

Service Delivery Model – Exceptional Student Learning Support

Vision: Support students with disabilities by creating a framework upon which schools and families can build a collaborative structure of support services that promotes academic achievement and encourages personal growth in students with disabilities.

Mission: To serve over 32,000 students with disabilities and offer a free and appropriate public education in compliance with the federally mandated Individual with Disabilities Education Act (IDEA). Providing a continuum of services and programs to meet the individual needs of students eligible for special education and related services, ages 3 through 22. This continuum of services may be provided in a variety of settings, which include general education classrooms, resource rooms, specialized day schools, and hospital homebound. Eligible students are provided supports and/or services as per their Individual Education Plan (IEP) that are based on each child’s unique needs, as related to their present levels of academic achievement and functional performance.

Exceptional Student Learning Support Division staff provide professional learning opportunities and instructional programming to facilitate high quality instruction for students with disabilities. Supplemental services are provided in collaboration with discretionary projects such as Florida Diagnostic and Learning Resources System/Florida Inclusion Network and the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET).

Situation: Improve academic, behavioral, and social emotional outcomes for students with disabilities.		Priorities: Student Achievement		Mission/Vision: High Quality Instruction	
Inputs	Outputs		Outcomes		
Resources	Activities	Participation	Short-Term	Mid-Term	Impact/Long-Term
<i>We will need the following:</i>	<i>We will accomplish the following:</i>	<i>Clearly identified groups served</i>	<i>1-2 Year Changes</i>	<i>3-4 Year Changes</i>	<i>Long-Term Changes</i>
<ul style="list-style-type: none"> • Appropriate curriculum for SWDson Access Points • Continuous support, professional development and progress monitoring. • Effective communication with all 	<ul style="list-style-type: none"> • Refresh and acquire instructional materials district widefor students who are instructed on Access Points. • Quarterly monitoringof Unique Learning, Systems Assessment and 	<ul style="list-style-type: none"> • Students with disabilities who are receiving their education on Access Points. 	<ul style="list-style-type: none"> • By June 2022, FSAA scores in eachgrade level will increase by 2% overthe previous year. • By June 2022 students instructedon a modified curriculum will improve by 10% on 	<ul style="list-style-type: none"> • By June 2024, alternate assessment takers will be 100% compliant on administering UniqueLearning Systems pre/post and quarterly benchmark assessments for all SWDs who 	<ul style="list-style-type: none"> • By June 2025, alternate assessment takers will increase by2% over the previous year administration of Unique Learning Systems pre/post andquarterly benchmark

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stakeholders.	Benchmark data. <ul style="list-style-type: none"> • Diagnostic and checkpoint data for allSWDs • ESLS Department will offer professional learning opportunities and webinars to stakeholders to support culturally responsive teaching and learning for SWDs, to enhance their academic success. 		monthly post-assessments and quarterly benchmark assessments.	take an alternative assessment.	assessments for all SWDs who take the alternate assessment
Assumptions			External Factors		
Current curriculum is effective and appropriate for students on AccessPoints.			According to federal and state law, only 1% of students should be educated on Access Points. This requirement has an impact on our district’s LEA profile and implication on individual students’ needs who may need Access Points. State Board rule 6A-1.0943HB 7011		
Evaluation					
<i>What do you want to know?</i>			<i>How will you know it?</i>		
SWDs on Access Point make adequate progress at the rate of their peers without disabilities.			LEA profile data from FDOE		

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	Meet data goals based on baseline data below:			
	District SWD Achievement Data			
	School Year	2018	2019	2021
	ELA FSAA	49	49	50
	Math FSAA	47	47	49
	Algebra 1 FSAA EOC	52	61	58
	Biology FSAA EOC	55	51	57
	Civics FSAA EOC	53	60	49
	Geometry FSAA EOC	47	51	51
	US History FSAA EOC	55	63	57

Situation: Stakeholders require continuous professional development on best practices for supporting SWDs		Priorities: Professional Development		Mission/Vision: High Quality Instruction	
Inputs	Outputs		Outcomes		
Resources	Activities	Participation	Short-Term	Mid-Term	Impact/Long-Term
<i>We will need the following:</i>	<i>We will accomplish the following:</i>	<i>Clearly identified groups served</i>	<i>1-2 Year Changes</i>	<i>3-4 Year Changes</i>	<i>Long-Term Changes</i>
Collaboration with other departments to ensure that PD is systematic, and specific according to needs. Collaboration with OSPA to provide PD during times when	ESLS Department will offer professional learning opportunities and webinars to stakeholders to support culturally responsive teaching and learning for SWDs, to enhance	All teachers, administrators, and non-instructional personnel. Parents and community	Virtual and in-person professional development learning in a variety of areas including behavior, curriculum & instructional practices, policies/procedures, and	Professional learning focused on instructional strategies and pedagogy for working with students with disabilities.	Continuous improvement by reviewing and analyzing data pertaining to the needs of professional learning activities for instructional and non-instructional personnel. Review of

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<p>teachers/stakeholders are available without burdening schools with substitute teachers.</p> <p>Research-based PD to guide PD offerings.</p>	<p>their academic success.</p> <p>Delivery of specific professional learning onsite as requested by school-based administrators.</p> <p>Coaching/mentoring and 1:1 technical assistance onsite as a follow up to professional learning activities.</p>	<p>Targeted groups based on the students they teach (prek-elementary, cluster teachers, ASD coaches, secondary teachers, support facilitators, ESE Specialists, job coaches, ESPs).</p>	<p>instructional/assistive technology for instructional and non-instructional personnel.</p> <p>Asynchronous and synchronous formats provided. Two ASD Endorsement Program courses offered. Free online professional development opportunities from Bureau of Exceptional Student Education (BESE).</p> <p>Collaboration with Talent Acquisition to offer “ESE Grow Your Own” learning & mentoring sessions for potentially new teachers.</p>	<p>Virtual, in-person, and blended professional learning in a variety of areas including behavior, curriculum & instructional practices, policies/procedures, and instructional/assistive technology for instructional and noninstructional personnel.</p> <p>Delivery of specific professional learning onsite as requested by school-based administrators.</p> <p>Coaching/mentoring and 1:1 technical assistance onsite as a follow-up to professional learning activities.</p>	<p>data to inform the future focus of professional learning offered by the ESLS Division.</p> <p>Facilitate high-quality, research-based professional learning that increases student achievement for students with disabilities.</p>
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				Asynchronous & synchronous formats provided.	
Assumptions			External Factors		
Effective communication will improve practices and outcomes for students with disabilities.			Time constraints Contract restrictions		
Evaluation					
<i>What do you want to know?</i>			<i>How will you know it?</i>		
SWDs have a leveled playing field, and their needs are considered at every level of the organization.			Number of PD offerings Attendance data Improved student outcomes		

Situation: Effective communication amongst all stakeholders.		Priorities: Communication		Mission/Vision: Effective Communication	
Inputs	Outputs		Outcomes		
Resources	Activities	Participation	Short-Term	Mid-Term	Impact/Long-Term
<i>We will need the following:</i>	<i>We will accomplish the following:</i>	<i>Clearly identified groups served</i>	<i>1-2 Year Changes</i>	<i>3-4 Year Changes</i>	<i>Long-Term Changes</i>
Collaboration with other departments to ensure that PD is systematic, and specific according to needs. Collaboration with OSPA to provide PD during times when	Canvas support Research communication technologies for alternative conferencing opportunities	All stakeholders: teachers, schools, parents and community.	ESE Specialist Meetings ESE Parent Advisory School Support Meetings School Literacy & Math focused activities	Use of technology solutions to conference and communicate with stakeholders.	Use of technology solutions to conference and communicate with stakeholders.

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<p>teachers/stakeholders are available without burdening schools with substitute teachers.</p> <p>Collaboration with ESE Advisory and subcommittees.</p> <p>Build relationships with community partners and other stakeholders.</p>	<p>Communication within and across divisions, as well as to all stakeholders.</p>		<p>Parent link communication to parents</p> <p>ESE Specialist Canvas course</p> <p>Use of padlets as resources</p> <p>Use of virtual platforms, e.g. Microsoft Teams, Zoom, etc.</p> <p>Use of email listservs for targeted audiences.</p>		
Assumptions			External Factors		
<p>Clear and transparent communication with all stakeholders will improve outcomes for SWDs.</p> <p>Increase communication will lead to increased parent engagement and partnership.</p>			<p>LEA Profile data on annual FLDOE ESE Parent Survey</p>		
Evaluation					
<i>What do you want to know?</i>			<i>How will you know it?</i>		
<p>All stakeholders are well informed about the education of SWDs.</p>			<p>LEA Profile</p> <p>District/Department surveys</p>		

<p>Situation: Schools request ESLS support in all areas: curriculum, compliance, behavior and others, in order to better serve SWDs.</p>	<p>Priorities: ESLS School and Program Support</p>	<p>Mission/Vision: High Quality Instruction</p>
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Inputs	Outputs		Outcomes		
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<i>We will need the following:</i>	<i>We will accomplish the following:</i>	<i>Clearly identified groups served</i>	<i>1-2 Year Changes</i>	<i>3-4 Year Changes</i>	<i>Long-Term Changes</i>
More staff to provide day to day support (i.e. behavior tech)	<p>ESLS Curriculum support teams offer monthly teacher support collaboration.</p> <p>Provide targeted, ongoing support, coaching, and modeling to identified schools to ensure appropriate instruction in the least restrictive environment.</p>	Teachers, administrators, ESLS staff.	<p>Develop canvas course resources for teachers of students with disabilities.</p> <p>Promote instructional best practices, inclusive practices, and highlight model classrooms through email communication, newsletter and canvas course.</p>	ESLS Curriculum teams will consistently participate in data chats with special program teachers, model instruction and behavior strategies implementation, provide curriculum and assessment training and resources and alternate assessment training.	ESLS Curriculum teams will consistently participate in data chats with special program teachers, model instruction and behavior strategies implementation, provide curriculum and assessment training and resources and alternate assessment training.
Assumptions			External Factors		
Continuous school support will improve outcomes for SWDs.			Time constraints Contract restrictions		
Evaluation					
<i>What do you want to know?</i>			<i>How will you know it?</i>		
Schools need continuous, specific and intensive support, including curriculum and behavior support for SWDs, what are the additional areas of support needs?			Administrator survey School visits and walkthroughs Support logs by ESLS Program Specialists		