




## Site Planning Steps for Academic and Academic Transition Programs


*This guide is intended for separate special education sites where the students engage in an academic versus a functional curriculum. As with any guide, local policies and procedures may vary.*

Activities	Product or Outcome
<b>MONTH ONE</b>	
Create site-level Minnesota Graduation Standards implementation committee	<ul style="list-style-type: none"> <li>■ Identified team</li> <li>■ Structure for thinking about standards</li> </ul>
Select team leader and notify district graduation standards technician of existence of committee	<ul style="list-style-type: none"> <li>■ Communication established between site and district</li> <li>■ Site contact person identified</li> </ul>
Collaborating with district-level staff, determine cycle of implementation of the Minnesota Graduation Standards at each site	<ul style="list-style-type: none"> <li>■ Clarity about which standards are being addressed each year</li> <li>■ Placement chart</li> </ul>
Obtain home district's graduation standards placement chart for individual students	<ul style="list-style-type: none"> <li>■ Reference for individual students</li> <li>■ General picture of requirements for area sending schools</li> </ul>
Provide staff inservice on district implementation plan for your cycle of Minnesota Graduation Standards	All staff knowledgeable about district plan
Create site due process deadlines calendar	Year-at-a-glance time management tool  <i>Chart: Year-at-a-Glance Due Process, page 4-18.</i>
<b>MONTHS TWO and THREE</b>	
Determine a process for developing or adopting assessments for the standards in the cycle	<ul style="list-style-type: none"> <li>■ Responsibility chart for who writes each assessment</li> <li>■ Identified assessments</li> </ul>
Plan staff inservice and coaching on performance-based assessment	Staff development plan and coaching session calendar  <i>Staff Development Planning Chart, page 6-3.</i>
Hold staff inservice on performance-based assessment	Staff knowledgeable about performance assessment principles
<b>MONTHS FOUR and FIVE</b>	
Hold coaching sessions for teachers writing assessments, helping them to: <ul style="list-style-type: none"> <li>■ Create assessment activities/tasks</li> <li>■ Align the standard statements with the tasks</li> <li>■ Review where the tasks already are or can be placed in the curriculum</li> <li>■ Create any new learning activities that will support the assessments</li> </ul>	<ul style="list-style-type: none"> <li>■ Course sketches</li> <li>■ Identified assessments</li> <li>■ Possible new learning activities in curriculum</li> </ul>
Explore the use of outside agencies and community resources available to support meeting and assessing standards	Resource list and potential community partnerships
Identify materials and resources needed to implement the assessments	Materials and resources list
Coordinate verification of assessments consistent with district policy	Validated assessments

<b>Activities</b>	<b>Product or Outcome</b>
<b>MONTHS SIX through EIGHT</b>	<b>MONTHS SIX through EIGHT</b>
Plan staff inservice for: <ul style="list-style-type: none"> <li>■ Assessing and scoring</li> <li>■ Recording as required by district procedure</li> </ul>	Inservice calendar
Hold staff inservice on scoring and recording	Staff knowledgeable about scoring and recording assessments
Hold sessions for coaching staff as they implement the standards and assess: <ul style="list-style-type: none"> <li>■ Review student work</li> <li>■ Score as a team</li> <li>■ Refine assessments</li> </ul>	Collection of student work samples
Re-confirm the alignment of the assessments with the standard	Verified assessments
Design student mid-year progress report form with district approval	Student progress report form
Hold staff inservice for referencing graduation standards on the IEP	Staff understands relationship between standards and IEPs
As annual reviews are done, document progress on IEP	Documentation on IEP
<b>MONTH NINE</b>	<b>MONTH NINE</b>
Review identified staff development, student, and curriculum needs for the next year	Needs lists
<b>YEARS TWO and THREE (refining)</b>	<b>YEARS TWO and THREE (refining)</b>
Review implementation cycle and confirm for year two	Articulated cycle of standards  <i>Sample Placement Chart, pages 4-16 and 4-17.</i>
Maintain ongoing monitoring of student progress by collecting student data <ul style="list-style-type: none"> <li>- Scored performance assessments</li> <li>- Scores of Basic Standards testing</li> <li>- Individual student progress relating to IEP objectives</li> </ul>	Collection of student performance data related to standards
Follow up with staff who implemented specific student adaptations to determine additional inservice needs	Staff development calendar
Maintain ongoing monitoring of curriculum alignment with standards	Curriculum improvement through standards' influence
Determine a process for developing or adopting assessments for the standards in this years' cycle	Identified assessments
Determine areas of need for program development	Program development and continuous improvement through standards' influence

## Site Planning Steps for Developmental and Developmental Transition Programs

*This guide is intended for separate special education sites where the students engage in a functional versus an academic curriculum. As with any guide, local policies and procedures may vary.*

Activities	Product or Outcome
<b>MONTH ONE</b>	
Create site-level Minnesota Graduation Standards Implementation Committee	<ul style="list-style-type: none"> <li>■ Identified team</li> <li>■ Structure for thinking about standards</li> </ul>
Select team leader and notify district graduation standards technician of existence of committee	<ul style="list-style-type: none"> <li>■ Communication established between site and district</li> <li>■ Site contact person identified</li> </ul>
Collaborating with district-level staff, determine cycle of reference for the Minnesota Graduation Standards at each site	Clarity about which standards are being referenced each year
Attend staff inservice on district implementation plan if cycle of reference correlates to academic cycle of Minnesota Graduation Standards	All staff knowledgeable about district plan
Create site due process deadlines calendar	Year-at-a-glance time management tool  <i>Chart: Year-at-a-Glance Due Process, page 4-18.</i>
<b>MONTHS TWO and THREE</b>	
Determine a process for developing or adopting assessments for the standards in the cycle	<ul style="list-style-type: none"> <li>■ Responsibility chart for who is identifying each assessment</li> <li>■ Identified assessments</li> </ul>
Determine a process to correlate assessments, where possible, with the Alternate Assessment used for the Basic Standards testing	Integration of High Standards with Basic Standards procedures and requirements
<b>MONTHS FOUR and FIVE</b>	
Hold coaching sessions for teachers, helping them to: <ul style="list-style-type: none"> <li>■ Create assessment activities/tasks</li> <li>■ Align the standard statements with the tasks</li> <li>■ Review where the tasks already are or can be placed in the curriculum</li> <li>■ Create any new learning activities needed to support the assessments</li> </ul>	<ul style="list-style-type: none"> <li>■ Course sketches</li> <li>■ Possible new assessments</li> <li>■ Possible new learning activities in curriculum</li> </ul>
Explore the use of outside agencies and community resources available to support meeting and assessing standards	Resource list and potential community partnerships
Identify materials and resources needed to implement the assessments	Materials and resources list
Coordinate verification of assessments consistent with district policy	Validated assessments

<b>Activities</b>	<b>Product or Outcome</b>
<b>MONTHS SIX through EIGHT</b>	<b>MONTHS SIX through EIGHT</b>
Plan staff inservice for: <ul style="list-style-type: none"> <li>■ Assessing and scoring</li> <li>■ Recording as required by district procedure</li> </ul>	Inservice calendar
Hold staff inservice on scoring and recording	Staff knowledgeable about scoring and recording assessments
Hold sessions for coaching staff as they implement the standards and assess	Collection of student work samples
Design student progress report form with district approval	Student progress report form
As reviews are done, document progress on IEP	Documentation on IEP
<b>MONTH NINE</b>	<b>MONTH NINE</b>
Review identified staff development, student, and curriculum needs and for the next year	Needs lists
<b>YEARS TWO and THREE (refining)</b>	<b>YEARS TWO and THREE (refining)</b>
Review reference cycle and confirm for year two	Articulated cycle of standards
Maintain ongoing monitoring of student progress by collecting student data <ul style="list-style-type: none"> <li>- Completion of performance assessments</li> <li>- Scores of Basic Standards testing or alternate assessments</li> <li>- Individual student progress relating to IEP objectives</li> </ul>	Collection of student performance data related to standards
Follow up with staff who implemented specific student adaptations to determine additional inservice needs	Needs lists
Maintain ongoing monitoring of curriculum alignment with standards	Curriculum improvement through standards' influence
Determine a process for developing or adopting assessments for the standards in this years' cycle	Identified assessments
Determine areas of need for program development	Program development and continuous improvement through standards' influence