The following is the list of recommended actions categorized according the SWOT Analysis needs that the Special Education Subcommittee proposes to address.

Categories of Steering Committee identified needs (SWOT) that could be addressed through the Special Education Subcommittee:

Improve the Student/Admin/Teacher/Parent Relationship.

- Students need connection to school spirit and pride (Lisa's coffee shop idea)?
- Emphasize metacognitive awareness so that children come to understand how they learn best.

Meet the academic needs/potential of all students.

- ES built-in time is good for meeting and discussions of student academic needs and effective strategies of instruction, but inadequate if planning a parallel curriculum or adapting tests. (A weekly learning community format may be the solution to increase collaboration and learning time throughout the school day.) Restructuring of time is needed to effectively support a continuum of services. High school has the best opportunity for school-wide communication whereas the middle school is limited in opportunities for communication.
- PLC at middle school & elementary to provide time for collaboration and time for data analysis; time for study of good teaching
- Construct adapted assignments.
- Investigate the potential of "Spivey Tree" for teaching writing.
- The district should provide a full continuum of services: 97% inclusion is great. Inclusion can occur in geography or science, yet a student may need special help or more intense instruction in reading – more intense instruction.
- We need a process that enables us to look at each child and design the program to fulfill the needs of the child. Provide choice in environment and small group vs. classroom based on the needs of the child.
- Teacher collaborations and peer to peer observations will strengthen teaching. All teachers would do adaptations so that we will not have to worry about which teacher is teaching children with special needs.
- Retain the basics (the building blocks of handwriting and phonics) in accordance with the new literacy plan of the Westmont Hilltop School District.

- IEPs can become a paper-chase. The whole team meeting approach is great if the paperwork were not overwhelming. We want to spend time working with children.
- Need for more one on one (reading particular)
- Address reading at all levels across the curriculum to ensure that students who cannot read the content have alternative ways to learn.
- Consider scheduling academic reinforcement into a whole group learning focus (mini-lessons on key topics) vs. the tutorial format.

Encourage parental involvement in support of students' academics, homework, etc.

- Maintain the frequency of parental communications and contacts to ensure that they are aware of the needs of their children and the strategies in place to address them.

Increase variety in classes (in the case of special education, through differentiation of instruction).

- Effective adaptations should occur on a regular basis in regular classrooms to enable students to meet AYP. Achievement goals should focus on safe harbor (continuous improvement).
- Provide well for those who are not college-bound (through career pathways and project-based learning as a microcosm of the world (coffee house, and greenhouse projects were given as examples).
- Students will benefit from updated technology including computers and i-Pads.
- Renew focus on differentiation of instruction for students with diverse needs. Provide differentiated instruction for both ends of spectrum within our classrooms. The Caroline Shipley training on whole district differentiation was deemed to be excellent.
- Educators do not want to be so focused on a test that they lose sight of the holistic needs of children. Reduce the focus on covering material at a certain pace regardless of the instructional levels appropriate for children.
- Ask Mr. Cornell to help us with acquisition of low readability level books with high interest values.
- Use i-Pad technology to provide information to children with reading disabilities.
- Provide elementary learning support teachers with four computers as learning stations (or i-Pads)
- Teach reading via high interest texts based on motivation and need. Driver Ed. manuals were suggested as an example.