





# Comprehensive Plan Objectives

Objective 1: To improve academic achievement for students with disabilities by 10%

- Academic Achievement
- Professional Development Opportunities for Special Education Staff
- Retention of Special Education Staff

Objective 2: To Improve transition programs for students with disabilities by 10%

- Professional Development Opportunities for Secondary Teachers Planning for Students 14 years and older through annual IEPs
- Increase Partnerships for Job Opportunities for Students with Disabilities
- Provide Job Site Coordination, Observations, and Job Coaching
- Investigate Unmet Needs

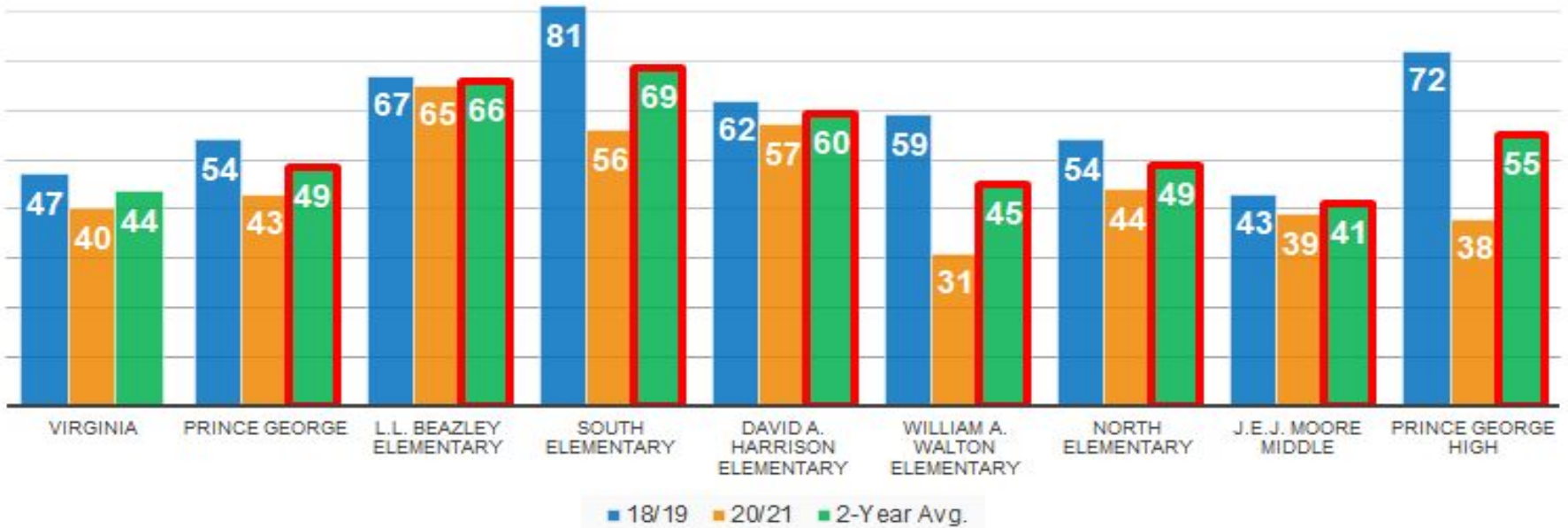
Objective 3: To improve graduation rate of students with disabilities by 10%

- Federal Graduation Indication



# Objective 1: To improve Academic Achievement for SWD by 10%

## Overall Reading by School Achievement Gap Group - SWD





# Objective 1: To improve Academic Achievement for SWD by 10%

## ***Focus - Professional Development Opportunities for SPED Staff / Retention of Special Education Staff.***

- New SPED Teacher Academy continued virtually / in-person during the 20/21 school year. Although our initial sessions were held virtually, we organized in-person opportunities as our health mitigation plan allowed.
- Additionally, we expanded the audience to returning teachers during the 20/21 school year.



## Topics covered during New SPED / Returning Teacher Academy:

- EdPlan Training: Navigating the IEP Documentation System
- Making Data Driven Decisions: Capturing information in Students' Present Levels of Performance
- Developing Measurable Annual Goals
- IEP Process Start to Finish
- Supporting, Planning, and Writing Student Transition Plans
- Preparing for IEP Season: The importance of documentation and compliance
- Extended School Year Services
- Individual Checkout w/ Learning Specialist Divisionwide



- In addition to the scheduled training, Student Services produced several guidance documents to support staff throughout the school year to include a PGCPS Special Education FAQs that assisted staff with IEP documentation given changes due to Covid as well as School Based Intervention Team guidance.
- Student Services developed a schedule to support all schools on a consistent, weekly basis. School based support teams include the Coordinator of Student Services, School Social Worker, and School Psychologist. School based teams were scheduled collectively for each school, thus providing a comprehensive support network.
- Special Education Teachers receive a stipend of \$2,000.00 each year for serving as a SPED teacher.



- Student Services Coordinators began to schedule and oversee the triennial review process which was originally a responsibility of learning specialists. Our department continues to examine assigned roles to ensure we support an efficient and effective team.
- Student Services developed communication systems that enabled a consistent, comprehensive approach to ensure that all staff were informed of current and upcoming information. This was done through developing the Student Services Monday Memos, Student Services Directory of Information (document housing location), and schedule monthly virtual meeting with SPED Admin and SPED Department Chairs, and related services staff.



## **Objective 2: To Improve Transition Programs for SWD by 10%**

### ***Focus - Professional Development Opportunities for Secondary Teachers Planning for Students 14 years and older through annual IEPs***

- Indicator 14 data is not fully complete as the surveys are not due until September 30. Two changes were made to the survey which will impact the data results as a whole. Two questions were added to request information about whether the barrier to employment or to participation in a post-secondary education/training program was due to the COVID pandemic. This will potentially skew the results. In addition, this was the last year of this data collection cycle. New goals and targets for the next 6 year cycle will be established for each school system to work towards.





- In 2020-2021, the Transition Specialist continued to create and update guidance documents including:
  - Transition Step-by Step
  - Assessment Charts
  - Assessment Narratives
  - Services/Activities High School
  - Services/Activities Moore and Clements
  - Progress Reporting for Transition
  - Transition Checksheet
  - Summary of Performance
- She reviewed over 200 IEPS, of those completed 73, and attended 70 meetings. At the end of the year, along with the Department Chair they reviewed 39 Summaries of Performance for compliance (sometimes again after corrections were made) and personally wrote 3.
- At the beginning of the year, the Transition Specialist provided group and individual training to new teachers at the high school and to all teachers at Clements and Moore. She also provided individual, ongoing feedback on every IEP that was reviewed to maintain compliance.



## Objective 2: To Improve Transition Programs for SWD by 10%

### ***Focus - Increase Partnerships for Job Opportunities for Students with Disabilities***

- In 2021-2022, the Transition Specialist continued to meet with local agencies and businesses to maintain contact and create new partnerships. Over the summer, she established a link with Standard Motor as a site for an internship and for potential Forklift training in second semester. She continues to be involved in the Hopewell/PG Chamber's Activities and spends time networking, learning the businesses in PG.
- Referrals to both POWER and DARs continued this year as both agencies still provided some programming. The STEP program did not operate in the school this year due to restrictions on outside staff in the building. SOS did operate but only two of the students who were in person were able to complete the co-op portion and had to work within the high school building.



## Objective 2: To Improve Transition Programs for SWD by 10%

### ***Focus - Provide Job Site Coordination, Observations, and Job Coaching***

- In SY 2020-2021 Job Coach Training Video was purchased for use with the Paraprofessionals prior to starting Community Based Work Based Learning.
- Transition Specialist completed observations of students at Rowanty Technical center for use as part of IEP development. In addition, Transition Specialist created a Google Form for the teachers at Rowanty to complete once a month which documented Work Behaviors of SWD in the “lab” and classroom portions of the courses.
- As a part of the SOS program, the Transition Specialist observed, coached, and monitored the 2 in-person interns at their job sites on a daily/weekly basis. She created a weekly form for the staff and students to complete to measure progress and for self-evaluation.
- A total of 5 students that had been selected for the 2020-2021 Vocational Evaluation programs were rolled over to the new 2021-2022 Programs that are being conducted at Wilson Workforce Rehabilitation Center under new Guidelines for Health and Safety.



## Objective 2: To Improve Transition Programs for SWD by 10%

### ***Focus - Investigate Unmet Needs***

- In the SY 2020-2021, the Transition Specialist maintained contact via email, phone, Zoom, with the local Agencies that provide services to people with disabilities in order to keep informed as to what was available virtually, how services were being provided if at all. In order to maintain contact between agencies, students and families, the Transition Specialist arranged Zoom sessions with DARs, Disability Services at John Tyler Community College, as well as the P.O.W.E.R program.
- She created Google classrooms at each secondary school that were used mainly for assessment but did have information about activities and websites with the intention of expanding this SY. The schools continued to use Virtual Job Shadow, especially for assessment of virtual students was key.
- As a part of the joint PRC series, two sessions were conducted this year: *When is too early to start thinking about Transition and So you're Going to College.*



## Objective 3: To Improve Graduation Rate of SWD by 10%

2015 - 2016

42.55%

2020 - 2021

68.42%