

IDENTIFICATION SELF-ASSESSMENT QUESTIONS

INSTRUCTIONS: within the IMACS 2.0 system, the district will choose school buildings to answer the following questions.

Effective Educational Practices

- **Policy:** Does the district have a system of support that includes academic and behavior?
 1. A system of support has been adopted districtwide and is guided by a district leadership team. Building implementation is guided by a building leadership team and evidenced by the use of consistent evidence-based practices, tools, and resources for academic and/or behavioral supports by all educators.
 2. The district uses a self-assessment tool to determine the current status of the system of support, including academic and behavior, and determine future professional development needs. Building leadership teams guide administration of this tool within individual buildings.
 3. The district leadership team has determined the types of data collected regularly and analyzed to determine academic and/or behavior area of focus. Each building collects, analyzes, and supplies building level data to the district leadership team.
- **Procedures:** Does the district ensure common professional development for all staff on effective educational practices including academic and behavior?
 1. Using the self-assessment and data analysis, the district leadership team has determined the priority area(s) of focus and a multi-year plan for implementation. This plan is guided and carried out by building leadership teams.
 2. Using the implementation plan, educators district-wide receive professional development on highly effective instructional practices/programs that offer increasing levels of academic and/or behavioral support, beginning with the universal level. Each building ensures all educators are trained.
 3. Academic and/or behavioral data regarding student performance at all levels (classroom, building, district) are collected and analyzed regularly in order to make ongoing adjustments (training, coaching, and/or technical assistance). Building-level feedback regarding this data is provide to the district leadership team.
- **Practices:** Does the district implement and monitor practices learned from professional development on effective educational practices (academic &L behavior)?
 1. Educators are trained on the use of highly effective, universal-level instructional practices. District and/or building leadership regularly monitor implementation for staff proficiency in the use of these practices.
 2. Decision-making rules are in place district-wide and followed to determine provision of academic and/or behavioral support (re-teaching at the universal level when to begin more targeted support, duration, frequency, movement to a different level or type of support, integration back into classroom work with no support, movement to referral, etc.). Building leadership teams ensure consistent implementation of these rules at individual building levels.
 3. Data is collected regularly and analyzed to inform future instructional decisions. Building-level feedback regarding this data is provided to the district leadership team.

INSTRUCTIONS:

- **District Summary Analysis:** after all selected buildings address the above questions and performance attributes, the district leadership team will provide an analysis from the district perspective about current policies, practices, and procedures related to the academic and/or behavioral system of support. In the answer, the district leadership team will be asked to identify areas of strength and weakness, including district and building level data.
- **Goals and Activities:** Following the District Summary Analysis, District Leadership Teams will be asked to create at least one SMART goal that addresses the weaknesses identified by the district. Each goal must have at least one activity and an evaluation plan.

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Compliance

- Policy: Has the district adopted a local compliance plan that aligns with the Missouri State Plan for Special Education?
 1. The district has adopted a compliance plan that aligns with the Missouri State Plan for Special Education and all buildings implement this plan.
- Procedures: Does the district train all staff to follow the local compliance plan and use the Missouri Special Education Compliance Review Standards and Indicators in the special education process?
 1. All appropriate district and building level staff have access to the local compliance plan and the Missouri Special Education Compliance Review Standards and Indicators.
 2. Regularly scheduled training for appropriate staff regarding implementation of the local compliance plan and the Missouri Special Education Compliance Review Standards and Indicators occur on a district and/or building level.
 3. All appropriate district and building staff use/reference the local compliance plan and Special Education Compliance Review Standards and Indicators when implementing the special education process.
- Practices: How does the district document compliance with the local compliance plan and the Missouri Special Education Compliance Program Review Standards and Indicators?
 1. District and building level administrator or appointed designee(s) complete mock file reviews on a random sample of files to ensure compliance.
 2. District and/or building has a quality assurance team to review special education evaluation documents (all or selected) for compliance.
 3. A copy of the local compliance plan and Missouri Special Education Compliance Program Review Standards and Indicators are present and referenced when appropriate at multi-disciplinary team meetings.

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- **Goals and Activities:** Following the District Summary Analysis, District Leadership Teams will be asked to create at least one SMART goal that addresses the weaknesses identified by the district. Each goal must have at least one activity and an evaluation plan.