

Goal	Areas of Desired Change	Persons Responsible for Implementation	Curriculum	Objectives & Activities	Resources	Budget	Timeline	Evaluation Criteria
1) Ensure all high school special education teachers write IEPs that include transition goals/services that reflect educational benefit.	Improve the quality of individual transition plans developed by SBUSD staff.	SBUSD Special Education, SELPA, site administrators	Common Core	1) Train staff on the required components of Individual Transition Plans Activities: ongoing PD 2) Train staff on how to review transition goals and services within the context of an IEP as they relate to educational benefit Activities: ongoing professional development	1) SELPA Trainings 2)Transition Team Resource Binders 3) Bridges Program	Special Education, SELPA	6/30/2014	1) Random IEP reviews to ensure compliance 2)CASEMIS Verification Reviews 3) Completion of SESR Corrective Action
2) Continue to provide parent trainings related to transition options.	Increase parent participation and involvement in the development and implementation of transition plans during the IEP process.	SBUSD Special Education, SELPA, program specialist facilitators, site administrators	Common Core	1) Train on options available to students within the community. 2) Train families on the process of ITP development.	Transition Network Team, Bridges Program Staff, SELPA	Special Education, SELPA	6/30/2014	Attendance at trainings.
3) Provide student training related to ITP development.	Increase student participation in the process of ITP development.	SBUSD Special Education, case managers, site administrators	Common Core	1) ITP lessons will be incorporated into designated special education classes. 2)Students participate in IEP team meetings to discuss their ITPs.	1) Transition Assessment Binder 2) Student's IEP document	Special Education, SELPA	6/30/2014	1) Lesson Plans 2)Evidence of student participation in IEP team meeting notes.

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4) Improve special education teacher knowledge and skill to provide high quality transition services through the IEP	PROFESSIONAL DEVELOPMENT: Update secondary teacher working knowledge leagal requirements for transition services to facilitate transition sevicees.			1) Provide Transition Program Training 2) Transition Partnership Program and Services (Department of Rehabilitation) 3) Essential Transition Documents 4)Transition Assessment 5) Transition Planning in the IEP/Summary of Performance				Teachers take Transition Services knowledge pre and post-test. Teachers submit one completed new transition assessment. Content Reviewed in last two workshops
5) Strengthen coordination of Transition Program support services to Secondary and Adult Education, through to essential services and agencies.	PROFESSIONAL DEVELOPMENT: Dissemination of Transition Program process, procedures, paperwork, staffing and calendar of school schedule, workshops and related events through training.			1) Collaborate with agencies to provice Transition training. 2) Provide training in the IEP/Summary of Performance				Training provided. Timelines and procedure followed.

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1) Provide consistent written information regarding transition planning, resources, and available materials.	Staff will be aware of and have access to consistent written information regarding development of IDTs, resources, and available materials.	SBUSD Special Education, SELPA, site administrators, department chairs	Common Core	1) Ensure all high school sites have an Assessment Binder. 2) Ensure all high school case managers have a copy of the IDT binder.	1) Assessment Binder 2) IDT Binder	Special education, SELPA	6/30/2014	1) Reviewing IEP documents

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1) Identify a district-level staff member to serve as point-person for transition planning support.	District staff member is available to support staff with ITP development and implementation.	SBUSD Special Education	Common Core Transition Network Team training	1) determine training required for person to provide district level ITP support 2) identify specific duties, roles, and responsibilities 3) research neighboring LEA's ITP support model	1) information on necessary training workshops	SPED	8/25/2014	1) District SPED Organization al chart 2) Training certificates 3) information gathered from other LEAs
2) Maintain membership in SELPA's Transition Network Team.	Continue to support a staff member's participation on the TNT.	SBUSD Special Education	Common Core Transition Network Team training	1) Identify individual with successful ITP development experience to serve in this role.	SBUSD Special Education Staff	SPED	Ongoing	Presence of SBUSD staff on TNT committee.

Goal	Areas of Desired Change	SBUSD Special Education	Curriculum	Objectives & Activities	Resources	Budget	Timeline	Evaluation Criteria
1) Raise the quality of student transition planning, goals and services to ensure readiness for employment and post-secondary education.	Increased number of students in special education with well articulated transition services and measurable goals.	SBUSD Special Education	Common Core, Transition Network Team training	1) Review samples of student IEP for Individualized quality content. 2) Provide Transition Program Trainings for Secondary teachers. 3) Draft a list of suggested ITP form changes with Transition Support Teachers.	1) SELPA Trainings 2)Transition Team Resource Binders	Special Education	Ongoing	Compliant IEP's reviewed. ITP suggestion generated. CASEMIS data

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1) Build partnerships with families to enhance student-centered transition planning and increase understanding of post-school options.	Increase knowledge of transition services, options and outcomes for families of young adults with special needs.	SBUSD Special Education	Common Core, Transition Network Team training	1) Family Transition Services Night with local agencies. 2) Provide a Transition workshop for parents pertaining to their students needs.	SBUSD Special Education Staff	SPED	Ongoing	Training provided. Family participation increased. Needs assessment distributed to families and future trainings identified