

**Problem Statement:** Students who have gone through the Child Find process who did not meet threshold for special ed are coming to kindergarten with significant skill deficits.

**Goal:** Create a system of support for children who do not qualify for special ed, but who have been referred through the Child Find process.

**Rationale:**

<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>ECCE Partners, Linda, Deb, Kimberly, Parents, Community Pre-Schools outside of ECCE,  Pre-school teachers, SLP's, OT/PT's, Jill, HS teachers, paras, Family Advocates, Behavior Consultant (KMH)</p>	<ol style="list-style-type: none"> <li>1) Present the idea to Linda and Kimberly</li> <li>2) Present to BSD PS SPED Staff</li> <li>3) Present to ECCE Directors 3a) Roll out to ECCE teachers</li> <li>4) Develop the 2 teams (child find and R and R)</li> <li>5) Focus on R and R Team - develop protocols, strategies sheets (divide into groups at the PS SPED meetings), data-collection process, timelines etc.</li> </ol>	<p><b>1 month:</b></p> <p>Presentation to stakeholder groups; Approval from Linda and Kimberly; Buy-in from other groups</p> <p>'Press' around the selection process</p> <p>Divide the team into 2 focus areas</p> <p>Plan for workload and division of responsibilities (IEP/Evaluation) amongst teams</p> <p>Explore different tools to measure progress (ie: WAKids, TS Gold)</p> <p><b>3 month:</b></p>	<p><b>Short Term: 1 year</b></p> <p>Qualitative data (survey or feedback) shows that parents and teachers feel supported by the process</p> <p>K Readiness assessment will show a decrease in students entering K with significant skill deficiencies</p> <p><b>Medium Term: 2 years</b></p> <p>If strategies for supporting pre-school partner teachers are successful, then we should see a decrease in the number of students referred through 'child find' who do not qualify for SPED; i.e. more accurate referrals</p>

	<p>Print shop for NCR forms</p> <p>strategy sheets:</p> <p>Vera, Kim B., Berna, Lisa Blair</p> <p>Resource for checklists, forms:</p> <p><a href="http://www.air.org">www.air.org</a></p>	<p>6) Develop strategies to train teachers - could be just the strategy sheets, could be more individualized support; could also include monthly R and R 'Tip of the Month' (at the Friday ECCE meeting); Annual 'beginning of the year' classroom management strategies meeting</p> <p>Hold problem-solving team meetings,</p> <p>develop a protocol for the problem-solving meeting, develop a data collection process, Protocol for knowing when to reconvene, timeline for checking-in, identify dates for reconvening on whatever form we create; need to identify structure/process for team identification - possibly same team for all; who should be on that team? Possibly split teams into 2</p>	<p>R and R - meeting protocol, strategy list, data-collection all drafted</p> <p>October 9th Champs Training - 1st 'Tip of the Month'</p> <p>'Tip of the Month' Topics identified for the rest of the year</p> <p><b>6 month:</b></p> <p>January</p> <p>Identify protocol for Problem-Solving Meetings and first implementation of the protocol for R and R group; 2 child-find teams and 1 R and R team (2 SpEd teachers and 1 SLP and 1 OT, and Donna)</p> <p>February</p> <p>De-brief every 2 rounds of new process; revise process, as needed until June.</p> <p>More formal evaluation of progress, including review of student 'data' related to impact - how the process impacted students' paths, survey of parents and teachers (focus groups) regarding effectiveness of the plan;</p>	<p>Increase in attendance at ECCE Meetings, Increase parent attendance at Play School</p> <p>Increased teacher retention in pre-school as the result of increased feelings of support (survey data)</p> <p><b>Long Term:</b> Beyond 2 years</p> <p>Program is presented as an exemplar for other districts; opportunities to present regionally, state-wide and nationally. Possible model for state-wide early-childhood program development and policy</p>
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# Logic Model: Teacher Leadership Summit



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**Student Impact: (If..., then...) If we create a system of support for children who are “at risk” - as defined by our ‘R and R’ identification process, then we will be able to decrease the number of students entering Kindergarten with significant skill deficiencies, (as measured possibly by TS Gold and/or WaKids.)**