

Standard	ACPS Phase of Implementation	Plans for Improvement and Monitoring
Clear and Consistent Vocabulary for Inclusive Schools	Implementation Phase	In order to improve implementation of this standard, the practices ACPS will address are: School leadership and faculty can articulate the division vision regarding inclusive support; Inclusive practices are not dependent on a single individual or group of individuals for continuation as a belief and practice. In order to achieve these outcomes, ACPS will provide professional development to school based administrators regarding shared ownership of outcomes for students with disabilities as well as professional development to leadership and staff regarding the ACPS vision for inclusive support. ACPS will develop resources to build capacity for school leaders to monitor inclusive practices within their school environments. Improvement will be measured through monitoring of school leader schedules for walkthroughs and review of walkthrough results.
Legislative and Accountability Standards	Implementation	In order to improve implementation of this standard, the practices ACPS will address are: Students with disabilities are educated with non-disabled peers at least 80 percent of the time; The achievement gap, if present, has closed measurably. In order to achieve these outcomes, ACPS will update the Least Restrictive Environment (LRE) guidance document to include utilizing interventions within the LRE, and provide training and support in implementing tenants of LRE guidance document. School walkthrough documents will be monitored quarterly. Data regarding instructional settings and percent of time in the general education classroom will be analyzed at least once each semester.
Strong Tier 1 Instruction in All Classrooms	Implementation Phase	In order to improve implementation of this standard, the practices ACPS will address are: Instruction is differentiated to accommodate diverse learner needs in every classroom; Flexible grouping is evident in every classroom, thus whole group instruction is not the predominant method of instruction. In order to achieve these outcomes, ACPS will provide professional development as well as coaching and modeling related to differentiated instruction. Walkthrough documents will be revised to include specific references and looks fors related to differentiated instruction. School walkthrough documents will be monitored quarterly.

<p>Staffing & Scheduling</p>	<p>Implementation Phase</p>	<p>In order to improve implementation of this standard, the practices ACPS will address are: Administrators and teachers know that schedules must be flexible as students move in and out of the school and as individual student's needs change over time; The times when high needs subjects are scheduled (such as ELA) are varied throughout the day in order to provide needed services to all students. In order to achieve improved outcomes, ACPS will develop a "Frequent Errors in Scheduling" guidance document to share with counseling/guidance and administrative staff. All school-based counseling/guidance and administrator staff will receive training on the current scheduling guidance documents which outline scheduling procedures for students with disabilities. Guidelines and parameters for school-based staff will be established in entering data regarding the scheduling needs of students with disabilities so they take precedence and priority in the master scheduling process. Progress will be monitored through Instructional Specialists from Office of Specialized Instruction meeting with each school-based team no later than the 3rd quarter of each year to collect and review data regarding implementation. Any scheduling needs will be addressed and scheduling of SWDs monitored at the end of SY and throughout the summer prior to beginning of next SY.</p>
<p>Effective Use of Resources</p>	<p>Excellence Phase</p>	<p>In order to refine outcomes in this standard, the practice that ACPS will address is: Increase practices in place to recruit and retain highly qualified teachers. In order to achieve this outcome, ACPS will implement a newly developed partnership with George Washington University to provide a school-based laboratory environment which hires first-year master's students as paraprofessionals and second-year students as special education teachers. Additionally, the Human Resources Department will hold separate recruiting fairs for special education teachers. Additionally, Specialized Instruction staff has the opportunity to attend state and national conferences and provide school-based staff the information in a turn-around training format to improve practice and support retention. In addition, ACPS is increasing professional development opportunities through a new teacher mentoring program, and building capacity through extensive coaching and support by the Specialized Instruction Instructional Specialists. These actions will be monitored through regularly scheduled meetings with staff in HR to review retention and recruitment data each semester.</p>

<p>Collaboration Among Educators</p>	<p>Implementation Phase</p>	<p>In order to improve implementation of this standard, the practices ACPS will address are: General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches; General and special education teachers providing in-class support equally share roles as appropriate. In order to achieve this outcome, ACPS will continue to provide professional development through Co-Teaching Cadre to support new co-teaching pairs. The Co-Teaching Cadre focuses on best practices in co-teaching, including roles and responsibilities, high-yield models and planning for individualized specially designed instruction (SDI). Specialized Instruction staff will develop online modules for general education teachers based upon the content addressed in the Co-Teaching Cadre to increase capacity and expand the professional development opportunities across the school division which promote implementation of best practices. Instructional Specialists will conduct interactive follow-up sessions at the school sites with participants in each location. Monitoring will be conducted through the Co-Teaching Cadre collection of data related to participation and implementation using walkthrough observations and reviewing exit ticket comments.</p>
<p>Specialized Support</p>	<p>Excellence Phase</p>	<p>In order to refine implementation of this standard, the practice ACPS will address is: Special education and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. In order to achieve this outcome, ACPS will foster and develop collaborative planning opportunities through the use of electronic formats and/or in-person interactions. This will be monitored with quarterly reporting from teachers and administrators.</p>
<p>Social Inclusion</p>	<p>Implementation Phase</p>	<p>In order to improve implementation of this standard, the practices ACPS will address are: Formalized systems are in place and effective in promoting accepting relationships among all students; Periodic evaluations document the success of the school's efforts toward increased social opportunities and relationships for students with disabilities; Peer interaction initiatives are initiated as appropriate (such as Circle of Friends, Peer Buddies). In order to achieve this outcome, ACPS will continue to develop and implement SEL curriculum and interventions, to include RULER, Cognito, and targeted lessons developed by SST teams. At the secondary level, ACPS will review and expand peer mentoring systems. We will review data collected by the Office of Student Services to monitor implementation and effectiveness of the SEL curriculum and interventions. Office of Specialized Instruction Staff will also monitor enrollment numbers in peer mentoring.</p>

<p>Family and Community Engagement</p>	<p>Implementation Phase</p>	<p>In order to improve implementation of this standard, the practices ACPS will address are: Parents are provided with varied opportunities to develop skills and expertise in advocacy; Family members are selected and prepared for a role as parent trainer/parent facilitator so that they can develop their own expertise and confidence. In order to achieve these outcomes, ACPS will increase opportunities for parents to develop skill and expertise by providing a variety of targeted advocacy workshops through the Parent Resource Center (PRC) and training session that provide role-playing opportunities. In addition, ACPS will expand the content of the PRC newsletter and provide parent training modules on the critical decision-making points. To monitoring progress towards improvement, staff from the Office of Specialized Instruction will review PRC workshop offerings, monitor parent attendance and feedback, and monitor usage data from modules.</p>
<p>Sustaining Inclusive Success</p>	<p>Implementation Phase</p>	<p>Through careful of consideration of each quality standard for inclusive schools, ACPS determined particular aspects of each standard which warrant the development of improvement strategies. This approach is designed to improve implementation of inclusive practices and delivery of services for students with disabilities thereby increasing student outcomes. ACPS will convene a team of relevant stakeholders from schools, central office and the parent community, to develop a comprehensive plan for implementation of the action steps and monitoring outcomes for each standard.</p>