Strategic Objective (SO): 1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

Topic of Strategic Objective (SO) e.g., Math, PEAKS, etc.: Special Education

Leader: Chad Berg	Action Plan Projected Completion Date:
Team Members : Special Education Staff, Curriculum &	Ongoing
Instruction office support, SEPTA partnerships	

Evaluation Plan: Describe steps you will take to determine if you have reached this strategic objective.

- 1. The OPI and Office of Special Education data on performance towards the district applicable performance Indicators
- 2. Use of performance management system to analyze cohort group growth relative to prior year performance on criterion based measures

Best Practice Investigation: What information is uncovered looking at best practice in relation to this strategic objective.

- 1. Use of consensus process for linkage to LRSP
- 2. Use of RtI framework to implement bestpractices in curriculum, instruction and assessment

Action Steps	Who	Timeframe
What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who will be responsible for what actions?	What is a realistic timeframe for each action?
 Special education staff will participate in District planning for the Response to Intervention initiative, to integrate practices of assessment, collaboration, and delivery of instruction with general education and intervention services. Program alignment, including staffing and budget allocations, will be based on a review of student needs, while increasing capacity of Resource Programs to meet the needs of students in the Least Restrictive Environment. Progress monitoring techniques will be consistently implemented in Individualized Educational 	Coordinated by Special Education Director	1. Ongoing, linked to RtI action plan
 Supplemental and Core Replacement programs for reading and math will be implemented with consistency across elementary, middle, and high school levels with material purchases based on gaps or inconsistencies and annual available funds Integrated service delivery options will be reviewed at the school level 		
2. Options for collaborative, community-based preschool	2. Special Education	2. By start of

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special education services will be developed and implemented	Director, Elementary Coordinator, preschool team, community	2012-2013 school year
3. Community and family engagement will continue to be stressed through partnerships with the Special Education Parent Teacher Association	3. Special Education Director, staff, SEPTA	3. Ongoing
 4. Special Education staff will participate in District professional development planning, to identify and implement training in: Implementing differentiated instruction through appropriate accommodations and modifications in the general education setting Refinement of the collaborative teaching model Practices that promote student self-advocacy and independence Specialized Program (Life Skills and Behavior Programs) PLCs Crisis Prevention Institute – de-escalation/safety Ongoing training for implementation of supplemental and core replacement materials for identified staff 	4. District Professional Development committee, Director, Curriculum and Grants coordinators	4. School Year 2011-12

Progress expected by the end of the year:

Compliance monitoring recommendations are being implemented, budget planning had allowed for staff realignment linked to the LRSP, special education staff implementing best-practice approaches in curriculum, instruction, and assessment, linked to RtI activities

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