
Data Collection to inform District Improvement Planning

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District Mission and Vision



Mission

The mission of Natchaug's Clinical Day Schools is to empower students to achieve academic, social-emotional, and vocational competencies to fully realize their potential in order to contribute positively to their communities, and successfully transition back to their public school or graduate.

Vision

It is the vision of Natchaug's Clinical Day Schools that all students experience success in a student-centered, collaborative, and therapeutic environment.

District Mission and Vision



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Vision

It is the vision of Natchaug's Clinical Day Schools that all students experience success in a **student-centered, collaborative, and therapeutic environment.**

Mission

We will create a comprehensive and easy-to-use system to collect and review data related to student academic, social-emotional, and transition competencies.

Goal

A comprehensive and easy-to-use system will be in place to collect and review data related to student academic, social-emotional, and transition competencies.

Outcome

A written plan outlining the district's academic, social-emotional, and transition competencies, data collection methods, and schedule for collecting and reviewing student outcomes related to the competencies.

Academic Competencies

Competencies:

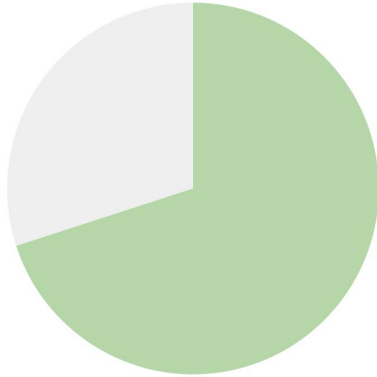
Common Core State Standards

Assessment Method:

Star 360 Assessments

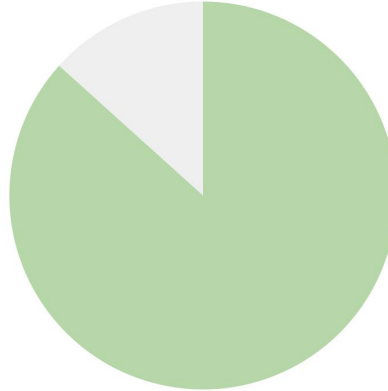
Star360 Assessment Rates

Beginning of Year



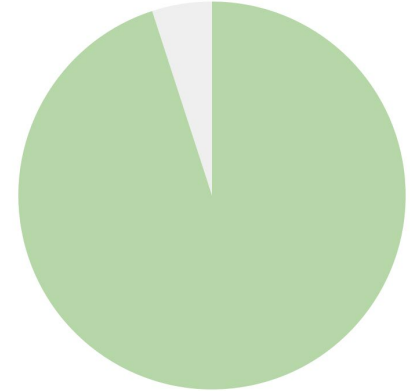
6 Weeks

Marking Period 2



4 Weeks

Marking Period 3



2 Weeks

Social-Emotional Competencies

Competencies:

Connecticut K-3 Social Emotional and Intellectual Habits

CASEL

Assessment Method:

DESSA

BASC Screener

Vocational/ Transition competencies

Outcome Data:

1. Students who leave the program to transition back to public school
 2. Graduation Rates
 3. Number of students who graduate and are registered for continuing education or have a job offer
 4. High School Literacy Rates
 5. High School Numeracy Rates
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Vocational/ Transition competencies

Competencies:

Connecticut Core Transition Skills

Vocational/ Transition competencies

To the maximum extent possible, **Each Student** with a disability will be able to:

- A. Explain his/her disability including individual strengths, needs, preferences and interests.
 - B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
 - C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
 - D. Assist with the development of his/her Individualized Education Program (IEP).
 - E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
 - F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
 - G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
 - H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
 - I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
 - J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
 - K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
 - L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
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Vocational/ Transition competencies

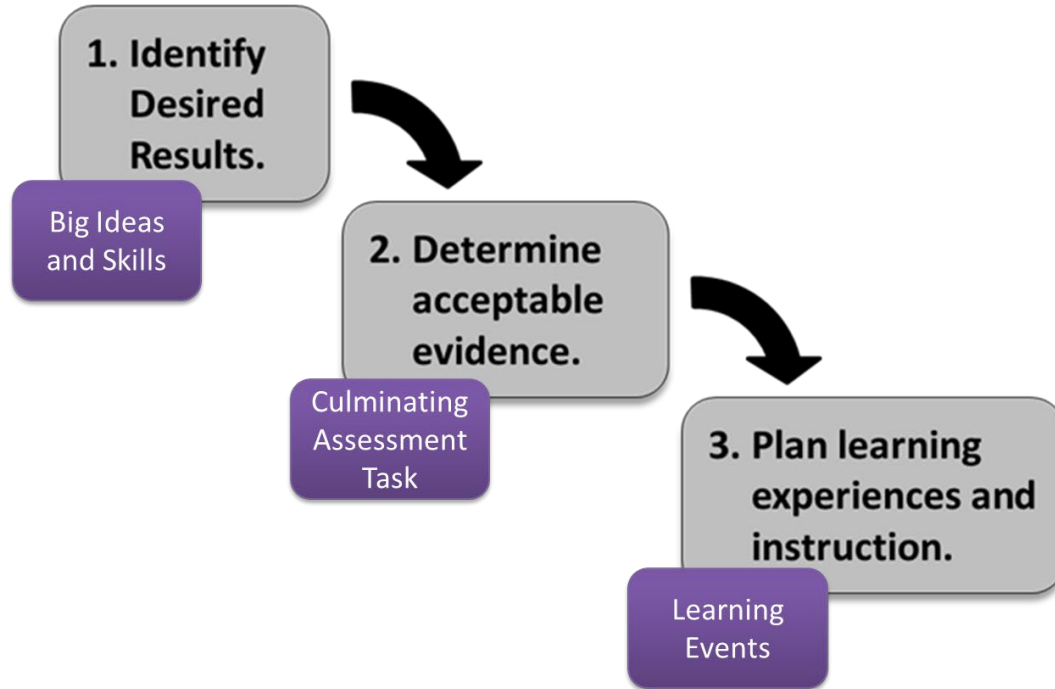
Competencies:

Connecticut Core Transition Skills

Assessment Method:

Portfolio - CT Mastery Based Diploma Assessment

Backward Design



Stage 1 Desired Results

ESTABLISHED GOALS

J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.

A. Explain his/her disability, including individual strengths, needs, preferences, and interests.

P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

B. Utilize effective self-determination skills, including areas such as choice-making, problem-solving, goal-setting, Communication and self-advocacy.

I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

Transfer

Students will be able to independently use their learning to

1. Use the Internet to search for healthcare providers.
 - o Determine if the healthcare provider accepts their insurance
2. Call and schedule healthcare appointments.
3. Verbalize the payment options for healthcare.
4. Research options independent or state covered health insurance.

Meaning

UNDERSTANDINGS

Mental Health Care is a lifelong skill
 Accessing healthcare requires social skills
 Sometimes it takes a while to find a provider that is the right "fit."
 Health insurance is critical to have

ESSENTIAL QUESTIONS

How do I prioritize my mental healthcare after high school?
 How do I find a mental health provider?
 How do I pay for healthcare?

Acquisition

Students will know...

1. Know key phrases to use as a client
2. Key vocabulary
 - a. Primary Care Provider
 - b. Specialist
 - c. Psychiatrist
 - d. Provider (Ex. APRN)
 - e. Therapist
 - f. Emergency Room

Students will be skilled at...

1. Using the internet to find a healthcare provider
2. Using the phone to schedule medical appointments
3. Tracking appointments
4. Checking in and filling out forms at a healthcare appointment
5. How to fill a prescriptions

Student centered, collaborative, and therapeutic environment

1. Student Climate Surveys
 2. Parent Satisfaction Surveys
 3. Staff Climate Surveys
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Summarize

Academic Competencies

Star360 (Quarterly)

Social-Emotional Competencies

DESSA*

Transition Competencies

Graduation and Transition Rates (Yearly)

Literacy Rates (Star360)

Numeracy Rates (District Assessment - Yearly)

Employment/ Continuing Education (Transition coordinator - Yearly)

Transition Portfolio*

Therapeutic Environment

Climate Surveys (2x yearly)
