



MASTER PLAN

Exceptional Student Learning Support (ESLS)

2017

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Course Group #: 39001452

Exceptional Student Learning Support (ESLS)

Needs Assessment/Baseline Statement

Based on information obtained from annual review of:
District LEA Profile (Local Education Agency) , Easy IEP data, needs assessment to district and school instructional support staff survey, Discretionary project data, school referrals, independent review of ESE (Exceptional Student Education) and Support Services division, feedback from external partnerships, FLDOE-BEES (Florida Department of Education- Bureau of Exceptional Education and Student Services) initiative and intra departmental collaboration.

In the Broward School district, 12% of the student population (pre-K to 12) are students with disabilities. 31,000 employees including Administrators, General education teachers, Specialized teachers, ESE providers, and paraprofessionals will be offered professional learning opportunities through courses that provide high quality and instruction while providing a free and appropriate public education for students with disabilities

Purpose/Intention

Exceptional Student Education (ESE) and Support Services Division staff provides professional learning opportunities and instructional programming to facilitate high quality instruction for students with disabilities. This creates a framework upon which schools and families can build a collaborative structure of support services that promotes high academic achievement and encourages personal growth in 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).

ADMINISTRATOR			
DESIRED OUTCOME 1.1: The school-based Administrator will complete the ESE Administrative Credentialing Program			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Demonstrates proficiency score of 80% or greater on the Building Inclusive Schools Unit, the Quality IEP Unit, and the Procedural Safeguards Unit	Demonstrates proficiency score of 80% or greater on 2 of the 3 units of the Administrative Credentialing Program	Demonstrates proficiency score of 80% or greater on 1 of the 3 units of the Administrative Credentialing Program	Lacks proficiency in all of the units of the Administrative Credentialing Program
DESIRED OUTCOME 1.2: The school-based administrator will comply with IDEA regulations as related to students with disabilities.			
Level 4	Level 3	Level 2	Level 1
Monitors and addresses concerns of implementation of IDEA (FAPE, LRE, procedural safeguards, dispute resolution, confidentiality, access to the general curriculum) and principles of universal design for learning. Implements and supports a school-wide culture of inclusive education including a home-school partnership for all students. Schedules common planning opportunities for general education and special education teachers.	Monitors and implements IDEA (FAPE, LRE, procedural safeguards, dispute resolution, confidentiality, access to the general curriculum). Promotes and implements a school-wide culture of inclusive education for all students. Schedules limited common planning opportunities for general education and special education teachers.	Aware of the requirements of implementation of IDEA through the availability of continuum of services Promotes a school-wide culture of inclusive education activities. Schedules planning opportunities for general education and special education teachers.	Does not/fails to monitor implementation of IDEA. Does not promote a school-wide culture of inclusive education or home-school partnerships. Fails to schedule common planning opportunities for collaborative teachers and support staff.

Evaluation Collection Plan			
Teacher/Individual	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation		1 x per workshop	Instructor/ Facilitator
Impact on Practice		1 x per workshop	Instructor/ Facilitator
Impact on Student Achievement	Professional Learning Feedback	1 x per workshop	Instructor/ Facilitator

SPECIALIZED TEACHER/SUPPORT

DESIRED OUTCOME: 2.1 Specialized Teacher/Support Staff will identify and implement appropriate practices based on IDEA as related to students with disabilities.

Level 4	Level 3	Level 2	Level 1
<p>Applies FAPE, LRE, procedural safeguards, dispute resolution, and confidentiality, access to the general curriculum and universal design for learning.</p> <p>Applies policies and processes for developing quality (aligned and clear) IEPs and Matrix of Service for individual student based on impact of disability.</p> <p>Provides exemplary models of support for assisting students with disabilities in accessing the general education curricula.</p> <p>Interprets assessment and curricular data for IEP and/or child study team members.</p> <p>Facilitates the collaboration between colleagues, parents and/or stakeholders.</p>	<p>Identifies/defines FAPE, LRE, confidentiality, and access to the general curriculum.</p> <p>Demonstrates knowledge of how to develop an aligned and clear IEP based on student data and impact of disability.</p> <p>Assists with the provision of models of support based on student needs.</p> <p>Communicates assessment and curricular data for IEP and/or child study team members. Participates in some collaborative activities with colleagues.</p>	<p>Identifies some components of the legal and ethical standards related to students with disabilities.</p> <p>Requires assistance in aligning and developing quality IEPs.</p> <p>Identifies limited models of support.</p> <p>Obtains current assessment and curricular data.</p> <p>Identifies the need for collaboration activities.</p>	<p>Does not/fails to identify appropriate practices and policies related to educating students with disabilities including collaboration, models of support, and assessment.</p>

DESIRED OUTCOME: 2.2 Specialized Teacher/Support Staff will collaborate and support the implementation of specially designed instruction and intervention for students with disabilities.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Provides clear feedback after weekly collaborative review of data to determine specially designed instruction and intervention based on student needs.</p> <p>Models and coaches specially designed instruction and intervention for fidelity of Implementation.</p> <p>Monitors the effectiveness of implementation, provides feedback & determines appropriate action steps.</p> <p>Discusses implementation data and recommendations for continuous improvement with administrators, support staff and teacher.</p>	<p>Reviews data monthly in collaboration with school staff to determine the need for specially designed instruction and intervention.</p> <p>Models specially designed instruction and intervention for fidelity of implementation.</p> <p>Monitors the effectiveness of implementation and provides feedback</p> <p>Discusses implementation and recommendations for continuous improvement with school support staff and teacher.</p>	<p>Collaborates quarterly with school staff to identify a intervention.</p> <p>Provides information on instruction and intervention.</p> <p>Monitors the effectiveness of implementation.</p> <p>Discusses implementation with school support staff.</p>	<p>Does not/fails to collaborate and support specially designed instruction and intervention.</p> <p>Fails to monitor implementation of Instruction/ Intervention.</p> <p>Fails/does not to discuss implementation with any school staff members.</p>

DESIRED OUTCOME: 2.3 Specialized Teacher/Support Staff will utilize a continuous improvement model to build capacity and facilitate professional learning

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Uses collaborative needs assessment based on student data to determine professional learning needs.</p> <p>Prioritizes professional learning based on need.</p> <p>Designs and provides professional learning based on adult learning principles.</p> <p>Evaluates effectiveness of professional learning through specific measures to determine impact on student achievement.</p>	<p>Uses needs assessment that is aligned to student needs to determine professional learning.</p> <p>Schedules professional learning.</p> <p>Designs and provides professional learning that inconsistently meets the needs of adult learners.</p> <p>Utilizes measures that do not provide specific data to evaluate the effectiveness of student learning.</p>	<p>Uses needs assessment that is not aligned to student needs to determine professional learning.</p> <p>Organizes professional learning that is fragmented and disconnected.</p> <p>Designs professional learning.</p> <p>Lacks measures to evaluate the effectiveness of student learning.</p>	<p>Does not /fails to administer needs assessments nor organizes professional learning.</p>

DESIRED OUTCOME: 2.4 The ESE Specialist will complete the ESE Specialist Credentialing Program			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Demonstrates proficiency score of 80% or greater on the Building Inclusive Schools Unit, the Quality IEP Unit, the Procedural Safeguards Unit, Matrix of Services and Scheduling/ Budgeting Guidelines Unit.	Demonstrates proficiency score of 80% or greater on 4 of the 5 units of the ESE Specialist Credentialing Program.	Demonstrates proficiency score of 80% or greater on 2 of the 5 units of the ESE Specialist Credentialing Program.	Lacks proficiency in all of the units of the ESE Specialist Credentialing Program.

Evaluation Collection Plan			
Teacher/Individual	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Pre/ post tests, DOE- LEA profile reports, progress monitoring tools, IEP progress reports	1 x per workshop	Instructor/ Facilitator
Impact on Practice	Follow up activities, rubrics, self- assessments, CWT's/ Look fors, observations Adobe connect sessions Coaching/ mentoring Effective Instructional indicators for SWD Video Conferencing Easy IEP Wizards/ Reports	1 x per workshop	Instructor/ Facilitator
Impact on Student Achievement	Professional Learning Feedback Curriculum based assessments	1 x per workshop	Instructor/ Facilitator

3. TEACHER/ESE PROVIDER

DESIRED OUTCOME: 3.1 Teacher/ESE Provider will demonstrate knowledge of instructional practices/methods through the use of a continuous improvement model to facilitate student achievement.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Assesses student fully, analyzes and explains results & correlate data with appropriate programs.</p> <p>Plans & prepares learning environment & instruction based on tiered lesson plans.</p> <p>Teaches/ implements programs to fidelity with appropriate accommodations and/or modifications to include differentiation and technology components.</p> <p>Collects data & monitors student performance on a weekly basis.</p> <p>Reevaluates/ revises instruction effectively to increase student achievement.</p>	<p>Assesses, analyzes & explain assessment data effectively.</p> <p>Plans & prepares tiered lesson plans.</p> <p>Utilizes & implements tiered lesson plans for instructional practices that include differentiation and/or technology components.</p> <p>Monitors progress on a monthly basis.</p>	<p>Administers assessment w/o full analysis of results.</p> <p>Prepares lesson plans to instruct with most program components.</p> <p>Utilizes & implements lesson plans for some instructional practice that may include differentiation and/or technology components.</p> <p>Monitors progress on quarterly basis.</p>	<p>Begins assessment without ongoing data collection</p> <p>Prepares lesson plans to instruct without all components of programs</p> <p>Introduces programming w/o supports or models.</p>

DESIRED OUTCOME: 3.2 Teacher/ESE Provider will facilitate student achievement through implementation of specially designed instruction and intervention to address the individualized education plan (IEP)

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Determines appropriate specially designed instruction and intervention based on student need(s), including UDL.</p> <p>Implements/presents specially designed instruction and intervention systematically and with complete fidelity to include differentiation and technology components.</p> <p>Provides scaffolding and student support including accommodations or modifications.</p> <p>Provides clear and specific feedback to student in a timely manner.</p> <p>Collaborates with all stakeholders, including parents about student achievement.</p>	<p>Determines specially designed instruction and intervention for student.</p> <p>Presents most intervention components with fidelity that includes differentiation and/or technology components.</p> <p>Provides some scaffolding and support to students including accommodations or modifications.</p> <p>Provides specific feedback to student.</p> <p>Collaborates with some stakeholders regarding student achievement.</p>	<p>Identifies a specially designed instruction and intervention.</p> <p>Presents some intervention components with fidelity that may include differentiation and/or technology components.</p> <p>Provides some support to student, such as some accommodations or modifications.</p> <p>Provides non-specific feedback.</p>	<p>Identifies an Intervention.</p> <p>Presents intervention components but without fidelity.</p>

DESIRED OUTCOME: 3.3 Teacher/ESE Provider will assess, design and implement positive behavioral supports.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Adheres to legal and ethical issues pertaining to positive behavior-management strategies, crisis management, and disciplinary actions.</p> <p>Aligns and implements data collection for assessing individual student behavior.</p> <p>Implements effective positive behavior intervention techniques and strategies.</p> <p>Evaluates, implements and revises the Functional Behavior Assessment and Behavior Intervention Plan.</p>	<p>Recognizes legal and ethical issues pertaining to positive behavior-management strategies, crisis management, & disciplinary actions.</p> <p>Implements data collection for assessing student behavior.</p> <p>Analyzes individual and group data to select and evaluate proactive interventions.</p> <p>Designs and implements a positive Behavior Intervention Plan.</p>	<p>Recognizes the various concepts and model of positive behavior management.</p> <p>Identifies data collection for assessing student behavior.</p> <p>Identifies and interprets the elements of a Functional Behavior Assessment and a Behavior Intervention Plan.</p>	<p>Does not/fails to recognize the various concepts and models of positive behavior management.</p>

DESIRED OUTCOME: 3.4 Teacher/ESE Provider will identify appropriate practices based on legal and ethical standards related to students with disabilities.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Applies FAPE, LRE, confidentiality, transition planning, access to the general curriculum and universal design for learning.</p> <p>Develops quality (aligned and clear) IEP and Matrix of Services for individual student based on impact of disability.</p> <p>Provides exemplary models of support and advocacy based on student needs.</p> <p>Implements transition planning to develop desired post school outcomes.</p>	<p>Identifies and defines FAPE, LRE, confidentiality, and access to the general curriculum.</p> <p>Develops aligned and clear IEP based on student data and impact of disability.</p> <p>Provides models of support based on student needs.</p> <p>Demonstrates knowledge of transition planning to develop desired post school outcomes.</p>	<p>Identifies components of the legal and ethical standards including confidentiality related to students with disabilities.</p> <p>Develops IEP that is not aligned, measureable or clear with student data and impact of disability.</p>	<p>Does not/fails to identify appropriate practices related to educating students with disabilities.</p>

Evaluation Collection Plan

School/District	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Pre/ post tests, DOE- LEA profile reports Progress monitoring tools IEP's and progress reports	1 x per workshop	Instructor/ Facilitator
Impact on Practice	Follow up activities, Rubrics & self- assessments, CWT's/ Look fors, observations Adobe connect sessions Coaching/ mentoring Effective Instructional indicators for SWD Video Conferencing Easy IEP Wizards/ Reports Data Warehouse, FLDOE, PCM logs Surveys	1 x per workshop	Instructor/ Facilitator
Impact on Student Achievement	Professional Learning Feedback Curriculum based assessments	1 x per workshop	Instructor/ Facilitator

4. EDUCATION SUPPORT PROFESSIONAL (PARA)			
DESIRED OUTCOME: 4.1 Education Support Professional will collaborate with instructional staff/providers			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Effectively communicates and collaborates needs and progress of student maintaining confidentiality.	Communicates or collaborates with instructional staff/providers, maintaining confidentiality. Communicates or collaborates with instructional staff/providers.	Gives information to instructional staff/providers when specifically asked while maintaining confidentiality.	Does not/fails to communicate or collaborate with instructional staff/providers.

DESIRED OUTCOME: 4.2 Education Support Professional will practice and reinforce specialized interventions systematically with fidelity with necessary scaffolds and supports and providing feedback to students.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Independently provides practice of intervention consistently and accurately that includes differentiation and/or technology components. Scaffolds and supports instruction as needed and can fade support as appropriate. Provides feedback to assist student to redirect their learning and actions and thin (fade) as appropriate. Effectively communicates and collaborates needs and progress of student.	Provides practice of intervention as provided by teacher consistently and accurately that may include differentiation and/or technology components. Accommodates and supports instruction when shown or modeled. Provides feedback to assist student to redirect his/her learning and action. Gives information to others when specifically asked.	Provides practice of components of intervention as directed by ESE provider but may be inconsistent or inaccurate. Provides non-specific corrective feedback to student.	Does not/fails to practice and reinforce appropriate interventions with students. Does not give support or feedback to students.

DESIRED OUTCOME: 4.3 Education Support Professional will implement positive behavioral supports.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Adheres to ethical issues pertaining to positive behavior-management strategies and disciplinary actions.	Recognizes ethical issues pertaining to positive behavior-management strategies and disciplinary actions.	Recognizes the various concepts and model of positive behavior management.	Does not/fails to recognize the various concepts and models of positive behavior management.
Aligns and implements data collection for assessing individual student behavior.	Implements data collection for assessing student behavior.	Identifies data collection for assessing student behavior.	
Implements effective positive behavior intervention techniques and strategies.	Analyzes individual and group data to select and evaluate proactive interventions.		

Evaluation Collection Plan			
Administrator/Supervisor	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Post tests, DOE- LEA profile reports, progress monitoring tools Easy IEP	1 x per workshop	Instructor/ Facilitator
Impact on Practice	Follow up activities self- assessments, observations Coaching/ mentoring Effective Instructional indicators for SWD PCM logs Surveys	1 x per workshop	Instructor/ Facilitator
Impact on Student Achievement	Professional Learning Feedback	1 x per workshop	Instructor/ Facilitator

Mid-Year and End of Year Evaluation Plan Template

Quality and Fidelity of Implementation

Participant	Middle of Year Evaluation	End of Year Evaluation
Teacher/Individual	Desired outcome 2.4 is not being taught	
Administrator/ Supervisor	Administrators are completing in the ESE Credentialing Program and complying with IDEA regulations related to SWD	
School/District	161 activities were offered from July 1- April 4, 2016 2532 participants enrolled in these training	

Impact on Practice

Participant	Middle of Year Evaluation	End of Year Evaluation
Teacher/Individual	Based on feedback from the Professional Learning feedback, Specialized teachers and support staff are implementing appropriate practices based on IDEA in their workplace.	
Administrator/ Supervisor	Based on support team meetings, Admin team and PD team prioritized professional learning based on the needs of the schools.	
School/District	Based on observations and surveys and logs, support staff is collaborating and providing feedback for specially designed instruction for SWD	

Impact on Student Achievement

Participant	Middle of Year Evaluation	End of Year Evaluation
Teacher/Individual	Based on the Professional Learning feedback, over 97% of the participants have indicated that the learning activity positively impacted student achievement.	
Administrator/ Supervisor		

School/District	Based on the Professional Learning feedback, over 97% of the participants have indicated that the learning activity positively impacted student achievement.	
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