

EXECUTIVE SUMMARY FOR SPECIAL EDUCATION PLAN

PLAN OVERVIEW:

The Special Education Recovery Plan outlines three areas with detailed strategies and actions to address the needs of students. As additional actions are determined and steps refined, the plan will be updated accordingly as part of a cycle of continuous monitoring and improvement.

ORGANIZATION OF THE PLAN:

The plan is organized into three areas with particular attention and focus on **Meeting Evaluation and Timeline Requirements**. The plan also illustrates that improved compliance and evaluation completion must further be nested within larger system improvements, including a clear and operationalized inclusive vision for students with disabilities with quality standards, departmental roles, and actions, as well as an emphasis on strong Tier One instruction and system improvements to a multi-tiered system of support for learners.

PRIORITIES & MONITORING:

The Plan centers on three main *areas*:

- *Meeting Evaluation and Compliance Requirements*
- *Establish a Clear, Inclusive Vision and Shared Ownership*
- *Implement Strong Tier One instruction within a Multi-Tiered System of Support*

Each of the areas noted has corresponding action steps with a series of deliverables and key tasks. Timelines included in the plan are shared with Executive Leadership, including the Superintendent and Board of Trustees, who review progress as well as appropriate revisions to actions.

KEY HIGH-LEVEL ACTION STEPS:

Meeting Evaluation and Compliance Requirements
FOCUSED SYSTEMS: Improve structures and systems focus on timely evaluations and quality IEPs.
PROFESSIONAL LEARNING AND RECRUITMENT: Develop extensive structures for improving quality Professional Learning, Capacity Building, and Recruitment for Evaluation Staff.
TRACKING AND EFFICIENCY: Efficiency/Completion of Evaluations and IEPs.
QUALITY CONTROL: Quality Control of Evaluations and IEPs.

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Establish a Clear, Inclusive Vision and Shared Ownership

QUALITY STANDARDS: Develop quality standards for the Special Education Department.

PROFESSIONAL LEARNING: Provide training and resources to all campus principals and campus leadership teams to support their roles as knowledgeable instructional leaders with regard to students with disabilities.

CLARIFICATION OF ROLES AND RESPONSIBILITIES: Clarify roles and responsibilities of district-level staff within the Special Education Department.

ALIGNMENT of INTERNAL TOOLS/RESOURCES: Improve clarity, organization, and alignment within the internal (staff) Austin ISD website.

COMMUNICATION CONNECTION: Increase family and community engagement and outreach to build trust.

Implement Strong Tier One instruction within a Multi-Tiered System of Supports

CROSS DEPARTMENTAL PARTNERSHIPS: Partner with Academics, Office of School Leadership (OSL), and Student Programs to train all district and campus staff on well-functioning MTSS Process.

PROFESSIONAL LEARNING: Provide professional development to general and special education coordinators and their leadership staff in cutting-edge practices and research strategies to increase the application of these practices.

IMPLEMENTATION: Develop and implement a rubric for district personnel to use during walkthroughs to confirm the implementation of evidence-based practices.

CONSISTENCY: Ask each campus to select a team of general and special educators to self-assess the extent to which each school meets MTSS standards. Provide a trained facilitator so that the understanding of these standards is consistent across the district and the self-assessment results are valid.

SYSTEMATIC TRAINING: Develop a yearly calendar of training for campus administrators, staff, and district leadership to build capacity around the implementation of MTSS evidence-based practices.