

Support Facilitation Work Plan

Non-Classroom Based Teacher (NCBT)

2014-2015

Employee Name: Connie Friend

School: Community School

I. School Improvement Goals associated with plan:

Increase student achievement during instructional delivery through standards based planning and authentic learning units in Professional Learning Communities.

II. Year-long focus to support SIP Goals:

A. Paperwork Completion (IEP, Waivers, Re-evaluations, etc.)

Action Steps	Monitoring Evidence (Artifacts)
Beginning of the Year: 1. Review all IEP's to ensure proper services/goals are provided in the classroom. 2. Provide all basic teachers with accommodations/assessment pages from the current IEP. 3. Create a Paperwork Plan/calendar/database of Annual due dates of IEP's, Re-evals, etc., to adhere to compliance timelines.	<ul style="list-style-type: none">• Accessibility Logs• Paperwork Plan
Middle of the Year: 1. Review and update accessibility logs. 2. Record and update Paperwork Plan/calendar/database as necessary to ensure compliance timelines.	<ul style="list-style-type: none">• Accessibility Logs• Paperwork Plan
End of Year: 1. Make sure all paperwork is completed and adheres to timelines. 2. House accessibility logs for future reference.	<ul style="list-style-type: none">• Accessibility Logs• Paperwork Plan

B. Planning with Basic Teachers

Action Steps	Monitoring Evidence (Artifacts)
<p>Beginning of the Year:</p> <ol style="list-style-type: none"> 1. During preplanning, finalize ESE flexible scheduling plan with regards to master schedule to ensure appropriate services are provided to all ESE students utilizing Collaborative Teaching Models (Co-teaching, Support Facilitation). 2. Meet with basic collaborative teachers to develop planning schedules. 	<ul style="list-style-type: none"> • Pasco Star (EWS) • PLC planning notes • Formative and summative assessments
<p>Middle of the Year:</p> <ol style="list-style-type: none"> 1. Review planning schedule to determine any adjustments to short term, long term, and on the fly planning. 	<ul style="list-style-type: none"> • Pasco Star (EWS) • PLC planning notes • Formative and summative assessments • Esembler
<p>End of Year:</p> <ol style="list-style-type: none"> 1. Set dates and complete flexible schedule plan for services that need to be provided the following year for all ESE students. 	<ul style="list-style-type: none"> • Pasco Star (EWS) • PLC planning notes • Formative and summative assessments • Esembler

C. Effective Instruction

1. Use of Collaborative Teaching Models

Action Steps	Monitoring Evidence (Artifacts)
<p>Beginning of the Year:</p> <ol style="list-style-type: none"> 1. Collaborate with basic teacher(s) regularly to choose any of the six appropriate Collaborative Teaching Approaches that match and enhance instructional delivery. 	<ul style="list-style-type: none"> • Collaborative Teaching Training (CT) • PLC planning notes
<p>Middle of the Year:</p> <ol style="list-style-type: none"> 1. Collaborate with basic teacher(s) regularly to choose any of the six appropriate Collaborative Teaching Approaches that match and enhance instructional delivery. 2. Reflecting on data, introduce and choose an approach not yet utilized in order to increase student achievement. 	<ul style="list-style-type: none"> • PLC planning notes
<p>End of Year:</p> <ol style="list-style-type: none"> 1. Collaborate with basic teacher(s) regularly to choose any of the six appropriate Collaborative Teaching Approaches that match and enhance instructional delivery. 2. Reflect on what worked, what didn't, to strengthen the collaborative teaching process for the next school year. 	<ul style="list-style-type: none"> • PLC planning notes

2. Specially Designed Instruction

Action Steps	Monitoring Evidence (Artifacts)
Beginning of the Year: 1. Review all IEP's to determine Specially Designed Instruction (SDI) for students on my caseload. 2. While developing lesson plans ensure SDI is evident and matched to individual student IEP goals.	<ul style="list-style-type: none">• Lesson Plans• Quarterly Reports
Middle of the Year: 1. Utilizing data, adjust lesson plans to continue to provide SDI to increase student achievement.	<ul style="list-style-type: none">• Lesson Plans• Quarterly Reports• Formative and Summative Assessments
End of Year: 1. Utilizing data, reflect on best practices and adjust IEP goals and SDI as needed for the following school year.	<ul style="list-style-type: none">• Lesson Plans• Quarterly Reports• Formative and Summative Assessments

3. Ongoing Assessment and Data Analysis

Action Steps	Monitoring Evidence (Artifacts)
Beginning of the Year: 1. Using the Early Warning System (EWS), identify students requiring additional intervention instruction. 2. Gather additional data (diagnostic assessments, attendance, behavioral data, etc.) to analyze and develop plan of intervention instruction matched to students' needs.	<ul style="list-style-type: none">• Pasco Star• Formative and Summative Assessments•
Middle of the Year: 1. Continue to analyze on-going assessment data and adjust intervention instructional plans as needed.	<ul style="list-style-type: none">• Pasco Star• Formative and Summative Assessments
End of Year: 1. Reflect on intervention instructional plans to determine next steps for the following school year.	<ul style="list-style-type: none">• Pasco Star• Formative and Summative Assessments

III. Reflection (Did I reach my goals?)

A. What data support my goal(s)? (PLC planning notes, reflection logs, formative and summative assessments, accommodation logs etc.)

B: What were your strengths in achieving the work plan? (Domain 1 and 4)

C. What areas of need are identified as a result of this work plan? (Domain 1 and 4)