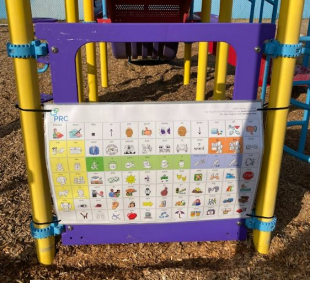


BUSD ESS Department

Summer 2023 (6/18/23)

District's Strategic Plan





ESS: BUSD Data Frameworks Foundation Information

[BUSD Web Page
Add- Ons and
Information Systems](#)

What is 1 win or glow you have had within the ESS Program at BUSD?

"I felt that I won in a game when my students are on target with their IEP goals in Quarter 1. That's the best glow that I can share that they got more than what I expected."

"Making connections with my students and incorporating their interests into therapy so that they remain engaged and motivated to work on their speech-language goals! My students have been incredibly respectful, honest, creative, and hard-working this quarter <3"

"My students worked hard during their resource sessions and strided to meet their goals."

we were able to introduce a voice output system (LAMP Words for Life) which has been a great resource for our students, giving them a voice and showing them the power of communication. This has all been possible with the support of teachers, staff, administration, and even caregivers who have been part of the process. Thank you!



ESS Parental Involvement Survey (Great Stride of Connection!)

(SY 2021-2022): Statewide Goal: Parent Involvement Survey measurement (Indicator 8 Measurement) percentage at or above the State target of 65%

BUSD: Parent Involvement Survey measurement (Indicator 8 Measurement) percentage at 0%

VS.

(SY 2022-2023): Parent Involvement Survey measurement (Indicator 8 Measurement) percentage at or above the State target of 92%

BUSD: Parent Involvement Survey measurement (Indicator 8 Measurement) percentage at 83%

ESS Department (Biggest Win!)

2022 Risk Analysis

Date: 06/15/2023

Baboquivari Unified School District #40 - 100240000 - 4412

Specialist Name: Lipp, Kimberly

Indicator Name	Component Name	PEA Data	Is DNA	Possible Points	Points
Indicator 1 - Graduation Rate	Special Education Graduation Rate is at or above the State target of 80%	16.67	No	>=80% - 1 pt <=79% - 0 pt	0
Indicator 2 - Dropout Rate	Special Education Dropout Rate is at or below the State target of 27%	66.67	No	<=27% - 1 pt >=28% - 0 pt	0

vs.

2023 Risk Analysis

Date: 06/14/2023

Baboquivari Unified School District #40 - 100240000 - 4412

Specialist Name: Lipp, Kimberly

Indicator Name	Component Name	PEA Data	Is DNA	Possible Points	Points
Indicator 1 - Graduation Rate	Special Education Graduation Rate is at or above the State target of 77%	78.57	No	>=77% - 1 pt <=76% - 0 pt	1
Indicator 2 - Dropout Rate	Special Education Dropout Rate is at or below the State target of 22%	21.43	No	<=22% - 1 pt >=21% - 0 pt	1

ESS and Data State Reporting Implementation

Essential Element: ESS Bonus Points for Special Education under Site
Accountability and Grade
Timeline: as of 6/2/2023

<u>Sites</u>	<u>General Education Count</u>	<u>ESS Population</u>	<u>ESS Site Base Population Percentage</u>
Indian Oasis Primary Campus	348	IOPS Site Base: 44 T.O District Services Only: 7 Total: 51	15%
Indian Oasis Intermediate Campus	251	28	11%
Baboquivari Middle School	106	13	12%
Baboquivari High School	240	52	22%
Indian Oasis Middle School	34	4	12%
Indian Oasis High School	90	12	13%
BUSD District	1081	154	14%

****Statewide ESS Population Average: 13%**

ESS: BUSD Data Frameworks Foundation Information



ESS: BUSD Data Frameworks Foundation Information

BUSD + Site Base (Gifted Students Population)

ESS and Data State Reporting Implementation (Gifted Program)

Essential Element: ESS Bonus Points for Special Education under Site Accountability and Grade

Categories:

Non-Verbal Reasoning Giftedness

Quantitative (Math) Giftedness

Non-Verbal Reasoning Giftedness

Timeline: as of 6/2/2023

<u>Sites</u>	<u>General Education Count</u>	<u>Gifted Population</u>	<u>Gifted Program Site Base Population Percentage</u>
Indian Oasis Primary	348	8	2%
Indian Oasis Intermediate	251	14	6%
Baboquivari Middle	106	11	10%
Baboquivari High	240	NA	NA
Indian Oasis Middle	34	2	6%
Indian Oasis High	90	NA	NA
BUSD	1081	33	3%

ESS: BUSD Data Frameworks Foundation Information

SY 2022-2023 Data Quality Control Summary Report

Systems of Monitoring:

- 1) Integrity Error is revised 3 times a week.
- 2) Norm: Integrity Errors are to be resolved within 48 - 72 hours depending on Synergy Support Processes
- 3) 0-2 Integrity Error Expectation at time of ADE Data Capture

Student Information Systems: Data Control and Integrity Error Framework

Essential Element: State Reporting Implementation and Data Control of Integrity Errors

Timeline: as of 6/6/2023

School Site	Accountability	Special Education	Annual Daily Membership (ADM)	Student Support Needs Program
<i>Indian Oasis Primary</i>	0	0	0	0
<i>Indian Oasis Intermediate</i>	0	0	0	0
<i>Baboquivari Middle</i>	0	0	0	0
<i>Baboquivari High</i>	0	0	0	0
<i>Indian Oasis Middle</i>	0	0	0	0
<i>Indian Oasis High</i>	0	0	0	0

ESS: BUSD Data Frameworks Foundation Information

Student to Teacher : Ratio (Below Average)

Primary: Teacher 1: Student 15

Intermediate: Teacher 1: Student 15

BMS: Teacher 1: Student 13

BHS: Teacher 1: Student 18

Indian Oasis Middle/ High: Teacher 1: Student 18

Exceptional Student Services Department
Compensation Proposal

*Board Approved September 3, 2019

Teacher: Student Ratio Advantages:

1- 90% Retention Rate from 2021-2022 to 2022-2023

2- Better Opportunities of Co Teaching and Inclusive Practices

3- ESS Teachers and MTSS Process of Interventions

4- PLC Integration with General Education Teachers

5- Teacher Focus on Specialized Design Instruction Collaboration and Planning

Growth Target

Stretched Goal 1: 80% of the Students will score 70% mastery in each Major Cluster

- ESS Progress Monitoring of Benchmark Assessment Compatible with General Education Teacher
- ESS Bonus Points for Special Education under Site Accountability and Grade

Not Proficient	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
0-24%	25-49%	50%-69%	70%-84%	85%-100%
Mastery growth of 25% each year	Mastery growth of 25% each year	Mastery Growth of 25% each year	Mastery Growth of 10% each year	Mastery Growth of 6%+ each year and/or maintain mastery

Growth Target

Stretched Goal 2: 90%+ Attendance by teacher, grade level, by school, by content

- Service Logs (Updated Data and Attendance Intervention relating to missed Service Logs)
- ESS Attendance Interventions with ESS Teacher and General Education Teacher for Chronic Absenteeism and Attendance falling from 90% on a Monthly Progress Monitoring strategic checkpoint.
- Student Inclusiveness in Attendance Celebration School and District Wide

Not Proficient	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
0-24%	25-49%	50%-69%	70%-84%	85%-100%
Mastery growth of 25% each year	Mastery growth of 25% each year	Mastery Growth of 25% each year	Mastery Growth of 10% each year	Mastery Growth of 6%+ each year and/or maintain mastery

The Process

Year 1:
ESS Structures
and Systems
Foundations

Based Data:
[SY 2022 Risk Analysis](#)

Year 2:
Essential
Elements
Strategic Plans

Based Data:
[SY 2023 Risk Analysis](#)

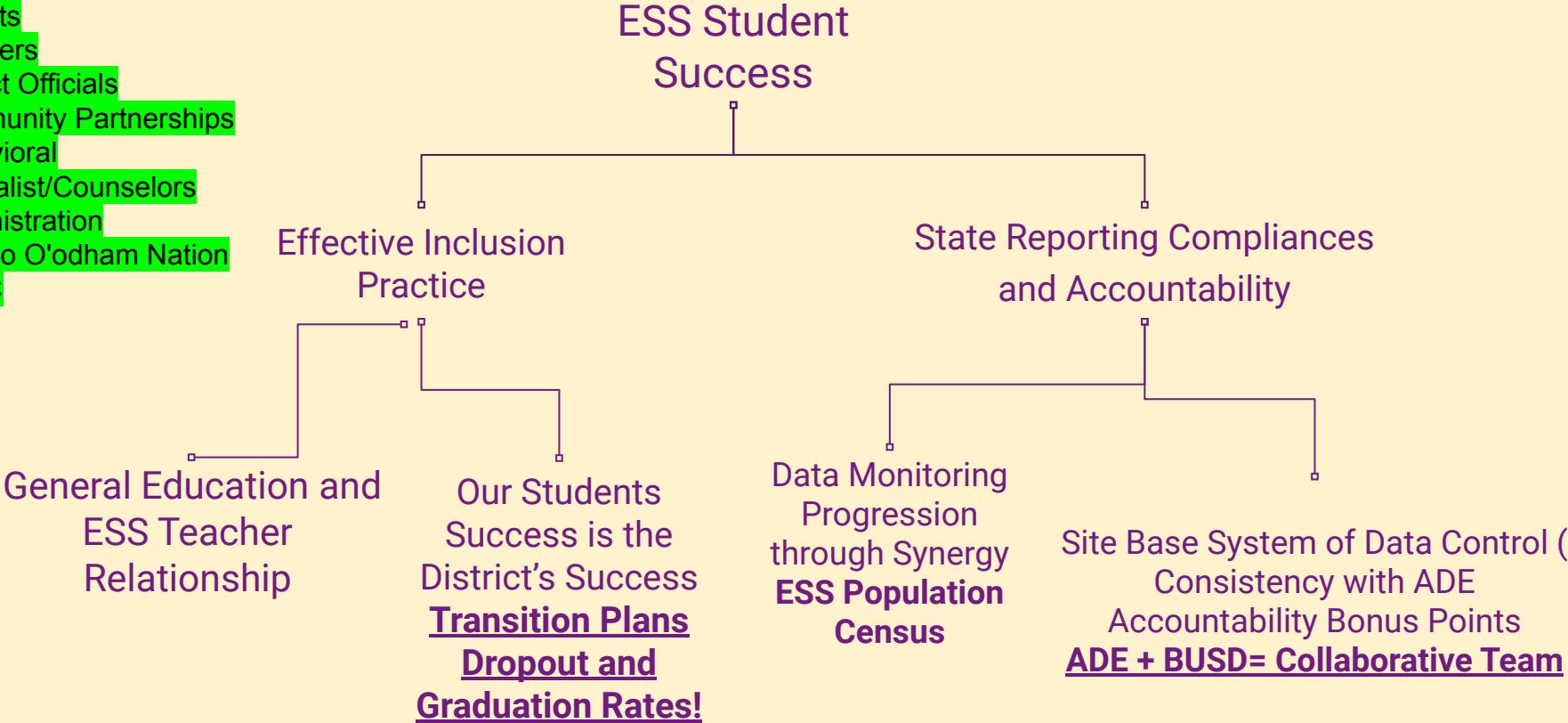
Year 3:
Consistency
(Internal Systems
of Monitoring)

Based Data:
SY 2024 Risk Analysis

2022-2023 BUSD Exceptional Students

Dream Team:

- Parents
- Teachers
- District Officials
- Community Partnerships
- Behavioral Specialist/Counselors
- Administration
- Tohono O'odham Nation
- TOCC



SUPERTINTENDENT DIAZ

Deedrick Martinez
ESS Director/ District
Data Director

Dr. Janice Pettigerw
District Psychologist

TBD
District Transition
Coordinator

IOPS
Site Administration

IOIS
Site Administration

BMS
Site Administration

BHS
Site Administration

IOMH
Site Administration

ESS Child Find Team

**Teachers/ Paraprofessionals/
504 Officers**

**Related Services
Teachers**

**Parents/ Guardians/
T.O Special Services**

**General Ed. Teachers/
MTSS Coordinator /
Behavioral Specialist**

2022-2023 BUSD Exceptional Students " Our Common Language"



Our Students

Every BUSD Staff member has the privilege and responsibility of making a difference for every student. EVERY STUDENT IS OUR STUDENT!



Meeting Students Needs

We work hard to design supports that are as unique as the students who need them



Life Skills Transitional Classrooms

Our Life Skills Transitional Classrooms are full of purpose and direction. Students use these classrooms to learn and practice skills that lead to a happy, fulfilling and productive life.

Transition Program

Our Transition Program provides sustainable Work-Based Learning on campus/district in order to assist students in the development of their plan of life.

Assumed Competence

When we assume that students can learn and participate, we expand possibilities and open doors for growth.

Targeted Support

We help where help is needed and let students shine on their own whenever possible.

Essential Elements (District Strategic Plan)

Essential Element: State Reporting Implementation

Next Steps:

State reporting for ESS is an area of growth. SPED Integrity Errors are to a minimum.

Consistent Monitoring (Monthly of ADA/McKinney Vento/ Gifted/ ESS) in order to ensure data acquisition is controlled and updated)

IDEA Conference Participation in order to ensure State Reporting Updates

Area of growth: We need to establish norms and guidelines on ESS Discipline documentation through synergy so it flows adequately with state reporting in the area of ESS Discipline data. 3 or 4 schools have data in discipline from synergy being used.

Essential Elements (District Strategic Plan)

Essential Element: IEP/MET Compliance and Monitoring Systems

Next Steps:

Administration will have alignment of vision in regards to data compliance as well as participation in IEP/MET meetings.

Site Teams will begin to auto provide updates on the monitoring systems in order to align data in Synergy SE and Internal Monitoring processes

[ESS Best Practices Resources](#)

Essential Elements (District Strategic Plan)

Essential Element: Application of Best Practices with SDI and LRE

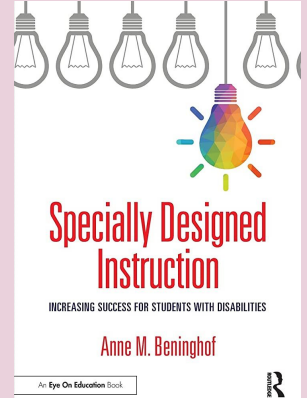
Next Steps:

Provide Resources in regards to Best Practices relating to SDI and LRE on a monthly basis

Provide Best Practices Elements in order to ensure SDI and LRE are taking into effect

Peer to Peer Observations within collaborative efforts

IDEA Conference Participation in order to provide staff trainings in regards to updated SDI and LRE best practices.



Essential Elements (District Strategic Plan)

Essential Element: Service Log Content and Compliance

Next Steps:

Services logs will be aligned to student grades in general classes alongside content that has mastery of services.

The use of google classroom and independent systems of service log will be provided in order to have a systematic service log that aligns to benchmark data from ESS students within the teacher case manager caseload.

Essential Elements (District Strategic Plan)

Essential Element: Progress Monitoring Plan of Actions and Present Level Quality of Data

Next Steps:

ESS case managers will have equal access to benchmark data as general education teachers and will input information on their internal site monitoring system.

Site Base Transition Plan in order to analysis of data will be provided to students in order to have a plan of action in transitions of academics for students that aligns to student's IEP goals.

Essential Elements (District Strategic Plan)

Essential Element: Inclusive Practices (Monthly Checkpoints Information)

Next Steps:

The use of the Inclusiveness ESS Rubric needs to be used both by the Director and site admin when providing walkthrough feedback to teachers.

Due to walkthrough systems with general education teachers; this concept needs to be revisited by the Director and Admin.

Essential Elements (District Strategic Plan)

Essential Element: ESS Culture and Climate Collaboration

Next Steps:

Ensuring processes of collaboration through peer to peer collaborations within district sites

Ensuring processes of collaboration through peer to peer collaborations within fellow outside district sites

Ensuring appreciation of staff through Himdag Awards, certificates of appreciation and PD embedded support of ESS Personnel

Collaborative efforts that relate to ESS Personnel and General Education Personnel (ESS Personnel= Specialized Design Specialist and General Education Teacher= Content Expert Specialist)

Positive relationships and ESS Collaborative culture will enable student success