2022-23 3rd Qtr. WI Graduation Rate Improvement Plan (GRIP for Zeta Test)

"Practice Plan 22-23 USE THIS to PRACTICE"

District plan (Practice Plan)

Saved on Feb 15, 2024

Report generated on February 15, 2024

Identify District Professional Learning Community Team Members

Team Member	Title	Role on Planning Team	"Core Team" Member	"Extended" Team Member	Team Leader
Jen Dumond	TIG				
Jennifer Hilgendorf					✔
Jenny Jacobs	TIG Coordinator				
Pam Jenson	Project Coordinator				
Shelley Lehman	TIG Coordinator				
Julie Mlagan	Implementation Specialist				
Alicia Reinhard	DPI Grant Coordinator				
Megan Roark	TIG Coordinator				
Robin Scholz	Implementation Specialist				
RaQuaam Smith	NTACT:C				
Lisa Van Dyke	TIG Coordinator				

GRADUATION IMPROVEMENT PLAN (GRIP)
Self-Assessment of Implementation of Transition Predictor Activities - District/School/Educator

1. Transition Planning

Transition Planning is helping students with disabilities and their families think about their life after high school. The process helps students identify long-range goals, designing the high school experience to ensure that students gain the skills and connections they need to achieve these goals after high school.

Evidence Based Practices in Transition Planning Aligned to Research from National and Statewide Partners

PEFA Task Force Beliefs: *Use this dropdown to identify practices within the Promoting Excellence for All Module that align to the Transition Planning Predictor to focus on closing achievement gaps for students with disabilities particularly students of color.*

- Shared Vision and Leadership: The vision is that all students will learn and grow with resources aligned to accelerate growth for students. Building leaders drive and monitor the goals aligned with school vision.
- Explicit Instruction: Teachers use a cycle of teaching and learning defined by clear modeling, independent practice, continuous feedback, and group share.
- Soft Skills: Students learn to interact appropriately in a given academic or social setting. Teachers instruct and model how to be successful socially and within the community. Soft skills are critical to being college and career ready.
- Honor Students as Individuals: Teachers intentionally get to know each student on a personal level and find the "spark" in every student. For some students, teachers recognize that it takes additional time to connect. Honoring recognizes that student experiences and feelings may be very different than a teacher's experience, and the teacher chooses language that identifies student strengths.
- Considering Families and Communities as Experts on their Children: Educators honor the family as an expert on their child to create a sense of partnership and shared responsibility between the teacher and family. This starts with a positive initial contact. Staff is purposeful in empowering the community by supporting local business, hosting culturally responsive events, and building up the community's culture.
- Community Partnerships: Educators engage with community members and leaders to support holistic, future-focused activities and events for students and their families.

Team Reflection Questions: *Discuss the reflection questions as a team to support identifying a rating for the predictor Transition Services.*

- How does your team critically look at current practices and set goals to improve outcomes for historically marginalized learners? How do district and building level leaders support these goals?
- How is the school/district currently using data to inform the decision making process? How does the school/district use early warning systems to inform your team of students who are being underserved and how are you using that information?
- Does staff have the capacity to gain insight to student and family characteristics? Does staff have the ability to gain knowledge of the student and family cultural capacity and how to use this information to best support students and families?
- Does your school/district have a process for establishing and strengthening community partnerships that will support student engagement and strengthen post school outcomes for students with disabilities? Are equitable opportunities provided for students with disabilities?
- Does your school/district have a process for establishing and strengthening community partnerships that will support student engagement and strengthen post school outcomes for students with disabilities? Are equitable opportunities provided for students with disabilities as well as students without disabilities? Is special attention placed on developing relationships with community agencies from student and families communities?
- Does your school/district have the capacity to provide self advocacy instruction tailored to the needs of individual students? Does the school/district provide students the opportunity to learn and practice self advocacy skills in real world settings?

1. Transition Planning Ratings and Planning						

1 **Transition Planning.** The district develops individualized robust transition plans to support increased graduation rates and positive post school outcomes for students with IEPs, particularly students of color.	2022 3rd Qtr. **ACTIVE**		2022 2nd Qtr. **Submitted May 18, 2023**		2022 1st Qtr. **Submitted Apr 25, 2023**	
Transition Planning Activities	Rating	Add to Plan	Rating	Add to Plan	Rating	Add to Plan
1.1 The district evaluates disparities in measurable post secondary goals, transition services, course of study, and post school outcomes for students with disabilities. [Resource]		✓				
1.2 A clear statement of mission, vision, and goals for transition planning is developed. The team considers and builds a structure for leadership, professional development, and an evaluation process. [Resource]		✓			3	
1.3 School staff engage in reflection that identifies opportunities for growth in transition planning practices (e.g. Age Appropriate Transition Assessment, Post-secondary goals, Pre-employment transition services, Annual Goals, Course of Study, Outside Agencies, and Age of Majority). [Resource]		✓				
1.4 All special education staff evaluate their use of culturally sustaining strategies (i.e. understand the student's personal and family characteristics) in leading transition planning. [Resource]		✓				
1.5 The district provides individualized self-advocacy instruction in inclusive environments. [Resource]		✓				
1.6 The district encourages all students with disabilities to utilize a student-driven IEP process that allows students to demonstrate self-awareness, goal setting, problem solving and self-advocacy. Students attend and participate in their IEP meetings. [Resource]		✓		✓		✓
1.7 The district provides individualized instruction in job readiness skills. [Resource]		✓				
1.8 Students with IEPs are engaged in Competitive Integrated Employment (including Customized Employment) when they are in high school. [Resource]		✓				
1.9 The district supports family engagement by including all families. School staff honor students and families and individuals. Families are active and knowledgeable participants in all aspects of transition planning for the student, (e.g. decision making, providing support, attending meetings, advocating). [Resource]		✓				
1.10 The district considers and builds strong interagency collaboration, including community partners from the students' individual communities to support the transition process from a culturally responsive lens. [Resource]		✓				
1.11 School staff are knowledgeable on the transfer or rights and all decision making options and provide this information to families in the IEP year the student turns 17. [Resource]		✓				
1.12 Explore/Expand: The team has elected to engage in additional exploration. The team has selected an evidence based action step not otherwise identified in above activities.		✓				

| Activity Score | 0/12 | 0.00 | 0/12 | 0.00 | 3/12 | 0.25 |

2. Mentoring

Mentoring is the practiced art of developing and maintaining positive and helpful human relationships. Mentoring is a caring, supportive relationship between a mentor and a mentee that is based on trust, and is an effective strategy for working with youth in at-risk situations, and in need of role models and a positive support system.

Evidence Based Practices in Mentoring Aligned to Research from National and Statewide Partners
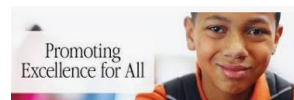

PEFA Task Force Beliefs: *Use this dropdown to identify practices within the Promoting Excellence for All Module that align to the Mentoring Predictor to focus on closing achievement gaps for students with disabilities particularly students of color.*

- Shared Vision and Leadership: The vision is that all students will learn and grow with resources aligned to accelerate growth for students. Building leaders drive and monitor the goals aligned with school vision.
- Angel List: The Angel List is a yearlong teacher-student match of students identified by teachers as having no connections or relationships to a teacher in the school. At the beginning of the year, staff identify students who do not appear to have relationships with adults at the school. Staff are paired with these students and work throughout the year intentionally to establish connections.
- Mentor Students: All students are connected with an adult in the school or community to provide academic, social, and emotional support through building positive relationships.
- Community Partnerships: Educators engage with community members and leaders to support holistic, future-focused activities and events for students and their families.

Team Reflection Questions: *Discuss the reflection questions as a team to support identifying a rating for the predictor Mentoring.*

- How does your team critically look at current practices and set goals to improve outcomes for historically marginalized learners? How do district and building level leaders support these goals?
- How is the school/district currently using data to inform the decision making process? How does the school/district use early warning systems to inform your team of students who are being underserved and how are you using that information?
- How does your school/district implore mentoring opportunities to reach students who do not feel connected?
- Does your school/district have the capacity to secure mentors that can connect to students based on preferences, interests, strengths, and needs?
- Are you aligned with school or community members that represent the demographics of the students that you wish to engage?

2. Mentoring Ratings and Planning						
2 Mentoring. The district provides mentoring in a caring, supportive mentor-mentee relationship that is based on trust to increase graduation and post school outcomes for students with IEPs, particularly students of color.	**2022 3rd Qtr.** ACTIVE		**2022 2nd Qtr.** Submitted May 18, 2023		**2022 1st Qtr.** Submitted Apr 25, 2023	
Mentoring Activities	Rating	Add to Plan	Rating	Add to Plan	Rating	Add to Plan
2.1 The district evaluates the need for a mentoring program. (Resource)		✓				
2.2 The district identifies a mentoring format that supports students who have been historically marginalized. (Evidence Based Practices Include: Check and Connect/One on One Mentor, Graduation Coach, Peer Mentoring, Career Focused Mentoring). (Resource)		✓				
2.3 A clear statement of mission, vision, and goals of the mentoring program is developed. The team considers and builds a structure for: leadership, professional development, and an evaluation process. (Resource)		✓				
2.4 The district/school matches adult mentors based on mentor/student interest, strengths, and needs. When possible, the district selects mentors who have similar race and ethnic backgrounds. When not possible, the district assures that the mentors utilize Culturally Responsive Practices to develop connections with students. (Resource)		✓				
2.5 The district/school offers mentoring in a variety of formats, including, but not limited to, traditional 1:1, group, and alternative mentoring (i.e. web based, community mentoring). Families are knowledgeable about student participation in mentoring. (Resource)		✓				
2.6 Mentors demonstrate effective core skills, key principals, and critical practices of mentoring. (i.e. relationship building, supporting self advocacy, and utilizing community partnerships). (Resource)		✓				
2.7 There is a system in place to identify and implement improvements to the mentorship program. The system has regular assessments. (Resource)		✓				
2.8 Explore/Expand: The team has elected to engage in additional exploration. The team has selected an evidence based action step not otherwise identified in above activities.		✓				
Activity Score	0/8	0.00	0/8	0.00	0/8	0.00

3. Career and Technical Education

Career and Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context.
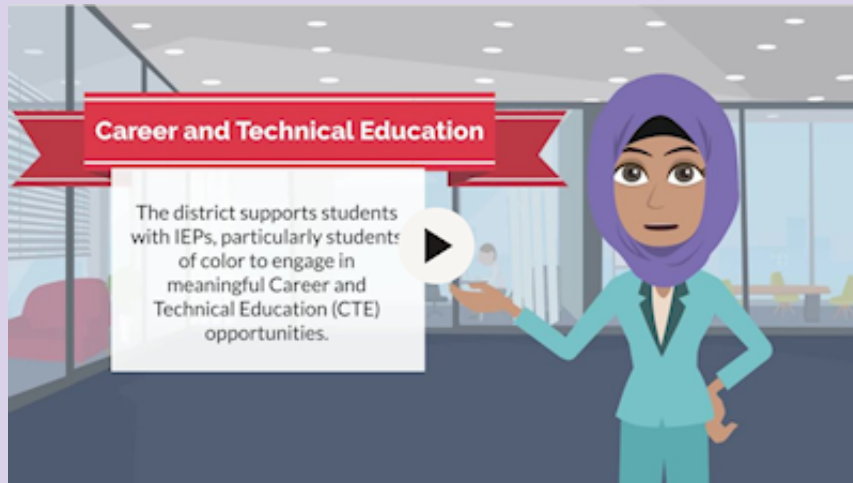
Evidence Based Practices in CTE Aligned to Research from National and Statewide Partners

PEFA Task Force Beliefs: *Use this dropdown to identify practices within the Promoting Excellence for All Module that align to the CTE Predictor to focus on closing achievement gaps for students with disabilities particularly students of color.*

- Rigorous, Integrated Content: Teachers purposefully create and facilitate connections between academic content strands with high expectations for each student. Teachers meet students where they are and bridge them to where they need to be.
- Soft Skills: Students learn to interact appropriately in a given academic or social setting. Teachers instruct and model how to be successful socially and within the community. Soft skills are critical to being college and career ready.
- Consider Families and Communities as Experts on their Children: All students are connected with an adult in the school or community to provide academic, social, and emotional support through building positive relationships.
- Community Partnerships: Educators engage with community members and leaders to support holistic, future-focused activities and events for students and their families.
- Shared Vision and Leadership: The vision is that all students will learn and grow with resources aligned to accelerate growth for students. Building leaders drive and monitor the goals aligned with school vision.

Team Reflection Questions: *Discuss the reflection questions as a team to support identifying a rating for the predictor Career and Technical Education.*

- Are resources allocated to assure that students who are traditionally marginalized are able to learn and grow?
- Thinking about the data dig and the students that were identified, does the district have a plan to include these students in CTE experiences?
- How are opportunities afforded to students starting early to engage them in CTE experiences?
- How does your team critically look at current practices and set goals to improve outcomes for marginalized learners? How do district and building level leaders support these goals?
- Does your school/district have a process for establishing and strengthening community partnerships that will support student engagement and strengthen post school outcomes for students with disabilities? Are equitable opportunities provided for students with disabilities as well as students without disabilities? Is special attention placed on developing relationships with community agencies from student and families communities?

3. Career and Technical Education Ratings and Planning						
3 Career and Technical Education. The district supports students with IEPs, particularly students of color to engage in meaningful Career and Technical Education (CTE) opportunities.	**2022 3rd Qtr.** ACTIVE		**2022 2nd Qtr.** Submitted May 18, 2023		**2022 1st Qtr.** Submitted Apr 25, 2023	
Career and Technical Education Activities	**Rating**	**Add to Plan**	**Rating**	**Add to Plan**	**Rating**	**Add to Plan**
3.1 The district has a career readiness team (e.g. ACP Team) to create or enhance the district's career and life readiness programming. This includes individuals that represent students with disabilities, particularly students of color.		✔				
3.2 The district evaluates disparities in exposure, access and participation in CTE opportunities for students with IEPs. (Resource)		✔				
3.3 The district develops goals to increase the engagement of students with disabilities in CTE opportunities. (Resource)		✔				
3.4 Students are provided the opportunity to fully engage in the district's Academic and Career Planning Process (ACP) and individual student's Postsecondary Transition Plan (PTP). These 2 plans work together to support engagement in CTE that aligns with the student's postsecondary transition goals. (Resource)		✔				
3.5 The district embeds career awareness and exploration into the general education curriculum by integrating academic content with Career Based Learning Experiences (CBLEs). (Resource)		✔				
3.6 The district designs a CTE scope and sequence that utilizes Regional Career Pathways to provide exposure, access and participation to students with disabilities. (Resource)		✔				
3.7 The district has developed strategies to meaningfully engage families in a student's CTE opportunities. (Resource)		✔				
3.8 Career and Technical Education options to support Post Secondary enrollment are selected based on individual student preferences, interests, needs, and strengths. (Resource)		✔				
3.9 The district personalizes education for students and families to understand the options, demands of, and preparation for college based on the student's preferences, interests, needs, and strengths. Students are supported and assisted to connect with campus resource centers that support students with disabilities. (Resource)		✔				
3.10 Career and Technical Education options to support competitive integrated employment are selected to meet individual student preferences, interests, needs, and strengths. (e.g. Career Based Learning Experiences, Work Based Learning, Skill Standards Certificates) (Resource)		✔				
3.11 The district creates an asset map of current community relationships to identify gaps and develop an action plan to support students with disabilities to engage in CTE opportunities. (Resource)		✔				
3.12 The district works to strengthen community partnerships to provide comprehensive support for students with disabilities to engage in CTE opportunities (i.e.: outside agencies including Division of Vocational Rehabilitation, community organizations, and/or local business partners). The district considers student demographics and cultures when developing partnership. (Resource)		✔				
3.13 Explore/Expand: The team has elected to engage in additional exploration. The team has selected an evidence based action step not otherwise identified in above activities.		✔				
Activity Score	**0/13**	**0.00**	**0/13**	**0.00**	**0/13**	**0.00**

Adult Practice Questions			
Responses	**2022** **3rd Qtr.** ACTIVE	**2022** **2nd Qtr.** Submitted May 18, 2023	**2022** **1st Qtr.** Submitted Apr 25, 2023
1. Our team assesses program impact by the ongoing analysis of student data.			**N**
2. How many times did your team meet independently during the last implementation period to review data?			
3. Our team utilizes continuous data driven decision making.			
4. Our team implements Evidence Based Strategies through our action plan to fidelity.			
5. Our team understands the root cause of our needs.			
6. Our district's action plan has shown to have an impact for students who have traditionally been under served.			

1. Transition Planning						
Activities	**Activity Planning/Action Steps** **PLAN/DO:** (1) *Initial Activity Development:* *What are the actionable items needed for the team to complete the selected activity?* (2) *During Progress Meeting:* *What are the updated actionable items needed for the team to complete the selected activity?*	**Progress Monitoring** **STUDY:** *How will this action step be evaluated? (Data Metrics aligned to Student Outcome and Adult Practice Change)*	**Person(s) Responsible** *Which team member(s) will be responsible for each actionable item?*	**Summary of Activity Progress/Accomplishments** **ACT:** *Summarize findings from identified Data Metrics and action you will take. Identify next steps in Activity Planning/Action Steps column)*	**Goal Completion Date**	**Progress Rating**
1) The district evaluates disparities in measurable post secondary goals, transition services, course of study, and post school outcomes for students with disabilities.	(1) Use detail answer report to evaluate needs of PSTP (2) Survey Staff on their knowledge of PSTP	(1) Compiling of survey results (2) Analysis of survey results LT (1) Staff develop a process to make informed decisions (2) Students recieve robust transition services				
2) A clear statement of mission, vision, and goals for transition planning is developed. The team considers and builds a structure for leadership, professional development, and an evaluation process.					**2022 P1 - 3** **August 3, 2022**	
3) School staff engage in reflection that identifies opportunities for growth in transition planning practices (e.g. Age Appropriate Transition Assessment, Post-secondary goals, Pre-employment transition services, Annual Goals, Course of Study, Outside Agencies, and Age of Majority).						

4) All special education staff evaluate their use of culturally sustaining strategies (i.e. understand the student's personal and family characteristics) in leading transition planning.	1. All families of the students on the identified cohort will participate in a transition survey:
	  1. "The Why" for this work needs to be shared with all case managers
	  2. The social worker will connect with transition coordinator to discuss students and families who have been identified with chronic absenteeism
		Utilize pre and post survey outcomes to determine individualized coaching and intervention implementation expectations.	1A: Melissa Holwell
			
			1B: Eve Orwig, will also invite social worker to GRIP team
			
			IC: Bridget Franklin
			
			1D: Carolyn Krueger
			
			2A: GRIP Team
			
			2B: GRIP Team
			
			2C: Robin Scholz and Eve Orwig			

and potential solutions to support
3. The parent coordinator will generate a text form of the survey
4. A text form will be sent out to families who have not engaged thus far as a different form of communication
2. All students on the cohort will engage with their IEP teacher on the transition survey/assessment:
   1. The team needs to determine where this transition discussion can occur
   2. The team needs to create/identify a transition survey/assessment to use with each student
   3. Robin (TIG), Eve (MPS TC) and Melissa (SPED SUP) will create a key practices outline for transition assessment PD, including topics and general expectations of all staff upon completion of PD.
      1. Robin (TIG), Eve (MPS TC), and Melissa (SPED SUP) will create pre assessment for staff to take prior to PD to evaluate culturally responsive practices and transition assessment practices.

2D: Melissa Holwell

2E: Robin Scholz and each individual case manager

2F(i): Individual Case Managers

3A: Robin Scholz

3B: Robin Scholz and each individual case manager

3C: Robin Scholz and each individual case manager

2. Based on responses, Robin (TIG), Eve (MPS TC), and Melissa (SPED SUP) will create professional development.

4. Robin (TIG) and Eve (MPS TC) will provide PD around transition assessments to all SPED teachers
5. Robin (TIG), Eve (MPS TC), and Melissa (SPED SUP) will administer post assessment for staff to take to evaluate culturally responsive practices and transition assessment practices.
    1. During the PD Melissa (SPED SUP) will provide overview of where to document these conversations in IC (PLP Notes)
6. Robin will meet and coach each individual sped teacher, during the first session will set an individual goal with each SPED teacher and schedule sessions for Cycle 2
7. Teachers will meet with their individual students to provide the specific assessment/survey
    1. This information

	will be documented in the additional comment box in the PTP
	3. Teachers will evaluate their use of CLRP practices using the TIG CLRP Evaluation Document
	    1. During initial coaching session, Robin will work with each teacher to personally evaluate their practices developing CLRP Transition Plans
	    2. All SPED Teachers will set individual goals around CLRP practices
	    3. All teachers will engage in ongoing coaching sessions with Robin during Cycle 2					

5) The district provides individualized self-advocacy instruction in inclusive environments.						
6) The district encourages all students with disabilities to utilize a student-driven IEP process that allows students to demonstrate self-awareness, goal setting, problem solving and self-advocacy. Students attend and participate in their IEP meetings.	(1) Staff will receive TA and Coaching on how to further develop their ability to provide instruction to students to have self directed IEPs (2) Teachers will complete self reflection to allow for GRIP team to gather data (3) Identify where all students in the cohort fit on the I'm Determined Rubric	(1) Did staff receive coaching Y/N? (2) GRIP team will review response rate and responses from teacher reflection and analyze and create a summary of findings to indicate where are areas for continued learning (3) Through a set time period we will collect student input and assess response rate as well as a summary of finding				
7) The district provides individualized instruction in job readiness skills.						
8) Students with IEPs are engaged in Competitive Integrated Employment (including Customized Employment) when they are in high school.						
9) The district supports family engagement by including all families. School staff honor	Edit here **Bold**					

Activities	Activity Planning/Action Steps	Progress Monitoring	Person(s) Responsible	Summary of Activity Progress/Accomplishments	Goal Completion Date	Progress Rating
students and families and individuals. Families are active and knowledgeable participants in all aspects of transition planning for the student, (e.g. decision making, providing support, attending meetings, advocating).						
10) The district considers and builds strong interagency collaboration, including community partners from the students' individual communities to support the transition process from a culturally responsive lens.						
11) School staff are knowledgeable on the transfer or rights and all decision making options and provide this information to families in the IEP year the student turns 17.						
12) **Explore/Expand:** The team has elected to engage in additional exploration. The team has selected an evidence based action step not otherwise identified in above activities.						

2. Mentoring

Activities	Activity Planning/Action Steps **PLAN/DO:** (1) *Initial Activity Development: What are the actionable items needed for the team to complete the selected activity?* (2) *During Progress Meeting: What are the updated actionable items needed for the team to complete the selected activity?*	Progress Monitoring **STUDY:** *How will this action step be evaluated? (Data Metrics aligned to Student Outcome and Adult Practice Change)*	Person(s) Responsible *Which team member(s) will be responsible for each actionable item?*	Summary of Activity Progress/Accomplishments **ACT:** *Summarize findings from identified Data Metrics and action you will take. Identify next steps in Activity Planning/Action Steps column)*	Goal Completion Date	Progress Rating
1) The district evaluates the need for a mentoring program.	1. build a team 2. compile list of students		1. Lisa H		09/21/2022	
2) The district identifies a mentoring format that supports students who have been historically marginalized. (Evidence Based Practices Include: Check and Connect/One on One Mentor, Graduation Coach, Peer Mentoring, Career Focused Mentoring).						
3) A clear statement of mission, vision, and goals of the						

mentoring program is developed. The team considers and builds a structure for: leadership, professional development, and an evaluation process.						
4) The district/school matches adult mentors based on mentor/student interest, strengths, and needs. When possible, the district selects mentors who have similar race and ethnic backgrounds. When not possible, the district assures that the mentors utilize Culturally Responsive Practices to develop connections with students.						
5) The district/school offers mentoring in a variety of formats, including, but not limited to, traditional 1:1, group, and alternative mentoring (i.e. web based, community mentoring). Families are knowledgeable about student participation in mentoring.						
6) Mentors demonstrate effective core skills, key principals, and critical practices of mentoring. (i.e. relationship building, supporting self advocacy, and utilizing community partnerships).						
7) There is a system in place to identify and implement improvements to the mentorship program. The system has regular assessments.						
8) **Explore/Expand:** The team has elected to engage in additional exploration. The team has selected an evidence based action step not otherwise identified in above activities.						

3. Career and Technical Education

Activities	Activity Planning/Action Steps **PLAN/DO:** *(1) Initial Activity Development:* *What are the actionable items needed for*	Progress Monitoring **STUDY:** *How will this action step be evaluated? (Data Metrics aligned to Student Outcome and Adult*	Person(s) Responsible *Which team member(s) will be responsible for each actionable item?*	Summary of Activity Progress/Accomplishments **ACT:**	Goal Completion Date	Progress Rating

1) The district has a career readiness team (e.g. ACP Team) to create or enhance the district's career and life readiness programming. This includes individuals that represent students with disabilities, particularly students of color.							
2) The district evaluates disparities in exposure, access and participation in CTE opportunities for students with IEPs.							

3) The district develops goals to increase the engagement of students with disabilities in CTE opportunities.	1. Team members (Barb, Julie, Sapphire, me) will create professional development re: UDL and its application for CTE and SPED teachers.
	  1. Team members should determine WHO should receive this PD (should it be a requirement for all staff?).
	    1. Robin/Mari will support SPED and CTE teachers.
	    2. Who will support rest of school?
	  2. Team members should determine WHEN and in what format (i.e. Saturdays, after school, during CLP) the PD should be offered.
	  3. Team members will outline training and prepare it.
	  4. Barb, Lisa, and I will create pre and post assessments.
	  5. Barb and team will deliver PD.
		1. Utilize pre and post survey outcomes to determine individualized coaching and intervention implementation expectations.
		2. Robin, Lisa, and team leads will discuss
			1. Barb, Julie, Sapphire, Mari, and me (and Lisa)
			2. Barb, Julie, Sapphire, Mari, and me
			  1. Robin and Mari
			  2. TBD
			  3. BJSMR
			  4. Robin
					02/08/2024	

	2. Team members will create UDL practice assignments for staff.
	  1. Robin/Mari will support SPED and CTE teachers.
	  2. Who will support rest of school?
	  3. Team members will determine what adult practices we would like to see from the UDL assignments.
	  4. Robin creates a coaching schedule to support SPED and CTE teachers on their UDL practice assignments.				

4) Students are provided the opportunity to fully engage in the district's Academic and Career Planning Process (ACP) and individual student's Postsecondary Transition Plan (PTP). These 2 plans work together to support engagement in CTE that aligns with the student's postsecondary transition goals.					
5) The district embeds career awareness and exploration into the general education curriculum by integrating academic content with Career Based Learning Experiences (CBLEs).					
6) The district designs a CTE scope and sequence that utilizes Regional Career Pathways to provide exposure, access and participation to students with disabilities.					
7) The district has developed strategies to meaningfully engage families in a student's CTE opportunities.					
8) Career and Technical Education options to support Post Secondary enrollment are selected based on individual					

student preferences, interests, needs, and strengths.					
9) The district personalizes education for students and families to understand the options, demands of, and preparation for college based on the student's preferences, interests, needs, and strengths. Students are supported and assisted to connect with campus resource centers that support students with disabilities.					
10) Career and Technical Education options to support competitive integrated employment are selected to meet individual student preferences, interests, needs, and strengths. (e.g. Career Based Learning Experiences, Work Based Learning, Skill Standards Certificates)					
11) The district creates an asset map of current community relationships to identify gaps and develop an action plan to support students with disabilities to engage in CTE opportunities.					
12) The district works to strengthen community partnerships to provide comprehensive support for students with disabilities to engage in CTE opportunities (i.e.: outside agencies including Division of Vocational Rehabilitation, community organizations, and/or local business partners). The district considers student demographics and cultures when developing partnership.					
13) **Explore/Expand:** The team has elected to engage in additional exploration. The team has selected an evidence based action step not otherwise identified in above activities.					

SMARTE Goal