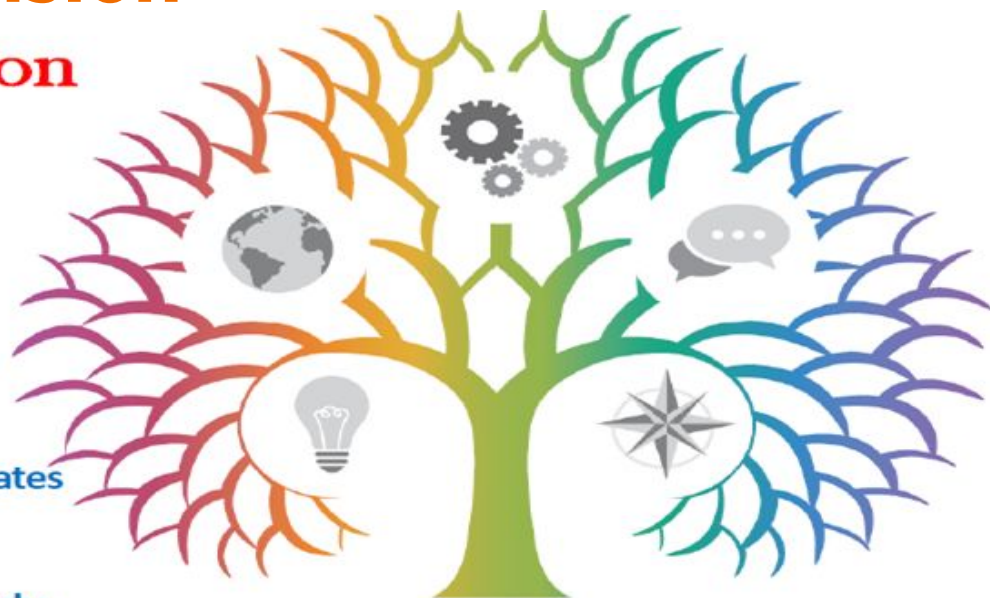

ASD Quality Program Strategic Plan Committee

— 3.14.17 —

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. Overview of District Spring Initiative Strategies
- VI. Continuous Improvement Planning
- VII. Closing



Introductions

- Name
- Connection to this work
- A celebration



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 further investigate root causes around the Instruction, Curriculum, & Methodology Domain

TIP:

Term Information Picture



In Pairs-Complete your Chart

- Write the word
- Write the information or definition
- Write a picture or visual representation of the word.

Identified Priorities

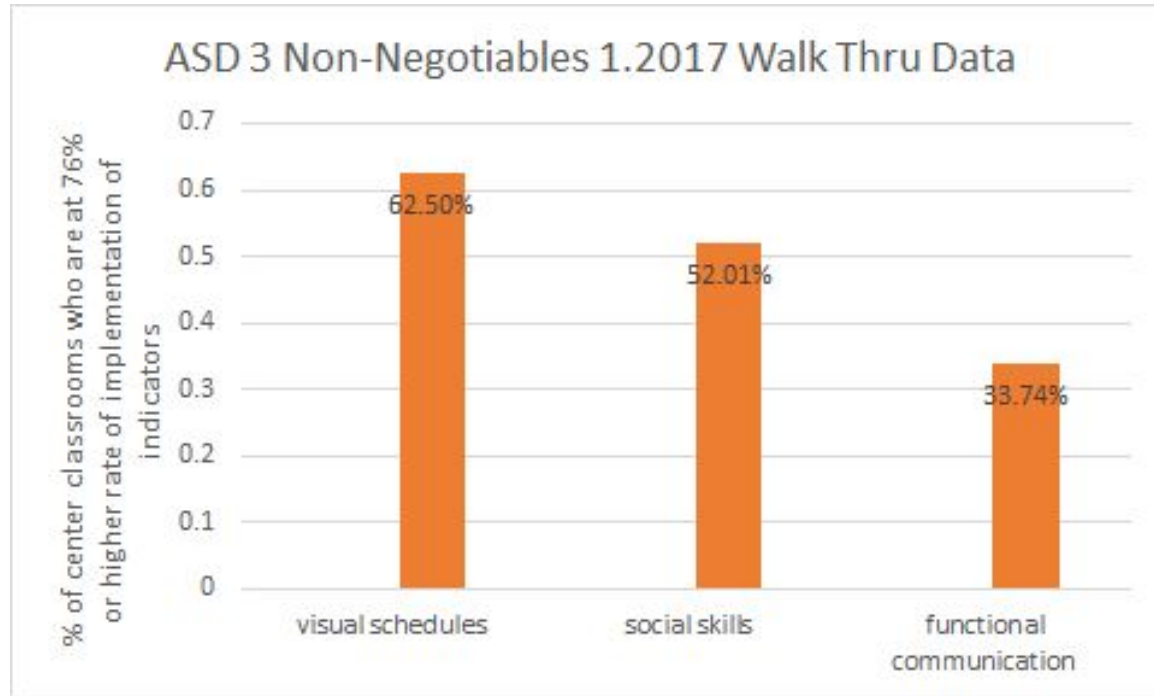


3 Non-Negotiables of Autism Quality Programming

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**.

Implementation of the 3 Non-Negotiables:



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

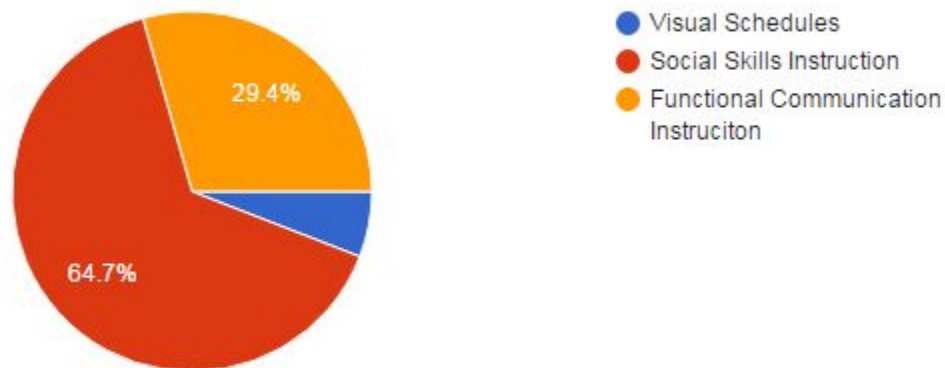
Partner Walk Thrus-Post



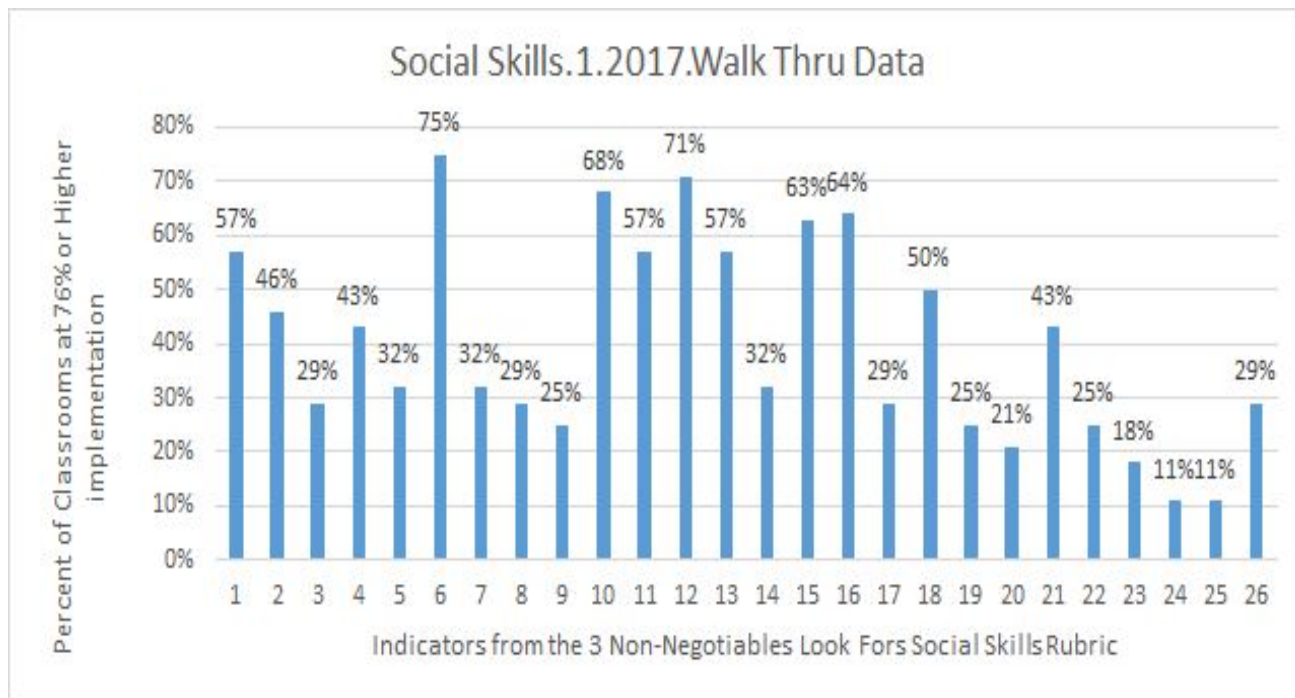
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OCALE Training

Targeted Non-Negotiable (17 responses)



Social Skills Instruction:



Curriculum, Instruction, & Methodology

Target Data 3.17



Curriculum, Instruction, & Methodology Priorities:

5/17/16 Priorities Identified in Curriculum, Instruction, & Methodology from CDE Autism Quality Program Indicators:

1. 2)e) Curriculum emphasizes the development of skills across multiple domains including: academic skills to meet the content standards and address the expanded benchmarks
2. 8) A variety of instructional formats are utilized such as direct instruction, small group instruction, student-initiated interactions, teacher-directed interactions, independent work, play, and peer-mediated instruction.
3. 9) Meaningful instruction takes place in the general education environment with typical peers to the extent appropriate.



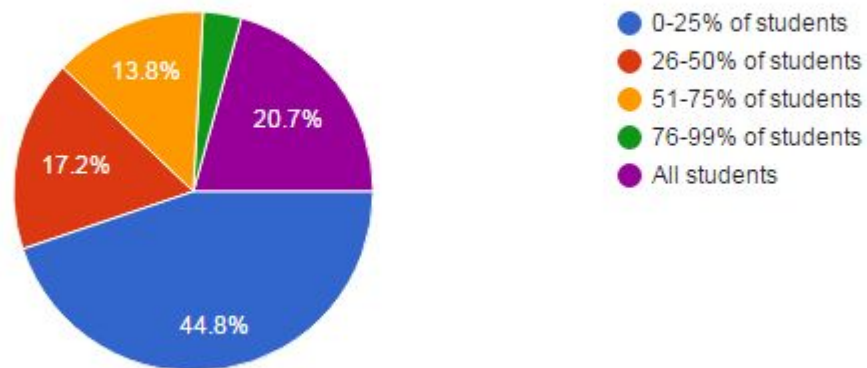
Curriculum, Instruction, & Methodology

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.

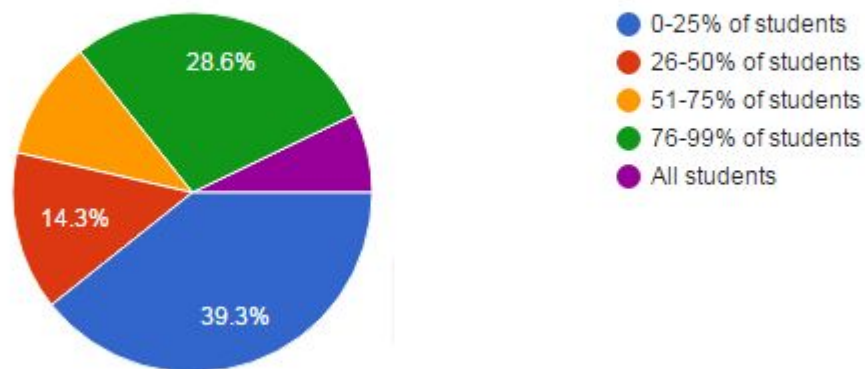
Each student in the center program has at least one task analysis for an identified academic skill deficit.

(29 responses)



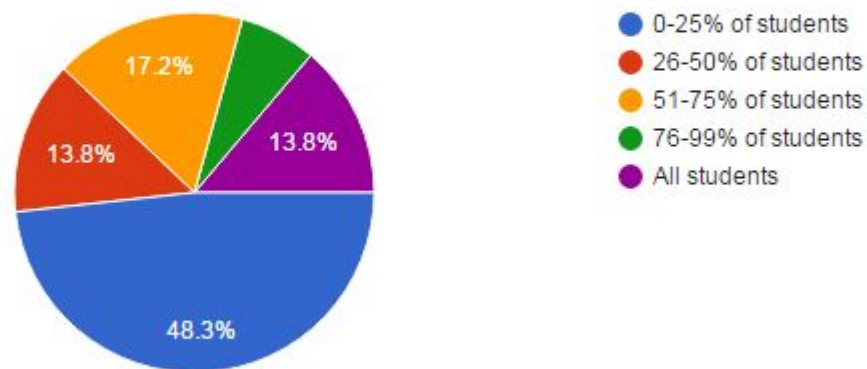
Each student in my program has at least one task analysis for an identified access/readiness skill deficit.

(28 responses)



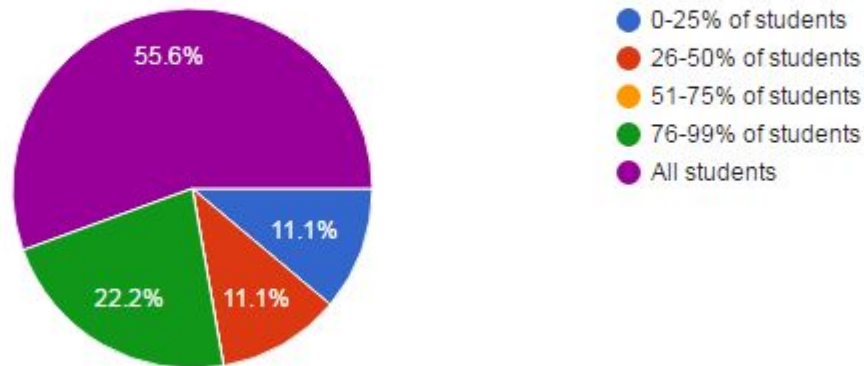
Each student in the center program has visual evidence of data collection for the skills task analyzed.

(29 responses)



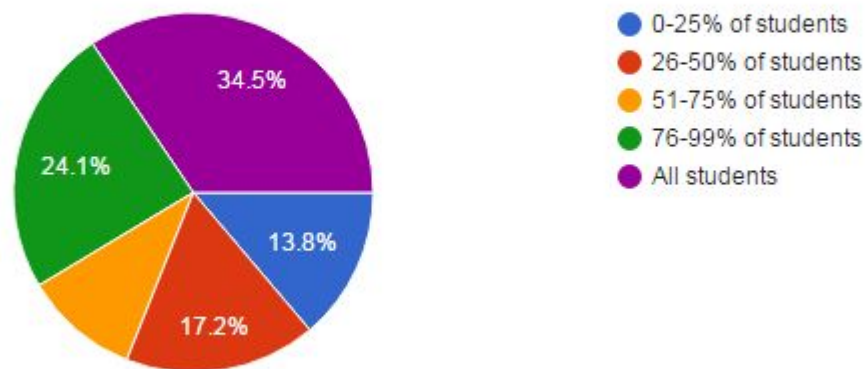
Each student has an academic goal identified that clearly aligns with grade level or Extended Evidence Outcomes standards as appropriate.

(27 responses)



Each student has an access/readiness skill identified and receives individualized instruction in that area.

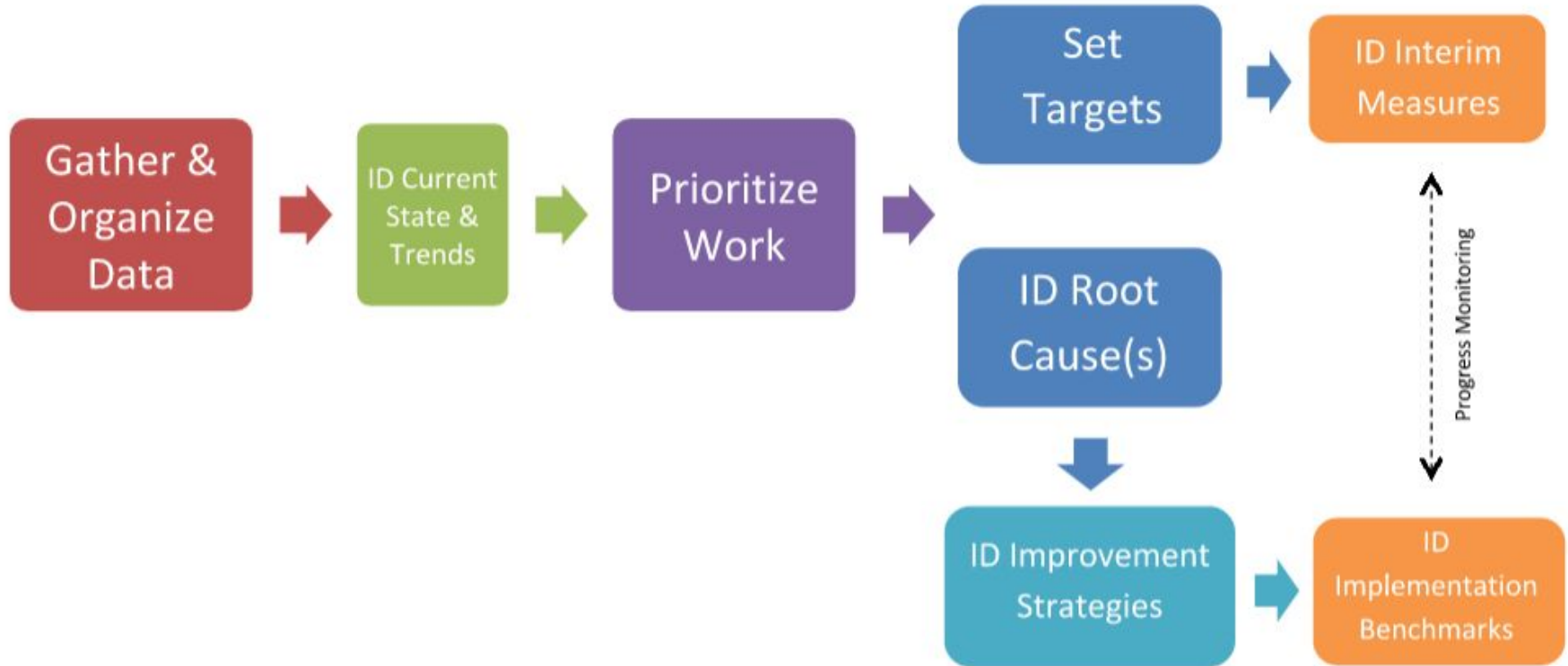
(29 responses)



Continuous Improvement Planning



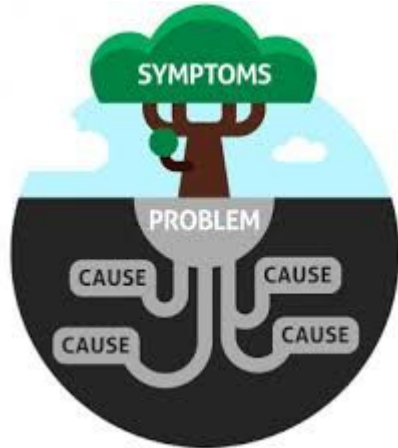
HOW? Improvement Planning Process



Root Cause Activity

Part 2:

Instruction, Curriculum, & Methodology



- Gallery Walk
 - 5 minutes to silently review the barriers identified
 - Packing
 - 3 minutes to group one target by themes
 - Deep Dig
 - 5 minutes to identify another layer to why these are barriers
 - Use pink sticky note to identify next layer of barrier
 - Critical Eye
 - 3 minutes to identify any questions or concerns for each target
-

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 further investigate root causes around the Instruction, Curriculum, & Methodology Domain

Next Meeting:
April 11, 2017
4:30-6:30pm
Ed Center 3A



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**