



“Every Student Succeeds”

Office of Specialized Instruction

Special Education Plan

2015-2016

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A Commitment to Ensuring Every Student Succeeds

Vision

We are committed to creating **high-quality teaching and learning environments** to meet the needs of students with disabilities as equal members of an inclusive **learning community**.

Mission

The Office of Special Education, in collaboration with key stakeholders, will provide effective **individualized programming** to prepare all students to achieve at high levels in preparation for college, career, and life as productive citizens in their community.

Goal

The goal of the Office of Specialized Instruction is to provide **specially designed instruction and related services** that meet the needs of students with disabilities, as we prepare each student to be successful in **college, work, and life**.

Departmental Restructuring

Revised Leadership Structure

Previous

- Executive Director of Special Education
- Assistant Director of Special Education
- Inclusion Specialists
- Special Education Literacy Specialists



New

- Executive Director of Specialized Instruction
- Assistant Director of Specialized Instruction
- Director of Compliance and Special Programs
- Cross-Curricular Specialists in science, social studies, and math in addition to literacy

Organizational realignment reflects renewed emphasis on instruction and structural alignment with curriculum content areas for the improved teaching and learning of students with disabilities.

Communication and Parent Engagement

Previous

- Annual and triennial revision of department goals and objectives with Executive Director by participants focused on inclusive practices and Autism Spectrum Disorder
- One full-time parent educator at the Parent Resource Center



New

- Systematic SWOT Analysis for strengths, weaknesses, opportunities, and threats completed with Superintendent and Chief Academic Officer by stakeholder groups
- Two full-time staff at PRC = One full-time parent educator and one full-time special educator

Expanded systems allow input from a wider population and facilitate improved communication and outreach.

Multi-Tiered System of Support

Previous

- Emphasis on progress monitoring and data systems during spring semester
- On-demand tutorial on IEP Data Binders and example binders provided per request of school staff
- Overlapping of specialists' assignments for behavior and academic support



New

- Training and protocols will be provided for data discussions at the beginning of the school year and emphasized throughout the year
- Each school will have an exemplar IEP Data Binder and training will be offered to all special education teachers
- Increased coordination of behavior and academic support to increase student outcomes and staff efficiency

Greater focus on progress monitoring and data analysis within and beyond the MTSS helps ensure more accurate initial identification of students with disabilities and proactive deployment of resources to support student success.

Professional Learning

Previous

- Administrators/designees from schools invited to attend quarterly special education administrator meetings; turn around training at the school-level
- On-demand training of strategies (as needed or requested) and semester-long cohort learning
- Lack of training for general education classroom teachers, including core/elective teachers, in supports for SWD
- Paraprofessional training topics determined based on general observations by central office staff and through informal conversations with paraprofessionals



New

- Customized training for all administrators to ensure consistent procedural compliance and specialized instructional service delivery
- Systematic training of specialized strategies for co-teaching teams and special education teachers
- Specific training developed for general education teachers, including core/elective teachers
- Paraprofessional training topics prioritized based on ACPS standards and needs assessment

Changes in the quality, implementation, and focus of professional learning objectives impacts service delivery throughout the continuum of services and promotes consistent practice across the division.

Special Education Plan

Office of Specialized Instruction

1. Project Overview

Introduction

The Individuals with Disabilities Education Act (IDEA) and corresponding Regulations Governing Programs for Students with Disabilities in Virginia outline requirements for ensuring that school divisions provide students with disabilities provide students with a free appropriate public education in the least restrictive environment. This project plan organizes the work of the Office of Specialized Instruction as it relates to the ACPS Strategic Plan as well as the ACPS Department of Curriculum and Instruction Work Plan. The ultimate goal of the Office of Specialized Instruction is to collaborate with families, schools and the community to ensure that all students with disabilities receive an appropriate individualized education, preparing them to be responsible and engaged citizens. The priority focus of this office is to provide a full continuum of services for students with disabilities from pre-kindergarten through high school that will allow for students to make progress on IEP goals as well as access and progress in the general education curriculum.

A SWOT (Strengths, Weakness, Opportunities and Threats) analysis was conducted with several stakeholder groups to identify areas for program planning focus. Additionally, project focus was supported by focused several ACPS core values including: strong instructional programming; high expectations for all students; building effective school leadership; providing supportive learning environment; building and maintaining collaboration and communication between stakeholders and, frequent monitoring of student progress. Successful implementation of the project plan will result in improved outcomes for students with disabilities.

Trends and Highlights from June 2015	
<p>Strengths What are the strengths of the Office of Special Education Services? What does the staff in the Office of Special Education Services do well? What strengths have been communicated to you from ACPS staff, students or families?</p>	<ul style="list-style-type: none"> • Compliance • Support for co-teaching teams • Support and resources for students with Autism
<p>Weaknesses What are areas of improvement for the Office of Special Education Services? What gaps do you see in support to schools, staff, families and students? What current support needs improvement or fine tuning?</p>	<ul style="list-style-type: none"> • Lack of communication • Successful implementation of inclusive practices • Lack of content-specific training for special educators
<p>Opportunities How can the strengths of the Office of Special Education Services be turned into opportunities? What additional resources or supports from the Office of Special Education could provide opportunities to schools, staff, families and students?</p>	<ul style="list-style-type: none"> • Build skillset of paraprofessionals to maximize support • Use a protocol for addressing concerns and issues • Dedicated staff to support the ED Program
<p>Threats/Barriers What are the threats/barriers to improvement in the Office of Special Education Services? What are some things that might get in the way of the greatest success?</p>	<ul style="list-style-type: none"> • No continuum of services • Lack of consistency • Lack of academic focus
<p>Note: Full report and analysis in progress</p>	

Demographics

Tables 1 and 2 below illustrate the 2014 ACPS Special Education count of students with disabilities provided to the federal government annually on December 1st. Table 1 shows the categorical count by ethnicity and Table 2 by disability category.

Table 1

Students with Disabilities by Race

Ethnicity	Number	Percentage
Asian	47	3%
Black	624	36%
Hispanic	543	32%
Multi-Racial	36	2%
Native American	12	1%
Pacific Islander	3	<1%
White	446	26%

Source: 2014 December 1 Count

Table 2

Students With Disabilities by Category

Disability Category	Number	Percentage
Autism	154	9%
Developmental Delay	167	10%
Emotional Disability	87	5%
Hearing Impairment	15	1%
Intellectual Disability	79	5%
Multiple Disability	30	2%
Other Health Impairment	312	18%
Orthopedic Impairment	8	<1%
Specific Learning Disability	528	31%
Speech Language Impairment	322	19%
Traumatic Brain Injury	1	<1%
Visual Impairment	8	<1%

Source: 2014 December 1 Count

Performance Indicators

Tables 3 through 7 represent data from the past two years for several performance indicators reported annually to the Virginia Department of Education (VDOE).

Table 3

Performance in Reading and Math

	SY 13-14	SY 14-15
English	36%	37%
Math	30%	35%

Source: VDOE Special Education Performance Report

Table 4

Drop Out and Graduation

	SY 12-13	SY 13-14
Students with disabilities grades 7-12 who dropped out	2.24%	1.48%
Graduation Rate*	42.5%	44.44%
Graduation Rate**	89.8%	82.2%

Source: VDOE Special Education Performance Report and Virginia Cohort Report

*percentage of students graduating with a standard or advanced studies diploma

**percentage of students graduating with an exit document (advanced studies diploma, standard diploma, modified standard diploma, general achievement or special diploma)

Table 5

Post-Secondary Outcomes

	SY 12-13	SY 13-14
Higher Ed One Year after graduating from high school	34.1%	29.82%
Higher Ed or competitively employed one year after graduating from high school	56.8%	63.16%
Higher Ed or in some other post-secondary education; or training program; or competitively employed in some other employment	79.6%	75.44%

Source: VDOE Special Education Performance Report

Table 6**Least Restrictive Environment**

	SY 12-13	SY 13-14
80% or more of the day in General Ed	71.4%	73%
40% or less of the day in General Ed	2.8%	4.8%
% served in separate public or private school	5.5%	4.73%

Source: VDOE Special Education Performance Report

Table 7**Preschool Outcomes**

	SY 12-13	SY 13-14
Positive social-emotional skills		
A. Entered below age expectations	89.8%	90.54%
B. Functioning within age expectations	53.6%	40.74%
Acquisition and use of knowledge and skills		
A. Entered below age expectations	91.9%	82.72%
B. Functioning within age expectations	42%	29.63%
Use of appropriate behavior to meet their needs		
A. Entered below age expectations	88.9%	74.58%
B. Functioning within age expectations	70.5%	54.32%

Source: VDOE Special Education Performance Report

Additional Data – Progress IEP Goals

Table 8 provides data indicating the percentage of students mastering or making sufficient progress on IEP goals during the fourth quarter of IEP implementation.

Table 8**IEP Goal Progress**

	SY 14-15
% of IEPs achieving sufficient progress or mastery on IEP goals	62%

Source: IEP Online

2. Project Organization

The project organization describes the responsibilities of ACPS staff regarding implementation of the project plan.

Role	Description	Assignment
Executive Sponsor	Has ultimate authority over and is responsible for the project and/or program, its scope and deliverables.	Dr. Terri Mazingo, Chief Academic Officer
Project Sponsor	Assists in developing the project, executes project reviews, manages the budget, and disposes of issues and change requests.	Theresa Werner, Executive Director of Specialized Instruction
Project Manager	Develops and maintains project plan, schedules, executes project reviews, tracks issues and change requests, and is responsible for overall quality of the deliverables.	Michele Hopkins, Director of Compliance and Special Programs Lora D'Adamo, Assistant Director of Specialized Instruction
Project Team	Is responsible for performing the activities necessary for implementation of the project.	Special Education Leadership Team/Coordinators Special Education Instructional Specialists Special Education Autism and Behavioral Support Team
Key Customers	Provides expert understanding of the organization, and represents area for which the project is intended to support/serve.	Superintendent, School Administrators, Teachers, Parents and Students

3. Goals

The Office of Specialized Instruction has set annual performance targets based upon Key Performance Indicators (KPIs) within the ACPS 2020 Strategic Plan and Virginia Department of Education Performance Indicators. The Office of Specialized Instruction work is focused upon improved outcomes for students with disabilities in ACPS.

Annual Performance Targets for the Office of Specialized Instruction:
1. Improve reading achievement of students with disabilities by increasing SOL pass rates from 37% to 43%
2. Improve math achievement of students with disabilities by increasing SOL pass rates from 35% to 42%
3. Increase percentage of time students with disabilities are included in the general education classroom to 80% of students with disabilities included for 80% or more of the day
4. Improve student progress on IEP goals to increase goal mastery from 62% to 80%
5. Improve post-secondary outcomes as measured by State Performance Indicator 14 by 10%
6. Decrease dropout rate from 16% to 15% and improve on time graduation rates for students with disabilities to 84%
7. Improve preschool outcomes for students with disabilities by improve the outcomes on State Performance Plan Indicator 7 by 10%
8. Increase the system-wide percentage of proficient standards-based IEPs from 74% to 85%
9. Increase parent engagement and outreach support as measured by responses on statewide Performance Indicator 8 surveys from 64% to 75%
10. Decrease rate of suspensions of greater than 10 days in a school year for children with IEPs from a VDOE Indicator 4a risk ratio of 5.44 to 3.8

4. Project Scope

The project scope includes information regarding the schedule of deliverables to be performed by staff in the Office of Specialized Instruction. The scope of work is organized in a manner that puts the desired results outlined by the Superintendent in the May 14, 2015 presentation to the school board, as the main focus. The desired results are followed by the actions or tasks to be completed, the alignment of each action with the long-range goals, intended audience for each deliverable, the persons responsible for completing the actions, and a projected timeline for completion.

Desired Results (or Project Objectives)	Deliverables	Audience	Person(s) Responsible	Start Date	Completion Date
1) Build the instructional capacity of school-based staff to deliver high quality supports and services	Develop professional learning series on specially designed instruction (SDI) (Goals 1, 2, 3, 4)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Viven DePeralta	9/02/15	10/11/15
	Conduct professional learning series on specially designed instruction (SDI) (Goals 1, 2, 3, 4)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Viven DePeralta	10/12/15	3/18/16
	Develop professional learning overview of Classroom Assessment Scoring System (CLASS) (Goal 7)	ECSE Teachers	Jane Richardson	8/10/15	8/21/15
	Coach ECSE teachers on implementation and reinforcement of best practices from <i>The Intentional Teacher</i> and CLASS. Coaching for ECSE teachers will be determined by: <ul style="list-style-type: none"> - the ECSE teacher (self-reflection) or - rating from CLASS or - administrator request or - as identified by ECSE Coordinator (Goal 7) 	ECSE Teachers	Jane Richardson	10/5/15	6/3/15
	Conduct professional learning opportunities, in collaboration with the Office of Student Services, related to implementation of the MTSS three tiers of behavioral intervention and support aligned with the PBIS system	School-based Administrators	Terry Werner, Lora D'Adamo, Victor Martin, Sheri James, John Baker, Erin Stone	11/5/15	6/3/15

Desired Results (or Project Objectives)	Deliverables	Audience	Person(s) Responsible	Start Date	Completion Date
1) Build the instructional capacity of school-based staff to deliver high quality supports and services	Conduct professional learning opportunities, in collaboration with the Office of Student Services, related to behavior supports and a continuum of disciplinary interventions	School-based Administrators	Terry Werner, Lora D'Adamo, Victor Martin, Sheri James, John Baker, Erin Stone	11/5/15	6/3/15
	Conduct professional learning opportunities, in collaboration with the Office of Student Services, on behavior management strategies to support student success in the general education and special education settings	General Education and Special Education Teachers	Terry Werner, Lora D'Adamo, Victor Martin, Sheri James, John Baker, Erin Stone	11/5/15	6/3/15
2) Develop, implement and assess individualized comprehensive educational programming for all students with disabilities	Develop guidance document on best practices in reading and math instruction in the special education setting. (Goals 1, 2, 4, 5, 6)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Viven DePeralta	8/15/15	9/18/15
	Distribute guidance document regarding Best Practices in Reading and Math Instruction to school administrators, lead special education teachers, and special education teachers (as appropriate) (Goals 1, 2, 4, 5, 6)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Viven DePeralta	9/21/15	10/2/15
	Conduct professional learning regarding special education setting best practices. (Goals 1, 2, 4, 5, 6)	School-based Administrators	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Viven DePeralta	9/22/15	12/12/15
	Provide coaching opportunities regarding implementation and reinforcement of special education setting best practices. Coaching for administrators (post-training) will be determined by: <ul style="list-style-type: none"> - the administrator (self-reflection) or - as identified by Director of Elementary or Middle Schools Executive Director of Specialized Instruction (Goals 1, 2, 4, 5, 6)	School-based Administrators	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Viven DePeralta	10/12/15	1/29/16

Desired Results (or Project Objectives)	Deliverables	Audience	Person(s) Responsible	Start Date	Completion Date
2) Develop, implement and assess individualized comprehensive educational programming for all students with disabilities	Coach and support with implementation of Reading and Math instructional best practices in the special education setting (Goals 1, 2, 4, 5, 6)	Special Education Teachers serving students in the special education setting	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Viven DePeralta	9/22/15	6/3/16
	Monitor implementation fidelity of reading and math interventions and adjust instructional practices as warranted based on student progress monitoring data (Goals 1, 2, 4, 5, 6)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Viven DePeralta	9/33/15	6/3/16
	Analyze data from <u>VDOE Indicator 7: <i>Preschool Outcomes</i></u> and metrics to identify processes for improved outcomes (Goal 7)	ECSE Teachers	Michele Hopkins, Lora D'Adamo, Jane Richardson	8/17/15	8/28/15
	Develop training related to reviewing and analyzing Indicator 7 data (Preschool Outcomes) (Goal 7)	ECSE Teachers	Jane Richardson	8/17/15	9/11/15
	Conduct training related to reviewing and analyzing Indicator 7 data (Preschool Outcomes) (Goal 7)	ECSE Teachers	Jane Richardson	9/11/15	10/15/15
	Develop scenarios and activities for use at monthly ECSE teacher meetings that will provide teachers practice in analyzing data to make decisions regarding data required for Indicator 7 (Goal 7)	ECSE Teachers	Jane Richardson	9/15/2015	10/15/2015
	Collect baseline data on ECSE classroom environment and instruction using CLASS observation tool (Goal 7)	ECSE Teachers	Jane Richardson	9/14/15	10/2/15
	Collect data quarterly on ECSE classroom environment and instruction using CLASS observation tool (Goal 7)	ECSE Teachers	Jane Richardson	11/1/2015	4/30/2016

Desired Results (or Project Objectives)	Deliverables	Audience	Person(s) Responsible	Start Date	Completion Date
3) Provide the necessary supports for each student to receive educational benefits in an inclusive learning community	Deliver co-teaching training for new co-teaching teams (Goals 3, 4)	General Education and Special Education Teaching Teams	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	9/23/15	10/28/15
	Deliver co-teaching training for teams who have more than one year of co-teaching together (Goals 3, 4)	General Education and Special Education Teaching Teams	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	9/23/15	10/28/15
	Develop differentiated professional learning for experienced co-teaching teams through Co-Teaching Cadre with 1 st -year participants and 2 nd -year participants (Goals 3, 4)	General Education and Special Education Teaching Teams	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	8/15/15	9/29/15
	Implement Co-Teaching Cadre professional learning series (Goals 3, 4)	General Education and Special Education Teaching Teams	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	9/30/15	3/9/16
	Develop professional learning series modules for general educators regarding implementation of instructional strategies that support students with disabilities in inclusive classes (Goals 3, 4)	General Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Viven DePeralta	7/06/15	9/18/15
	Conduct professional learning opportunities, in collaboration with curriculum instructional specialists, utilizing learning series modules with instructional strategies that support students with disabilities in inclusive classes (Goals 3, 4)	General Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	8/31/15	3/18/16
	Provide coaching opportunities (post-training) on instructional strategies that support SWD in inclusive classes. General educators identified for coaching cycles will be identified through/by: <ul style="list-style-type: none"> - Self-reflection/self-identification - Building administrator - Director of Elementary or Middle Schools (Goals 3, 4) 	General Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	9/23/15	4/21/16

Desired Results (or Project Objectives)	Deliverables	Audience	Person(s) Responsible	Start Date	Completion Date
4) Provide high quality professional learning opportunities to support continuous improvement, and life-long learning of professional and support staff	Conduct professional learning on Characteristics of Disabilities at New Teacher Orientation (Goal 3)	New ACPS General Education and Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	8/26/15	8/26/15
	Conduct professional learning on Characteristics of Disabilities (Goal 3)	School-based Administrators	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	8/24/15	12/18/15
	Conduct professional learning instructional and inclusive best practices in special education (Goals 3, 4)	School-based Administrators	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	11/30/15	6/10/16
	Conduct professional learning based on 3-yr competency training plan (Goals 3, 4)	Para-professionals	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	11/2/2015	4/30/2015
	Conduct division-wide audit of Individualized Education Programs (IEP Audit) based on a protocol developed by the Office of Specialized Instruction to identify areas of growth and determine areas requiring improvement (Goal 8)	School-based Administrators and Special Education Teachers	Michele Hopkins, Cyndi Jackson	11/2/15	12/18/15
	Conduct professional to improve writing data-driven IEP Present Level of Academic and Functional Performance (PLAAFP) and goals that are standards-based and instructionally relevant (Goal 8)	Special Education Teachers, School-based Administrators	Cyndi Jackson; Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	9/24/15	3/29/16
	At a minimum of 6 monthly ECSE teacher meetings, conduct discussions on Early Childhood best practices with ECSE staff through <i>The Intentional Teacher</i> book study (Goal 7)	ECSE Teachers	Jane Richardson	8/27/15	4/29/16

Desired Results (or Project Objectives)	Deliverables	Audience	Person(s) Responsible	Start Date	Completion Date
4) Provide high quality professional learning opportunities to support continuous improvement, and life-long learning of professional and support staff	Provide feedback and coaching on implementation of Early Childhood best practices in the special education setting using <i>The Intentional Teacher</i> and CLASS Observation Tool as a reference. Coaching will be determined by: <ul style="list-style-type: none"> - the ECSE teacher (self-reflection) or - rating from CLASS or - administrator request or - as identified by ECSE Coordinator (Goal 7) 	ECSE Teachers	Jane Richardson	9/14/15	6/3/16
5) Ensure effective communication and collaboration with families and school-based multi-disciplinary teams	Develop a departmental documentation system to document parent contacts and response (Goal 9)	Terry Werner and Office of Specialized Instruction	Lora D'Adamo	7/1/2015	8/15/2015
	Develop a meeting facilitation module to be incorporated in trainings (Goal 9)	Stakeholder Groups	Cyndi Jackson	9/8/2015	6/1/2016
	Conduct Parent Information Workshops on Pre-K to Kindergarten Transition for Students with Disabilities (Goals 3, 4, 9)	Parent Groups	Jane Richardson	11/10/15	1/8/16
	Develop transition programs as students matriculate from one school level to another, i.e. PreK-K; Elementary School – Middle School; Middle School – High School (Goals 3, 4, 9)	Parent Groups	Terry Werner and Lora D'Adamo	1/5/16	4/1/16
	Work with parents to address their child(ren)'s special needs at home, in school, and in the community (Goal 9)	Parent Groups	Courtney Davis, Janet Reese	9/8/2015	6/1/2016
	Assist parents in working collaboratively with the school division to effectively plan for their child(ren)'s education (Goal 9)	Parent Groups	Courtney Davis, Janet Reese	9/8/2015	6/1/2016

Desired Results (or Project Objectives)	Deliverables	Audience	Person(s) Responsible	Start Date	Completion Date
6) Design and implement a system of accountability and monitoring to ensure student success	Create analysis tools based on new SOL data reports from the VDOE, beginning with priority schools and data requests (Goals 1, 2, 4)	Office of Specialized Instruction Instructional Staff	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	8/27/15	9/30/15
	Complete initial analysis of data from Spring 2015 Reading and Math SOL identifying trends in the division, elementary schools, and secondary schools (Goals 1, 2, 4)	Office of Specialized Instruction Instructional Staff	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	9/8/15	9/30/2015
	Facilitate SOL Data Analysis sessions to document next steps in adjusting instructional practices (Goals 1, 2, 4)	Target Schools based on SOL Results	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	8/27/15	11/16/15
	Develop professional learning on creation and maintenance of IEP Data Binders (Goals 1, 2, 4)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	10/05/15	10/12/15
	Create one IEP Data Binder model/exemplar to be used as a reference at each school (Goals 1, 2, 4)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	10/05/15	10/12/15
	Conduct professional learning on creation and maintenance of IEP Data Binders (Goals 1, 2, 4)	Special Education Teachers and Administrators	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	10/13/15	12/11/15
	Update the IEP Data Binder Models at each school to reflect examples of data collection and progress monitoring for an upcoming IEP (Goals 1, 2, 4)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	1/11/16	1/15/16

Desired Results (or Project Objectives)	Deliverables	Audience	Person(s) Responsible	Start Date	Completion Date
6) Design and implement a system of accountability and monitoring to ensure student success	Provide training in the use of AIMSweb to progress monitor students with disabilities in Tier 2 and Tier 3 (Grades K-12) (Goals 1, 2, 4)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	8/31/2015	9/30/2015
	Monitor teacher-use of AIMSweb with students with disabilities in Tier 2 and Tier 3 (Grades K-12) (Goals 1, 2, 4)	Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	11/09/15	6/17/16
	Use <u>MTSS Division Implementation Guidelines</u> and other resources to develop training protocol for analysis and discussion of student progress (Goals 1, 2, 4)	School-based Administrators and Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	8/27/2015	9/30/2015
	Conduct professional learning session to facilitate application of data analysis and data discussion protocol regarding Tier 2 and Tier 3 progress monitoring (Goals 1, 2, 4)	School-based Administrators and Special Education Teachers	Haley Guglielmi, Nicole Barrion, Allison MacMahon, and Vivien DePeralta	11/9/15	6/17/16

5. Project Assumptions/Dependencies

Document any assumptions and dependencies that could significantly affect the project depending on their outcome.

Assumption	Description
Access and availability of SOL data from Office of Accountability	Necessary SOL data and reports are provided expeditiously to staff as needed for all schools
Facilities usage and availability of teachers and administrators for professional learning	Continuous and systematic professional development needs for school/division staff and location of professional learning
Accountability of school-based administrators for instructional and procedural practice discussed/reviewed at professional learning sessions	Application of and follow-through with information shared during professional learning by the participant(s)

Assumption	Description
Accountability of each stakeholder group for participation in trainings provided.	Attendance, application of and follow-through with information shared during professional learning by the participant(s)
Availability and access of CLASS videos, and mentor coaching by Collaborative Partnership	Collaborative Partnership with City-Schools provides funding to cover cost of videos and mentor coaching
Principals schedule time to meet with Central Office staff (including: Instructional Specialists, ECSE Coordinator, etc.) a minimum of one time quarterly to meet coaching requirements	Necessary collaboration and follow-up related to observations and feedback of teacher performance for continued improvement of instruction and improved student outcomes