

**Utah County Academy of Science
Special Education Program Improvement Plan**

General Supervision

(Indicator 3,11,15)

Increase Proficiency: At least 40% of UCAS students with disabilities will demonstrate proficiency on the RISE assessment in both ELA and Math in all grades.

Progress Monitoring:

- District special education team and administration will observe effectiveness of specialized instruction in special education and general education classrooms.
- Student progress will be monitored in PLCs according to district benchmarks, common formative assessments and progress on IEP goals.

Action Steps:

1. Provide professional development on specially designed instruction including effective teaching strategies and interventions, program modifications and accommodations for students with disabilities.
2. Administration will observe the effectiveness of specialized instruction including adequate supports, modifications and accommodations in general education classes.

File Compliance: Teachers in UCAS will maintain 100% compliant files as determined by teachers completing an internal file compliance review or minimum content check quarterly.

Progress Monitoring:

- District special education team will monitor teacher compliance review data quarterly and conduct internal file reviews semi-annually.

Action Steps:

1. Professional development on UPIPS compliance review and expectations.
2. District special education team will conduct internal file compliance reviews semi-annually.
3. District special education team will monitor teacher review data using the UPIPS system(quarterly).
4. District special education team will provide support and ongoing professional development on problems identified through reviews.

Parent Involvement

(Indicator 8)

UCAS School District Special Education Staff will improve parent involvement by assuring parent understanding of procedural safeguards, parent rights and their role in their student's special education process and communicating progress at least quarterly throughout the school year as measured by at least 80% positive parent responses on annual parent survey.

Progress Monitoring:

- District Special Education Staff will conduct regular file reviews with an increased focus on progress monitoring of IEP goals and documentation of how and when parents were notified of progress.
- District Special Education Staff will conduct annual parent surveys to monitor parent involvement and understanding in the student's special education process.

Action Steps:

1. Create online resources for parents on the district website. Resources may include short video presentations on parent rights, responsibilities and roles in the special education process, link to Utah Parent Center resources, USBE resources, district policies and procedures, community resources, disability specific information, etc.
2. Create a short survey for parents to fill out following their student's annual review.
3. District Special Education Staff will provide professional development to special education teachers on explaining procedural safeguards to parents to assure understanding.
4. District Special Education Staff will conduct regular file reviews with an increased focus on progress monitoring of IEP goals and documentation of how and when parents were notified of progress.

Transition**(Indicator 7,12,13,14)**

Improve Secondary Transition Plans: UCAS School District Special Education team will write compliant transition plans by each student's 14th birthday including post secondary goals and outcomes, transition assessments and inter agency involvement and services throughout the school year.

Progress Monitoring:

- Progress will be monitored through quarterly file compliance reviews conducted by secondary teachers and district administrators.
- District administrators will also monitor progress by attending IEPs of students with transition plans.

Action Steps:

1. Provide professional development on writing and implementing transition plans.
2. Attend the Annual Transition Institute.
3. Meet annually with inter agencies to provide transition services to students.
4. Provide students and parents of high school graduates with information regarding the importance of completing the post high school outcomes survey. Update student demographic information.
5. Teachers and district administrators will conduct quarterly file compliance reviews and attend at least one IEP meetings for students with transition plans each quarter.