

# Sandusky County MRDD

## District Plan

Monday, November 26, 2007

Note: Please make all modifications online.

<b>Fiscal Year</b>	<b>District Improvement Status</b>
2008	Not Available
2007	Not Available

## General Plan Information

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### Mission Statement (Complete):

THE VISION

We offer individuals with mental retardation and/or developmental disabilities and their families services and supports based on choices that enhance their lives, one person at a time.

### BOARD MISSION STATEMENT

The mission of the Sandusky County Board of Mental Retardation and Developmental Disabilities is to:

Promote health, safety and welfare;

Inform and educate the individual, family and community about mental retardation / developmental disabilities;

Offer and provide choices for customized services and supports; and to refer the individual/family to community agencies if appropriate;

Ongoing evaluation to determine if the individuals quality of life standards are being

## **General Plan Information**

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met;

Provide qualified and trained staff;

Develop cost effective resources;

Collaborate with other community resources;

Provide and maintain safe building and equipment;

Maintain public confidence through accountable measures; and

Focus on continued improvement.

**Needs Assessment (Complete):**

## General Plan Information

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### Coherence

Variety of data to provide a baseline for monitoring progress:

Performance - data that tells us how we are doing

Process - data tells about how we do things

Demographic - data describes the population

Perceptual data - surveys different stakeholder groups

The Sandusky CBMR/DD is located in Fremont Ohio. During the 2006-07 school year we served 38 preschool students (special needs and typically developing) and 39 school age students with multi handicapping conditions from 7 school districts. Both qualitative and quantitative data processes were used to gather information. This includes data from qualitative surveys completed by parents, staff, and the community, public meeting, 2006-07 student performance data from preschool screening data, progress on IEP goals/objectives, and school age alternate assessment results.

## General Plan Information

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### Core Program

Specific quantitative and qualitative data sources evidencing needs for goals, performance measures and strategies/action steps in the district plan:

- Student passage rates
- Assessment results
- Opinion surveys
- Focus groups

Preschool data from Get It Got It Go early literacy assessment results collected in May of 2007 indicate average scores of 14.3 in picture naming, 2.15 in rhyming, and .97 in alliteration. Ages and Stages Questionnaire SE resulted in 6 students over the cut score. Developmental and health factors were considered and only 1 of these 6 children/families is receiving additional interventions.

17 students participated in alternate assessments. 13 students were assessed based upon the grade 3-8 standards. 97% of the scores were proficient or better, with 61% advanced, the highest category. One student had an unscorable entry. 4 students participated in the OGT assessment. 95% of the scores were proficient or better, with 60% advanced, the highest category. One student scored in the basic range in social studies.

2006-07 Preschool IEP results - 55% of IEP goals/objectives were accomplished. 34% were partially accomplished or are emerging skills and 11% were not met. 2006-07 School age IEP results - 37% were accomplished, 57% partially accomplished or emerging and 6% not met.

## **General Plan Information**

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### **Assessment and Accountability**

Disaggregated student data for all student sub groups (screening, diagnostic and achievement) evidencing needs:

- Students with Disabilities
- Students Limited English Proficient
- Economically Disadvantaged Students
- Racial / Ethnic Student Groups

For the 2007-08 school year, 100% of the school population has communication/speech services, 84% OT services, and 68% PT services, identified in their IEPs. 18% have behavior support plans.

During the 2006-07 school year, 42% qualified for the free/reduced lunch program.

82 % of the school population is white, 9 % black and 9 % Hispanic.

## **General Plan Information**

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### **Safety Nets**

Early intervention data (transition)  
Order, discipline and school climate data

We work closely with our County's Help Me Grow system through our Early Intervention program in the transitioning of children from Part C to Part B services. This past school year 4 children entered our preschool program after having been in HMG. 75% had their IEPs in place by their 3rd birthday. The other child did not due to the parents missing numerous appointments with the district to complete the evaluation for eligibility. We will continue working with HMG and the local districts to improve the county's transition process.

No suspensions or expulsions occurred in the 2006-07 school year and behavior support plans are in place for 11 students as we enter the 2007-08 school year. 2007-08 attendance rates are preschool 88% and school age 86%. Two of our very medically involved school age students missed many days this past year causing our average attendance rate to be below 90%.

## **General Plan Information**

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### **Professional Development**

Teacher and principal experience and qualifications data Highly Qualified Teacher(HQT)  
Data to show professional development targets needs

One teacher does not meet HQT qualifications. He is currently taking college course work. All other teachers meet the requirement. Educational Assistants in our program all hold an Educational Aide Permit. None are required to take the Para pro as we do not receive Title I funds. The Director is appropriately certified. The Educational Staff works with the SERRC for professional development needs. Staff and administrative surveys identified the following professional development needs: behavior support, academic content standards and functional curriculum, and integrated therapy models.

## **General Plan Information**

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### **Parents/Community**

Staff, student, parent and community satisfaction data

Attendance at fall and spring conferences is consistent at 90 - 95%. Community members participate in CBMR/DD activities in many ways: surveys, open houses, public and board meetings, Special Olympic events, volunteering and fundraisers.

In May 2007, a family friendly survey was conducted with all persons receiving services from the Sandusky County Board of MRDD. 88% feel that the SCBMRDD welcomes families and 81% feel that the board provides numerous options for families to become actively involved. 72 % feel that the County Board asks families on a re-occurring basis what they need and want. These results are currently being collected and will be shared with the Board as we prepare our annual action plan.

## **General Plan Information**

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### **Resources**

Identify resource barriers: time, personnel, facilities, technology, budgeting, funding, communication, etc.

We need to continue providing additional staff to support the high level of need our students' experience and to provide the maximum opportunity for them to participate in educational experiences. We continue to look at building concerns as it relates to the use of space and equipment to meet the physical needs of our students. Team building activities between the different departments would benefit all in providing families the most effective services. Improved communication within and between departments has been identified as an area of need.

## Plan Overview

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### 1. Reading/Language Arts

**Description:**

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

**Performance Measure:**

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

**Fiscal Resources:**

<b>Consolidated Application</b>							
<b>Program</b>	<b>Notes</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Innovative Programs, Title V		155	157				
Special Education, Part B-IDEA		39703	39993				
Early Childhood Spec Education, IDEA		8238	8364				
Subtotal		48096	48514	0	0	0	0
		<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Grand Total		48096	48514	0	0	0	0

#### 1.1. Systems of Intervention and Special Education

**District Improvement Component: Address teaching and learning needs related to academic problems of low achieving students**

**Description:**

Align systems of intervention and special education with scientifically based research

## Plan Overview

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curriculum, instruction and assessment and with the state's academic content standards.

Estimated Cost:

0

### 1.2. Instructional Intervention

**District Improvement Component: Address priorities to strengthen the core academic program**

Description:

Employ a job coach to work with students on development of appropriate work behaviors, skill acquisition and work experience.

Employ additional staff to provide instruction to high need preschool children to improve their skills and ability to participate in classroom and community activities.

Estimated Cost:

48357

### 1.3. High quality professional development of instructional staff

**District Improvement Component: High quality professional development of instructional staff**

Description:

Address the professional development needs of the instructional staff, as identified by State assessment results.

Provide training through the County Board Staff and the Northwest Ohio SERRC.

Preschool special education teachers and supervisor will be trained in the ECO Summary Form in order to provide child outcome information to state and federal funders.

Estimated Cost:

## Plan Overview

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0

### **1.4. Promote effective parental involvement**

**District Improvement Component: Promote effective parental involvement**

Description:

Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.

Provide on going communication with parents from the classroom teacher and job coach through the use of communication books, progress reports and conferences.

Use the results of the Family Friendly Survey to develop program wide plans for increased parent / family participation.

Estimated Cost:

0

### **1.5. Children with Disabilities Participate in Statewide Assessments**

**District Improvement Component: Before/after/summer school activities if appropriate**

Description:

A. Participation of children with disabilities in statewide assessments/proficiency tests with or without accommodations.

B. Students with disabilities will have IEP goals and measures aligned with the academic content standards.

Estimated Cost:

0

### **1.6. Instructional and Educational Materials**

**District Improvement Component: Address District Improvement (Adequate Yearly Progress) issues**

## Plan Overview

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Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

Estimated Cost:

157

### 2. Transition from HMG to Part B services

Description:

The transition of children from Help Me Grow to Part B ( preschool services) will occur in a timely manner.

Performance Measure:

100% of children transitioning will have their IEP in place by their third birthday.

Fiscal Resources:

There are no fiscal resources assigned to this goal.

#### 2.1. Data Collection and Analysis

Description:

Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results.

Work with HMG and LEAs to implement Part C to Part B transition policies and procedures.

Estimated Cost:

0

## District Improvement Plan

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### Plan Additions

### Status

#### Required Items:

Needs Assessment	Complete
Technical Assistance/Assistance Expectations	Complete

#### Required Strategies:

Address priorities to strengthen the core academic program	Complete
High quality professional development of instructional staff	Complete
Address teaching and learning needs related to academic problems of low achieving students	Complete
Promote effective parental involvement	Complete
Address District Improvement (Adequate Yearly Progress) issues	Complete

#### Optional Strategies:

Before/after/summer school activities if appropriate	Not Applicable
COMMUNITY SCHOOLS REQUIREMENT - Teacher mentoring program	Not Applicable
COMMUNITY SCHOOLS REQUIREMENT - Parent Notification of the School Improvement status	Not Applicable

## **Needs Assessment**

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### **Needs Assessment(Complete)**

#### **Coherence**

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### **Resources**

Identify resource barriers: time, personnel, facilities, technology, budgeting, funding, communication, etc.

We need to continue providing additional staff to support the high level of need our students' experience and to provide the maximum opportunity for them to participate in educational experiences. We continue to look at building concerns as it relates to the use of space and equipment to meet the physical needs of our students. Team building activities between the different departments would benefit all in providing families the most effective services. Improved communication within and between departments has been identified as an area of need.

Are the State Tests included in the Needs Assessment above? Y

## **Assistance Expectations**

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**Specify the responsibilities of the state and district and the specific technical assistance the district will provide.**

Staff will participate in trainings through the County Board and the Northwest Ohio SERRC.

Section Complete? Y

## General Plan Information

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### Improvement Plan Strategy:

Address priorities to strengthen the core academic program

### Description:

Use scientifically based research to strengthen the core academic program, meet Adequate Yearly Progress, provide an enriched and accelerated curriculum, and if appropriate extend learning time.

### 1. Reading/Language Arts

#### 1.2. Instructional Intervention

Description:

Employ a job coach to work with students on development of appropriate work behaviors, skill acquisition and work experience.

Employ additional staff to provide instruction to high need preschool children to improve their skills and ability to participate in classroom and community activities.

### Improvement Plan Strategy:

High quality professional development of instructional staff

### Description:

Address the professional development needs of the instructional staff, as identified by State assessment results.

### 1. Reading/Language Arts

#### 1.3. High quality professional development of instructional staff

Description:

## **General Plan Information**

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Address the professional development needs of the instructional staff, as identified by State assessment results.

Provide training through the County Board Staff and the Northwest Ohio SERRC.

Preschool special education teachers and supervisor will be trained in the ECO Summary Form in order to provide child outcome information to state and federal funders.

### **Improvement Plan Strategy:**

Address teaching and learning needs related to academic problems of low achieving students

### **Description:**

Address specific academic problems of low achieving students using disaggregated results from the needs assessment process.

### **1. Reading/Language Arts**

#### **1.1. Systems of Intervention and Special Education**

Description:

Align systems of intervention and special education with scientifically based research curriculum, instruction and assessment and with the state's academic content standards.

### **Improvement Plan Strategy:**

Promote effective parental involvement

### **Description:**

## **General Plan Information**

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Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.

### **1. Reading/Language Arts**

#### **1.4. Promote effective parental involvement**

Description:

Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.

Provide on going communication with parents from the classroom teacher and job coach through the use of communication books, progress reports and conferences.

Use the results of the Family Friendly Survey to develop program wide plans for increased paren / family participation.

#### **Improvement Plan Strategy:**

Address District Improvement (Adequate Yearly Progress) issues

#### **Description:**

Address the specific Adequate Yearly Progress issues causing the district to fall into District Improvement status, for example, target disaggregated groups that did not achieve a specific proficiency.

### **1. Reading/Language Arts**

#### **1.6. Instructional and Educational Materials**

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

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### Improvement Plan Strategy:

Before/after/summer school activities if appropriate

### Description:

Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

This Strategy does not apply to my Improvement Plan

### 1. Reading/Language Arts

#### 1.5. Children with Disabilities Participate in Statewide Assessments

Description:

A. Participation of children with disabilities in statewide assessments/proficiency tests with or without accommodations.

B. Students with disabilities will have IEP goals and measures aligned with the academic content standards.

### Improvement Plan Strategy:

COMMUNITY SCHOOLS REQUIREMENT - Teacher mentoring program

### Description:

Implement a teacher mentoring program, such as the Entry Year Program for new teachers.

This Strategy does not apply to my Improvement Plan

### Improvement Plan Strategy:

COMMUNITY SCHOOLS REQUIREMENT - Parent Notification of the School Improvement status

### Description:

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Provide written notice about the identification of the school for SI to parents of each student in a format and language that the parents can understand to include what the identification means, how the school compares to other schools in the district and State, reasons for the identification and what the school and district are doing to address the problem of low achievement, and an explanation of the parent's Public School Choice and Supplemental Educational Services options.

This Strategy does not apply to my Improvement Plan

**District HQT Plan**

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A District HQT Plan has not been created.