement efforts based on the needs of all students.

SMART goals are

- **Specific** -- Outcome is stated simply, concisely and explicitly,
- **Measurable** – Outcome can be assessed and/or measured in some way,
- **Attainable** – Outcome is realistic given the current situation, resources and time available,
- **Results Oriented and Relevant** – Helps maintain focus on the mission or the “bigger picture”, and is
- **Time-bound** – Includes realistic timeframes.

Definition: Develop & Implement Plan(s)	Develop and implement an improvement plan(s) that addresses the learning needs of all students within a Tiered System. This includes writing an improvement plan that clearly identifies a systematic approach to outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, involvement with stakeholders, and measures of success.
--	--

SMART GOAL #1: CURRICULUM

By the end of the 5 years school improvement plan, Heartspring administration will have ensured that each member of our leadership team and staff has an understanding of the Kansas College and Career Readiness Standards (KCCRS) as well as the requirements to implement these standards and state assessments.

Action Steps (A)	Persons Responsible and their Roles (B)	Resources Needed (C)	Completion Date (D)	Evidence of Completion (E)
1. Over the 14/15 and 15/16 school years, all staff will receive training on KCCRS, their implementation and state assessments.	S. Perry, Director of Education E. Bunton, Testing Coordinator Training facilitator	1- half-day professional development day per quarter devoted to KCCRS, and their implementation. TASN Greenbush *SUBS	May 2016	Copy of training agenda and staff attendance logs
2. Over the 14/15 and 15/16, staff will receive training on how to align IEP goals with the KCCRS.	S. Perry, Director of Education E. Bunton, Testing Coordinator Training facilitator	1- half-day professional development day per quarter devoted to KCCRS/IEP Goal alignment	May 2016	Copy of training agenda and staff attendance logs
3. By the end of the	S. Perry, Director of	½ day professional	May 2016	Copy of curriculum

<p>15/16 school year, the curriculum of Heartspring will be reviewed to verify that it is aligned with the KCCRS.</p>	<p>Education J. Henkelman, Curriculum & Instructional Support Specialist</p>	<p>development each month until the curriculum is verified to align with KCCRS</p> <p>L. Hamilton, Greenbush</p>		<p>review</p>
<p>4. Over the 5 year school improvement plan, professional development will be provided to staff on curricula already within Heartspring that aligns with KCCRS</p>	<p>S. Perry, Director of Education J. Henkelman, Curriculum & Instructional Support Specialist Curriculum Committee</p> <p>Outside trainers</p>	<p>½ day devoted to PD on curricula each quarter throughout the 5 year school improvement plan (ongoing)</p> <p>Webinars about online curriculum tools</p>	<p>May 2020</p>	<p>PD on current curricula agendas and staff attendance logs</p>
<p>5. Implement a process to check the fidelity of academic curricula, program implementation and instructional practices for students at all grade levels with feedback and coaching to staff throughout the</p>	<p>S. Perry, Director of Education J. Henkelman, Curriculum & Instructional Support Specialist Curriculum Committee S. Layne, Quality Assurance Coordinator</p>	<p>Fidelity checklist</p> <p>3 times per year throughout the 5 year plan</p> <p>Walkthrough tool</p>	<p>May 2020 (ongoing)</p>	<p>Copies of completed Fidelity checklist for each area (curriculum, program implementation, instructional practices) with evidence of feedback and coaching to staff.</p>

year				Also, evidence of staff reflection.
------	--	--	--	-------------------------------------

SMART GOAL #2: INSTRUCTION

Over the 5 year school improvement plan, Heartspring teaching staff will be provided with professional development on effective, research based instructional strategies in all core areas.

Action Steps (A)	Persons Responsible and their Roles (B)	Resources Needed (C)	Completion Date (D)	Evidence of Completion (E)
1. Over the 5 year school improvement plan, all staff will be provided with job-embedded, ongoing professional development informed by teacher evaluations and teacher/student needs identified by instructional data collected by progress monitoring in the areas of reading, math, and behavior.	S. Perry, Director of Education S. Layne, Quality Assurance Coordinator Needs Assessment Committee	½ day professional development each quarter throughout the 5 year school improvement plan devoted to learning, reviewing and implementing new strategies for Reading and Math. Information gathered from the Walkthrough Tool eMentoring Greenbush	May 2020 (ongoing)	Copies of PD agendas

<p>2. Incorporate time for teacher common planning and collaboration specific to implementing the KCCRs.</p>	<p>S. Perry, Director of Education J. Henkelman, Curriculum & Instructional Support Specialist S. Layne, Quality Assurance Coordinator</p>	<p>PLC meetings two times per month</p>	<p>March 2015-May 2020(ongoing)</p>	<p>Copies of PLC notes and agendas</p>
<p>3. Provide ongoing professional development in the KCCRS</p>	<p>S. Perry, Director of Education J.Noller, Div. Director of Edu. Services</p> <p>J. Henkelman, Curriculum & Instructional Support Specialist Professional Development Committee</p> <p>eMentoring</p> <p>Master teachers</p>	<p>½ day Quarterly</p>	<p>September 2015-May 2020</p>	<p>Copies of PD agendas</p>

<p>4. Provide sufficient time for core, supplemental and intensive instruction that is protected from controllable interruptions</p>	<p>S. Perry, Director of Education J. Henkelman, Curriculum & Instructional Support Specialist S. Layne, Quality Assurance Coordinator</p>	<p>Daily during each instructional period</p>	<p>March 2015-May 2020</p>	<p>Schedule and procedures for dealing with controllable interruptions.</p>
<p>5. Create a schedule that allows for planning and implementation of team teaching for staff and for students to interact positively with each other in a meaningful setting.</p>	<p>S. Perry, Director of Education ***Co-Teaching trainer Lead teachers</p>	<p>2-3 times weekly(ongoing) for Co-teaching amongst staff</p>	<p>January 2016-May 2020</p>	<p>Copy of Schedule</p>

SMART GOAL #3: D.A.T.A./ASSESSMENT/EVALUATION

Over the 5-year school improvement plan, Heartspring staff will be provided with professional development on the collection, analysis and meaningful use of instructional and behavioral data to positively impact student outcomes

Action Steps (A)	Persons Responsible and their Roles (B)	Resources Needed (C)	Completion Date (D)	Evidence of Completion (E)
<p>1. All staff will have a collaborative responsibility for data decision making and problem solving to improve student learning.</p>	<p>S. Perry, Director of Education S. Layne, Quality Assurance Coordinator PLCs</p>	<p>Time</p>	<p>September 2015- May 2020 (ongoing)</p>	<p>Notes and agendas from PLC meetings</p>
<p>2. Leadership teams will regularly engage in formal problem solving using data that allows for data based decision making for both academic and behavior.</p>	<p>S. Perry, Director of Education S. Layne, Quality Assurance Coordinator Psychology Department Student IEP Teams</p>	<p>Walkthrough tool data</p>	<p>September 2015- May 2020 (ongoing) Weekly Student Reviews Monthly Parent Calls</p>	<p>Walkthrough Data Notes and agendas from Leadership Team meetings.</p>

<p>3. Implement targeted technical assistance and professional development based on data from School Needs Assessment.</p>	<p>S. Perry, Director of Education J. Noller, Div. Director of Edu. Services Needs Assessment Committee L. Hamilton of Greenbush</p>	<p>Greenbush TASN Resources</p>	<p>September 2015- September 2020 (ongoing)</p>	<p>Notes and agendas from PD days. Staff attendance logs from PD days</p>
<p>4. Heartspring administrative staff will identify and schedule dedicated time for collaborative team review and analyze student data for the purpose of adjusting student instruction.</p>	<p>S. Perry, Director of Education J. Henkelman, Curriculum & Instructional Support Specialist S. Layne, Quality Assurance Coordinator Student IEP Teams PLCs</p>	<p>Weekly Collaboration time Built into schedule</p>	<p>September 2015- May 2020 (ongoing)</p>	<p>Collaboration time notes and agendas</p>
<p>5. Heartspring administrative staff will deploy a standards based teacher evaluation that measures the use of meaningful instructional</p>	<p>S. Perry, Director of Education J. Henkelman, Curriculum & Instructional Support Specialist</p>	<p>Walkthrough tool KEEP</p>	<p>September 2015- May 2020 (ongoing)</p>	<p>Data generated by Walkthrough tool</p>

practices				
6. Implement a goals based Walkthrough process for classroom observation	S. Perry Administrative Team S. Layne, Quality Assurance Coordinator Lead Teachers	Walkthrough Tool Trainers	September 2015- May 2020 (ongoing)	Data generated by the Walkthrough tool
7. Provide data to parents on student academic progress	Teachers L. Salas, Administrative Assistant	Student data system Monthly Progress Reports InsideData	Now-May 2020 (ongoing)	Copies of information given to parents
8. Provide data to sending home districts on student academic progress.	Teachers L. Salas, Administrative Assistant	Student data system InsideData	Now-May 2020 (ongoing)	Copies of information sent to home districts.
9. Hold public meetings to review school performance	S. Perry Administrative Team Lead teachers Teachers	Add school performance information on school website. Send home a newsletter to students parents with updates on school performance Attend Board meetings and note	Update website quarterly beginning September 2015 and ongoing. Send newsletter quarterly Update board at quarterly meetings	Website Copy of newsletter sent to parents Minutes of Board Meetings Parent Weekend yearly Autism Care Walk

		school progress		Facebook/Twitter
10. Conduct a survey to gauge parent satisfaction	S. Perry Leadership team	Survey Monkey Google Forms Parent Follow-Up Survey	Annually	Copies of surveys

Research Based Staff Development Plan

The following is the 5 Year Professional Development Plan for Greenbush PDP Toolbox Consortium member Districts (2014-2019). The plan meets the requirements for the Kansas Staff Development Regulations 91-1-217-B3. Heartspring school will utilize the plan, adapting it to fit the professional development needs of the staff. The plan has been developed to address the KSDE Needs Assessment and therefore, aligned with the SMART Goals developed by the Heartspring staff.

Executive Summary

KSDE Professional Development Program Requirements	Individual Focus	Building Focus	District Focus	Consortium Focus
How is the Professional Development program aligned with the mission, academic focus, and school improvement plan?	Individual priorities flow from the professional teaching standards, and identified skills needed to improve student learning	Building-level priorities flow directly from building improvement targets that are identified by examining students academic achievement data related to academic standards.	District priorities flow directly from the mission and academic goals established by the Board of Education (BOE). These include graduation requirements and exit outcomes.	Consortium priorities flow from the identified needs of the consortium members.
Who decides what the focus for staff development will be?	The individual licensed professional in collaboration with his or her designated supervisor.	Building staff, administration, parents, and other representatives of the particular school's community.	The local Board of Education (BOE)	The Consortium Advisory Committee made up of representatives from the member districts.
How is the focus of staff development determined at each level?	Based on individual needs identified through an analysis of staff skills related to student needs and licensure renewal requirements that include professional teaching standards.	By comparing desired student academic targets or goals to actual student performance. This is called identifying the achievement gap and includes analysis of the achievement of particular student groups.	The needs of the district are identified through collaboration with each school's staff, administration, and community leaders. The district needs are then determined by the school's needs.	The needs of the consortium are determined by the identified needs of the member districts.
How are the goals written to meet a results-based focus?	Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application and impact. Goals address individual needs related to content endorsement and professional education standards as	Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to 3 levels: knowledge, application, and impact.	District goals are based upon the identified standards of performance for students at each academic level.	Consortium goals are based on the needs of the member districts.

	well as service to the profession.			
Who reports what staff development results to whom, when, and in what manner?	<ol style="list-style-type: none"> 1. Individual teachers share evidence related to each level with his/her designated supervisor when PDP points receive initial validation. 2. PDC representatives report results to PDC body annually. 3. PDC chairperson reports results to BOE annually. 			
How has PDC representation been chosen?	Each district PDC shall be representative of the agency's certified or licensed personnel; and includes at least as many teachers as administrators and both shall be selected solely by the group they represent. A representative from each district 's PDC is invited to participate on the Consortium Advisory Committee.			

Professional Learning Experiences, Levels, and Categories

<i>Levels and Categories</i>	<i>Characteristics</i>	<i>Evidence</i>	<i>Point Awards</i>
Content and Professional Education Standards			
<p style="text-align: center;">Knowledge</p> <p>“What do I <u>know</u> that I didn’t know before?”</p>	<ul style="list-style-type: none"> Has expanded knowledge of the indicated goal and can describe, discuss or explain what it is Has attended a workshop or conference or read or heard about new knowledge/skills Has knowledge but hasn’t yet applied or practices the knowledge/skills 	<p>Participation in activities that increase participants’ knowledge/skill about content and/or professional practices</p>	<p>1 hour = 1 point</p> <ul style="list-style-type: none"> Attendance with reflection of workshops or conferences, visits to other schools – 1 point = 1 contact hour of learning time Study groups – 1 point = 1 contact hour of discussion time Reading professional journals or books – 1 point/hour of reading time plus reflection
<p style="text-align: center;">Application</p> <p>“What am I <u>doing</u> that I didn’t do before?”</p>	<ul style="list-style-type: none"> Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity Engages in dialogue with peers about how to improve or enhance use of skill or behavior 	<p>Evidence and/or artifacts that illustrate application of the strategy</p>	<p>2 x the knowledge level points awarded for specific strategy Evidence should include such items as: feedback from a peer coach or supervisor, notes or videotapes from feedback sessions, lesson plans, video tapes, logs, team meetings, management plans, artifacts representative of project.</p> <p>Evidence will be documented over time and should not reflect only one time use.</p>
<p style="text-align: center;">Impact</p> <p>“What’s the result of your newly acquired knowledge and skill in terms of impact on students, other adults (i.e. mentorship) or program or policy development?”</p>	<ul style="list-style-type: none"> Able to correlate the goal to student learning and school improvement Uses student achievement results to guide use and adaptation of strategy Trains or coaches others in use of the strategy 	<p>Evidence and/or artifacts that demonstrate impact from the strategy</p>	<p>3 x the knowledge level points awarded for specific strategy Evidence could include:</p> <ul style="list-style-type: none"> Improved student academic performance Positive changes in student behaviors District or school policy change Application activities by others, Revision of district, grade level, or content area curriculum. <p>Evidence will be documented over time and reflect a change in practice.</p>
Service to the Profession			

<p>(Knowledge Level – 1 point/hr)</p> <p>“How have I served others in the profession”</p>	<ul style="list-style-type: none"> • Able to perform activities that assist others in acquiring proficiency in professional practices or content • Able to perform activities that directly relate to licensure of educators, accreditation processes, or professional organizations 	<p>Participation in activities that help others in the profession expand their expertise</p>	<ul style="list-style-type: none"> • Mentoring student teachers – 1 point/hr of mentoring time • Service on accreditation teams – 1 point/hr served • State and consortium committees, offices or committees in professional organizations, local committee work – 1 point/hour served • Workshop presentations – 1 point/hour of presentation including preparation time
---	--	---	---

PDP Toolbox Professional Development Plan

GOALS OVERVIEW

The goals of the LEAs in the Southeast Kansas Regional Staff Development Plan are stated below. The local district staff development plan will include structures for individually determined professional development and will reward only those activities providing evidence of: ongoing staff development aligned with the mission, academic focus, and school improvement plan; increased teachers' skills in instructional strategies; and increased student success.

Goal 1: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for educators to increase their knowledge and skills in school improvement.

In the development of objectives for this goal LEAs may address areas such as the following: increase knowledge of the school improvement process, results-based staff development, research-based teaching strategies, diagnosing student learning based on data, improving school climate, data handling and disaggregation of data, performance assessment, and site council training. This is a list of selected examples, and LEAs may have other objectives that are not included in this goal.

Goal 2: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for educators to increase their knowledge and skills in curriculum and instruction.

In the development of objectives (or focused goals) for this goal, LEAs may address areas such as the following: developing curriculum, aligning the curriculum, evaluating the curriculum, teaching strategies, teaching higher order thinking skills, management skills, comprehensive assessment planning, developing performance based assessments, and expanding learner-focused approaches. This is a list of selected examples, and LEAs may have other objectives that are not included in this goal.

Goal 3: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for educators to increase their knowledge and skills in the use of technology as an educational tool.

In the development of objectives (or focused goals) for this goal, LEA's may address areas such as the following: using technology to expand learning, using computers and mobile devices as an instructional/management tool, using technology as an instructional resource, using computers and mobile devices for assessment, technology literacy for teachers and students, and technological applications in vocational education. This is a list of selected examples, and LEA's may have other objectives that are included under this goal.

Goal 4: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for educators to increase their knowledge and improve their skills in student development.

In the development of objectives (or focused goals) for this goal, LEA's may address areas such as the following: developing student motivation and responsibility, working with disruptive students, teaching self-control, developing counseling skills for teachers to use with students, working with abused children, developing parental communication and involvement, working with special needs students, and identifying student, parental, and community needs. This is a list of selected examples, and LEA's may have other objectives that are included under this goal.

Goal 5: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for the development of professionalism.

In the development of objectives for this goal, LEAs may address areas such as the following: developing educational leadership skills, developing interpersonal skills, increasing staff motivation and morale, participation in professional organizations, increasing knowledge in subject and content areas, developing site-based management, practicing professional ethics, and keeping up-to-date with school laws and legal rights of students and staff. This is a list of selected examples, and LEAs may have other objectives that are not included in this goal.

Heartspring Professional Development Plan

Goal #1—School Improvement/Action Plan for Staff Development

<p>OUTCOMES/PRIORITIES: *Staff will utilize bi-weekly PLC’s and grade level team meetings to establish a shared vision, deepen collective learning, promote instructional collaboration, utilize peer observation, and conduct action research.</p>	<p>INDICATORS: *New research proven strategies and methods incorporated into teaching as detailed in lessons and observed by Walkthroughs</p>
<p>What? All staff will apply knowledge and skills in implementing the school improvement plan</p>	<p>What Evidence? *All schools will develop school improvement plans. *All schools will show improvement. *All schools in the consortium will be accredited.</p>

Staff Development Steps	Implementation Activities/Training Plan	Indicators/ Documented Evidence	Time Line	Resources Need
<p>Knowledge</p>	<p>1. All staff will participate in school improvement process trainings, discussions and study groups.</p>	<p>*attendance records with reflection.</p>	<p>Weekly throughout the 5 year professional development plan.</p>	<p>*Staff Development Time, consultants, materials</p>

	2. All staff will develop school improvement documents to demonstrate knowledge of the process.	*School profile *School Improvement Plan *Annual Reports *Staff Development Documentation		*Document development time; Consultants/staff to facilitate
Application	1. All staff will use data to diagnose individual students to make changes in instruction.	*Student Data *Instructional Activities	Daily in all lessons over the 5 year plan and in all instructional activities (in core subjects, vocational, life skills etc).	*Time to interpret data; prepare plans; Consultants/staff to facilitate; Materials
Impact	1. All students will improve performance relative to school improvement goals	Student data	Data will be evaluated for each student monthly (to note, data is collected on a daily basis and reviewed monthly).	Time to interpret data. Time to celebrate.

Goal #2-- Curriculum and Instruction/Action Plan for Staff Development

<p>OUTCOMES/PRIORITIES: *Staff will utilize curriculum aligned with KCCRS. *Staff will write student IEP goals to align with KCCRs. *Staff will implement KCCRs using Universal Design for Learning (UDL) *Staff will learn and utilize research proven instructional strategies in daily lessons for students with severe to profound disabilities-i.e. TEACCH (structured teaching), Visual Supports, task analysis. *Reading, Math, Science and Social Studies instructional strategies</p>	<p>INDICATORS: *Curriculum aligned with KCCRs *Measurable IEP goals aligned with KCCRs. *UDL utilized to ensure all students have access to the curriculum. *Research proven instructional strategies utilized in daily lessons.</p>
<p>What? All staff will develop and implement Curriculum, instruction and assessments aligned to KCCRS.</p>	<p>What Evidence? (one or more of the following) *aligned curriculum documents *Documentation of the use of aligned instructional strategies and programs *Diagnose student achievement using data from aligned assessments.</p>

Staff Development Plan	Implementation Activities/ Training Plan	Indicators/ Documented Evidence	Time Line	Resources Needed
Knowledge	1. All staff will participate in curriculum, instruction and assessment trainings.	*attendance records with reflection	There will be quarterly ½ day staff development time devoted to understanding KCCRs, aligning goals to KCCRS, assessment and KCCRs and UDL throughout the 5	Staff development time; consultants; materials

	2. All staff will develop and/or use curriculum documents, instructional strategies and aligned assessments.	<ul style="list-style-type: none"> *Curriculum documents *Strategy documentation *Assessment documents and data * Monitoring data *Student data 	year plan.	<ul style="list-style-type: none"> *Staff development time; Document development time, materials, assessments, consultants
Application	1. All staff will interpret data to determine effectiveness of the instructional program.		Staff will interpret data during PLC time and during grade level team meetings.	Staff development time, time to interpret data, consultants to facilitate
Impact	1. All staff will revise, review and adjust instruction based on data	<ul style="list-style-type: none"> *Revisions in Curriculum and Assessments *Student data *Continuous Improvement 	This may be done on a daily basis/ongoing basis and during weekly PLC meetings held throughout the plan and then instruction will be adjusted accordingly based on the data.	Staff development time, Consultants, materials

Goal #3—Technology/Action Plan for Staff Development

<p>OUTCOMES/PRIORITIES: *Staff will learn about/utilize new advances in technology and assistive technology for the instruction of children with severe to profound disabilities. *Staff will utilize technology to gather data</p>	<p>INDICATORS: *Technology rich lessons and activities *Technology used to track student progress and gather data on behavior.</p>
<p>What? All staff will use technology as a tool for instruction, classroom management and other activities.</p>	<p>What Evidence? (one or more of the following) *Attendance at training *Technology generated products *Students use of technology in learning and achievement. *Integration rates of technology and instruction</p>

Staff Development Steps	Implementation Activities/ Training Plan	Indicators/ Documented Evidence	Time Line	Resources Needed
Knowledge	<p>1. All staff will participate in training to use various technologies in the workplace.</p> <p>2. All staff will use various technologies to integrate instruction to</p>	<p>* Attendance records</p> <p>*Technology generated products *Data relevant to Management</p>	<p>Quarterly staff development ongoing throughout the Professional Development Plan</p>	<p>Staff development time, consultants, substitutes, funding for workshops, materials and software.</p> <p>Staff development time, consultants, materials and software.</p>

	manage classroom data.	*Student products generated via technology *student data		
Application	1. All staff will use technology and Internet applications in instruction so that students use technology also. .	*Classroom Management Data *Student and teacher generated products.	Staff will incorporate technology and assistive technology into lessons for all students daily over the 5 year plan.	Staff development time, consultants, materials, and software
Impact	Technology is a tool for all teachers and students	*Classroom Management Data *Student and teacher generated products.	Impact of technology on student learning will be reviewed during PLC's and staff meetings Impact of technology will be shared with parents.	Staff development time, consultants, materials, and software

Goal #4—Student Development/Action Plan for Staff Development

<p>OUTCOMES/PRIORITIES: *Staff will teach Self Determination strategies for students. *Teaching appropriate behaviors and generalizing over various situations. *Teachers will teach Vocational and Life Skills training for students using the *Teachers will teach Reading and Math through the UNIQUE curriculum and AbleNet Equals Math *School and Community based work opportunities</p>	<p>INDICATORS: *Individualized plans based on students' needs</p>
<p>What? All staff will diagnose student needs.</p>	<p>What Evidence?(one or more of the following) *Attendance and reflection of training *Effective IEPs *Student data (interpreted for diagnosis) *Parent Involvement Data</p>

Staff Development Steps	Implementation Activities/ Training Plan	Indicators/ Documented Evidence	Time Line	Resources Needed
Knowledge	<p>1. All staff will participate student development training.</p> <p>2. All staff will use data and other information to inform instructional</p>	<p>*Attendance records with reflection</p> <p>*Information about student needs *Student data *Student Plans</p>	Quarterly throughout the 5 year plan	<p>Staff development time, consultants, materials</p> <p>Staff development time, interpretation time, consultants, materials</p>

	practice.	(IEPs)		
Application	1. All staff will design curriculum and instruction to meet student needs.	*Curriculum (modified) *Assessment accommodations *Student IEPs	*Plans will be implemented on a daily basis and reviewed by the IEP team annually (sooner, if needed)	Staff development time, consultants, materials
Impact	1. All students will meet educational goals based on individual diagnoses	*Student data (Academic and affective)	Monthly progress reports shared with parents to interpret data trends and impact on students.	Data interpretation time, consultants, materials

Goal #5—Professionalism/Action Plan for Staff Development

<p>OUTCOMES/PRIORITIES: *Teachers will write IEPs with measurable goals, appropriate Frequency, Location and Duration (F, L, D) for services and appropriate Transition statements and goals. *Teachers will utilize a self -reflection tool honestly and weekly to determine if lessons were successful, teaching was successful and ways to improve. *Teachers will learn and utilize techniques for effective Two-Way Communication between Home and School *Staff will be trained in co-teaching techniques</p>	<p>INDICATORS: *Compliant IEPs *Completed self-reflection tool *Increased communication with parents and more empowered families. *staff will utilize co-teaching techniques as observed through Walkthroughs</p>
<p>What? All staff will develop as informed and reflective professionals.</p>	<p>What Evidence? (one or more of the following) *Training attendance records with reflection of learning. *Implementation records *Reflective writings</p>

Staff Development Steps	Implementation Activities/ Training Plan	Indicators/ Documented Evidence	Time Line	Resources Needed
Knowledge	1. All staff will participate in training relative to their own professionalism	*Attendance records with reflection	*Quarterly or sooner as determined completed throughout the 5 year plan.	Staff development time, Consultants, materials, Substitutes, Training costs

	<p>2. All staff will develop programming using what they learned in application to their own professional needs.</p>	<p>*Documents or activities generated *Plans, reflections *Instructional or other types of plans</p>		<p>Staff development time, Consultants, materials, Substitutes, Training costs</p>
<p>Application</p>	<p>1. All staff will implement strategies relative to their training on the job</p>	<p>*Reflection writings</p>	<p>Daily with reflection daily and a larger reflection done weekly throughout the plan.</p>	<p>Implementation documentation</p>
<p>Impact</p>	<p>1. All students will use the generated programming as a permanent part of their learning thereby increasing achievement</p> <p>2. All staff will use the generated programming as a permanent part of their learning and thereby increase student learning</p>	<p>*Student data *Professional data showing improvement *Additional ideas</p>	<p>*Reviewed weekly and monthly to determine how the programming is affecting the students.</p>	<p>Staff development time, consultants, materials</p>

Monitor Implementation & Progress

Definition: Monitor Implementation & Progress	Monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically-based and researched strategies are being utilized with students, (2) collecting data on the effectiveness of the strategies scientifically based in research, (3) measuring progress against indicators, and (4) implementing evaluation procedures.
--	--

Describe the process the school will use to monitor the implementation of the plan.

List:

- a. Who will participate in the review? What is the role of each participant?
- b. What will be reviewed?
- c. Identify the timeline of the process to ensure movement to the next cycle (e.g., quarterly, by semester, annually, etc.)

HEARTSPRING PROGRAM IMPLEMENTATION AND MONITORING TOOL

1. What is the Heartspring staff readiness for implementing the program (initiative, strategy, activity)?

IN AN IDEAL PROGRAM, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

TIMELINE: Conducted over the 4th Quarter of the 2014-15 School year with any necessary corrections made before the new school year of 15-16 or when the new School Improvement Program is initiated.

PARTICIPANTS and their Roles: S. Perry and L. Hamilton—facilitators of communicating program and determining level of understanding to Administrative staff, teachers and support staff.

WHAT WILL BE REVIEWED: Overall program and its elements/timelines/participants roles and responsibilities. The below questions will be answered:

a) What evidence do you have that stakeholders believe and can articulate the research behind the decision to implement the program?
b) What evidence do you have that stakeholders are committed to the program with both hearts and minds?
c) What evidence do you have that stakeholder (staff, parent, student) concerns about the program have been identified and addressed?
d) What evidence do you have that staff is able to integrate this program with other existing initiatives?

Suggested Evidence for Question 1:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Meeting agendas/minutes • Books/papers about the program • Staff surveys • SI Plan elements • Professional development materials • Conference/workshop attendance | <ul style="list-style-type: none"> • Data collection plan; data analysis work • Stakeholder survey results • Suggestion box ideas collected • SI team agendas • Focus group interviews |
|--|---|

Given the evidence that has been assembled, S. Perry and L. Hamilton will choose an overall rating for Question 1 in the rubric below:

What is the readiness for implementing the program (initiative, strategy, activity)?			
Stakeholders are fully prepared to implement.	Support and commitment are generally high, but some concern or work remains.	Some promising elements exist, but are mixed with major gaps in knowledge or confidence.	Interest and/or commitment are low.
NEXT STEPS: What action steps are needed to increase readiness to implement the program?			

2. Does the staff of Heartspring have the knowledge and skills to implement the program?

IN AN IDEAL PROGRAM, Program personnel are able to clearly articulate what successful implementation of the program looks and sounds like and how specific practices will change as a result of its implementation. Program staff and administrators can articulate specific outcomes of the programs and specific criteria for program evaluation. Program personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement the program with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills

TIMELINE: Conducted over the 4th Quarter of the 2014-15 School year with any necessary corrections made before the new school year of 15-16 or when the new School Improvement Program is initiated.

PARTICIPANTS and their Roles: S. Perry and L. Hamilton—facilitators of communicating program and determining level of understanding to Administrative staff, teachers and support staff.

WHAT WILL BE REVIEWED: Overall program and its elements/timelines/participants roles and responsibilities. The below questions will be answered:

a) What evidence do you have that participants share a vision of how practice will change as a result of the program?
b) What evidence do you have that administrators demonstrate the knowledge and skills to assess the effectiveness of the program?
c) What evidence do you have that opportunities are sufficient for staff to learn the knowledge/skills identified as essential to the program?
d) What evidence do you have that staff is able to apply the acquired knowledge and skills?

Suggested Evidence for Question 2:

- Minutes of professional conversations
- Self-assessment checklists,
- Staff surveys,
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets

- program simulations, administrator observations

Given the evidence that has been, S. Perry and L. Hamilton will choose an overall rating for Question 2:

Do participants have the knowledge and skills to implement the program?			
Participants have sufficient knowledge and skills to succeed.	Much knowledge and skill are evident, but few skills (or some knowledge bases) still need work.	A solid start is documented, but many skill levels and much knowledge need to be acquired.	Participants are beginning to acquire the necessary knowledge and skills
NEXT STEPS: What action steps are needed to improve participants' knowledge and skills?			

3. Is there opportunity for high quality implementation of the Heartspring School Improvement plan?

IN AN IDEAL PROGRAM, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

TIMELINE: Conducted over the 4th Quarter of the 2014-15 School year to ensure that adequate funding /resources for the program s will be allocated for the implementation of the School Improvement Plan and Professional Development Plan with any necessary corrections made before the new school year of 15-16 or when the new School Improvement Program is initiated. This may be ongoing and reviewed quarterly.

PARTICIPANTS and their Roles: S. Perry and Administrative team will review budgets and funding to determine how to appropriate funds/resources to ensure the success of the program.

WHAT WILL BE REVIEWED: Overall program and the necessary costs and resources needed for the implementation of the program, maintaining the ongoing program and development of any contingency plans if needed. The below questions will be answered:

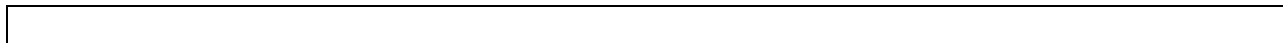
a) What evidence do you have that administrative support is sufficient to get the results you intend?
b) What evidence do you have that the financial resources and allocated time are sufficient to get the results you intend?
c) What evidence do you have that staff is collaborating to support the program?
d) What evidence do you have that structures are in place to collect and review formative implementation data?

Suggested Evidence for Question 3:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Agendas/minutes • Action plans • Email correspondence • Focus group and/or anonymous surveys • Budget sheets • Logs • Inventories • School schedules | <ul style="list-style-type: none"> • Curriculum pacing guides • collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams) • Staff meeting results • Protocols for reviewing formative assessments |
|---|---|

Given the evidence that has been assembled, S. Perry and the Heartspring Administrative team will choose an overall rating for Question 3:

Is there opportunity for high quality implementation?			
Necessary support and resources (time, funding, attention) are solidly in place.	Many necessary resources are aligned with program goals, but more are needed.	Basic resources and opportunities are available, but significant gaps need to be filled.	Opportunity and resources are just beginning to align in support of the program.
NEXT STEPS: What action steps are needed to ensure opportunity for high quality implementation?			



4. Is the program implemented as intended?

IN AN IDEAL PROGRAM, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

TIMELINE: Conducted twice- annually, the first time being after the first semester of each year and at the end of each school year over the 5 year School Improvement Plan.

PARTICIPANTS and their Roles: S. Perry and Administrative team will review budgets and funding to determine how to appropriate funds/resources to ensure the success of the program.

WHAT WILL BE REVIEWED: Overall program will be reviewed and fidelity of implementation of program will be reviewed, along with the review of fidelity of curriculum, assessments, transition programs and other elements addressed as defined by the KSDE Need Assessment.

The below questions will be answered:

a) What evidence do you have that implementation adheres to strategies, timelines and responsibilities?
b) What unintended consequences (good and bad) have occurred?
c) What interim adjustments are suggested by implementation data? How might these adjustments affect the integrity of the results?

Suggested Evidence for Question 4:

- Principal’s walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Record of funds used

- Lists of acquired resources
- Collegial visits
- Focus group interviews
- Debriefing following model lessons
- Collegial observations
- Training agendas & material
- Program Time Line

Given the evidence that has been assembled, S. Perry and the Heartspring Administrative team will choose an overall rating for Question 4:

Is the program implemented as intended?			
All research-based elements have been implemented with fidelity following the proposed timelines.	Critical elements have been implemented, but work on consistency and depth remains	The overall design is in place, but variations in practice are evident and may be adversely affecting results.	Parts of the program are working, but others have yet to be implemented.
NEXT STEPS: What action steps are needed to ensure faithful implementation of program plans?			

5. What is the program’s impact on students?

IN AN IDEAL PROGRAM, the school’s achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan’s measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

TIMELINE: Conducted twice- annually, the first time being after the first semester of each year and at the end of each school year over the 5 year School Improvement Plan.

PARTICIPANTS and their Roles: S. Perry and teaching and support staff will review the impact of the program on students. Parents and other key stakeholders will also give their input on the impact the program has on the students.

WHAT WILL BE REVIEWED: Overall program, gap analysis, student achievement and other elements of the plan that have been addressed as per the KSDE Need Assessment.

The below questions will be answered:

a) What evidence do you have that achievement results compare positively to state and local baseline data?
b) What evidence do you have that achievement gaps were narrowed between subgroups and their counterparts?
c) What do student achievement results suggest for modifying the program?
d) What evidence do you have that stakeholders are satisfied with results?
e) What evidence do you have that you met the School Improvement Plan’s SMART objectives?

Suggested Evidence for Question 5:

- | | |
|--|---|
| <ul style="list-style-type: none"> • State assessment scores on reading, writing and mathematics • School’s district wide benchmark assessments compared to proficiency standards as set by the district | <ul style="list-style-type: none"> • Subgroup performance on state and district wide assessments? • Interim assessment results? • Stakeholders’ satisfaction surveys addressing student achievement results? |
|--|---|

Given the evidence that has been assembled, S. Perry, the Administrativte team, teachers and support staff will choose an overall rating for Question 5:

What is the program’s impact on students?			
Achievement results show proficiency (or satisfactory growth) across all analyzed groups & sub-groups	Most results show proficiency or satisfactory growth, but a few remain below expected levels.	Some proficiency and /or growth results are positive, but results are predominantly disappointing.	Results fail to meet identified targets.

NEXT STEPS: What action steps are needed to increase impact on student achievement?

CONCLUSIONS: Should the program be continued/ modified?

Based on the information assembled and analyzed above, S. Perry and the Heartspring staff will determine what conclusions have been determined from the above information in order to moving forward. This will be conducted twice annually, at the end of the first semester and at the end of each school year. The following questions will be answered:

a) To what extent was this the right program to address your need?
a) Are adjustments needed? If so, which ones?
b) What is needed to maintain momentum and sustain achievement gains?
c) Are the benefits of the program sufficient to justify the resources it requires?
d) How might these results inform the School Improvement Plan?

Review & Revise (Program Evaluation / Annual Review)

Definition: Review & Revise	Analyze formative and summative measures specified in the improvement plans are analyzed to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered
--	---

Describe the process the school will use to evaluate the school implement plan process.

Please see previous section that addresses the process and uses questions and a rubric to guide the process of implementation and revision and review.

Transitions – Creation of a Coherent/Seamless Education Program for At-Risk Students

Once Heartspring is informed that a student is aging out of our program or has met the criteria necessary to return to their school district, we work together in putting together a transition plan. At age 14, the transition coordinator starts attending student IEP's to go over the secondary transition and inform parents that they need to get their child on the waiting list for waiver funding for adult services. At age 17 ½, parents start the guardianship process so that as the student is turning 18 guardianship can be established. At age 18, parents are informed that they need to transfer their child from the children's waiting list to the adult waiting list to have an adult case manager assigned to their case. Parents are also informed that they need to apply for SSI at age 18 (If student is not receiving Medicaid then parents must apply for Medicaid). Once the adult case manager is established, the transition coordinator works with them to build a packet for each student which requires documentation of the students' progress, medical status, evaluations, etc. Once placement is confirmed, transition meetings are scheduled to give the new placement and opportunity to talk with the student's Heartspring team. We duplicate as much as possible here at Heartspring to help the student understand what the new expectations are. A transition date is set and if parents and school district decide that they would like additional transition services then the team decides who the best transition team would be for the student and that team transitions the student to their new placement and will stay for at least 2 days to train the new staff.

The above information is all of the steps that we take in order to make the transition as successful and as smooth as possible. Our

overall goal is to help each student become as independent as he/she possible can in the areas of vocational skills, community participation, and appropriate social behaviors. We understand that not every student will achieve working in a workshop setting and therefore those students who cannot achieve this our focus with them may be community participation. The transition process gives the students a change at a successful transition with the least amount of bumps as possible. We all know that change can be very hard for our students to accept to the more that we can prepare them for their transition here at Heartspring the better successful they are. As stated before, once Heartspring has confirmed the next placement, we try to duplicate as much of the new program as we can to help the student have a effective transition.

Parent/Family Involvement

The National Standards for Family School Partnerships are a comprehensive guideline that schools can use to determine how successful they are in implementing family-school-community partnerships. More information can be found at www.pta.org for assistance on specific strategies.

1. Welcoming all families into the school community

Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Families are important to a child's successful program at Heartspring. There is frequent and meaningful communication between teachers and families regarding their child's progress. There are a number of events/open houses planned throughout the year in which families can visit Heartspring and participate in events geared towards building relationships with the school and the students and their families.

Heartspring sends out monthly progress reports to parents (in addition to the Quarterly Progress Reports required for IEP reporting) . Heartspring staff feel that it is important to frequently communicate with parents, gain their input and help them feel welcomed and an important part of their son or daughter's education. Heartspring also sends out a quarterly newsletter to let parents and family members know what is going on at the school and communicate about new and exciting projects the students are working on, teaching strategies that teachers are incorporating into their practice and other newsworthy events and activities.

2. Communicating effectively

Families and school staff engage in regular, meaningful communication about student learning. Interpreters are provided as needed for families who do not speak English.

3. Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

4. Speaking up for every Child

Families are empowered to be advocates for their own children, to ensure that students are treated fairly, and to have access to learning opportunities that will support their success. Parent and student rights regarding ESOL services are made known to parents in a language they understand.

5. Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.

6. Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Heartspring collaborates with a number of community members and businesses to facilitate life/work experiences for students. Heartspring students frequently go out into the community on pre-arranged visits to help them gain experiences and learn through real life activities that will help them in their lives post-Heartspring.

Extended Learning Opportunities Beyond

Describe extended opportunities to learn and/or additional time that the school has in place to help ensure that all students are achieving academically in reading and mathematics. (Examples may include after school programs, summer school program, etc.)

Since students at Heartspring live on the campus, the school is open year around. Activities and instruction are planned throughout the year for students as they need intensive, prolonged, consistent instruction to ensure their success.

Coordination of Services and Funds

1. **Describe** how the school will coordinate federal, state, and local **services** used to support the school improvement process.

Heartspring is a non-for profit, private day school that receives no federal, state and/or local funds. Heartspring administrative staff will budget sufficient monies to ensure the success of the school improvement process and support professional development opportunities for staff.

2. **Describe** how federal, state, and local **funds** will be coordinated to support the school improvement process.

Heartspring is a non-for profit, private day school that receives no federal, state and/or local funds. Heartspring administrative staff will budget sufficient monies to ensure the success of the school improvement process and support professional development opportunities for staff.