

**MTSD District Strategic Vision**

Action Plans: **Year 2014**

Action Team for: **Support Services**

Chairperson: **Laurie Hall**

Primary Goal: **1. Goal-Develop an electronic, longitudinal survey of MTSD students, staff, parents, and alumni to determine the accessibility of all (student) support services and their short and long term effectiveness.**

Secondary Goals/Objectives: \_\_\_\_\_

Barriers/Challenges: Identifying support services, researching and selecting appropriate survey formats, creating multiple surveys for each population to obtain the information desired, and then the compliance and follow through of each group in completing the surveys. An additional challenge will be to complete a comprehensive data analysis of each survey and then effectively communicate the results so that future actions can be based upon the identified needs.

A list of support services was compiled by the Action Team in order to better define the parameters. The list is comprehensive but is not intended to be exhaustive. The team acknowledged that every support is directly or indirectly designed to support student growth and progress and that there is overlap between the categories of Student Support Services, Staff Support Services, and Parent Support Services, however the team determined that delineating these services into their primary targets would be beneficial for reference.

Support Services

Student Support Services	Staff Support Services	Parent Support Services
<b>Behavioral Support</b>	<b>Behavioral Support</b>	<b>Behavioral Support</b>
<b>Character Education</b>		
<b>Child Study Team/Case management</b>		Community Linkages and Advocacy
<b>Diversity Awareness and Sensitivity Training (Cultural, disabilities, ethnic, language, Socio-economic status)</b>	Diversity Awareness and Sensitivity Training (Cultural, disabilities, ethnic, language, Socio-economic status)	Diversity Awareness and Sensitivity Training (Cultural, disabilities, ethnic, language, Socio-economic status)
<b>English as a Second Language Services</b>		
<b>Executive Functioning Development Support (Organizational Skills and Time Management, Study Skills)</b>		
<b>Gifted and Talented Instruction</b>		
<b>Guidance Counseling</b>		
<b>Intervention and Referral Services</b>	Intervention and Referral Services	Intervention and Referral Services
<b>Learning Disability Consultant</b>	Learning Disability Consultant Services	
<b>Nursing and Health Services</b>		
<b>Occupational Therapy</b>		
<b>Paraprofessional Support</b>	Parent Teacher Organization	Parent Teacher Organization
<b>Physical Therapy</b>	Professional Development	Parent Workshops
<b>Remedial/Basic Skills Instruction</b>		
<b>School based Counseling (Social Emotional Support, Self Regulation, Conflict Resolution)</b>		
<b>School Psychology Services</b>		School Psychology Services
<b>School Social Work Services</b>		
<b>School Social Work Services</b>		School Social Work Services
<b>Social Skills Instruction</b>		
<b>Speech Therapy</b>		
<b>Stress Management and Mindfulness</b>	Stress Management and Mindfulness	
<b>Support Groups</b>		Parent Support Groups

<b>Strategies/Action Steps</b>	<b>Responsibilities</b>	<b>Resources (including budget impact, if any)</b>	<b>Timeline</b>
1. Create a Survey Development Committee that consists of teachers, parents, staff, and member(s) of the Support Services Action Team.	Scott Feder	email correspondence, Robo-call if needed, in district correspondence to obtain participants	Completed by June 15, 2014
2. Research types of electronic longitudinal surveys that are appropriate for each population to be surveyed.	Survey Development Committee	Survey Monkey, Other district surveys, Business surveys, internet research	July 31, 2014
3. Develop a staff survey to determine accessibility of all support services and their short and long term effectiveness.	Survey Development Committee, Support Services Action Team, Scott Feder	Survey Monkey and the cost affiliated with purchasing the Platinum membership which is \$780/year. Other district surveys, Business surveys, internet research, Review List of Support Services created by Action Team, Review data collected by Related Arts PLC survey on behavior, Review data collected by Strategic Planning Surveys	August 30, 2014
4. Administer the staff survey.	Scott Feder, Building Administrators, Director of Special Services, Director of Technology	Computer access to complete survey, Time to complete the survey during a faculty or building meeting	September 15, 2014
5. Analyze the effectiveness of the staff survey questions and format and resend any question if necessary.	Survey Development Committee, Support Services Action Team	Time to meet and review data, computer access	October 1, 2014

<p>6. Determine which current student populations will be surveyed in each school; Millstone Primary, Millstone Elementary, Millstone Middle and Upper Freehold Regional.</p>	<p>Survey Development Committee, Support Services Action Team, Scott Feder, Building Administrators in Millstone and , Director of Special Services</p>	<p>Time and a meeting of responsible persons</p>	<p>October 1, 2014</p>
<p>7. Develop/revise survey for each student population, a survey for the parent population and a survey for the alumni.</p>	<p>Survey Development Committee, Support Services Action Team, Scott Feder</p>	<p>Survey Monkey, Other district surveys, Business surveys, internet research, Review List of Support Services created by Action Team, Review data collected by Related Arts PLC survey on behavior, , Staff Support Services</p>	<p>December 15, 2014</p>
<p>8. Administer all surveys created in step seven.</p>	<p>Scott Feder, Building Administrators, Director of Special Services, Director of Technology</p>	<p>Survey Review data collected by Strategic Planning Surveys</p>	<p>February 15, 2015</p>
<p>9. Analyze the data of all surveys in steps seven and eight and generate summary reports.</p>	<p>Survey Development Committee, Support Services Action Team, Director of Technology</p>	<p>Computer access to complete survey, Time to complete the survey during school for students, Communications about surveys through-Robo-call and email to parents, Website, PTO and POSS meetings, Board of Education Meetings, and flyers or school signs</p> <p>Time, Staff compensation for summer work, Survey Monkey access, printing</p>	<p>March 31, 2015</p>

<p>10. Share reports with district administration.</p>	<p>Survey Development Committee, Support Services Action Team, Director of Technology, Scott Feder, Building Administrators</p>	<p>access</p> <p>Time, computer for PowerPoint presentation, projector</p>	<p>April 30, 2015</p>
<p>11. Disseminate and report on the data collected.</p>	<p>Survey Development Committee, Support Services Action Team, Scott Feder, Building Administrators, Director of Technology</p>	<p>Time at faculty meetings, technology access during meetings, link(s) to website, Presentation at Board Meeting, Robo-email, data shared at Back To School Night, School Functions to share reports, Visual displays and/or handouts</p>	<p>May 15, 2015</p>
<p><u>Implications for Professional Development:</u> Professional development or instruction to all stakeholders completing the survey. Professional development for the Survey Development Committee and Support Services Action Team on data analysis and reporting.</p>			
<p><u>Implications for Stakeholders:</u> The stakeholders will be afforded the opportunity to voice their experiences, opinions, and their identified needs via the survey and help guide the services and method of delivery of all support services in the district.</p>			
<p><u>Assessment/Accountability:</u> Assessment is inherent in the actions of this goal via the development of a viable, valid, and information-rich survey that is effectively administered. Further assessment occurs via the data collection, analysis and the reporting to the stakeholders and Board of Education. Successful completion can be measured if the data obtained can be utilized to steer the action plan for Goal 2 and to adjust, develop, and implement the support services throughout the district.</p>			

**MTSD District Strategic Vision**

Action Plans: **Year 2014**

Action Team for: **Support Services**

Chairperson: **Laurie Hall**

Primary Goal: **2. Goal-Provide student support services that ensure the safety and wellness of each student with the intent of increasing student performance and satisfaction with the MTSD experience.**

Secondary Goals/Objectives: Objective 1: Identify the existing Support Services and providers in the district and develop a way to publicize the services available to increase awareness, improve the referral process, and increase the utilization of services.

Objective 2: Utilize the surveys created in Goal 1 of the Support Services Action Plan and the data obtained from them to guide the development of ongoing assessments to determine the effectiveness of district support services.

Barriers/Challenges: Defining the support services and identifying the providers of each service in each building throughout the district is necessary in order to increase the awareness, referrals, and utilization of support services. A challenge will be to develop services that are developmentally appropriate for each level and grade but that are sustainable and consistent across buildings and throughout the student's educational career in district. It will be a challenge to assess the effectiveness of the services for individuals, groups, and on the entire school climate and culture. An additional challenge would be to make sure that all service providers and appropriate personnel are collaborating and included in decision-making regarding support services.

Strategies/Action Steps	Responsibilities	Resources (including budget impact, if any)	Timeline
1. Compile a list of all current support services and all providers for each service in each building.	Building administrators	Time	June 1, 2014
2. Develop a method to publicize the available support services with the providers to the students, staff, families and community.	Supervisor of Technology Building Administrators Superintendent	Review of Communications Committee strategic plan, district marketing resource	June 30, 2014
3. Review formal and informal protocols and procedures for referrals for support services and revise and develop as needed.	Building Administrators Special Services Dept. Guidance, I&RS, Teachers, Secretarial Staff	Meeting time, Existing referral forms or procedural documents, policies, NJAC 6A:14, PRISE	June 30, 2014
4. Publicize the support services.	Supervisor of Technology Building Administrators Superintendent Special Services Dept. Guidance, I&RS	A Support Services website that allows links by service providers, Brochures, Listserv emails, Letters, Flyers, Presentations	September 1, 2014 and ongoing

<p>5. Develop methods to determine the effectiveness of the support services at addressing the safety and wellness of each student which will measure the impact on increasing student performance and satisfaction with the MTSD experience. Assessments will be developed in two tiers as shown:</p> <p><u>Tier 1</u>: Character Education, Child Study Team, English as a Second Language, Gifted and Talented, Intervention and Referral Services, Learning Disabilities Teacher Consultant, Nursing, Occupational Therapy, Paraprofessional Services, Physical Therapy, remedial, School Psychology, School Social Work, and Speech</p> <p><u>Tier 2</u>: Diversity/Sensitivity Awareness, Executive Functioning, Guidance, Counseling, Social Skills, Stress Management and Support groups</p>	<p>Service providers Administrators Superintendent Special Services Dept. Guidance, I&amp;RS</p>	<p>Meeting time Teachers, Students, Parents, Existing methods, forms, and protocols for determining effectiveness</p>	<p>Tier 1: March 30, 2015</p> <p>Tier 2: April 30, 2015</p>
<p>6. Administer assessments developed in step 5.</p>	<p>Service Providers, Administrators, Special Services Dept.</p>	<p>Developed assessments tools Administration time, technology if needed</p>	<p>May 30, 2015</p>



<p>7. Analyze the data from the assessment and identify revisions and enhancements.</p>	<p>Support Services Chairperson and representatives</p>	<p>Meeting time, method to record/collate data</p>	<p>June 15, 2015</p>
<p>8. Present results and proposal as appropriate. (Support Services Action Team, Board of Education, Service Providers, Administrators, etc.)</p>	<p>Service Providers, Administrators, Special Services Dept. Superintendent, Board of Education</p>	<p>Technology (PowerPoint), Board of Education Meeting Time</p>	<p>June 30, 2015</p>
<p>9. Revise, revamp, enhance, and expand the support services to target remaining needs or suggestions from the assessment.</p>	<p>Service Providers, Administrators, Special Services Dept. Superintendent, Board of Education</p>	<p>Funding, Staffing, Planning Time, Professional Development</p>	<p>September1, 2015</p>
<p>10. Develop a timeline for actions 6-9 of this action plan to occur annually to ensure that the services are effective, efficient, and consistent across the district.</p>	<p>Service Providers, Administrators, Special Services Dept.</p>	<p>Developed assessments tools Administration time, technology if needed</p>	<p>October 15, 2015</p>

Implications for Professional Development: Some technology training or support for staff to effectively communicate needs, awareness of programs, and sharing of services offered. Technology support and training in analyzing data and utilizing data to drive instructional services. Training, access, and guidance regarding existing policies and procedures and the creation of new policies/procedures. Opportunities for the providers and administrators to work together to develop new forms and procedures may require some training in the formatting and in law surrounding the referral process and timelines. Professional development or guidance on the scheduling constraints, staffing, vision, and individual building cultures and climate to ensure services are designed to complement the educational programs.

Implications for Stakeholders: The stakeholders will be provided detailed lists of available services and providers as well as instructions on the referral process on how to access each service for students. Stakeholders will be involved in identifying necessary or beneficial services and revisions as well as contributing to the assessment and redesign of the delivery models.

Assessment/Accountability: Assessment will be completed through various means including:

- Creation of a comprehensive list of support services and providers
- Development and revision of referral forms and procedures for each support service.
- Evidence of multiple methods of communication of these services to all stakeholders including email, flyers, website etc.
- Creation and utilization of sustainable, effective and practical methods of assessment of support services.
- Increase in access and utilization in services
- Shift in delivery models to be inclusive, more general education support that are proactive and not only reactive to identified need
- Decrease in the duration of time the services are needed
- Observable and measurable growth in the impact that support services had on school performance and satisfaction ascertained by students, staff, parents and stakeholders.
- Publicized sharing and celebrations of support services successes quarterly through board of education presentations, service providers websites, and newsletters (blogs, tweets etc. as appropriate). Publications should be programmatic, data driven, and also demonstrate student and staff work, projects, posters, etc.

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Action Team for: **Support Services**

Chairperson: **Laurie Hall**

Primary Goal: **Goal 3: Utilize business partners and community members to provide student support and or mentoring.**

Secondary Goals/Objectives: Develop partnerships with businesses and community members to bring real life experiences and expertise into the schools thereby expanding student opportunities for mentoring.

Barriers/Challenges: Identifying appropriate business partners and community members and methods in which they could support students. Ensuring appropriate background checks, supervision, training and time are allotted for these services.

Strategies/Action Steps	Responsibilities	Resources (including budget impact, if any)	Timeline
1. Form a Partnership Committee made up of a variety of pertinent stakeholders.	Administrators	Local Business Representative Local Community member	October 1, 2015
2. The Partnership Committee will be charged with defining methods in which business partners and community members could support educational programs, assist in student mentoring, and provide community based instructional opportunities.	Partnership Committee Administrators Superintendent Business Administrator	Representative(s) of Communications Action Team and/or Public Relations Expert	December 31, 2015

<p>3. Identify potential appropriate categories of business partners and community members that should be sought out. Review and collaboration of the Curriculum and Instruction action plans will help identify areas where mentors/community partnerships would be helpful (such as in the creation and launch of STEM/STEAM clubs).</p>	<p>Partnership Committee Administrators Superintendent Business Administrator</p>	<p>Western Monmouth County Chamber of Commerce Coordination with Communications Committee Messenger ad, Website, PTA, MTFEE, cable TV Board of Education</p>	<p>December 31, 2015</p>
<p>4. Contact identified types of businesses and professionals and establish support and commitments.</p>	<p>Partnership Committee Administrators Superintendent Business Administrator</p>	<p>Councilman Western Monmouth County Chamber of Commerce Staff, Parents, high schools and colleges, Recreation Department and Community Education, PTA, MTFEE</p>	<p>March 31, 2016</p>
<p>5. Complete the necessary background checks and approval process to Board approve the volunteers and partnerships.</p>	<p>Superintendent Business Administrator Secretaries</p>	<p>MorphoTrack, Better business Bureau Customer Reviews, Angie's List YELP, yellow pages,</p>	<p>June 30, 2016</p>
<p>6. Publicize the available supports and services to the staff, students, families and community via an information session, flyer, listserv email, website, etc.</p>	<p>Supervisor of Technology Superintendent Business Administrator</p>	<p>Coordination with Communication Action Plan and Committee, website, flyers, email, student handbook</p>	<p>August 30, 2016</p>

<p>7. Begin providing mentoring services, community based instructions, career counseling, and other services deemed appropriate.</p>	<p>Administrators Service providers, business and community partners Staff</p>	<p>Scheduling, Partnership Committee, Curriculum, facilities, supplies</p>	<p>September 30, 2016</p>
<p>8. Report on the success and progress of these services to the Board of Education, public, and staff.</p>	<p>Superintendent Administrators Service providers as appropriate</p>	<p>Data from activities, students, parents, staff, work samples, videos</p>	<p>January 31, 2017 and again by June 15, 2017</p>
<p>9. Recruit additional partnerships.</p>	<p>Partnership Committee Superintendent Administrators Service providers Guidance, staff, parents</p>	<p>Councilman Western Monmouth County Chamber of Commerce Staff, Parents Businesses, high schools and colleges, Recreation Department and Community Education, PTA, MTFEE</p>	<p>June 30, 2017 and ongoing</p>

Implications for Professional Development: Teachers, staff, guidance and service providers will require PD on how to utilize and access and what businesses, partners, and services are accessible and available. Professional Development will be needed for the businesses on the expectations, the services they are expected to render, appropriate school language based on student developmental level, methods to provide linkages to curriculum, and on the importance of confidentiality, etc

Implications for Stakeholders: This goal is centered around the stakeholders in that the intent is to involve and incorporate more diverse real world knowledge and support for our students by increasing collaboration with parents and the community.

Assessment/Accountability: Assessment will be measured through the creation of expanded course and series opportunities presented to the students, staff, parents and community. Student enrollment in the new diverse coursework will demonstrate interest as will student anecdotal data. Students will be provided opportunities to complete experience evaluations to share their level of satisfaction, the material learned, and suggestions for the future.