

Directions:

As a team, for each goal:

Step 1: Review the *Findings/Visualizations* slides within the *Events 6-8* slide deck. These will need to be updated prior to each Event.

Step 2: Reflect on the *Now, Next, Need* questions noted in the slide deck.

Step 3: Fill in the appropriate cells for *Event 7*.

- Rate the overall status of the improvement strategy using one of the following: Strong - on track; At Risk - requires some refinement and/or support; or Needs Immediate Attention - requires immediate support
 - Identify specific Lessons Learned (Now), Next Steps and Needs

Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).

School Goal - Inquiry Area 1 - Student Success

Helen J. Stewart School will increase student communication through progressing through phases of PECs, increasing the use of speech generated devices, and increasing verbalization where appropriate.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Improve practice on the NEPF Standard 5: Assessment integration into instruction and align assessment opportunities with learning goals and performance criteria.	Students will improve functional communication skills and be able to get needs and wants met through verbalization and/or other communicative means.	Strong	Distance learning equals regression in Functional Communicational skills. Face-to-face instruction and meeting students where they currently have mastery, establishing new baselines, and proceeding forward from there have helped most of our students regain lost skills. Cleaning up data collection and breaking down more detailed descriptions of skills has helped to give a more accurate report. Reflecting on unprompted trials has given a clearer picture of where students actually are.	<ol style="list-style-type: none"> 1. Establish a Scope and Sequence for Functional Communication in order to have a uniform progression for Stewart students when establishing individual goals and direction. 2. Provide Professional Development training and Administrative support for continuous daily opportunities and consistent access to communication materials and equipment. 3. Provide training on prompting hierarchies and fading prompts learning strategies. Communication goals data collection should be structured to reflect unprompted data. 4. Provide additional training for Critical Communication Skills ("wait, break, help, etc) and implementation expectations. 5. Establish realistic Transitions expectations for individual communication skills and targets to be acquired before students age out and arrangements for equipment and/or supplies. 	We need training, coaching, and guidance on fading student prompts. Our students are highly prompt-dependent, which has hindered goal attainment.
Utilize a school-wide evaluation/rating scope and sequence schema.	All students demonstrate growth towards functional communication goals.	Strong			

School Goal - Inquiry Area 2 - Adult Learning Culture

During the 2021-2022 school year, teachers at Helen J. Stewart will increase their understanding and skill in implementing functional communication instruction based on student needs.

100% of our teachers will receive functional communication training through Pyramid, participate in monthly data analysis sessions, and have IEP goals/objectives monitored by the learning strategist and SEIF.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Professional development and collaboration to increase students' functional communication skills.	Teachers at Helen J. Stewart will increase their understanding and skill in implementing functional communication instruction based on student needs.	Strong	Teachers and staff require support and models when implementing communication direct instruction.	Continue monthly PLC/progress monitoring sessions.	Continuous training and classroom support for staff.
Utilize common functional communication scope and sequence schema. Students will have communication books/devices with them at all times.	Students will make growth in the area of functional communication. Student behaviors will become less frequent.	Strong	Classrooms must have consistent exper	Continue monthly PLC/progress monitoring sessions.	Continuous training and classroom support for staff.
School Goal - Inquiry Area 3 - Connectedness					
Provide parent training to aid functional communication across all settings.					
Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Provide functional communication training to families/group homes so functional communication can be used with fidelity in all environments.	Home communication will become a reflection of school communication.	Strong	Parents participate more in small virtual groups.	Provide parents with a "year-at-a-glance calendar of events to allow ample time to plan for the training sessions.	Staff willing to conduct the trainings.
Make parents and community aware of events and trainings happening with regard to Helen J. Stewart School	Increase family engagement from 16% to a consistent 40%.	Strong	Increase the frequency of family meetings.	Provide parents with a "year-at-a-glance calendar of events to allow ample time to plan for the training sessions.	Staff willing to conduct the trainings.