ASD Quality Program Strategic Plan Committee

4.11.17

Jeffco 2020 Vision

The Vision

In order for students to pursue their life goals, by 2020 all Jeffco graduates will be able to successfully apply the following competencies:

JEFFCO
2020 Vision

Content Mastery | Civic & Global Engagement | Communication
Critical Thinking & Creativity | Self-Direction & Personal Responsibility

We believe:

In schools that show *high performance for students with disabilities*, special education serves more as a *support for general education* than as a separate program.

International Center for Leadership in Education

The purpose of the Jeffco ASD Quality Program Strategic Plan Committee is to prioritize the work needed to achieve our district initiative: To have all center programs serving students with Autism be recognized as model CDE Autism Quality Programs by 2020.

Agenda

I. Introductions

II. Norms

III. Outcomes

IV. Review Identified Priorities

V. Update of District Spring Initiative Strategies

VI. Continuous Improvement Planning

VII. Closing

Introductions

- Name
- One message that you want to communicate for Autism Awareness month

Group Norms

- Start and end on time
- Positive presuppositions
- 1 person talks at a time
- Focus on our purpose
- Consensus model for decision-making

Outcomes

➔ **Long-Term Target:**

To ensure that we have aligned improvement strategies and interim measures identified for the ASD Quality Program initiative

➔ **Today's Targets:**

◆ **To review the improvement strategies and measures for the 3 Non-Negotiables**

◆ **To identify improvement strategies and measures for the Instruction, Curriculum, & Methodology Domain**

Memories

In Pairs-

- Person A has 30 seconds to share whatever they remember from our work this far this year.
- Person B has 45 seconds to add to this, without duplicating what was said.
- Person A has 30 more seconds to add some more.

Identified Priorities

3 Non-Negotiables of Autism Quality Programming

CDE ASD Quality Program Indicators: Domain 2: Indicator 2) Curriculum emphasizes (when applicable for pre-k-12) the development of skills across multiple domains, including:

1. Every center-based student with Autism will have an appropriate **visual schedule**.
2. Every center-based student with Autism will have daily **social skills instruction**.
3. Every center-based student with Autism will have appropriate **functional communication instruction**.

Next Steps:

Spring 2017 Trainings-

1. Using OCALI to Support Implementation of the 3 Non-Negotiables
2. Data Collection & Social Skills Instruction
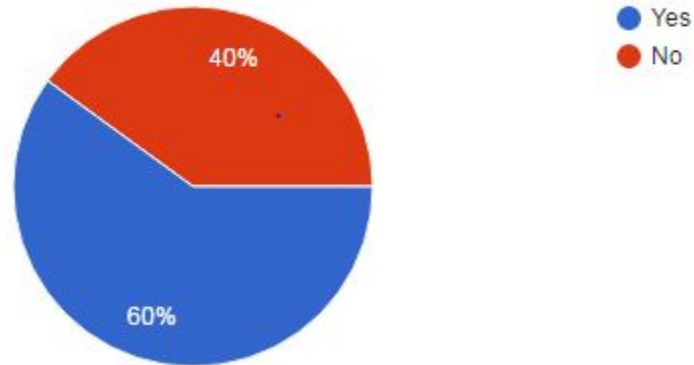3. Functional Communication Instruction Expanded

Self Assessment-Post

Partner Walk Thrus-Post

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OCALI Training Follow Up on 3/17/17-

Did you train the rest of your team to access the OCALI website? (10 responses)

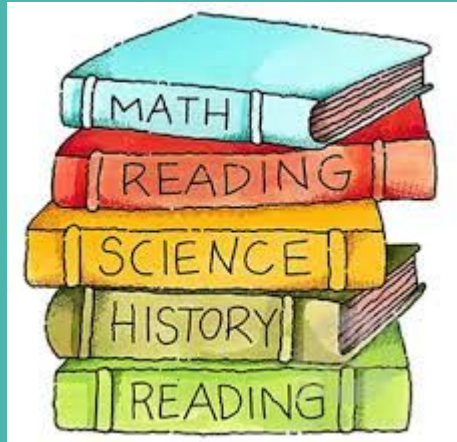# OCALI Training Follow Up on 3/17/17-

Goal Progress-
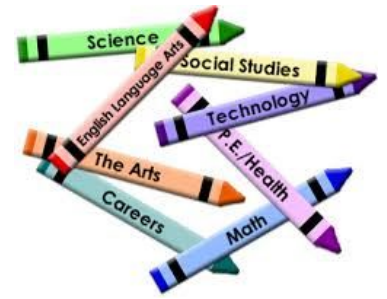
9/10 report progress on their identified targeted goal.

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Curriculum, Instruction, & Methodology

Curriculum, Instruction, & Methodology

Targets:

1. Each student in the center program has at least one task analysis for an identified academic skill deficit.
2. Each student in my program has at least one task analysis for an identified access/readiness skill deficit.
3. Each student in the center program has visual evidence of data collection for the skills task analyzed.
4. Each student has an academic goal identified that clearly aligns with grade level or Extended Evidence Outcomes standards as appropriate.
5. Each student has an access/readiness skill identified and receives individualized instruction in that area.
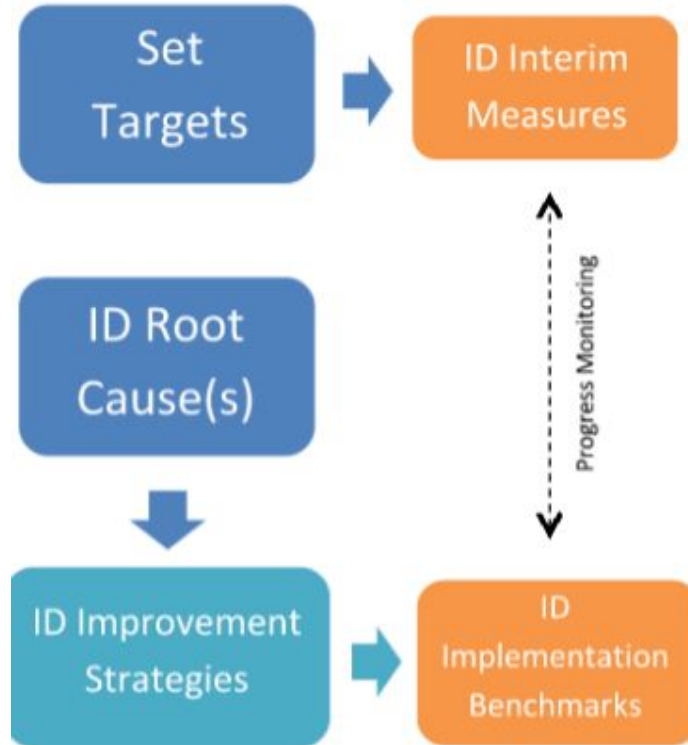
Continuous Improvement Planning

HOW?   Improvement Planning Process
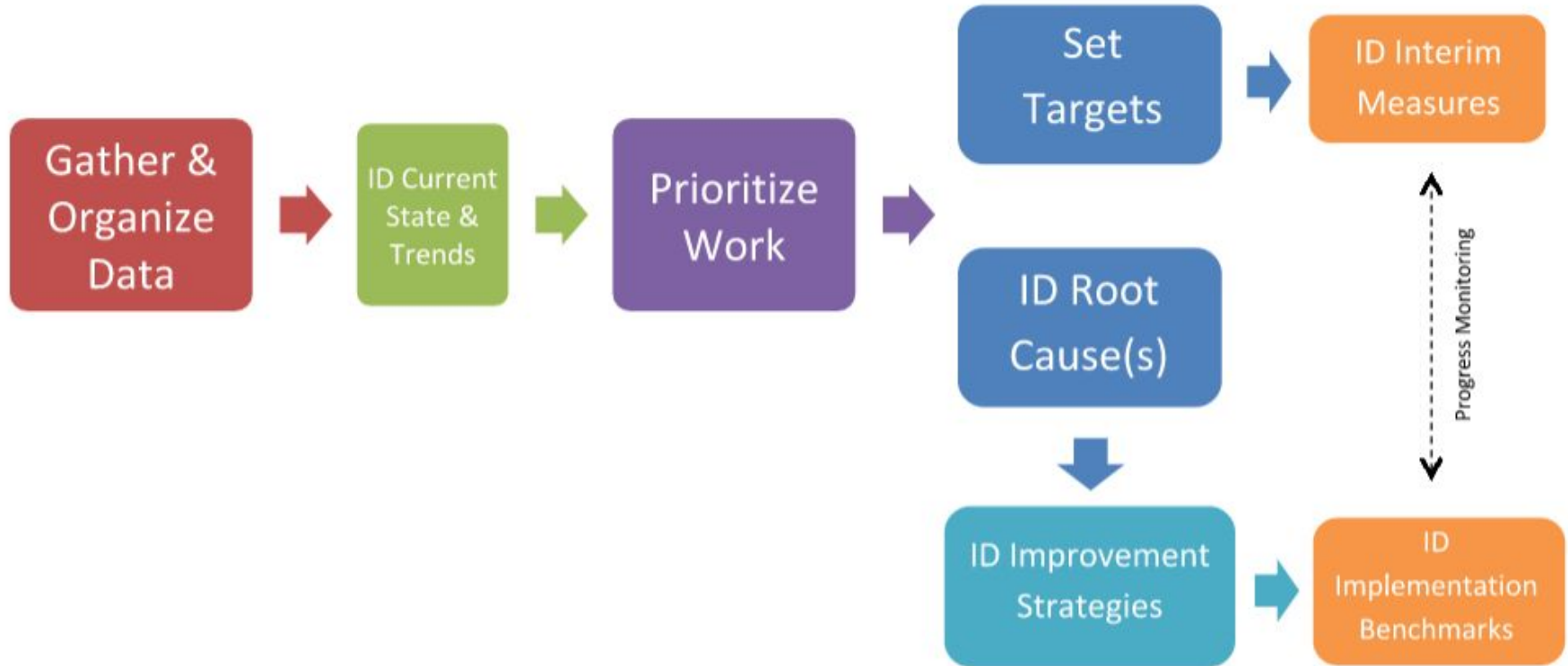
HOW? Improvement Planning Process

- ● 3 Non-Negotiables
- ● Instruction, Curriculum, & Methodology

Root Cause Themes of C, I, & M

1. Undefined purpose of center programming.
   a. Lack of knowledge
   b. Prioritize
   c. Changing Mindsets
2. Clearly defined and communicated expectations around ASD programming.
   a. Lack of knowledge
   b. Resource mapping
   c. Prioritization
3. Lack of understanding around data driven goals and instruction.
   a. Instructional practices
   b. Grade level and extended evidence outcomes standards
   c. Collecting and using data in the center and in gen ed

Improvement Strategies & Accountability for the 3 Non-Negotiables

In small groups-

- Review the T chart at your table
- Identify the Accountability pieces in place for our improvement strategies

Improvement Strategies & Accountability for Curriculum, Instruction, & Methodology

In small groups-

- Go to a T Chart in the gallery
- Identify the Accountability pieces that we want teams to accomplish in this area-think about the 5 targets.
- Identify what improvement strategies will help us get there.

____

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Next Meeting:
May 9, 2017
4:30-6:30pm

Committee Members, Agendas, and Outcomes now posted on:

The Jeffco Schools Home Page-Schools and Special Programs-View Special Schools and Programs-Special Education-Autism-ASD Quality Program Strategic Plan Committee