

**Goals and Plan for Continuous Improvement 2002-2003 Special Education
July 1, 2002**

Goal 1: Student Achievement (Program Results)

Carroll County Public School students with disabilities will improve in their achievement as a result of receiving appropriate instruction and support based on MSPAP Data, Functional Assessment Data, Carroll County Public School Data, and Dropout Rate Data

PLAN	Design of processes and execution of activities and strategies to improve teacher growth and student achievement. (DO)	Performance indicators for each activity/strategy that specify how you will measure progress. Identify quality tools and internal and external data. (STUDY)	Revisions based upon analysis of data, assessment findings, your learning, new inputs, and new requirements. (ACT)
1.1 All students with disabilities will participate in State and District-Wide performance assessments.	1.1.1 Special Education and General Education teachers will participate in staff development activities together. 1.1.2 Accommodations and modification allowable for students with disabilities will be shared with all staff. 1.1.3 Instructional delivery and best practices will be presented to staff. 1.1.4 Technology will be infused in order to ensure equivalent access.	1.1.1.S Data collected during staff development activities will be compiled. 1.1.2 S Copies of memos and documents shared with staff will be kept. 1.1.3 S Inservice activities of the LSS and the regional Network will be maintained with data from these activities. 1.1.4 S Student data will be analyzed and compiled in a bar graph.	1.1.4 A In FY 2002, there was a .13 decrease of Grade 3 students exempted, an increase of .33 of Grade 5 students exempted, and a decrease of .52 of Grade 8 students exempted.
1.2 Average percent of students with disabilities passing the Maryland Functional Tests will increase by 1.0% during the 2002-2003 reporting period.	1.2.1 Special Education staff will be made fully aware of the student achievement expectation. 1.2.2 Students will be afforded allowable accommodations and modifications to support them.	1.2.1 S Memos and training options will be compiled 1.2.2 S Data from test results will be compiled using a bar graph and compared to previous scores.	1.2.2. A Grade 9 students met state satisfactory standards in math and writing. Grade 11 students met state satisfactory standards in reading, math and writing. Did not meet state standard of a 1.5 increase in scores in grade 9 nor grade 11, with the exception of reading in grade 11.
1.3 Average percent of students with disabilities achieving the satisfactory level on MSPAP and HSA will increase by 5% during the 2002-2003 reporting period.	1.3.1 Students with disabilities may be clustered to provide the necessary support they are entitled to for MSPAP Testing. 1.3.2 Staff will be made fully aware of the student expectation and ways they can support the students.	1.3.1 S Memos to school administrators outlining various methods of assessment delivery will be maintained. 1.3.2 S Memos to staff and discussions at meetings will be maintained using agendas and notes for documentation.	1.3.1 A 3% increase in MSPAP grade 8 science scores was achieved, meeting the MSIG targeted goal in that area. 1.3.1. A 3% increase in CTBS scores in fourth grade reading, language, and language mechanics, and a 3% increase in sixth grade language mechanics and math computation achieved, meeting MSIG targeted goal in that area.

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<p>1.4 A Dropout rate of students with disabilities will decline by 1% during the 2002-2003 reporting period.</p> <p>1.4 B The number of students who are repeatedly suspended for a total of more than 10 school days will decrease by 50% over that 2002-2003 reporting period.</p>	<p>1.4.1 Staff working with students with disabilities will be made fully aware of this effort.</p> <p>1.4.2 High Schools will receive support for learning centers to support students at risk of dropping out.</p> <p>1.4.3 Options for programs of study will be examined for students at risk of dropping out.</p>	<p>1.4.1 S Copies of memos to staff and agendas of meetings will be maintained.</p> <p>1.4.2 S Staff allotments will be examined to ensure appropriate staff to man the learning centers. Chart showing staffing will be developed and overall staffing pattern will be revised.</p> <p>1.4.3 S Agendas and programs developed will be maintained.</p>	<p>1.4 Achieved 2001-2002 school year. State standard met.</p>
<p>1.5 Reading levels of students with reading disabilities will increase by at least .5 levels during the 2002-2003 reporting period</p>	<p>1.5.1 Training provided to all staff in variety of reading methodologies and strategies, and the Instructional consultation model</p>	<p>1.5.1 S Copies of all training agendas maintained in Office of Special Education.</p> <p>1.5.2 S. Special Education Reading Intervention teacher to provide training and instructional support county wide. Copies of training and satisfaction surveys maintained.</p> <p>1.5.3 S Using formal and informal evaluations, a .5 five reading level Increase will be noted in targeted students.</p>	<p>1.5.4.A In CTBS scores, there was an average gain of .1% or less in reading.</p>