



ACCESS, EQUITY, PROGRESS (AEP) PLAN TEMPLATE

LOCAL IMPLEMENTATION FOR RESULTS (LIR) STATE PRIORITY GRANT Federal Fiscal Year (FFY) 2022 State Fiscal Year (SFY) 2023

Local System / Public Agency: Howard County Public School System

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Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
August 15, 2022
No later than 5:00 pm EST

Local Implementation for Results (LIR) Plan

Strategic Imperative: Access, Equity, and Progress (AEP)

Narrow the Gap for Students with Disabilities through

- Effective Co-Development, Co-Implementation, and Co-Evaluation of Specially Designed Instruction within an Integrated Tiered System of Supports
- Meaningful Access to General Education with Outcomes
- Social-Emotional/Behavioral Interventions and Supports Implemented with Fidelity
- Job-Embedded, Inclusive Professional Learning and Coaching
- Cross-Disciplinary Teaming Practices and Family Partnerships

Directions: Engage in the TAP-IT data-informed decision-making process (an evidence-based data analysis and decision-making cycle)

*Build a **TEAM***

***ANALYZE** data to identify the potential root cause(s) and priority area(s);*

*Develop a **PLAN** with data-informed goal(s) based on identified priority area(s);*

***IMPLEMENT** strategies/evidence-based practices with fidelity in the priority area; and*

***TRACK** implementation progress and outcomes.*

Partner with your MSDE DEI/SES liaison to develop your SFY 2023 Access, Equity, and Progress LIR plan.



TEAM: Local Implementation Team Formation for Strategic Collaboration

Identify the local implementation team including, names, titles, e-mail, and phone contact information. Include General Education partners/internal and external stakeholders in the team.

Terrell Savage, Executive Director	410-313-6600	terrell_savage@hcpss.org
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Additional participants to invite: Missie Baxter, Instructional Facilitator; Jessica Yaniro, Instructional Facilitator; Kathleen Collins, Facilitator; Leslie Harmon, Instructional Facilitator

How often does the AEP Local Implementation Team meet? Quarterly

*Remember: Highly Performing Teams meet at least **quarterly** to review data and modify the plan as appropriate to ensure progress monitoring of benchmark and overarching goal(s).*

ANALYZE: Review Trend Data, Determine Root Causes, and Identify Priority Area(s).

- Identify prior focus areas within your System and describe the impact of this work, including changes in infrastructure, professional practices, and student outcomes.

The HCPSS will continue to focus on co development, co implementation, and co evaluation of specially designed instruction. While the focus of the previous work was centered around these principles, the closure and reopening of schools due to the Covid 19 global pandemic impacted the ability to carry out the initiatives outlined. HCPSS was able to pivot and support training for staff and professional learning, focusing on a variety of instructional practices to include hybrid learning, interventions, data collection/analysis and a variety of instructional high leverage practices. Some highlights of our work include the training on intervention and instructional practices that promote student learning. Additionally, several county level work groups have formed to analyze data/promote student success.

- Identify data points relevant to your system’s priority area(s). Disaggregate data considering the following categories: race/ethnicity, FARMS status, English Learner status, LRE/placement, grade level, school, or other factors.
 - Compare current data to previous data
 - Attach source data using the attached chart or alternate format [[See Data Chart](#)]

Elementary On/Above/Below Grade Level

<p>Reading 2019</p> <ul style="list-style-type: none"> ● All students: Above 39.1% On 47.2% Below 13.6% 	<p>Mathematics 2019</p> <ul style="list-style-type: none"> ● All students: Above 45.4% On 46.1% Below 8.6%
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<ul style="list-style-type: none"> Students with disabilities: Above 7.1% On 30.3% Below 62.6% <p>Reading 2020</p> <ul style="list-style-type: none"> All students: Above 33.2% On 52.1% Below 14.7% Students with disabilities: Above █% On 32.6% Below 62.9% <p>Reading 2021</p> <ul style="list-style-type: none"> All students: Above 28% On 56.8% Below 15.2% Students with disabilities: Above █% On 35.1% Below 60.9% <p>Reading 2022</p> <ul style="list-style-type: none"> All students: Above 28.8% On 53.7% Below 17.5% Students with disabilities: Above 5.0% On 32.7% Below 62.3% 	<ul style="list-style-type: none"> Students with disabilities: Above 12.4% On 40.6% Below 47.1% <p>Mathematics 2020</p> <ul style="list-style-type: none"> All students: Above 44.5% On 47.5% Below 8% Students with disabilities: Above 11.1% On 44% Below 45% <p>Mathematics 2021</p> <ul style="list-style-type: none"> All students: Above 41.5% On 51.1% Below 7.3% Students with disabilities: Above 11.2% On 48.1% Below 40.7% <p>Mathematics 2022</p> <ul style="list-style-type: none"> All students: Above 41.7% On 50.0% Below 8.3% Students with disabilities: Above 11.4% On 47.0% Below 11.4%
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Students 2022 Final Grade Includes a D or E

Middle School

<p>All Courses</p> <ul style="list-style-type: none"> All Students 33.3% Students with Disabilities 69.3% 	<p>English Language Arts</p> <ul style="list-style-type: none"> All Students 8.7% Students with Disabilities 20.8% 	<p>Mathematics</p> <ul style="list-style-type: none"> All Students 9.1% Students with Disabilities 23.9%
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High School

<p>All Courses</p> <ul style="list-style-type: none"> All Students 38.3% Students with Disabilities 76.2% 	<p>English Language Arts</p> <ul style="list-style-type: none"> All Students 11.2% Students with Disabilities 33.4% 	<p>Mathematics</p> <ul style="list-style-type: none"> All Students 18.3% Students with Disabilities 48.8%
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2022 High School Students on Track

<p>All Students:</p> <ul style="list-style-type: none"> On track to earn course credits: 79.2% Not on track to earn course credits: 20.8% 	<p>Students with Disabilities:</p> <ul style="list-style-type: none"> On track to earn course credits: 59.2% Not on track to earn course credits: 40.8%
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*This only includes diploma bound students with course schedules.

MCAP DATA 2019

ELA MCAP: Elementary	ELA MCAP: Middle	ELA MCAP: Grade 10
<p>ELA State Average scoring 4 or above</p> <ul style="list-style-type: none"> All students 42.9 % Students with disabilities 9.5 % Gap 33.4 % <p>ELA HCPSS Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 57% Students with disabilities 11.6% Gap 45.4% 	<p>ELA State Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 44.5% Students with disabilities 6.9% Gap 37.6 % <p>ELA HCPSS Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 59.8% Students with disabilities 10.4% Gap 49.4% 	<p>ELA State Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 42.6% Students with disabilities 7.8% Gap 34.8% <p>ELA HCPSS Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 65.7% Students with disabilities 16.9% Gap 48.8%

Mathematics MCAP: Elementary	Mathematics MCAP: Middle	Mathematics MCAP: Algebra I
<p>Math State Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 39.5 % Students with disabilities 11.4 % Gap 28.1% <p>Math HCPSS Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 56% Students with disabilities 13% Gap 43% 	<p>Math State Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 23.1% Students with disabilities █ % Gap 19.2% <p>Math HCPSS Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 36.5% Students with disabilities 7.2% Gap 29.3% <p>* Does not include student scores for Algebra and Geometry</p>	<p>Algebra I State Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 27.2% Students with disabilities █ % Gap 22.8% <p>Algebra I HCPSS Average scoring 4 or above:</p> <ul style="list-style-type: none"> All students 55.8% Students with disabilities 12.1% Gap 43.7%

MCAP Data 2021

English Language Arts		
	State Percent Proficient	HCPSS Percent Proficient

Grade	All Students	Students' w/ Disabilities	Gap	All Students	Students' w/ Disabilities	Gap
3	24.1%	6.7%	17.4%	34.3%	9.4%	24.9%
4	23.4%	6.1%	17.3%	35.9%	12.3%	23.6%
5	25.2%	5.6%	19.6%	39.9%	7.2%	32.7%
6	53.3%	15.7%	37.6%	69.0%	22.2%	46.8%
7	31.6%	7.0%	24.6%	46.4%	13.9%	32.5%
8	31.0%	6.2%	24.8%	42.5%	9.7%	32.8%
English 10	56.6%	19.4%	37.2%	71.2%	26.0%	45.2%

Mathematics						
Grade	State Percent Proficient			HCPSS Percent Proficient		
	All Students	Students with Disabilities	Gap	All Students	Students with Disabilities	Gap
3	14.5%	5.8%	8.7%	27.6%	10.6%	17%
4	20.9%	6.6%	14.3%	39.2%	11.5%	27.7%
5	23.0%	5.8%	17.2%	41.2%	9.7%	31.5%
6	20.8%	4.2%	16.6%	37.5%	7.1%	30.4%
7	6.8%	1.2%	5.6%	6.1%	≤5.0%	≤1.1%

8	3.2%	0.9%	2.3%	≤5.0%	≤5.0%	≤0.0%
Algebra I	7.0%	1.2%	5.8%	12.1%	≤5.0%	≤7.1%

MSAA 2019

State Average: ELA 37% Math 42%

HCPSS Average: ELA 52% Math 54%

MCAP Alternate Assessment 2021

State Average: ELA 14%, Math 10.1%

HCPSS Average: ELA 16.5%, Math 10.3%

Measures of Academic Progress (MAP)

MAP Reading: K-2 Met Benchmark			MAP Reading: 3-5 Met Benchmark			MAP Reading: 6-8 Met Benchmark		
School Year	All Students	Students with Disabilities	School Year	All Students	Students with Disabilities	School Year	All Students	Students with Disabilities
Fall 2018	38.6%	12.4%	Fall 2018	58.2%	18.2%	Fall 2018	57.6%	12.9%
Fall 2019	41.2%	13.8%	Fall 2019	56.5%	15.3%	Fall 2019	51.7%	13.3%
Fall 2020	51.6%	21.1%	Fall 2020	55.4%	19.1%	Fall 2020	51.5%	15.2%
Fall 2021	47.1%	12.6%	Fall 2021	50.8%	14.4%	Fall 2021	44.3%	10.1%

MAP Mathematics: K-2 Met Benchmark			MAP Mathematics: 3-5 Met Benchmark			MAP Mathematics: 6-8 Met Benchmark		
School	All Students	Students with	School	All Students	Students with	School	All Students	Students with

Year		Disabilities	Year		Disabilities	Year		Disabilities
Fall 2018	49.3%	18.8%	Fall 2018	48.7%	13.5%	Fall 2018	44.6%	8.9%
Fall 2019	49.0%	15.8%	Fall 2019	48.3%	13.2%	Fall 2019	40.6%	8.1%
Fall 2020	35.4%	23.1%	Fall 2020	43.4%	18.2%	Fall 2020	32.7%	5.2%
Fall 2021	53.2%	18.1%	Fall 2021	37.5%	10.3%	Fall 2021	30.1%	5.9%

2022 IEP Progress

All Students with IEPs

5925 Students with IEPs
 5502 Made Progress Towards to Their Goals
 804 Achieved a Goal
 161 Achieved All Goals
 641 Did Not Make Progress

Elementary School Students with IEPs	Middle School Students with IEPs	High School Students with IEPs
3,251 Students with IEPs 2887 Made Progress Towards to Their Goals 516 Achieved a Goal 104 Achieved All Goals 188 Did Not Make Progress on a Goal(s)	1,159 Students with IEPs 1069 Made Progress Towards to Their Goals 91 Achieved a Goal 11 Achieved All Goals 150 Did Not Make Progress on a Goal(s)	1,515 Students with IEPs 1349 Made Progress Towards to Their Goals 165 Achieved a Goal 43 Achieved All Goals 263 Did Not Make Progress on a Goal(s)

Least Restrictive Environment

2022 Students by Current LRE

A 68.3%
 B 15.3%
 C ████%
 F ████%

G █%
J █%
S █%
T █%
V █%
W 10.4%
X █%
Y █%
Z █%

Less Restrictive Environment

2021: Students placed into a less restrictive environment 22.7%

2022: Students placed into a less restrictive environment 10.9%

*Excludes least restrictive environment (LRE) codes A (school-aged) and T (preschool), which are the least restrictive environment codes possible. J (home) and V (parentally placed in private schools) LRE codes are also excluded.

More Restrictive Environment

2021: Students placed into a less restrictive environment █%

2022: Students placed into a less restrictive environment 5.4%

* Excludes the most restrictive environment (LRE) codes U (school-aged) and E (preschool), which are the most restrictive environment codes possible. J (home) and V (parentally placed in private schools) LRE codes are also excluded.

- Consider how your current inclusive personnel development activities (hiring and retention of staff, professional learning across service providers/systems/schools, coaching, performance assessment/fidelity) and/or infrastructure (allocation of resources, staffing patterns, use of data, consistent messaging) either support or challenge narrowing the gap for students with disabilities in your system.

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- Utilize a data analysis strategy (e.g., 5 Whys, Fishbone) to determine and document possible root causes.

Summarize your analysis below

Data Source and Trend	Root Cause Analysis	Impact on Narrowing the Gap (Why is this important?)
A, B, O	Elementary aged SWD in HCPSS are marked below grade level at a much higher rate than their nondisabled peers. Students who are marked below grade level for multiple years may not have access to/attainment of grade level standards. There is a need to co plan, co implement, and co evaluate instruction to ensure both access to and attainment of grade level standards for students with disabilities. Staff require training in evidence based and high leverage instructional practices. While students are included with their nondisabled peers, staff must continue to engage in data conversations to ensure meaningful inclusion occurs.	Students in elementary grades are marked as Above, On or Below grade level in reading and/or math (data below from fourth quarter for each school year). Students receiving special education services in elementary graders are marked below grade level in reading and math at much higher percentage rates than their non-disabled peers.
final grades D & E	Secondary aged SWD in HCPSS are marked as failing or below average at a much higher rate as their nondisabled peers. Students who are failing may not have access to/attainment of grade level standards. Failing grades impact credit attainment and can impact graduation rates. While HCPSS meets/exceeds state graduation rate requirements it is important to continue to monitor this data. There is a need to co plan, co implement, and co evaluate instruction to ensure both access to and attainment of grade level standards for students with disabilities. Staff require training in evidence based and high leverage instructional practices. While students are included with their nondisabled peers, staff must continue to engage in data conversations to ensure meaningful inclusion occurs.	Secondary Students with disabilities are marked as failing or below average at a much higher rate than their nondisabled peers. These students are marked with final grades of D or E/not on track to earn high school credits for graduation at a rate that is double (or more) than their nondisabled peers.
MCAP	SWD in HCPSS perform at a higher rate in ELA and MATH than students across the state. HCPSS did not meet indicator 3D, in the area of reading and math.	Through analysis of the 2019-20 HCPSS MCAP data, students receiving special education services are scoring well below

Data Source and Trend	Root Cause Analysis	Impact on Narrowing the Gap (Why is this important?)
	<p>Staff are trained in a variety of interventions. DSE partners with curricular counterparts to ensure interventions are aligned with first instruction. Students participate in instruction alongside their peers. A gap exists for SWD in ELA and Math assessments. There is a need for staff to co plan, co implement and co assess students to ensure progress in the curriculum. There is a need for cyclical data analysis for SWD for progress within the general curriculum as well as within the intervention(s) and the IEP. There is a need for professional learning on SDI to promote narrowing instructional gaps and transferring skills learned in interventions, particularly in the area of mathematics.</p>	<p>their non-disabled peers. The total number of students receiving special education services scoring only a 1 or 2 on MCAP is significantly higher than the number of non-disabled peers scoring at that same level. The number of students scoring a 3 is more similar to the performance of their nondisabled peers, but when looking at the students who scored a 4 and 5, a larger performance gap exists. Data indicate the percent of students with disabilities scoring a 4 or 5 is significantly lower than the percent of students without disabilities. Data trends also appear consistent for several years. Students assessed in grades 7,8 and algebra 1 in the area of math are performing significantly lower than other grade levels/areas.</p>
MAP	<p>SWDs are participating in MAP assessments. There is an increase in the number of students meeting MAP benchmarks in the 2020-21 school year. A gap exists for SWD in ELA and Math across levels. MAP can be used as a general prediction for student performance on state assessments. There is a need for cyclical data analysis for progress within the general curriculum as well as within the intervention(s) and the IEP.</p>	<p>The Measures of Academic Progress (MAP) assesses students' progress in the areas of reading and math. Students receiving special education services are meeting the MAP benchmark score at a significantly lower rate than their non-disabled peers in both reading and math. Data reported is from each school year's Fall administration and a combined percentage for students who met the benchmark for reading and math.</p>

Data Source and Trend	Root Cause Analysis	Impact on Narrowing the Gap (Why is this important?)
MSAA/Alternate Assessment	<p>SWD in HCPSS perform at a higher rate in ELA than students across the state. It should be noted that while HCPSS exceeds the state average in ELA, students did not perform as well on the 2021 assessment as they did on the 2019 assessment. Additionally, students did not meet proficiency for students with IEPs against the alternative academic achievement standards in the area of math. The students taking alternative assessment are included as much as possible. Staff are trained in the DLM platform and given resources to align instruction to the Essential Elements. There is a need for staff to co plan, co implement and co assess students to ensure progress in the curriculum. There is a need for cyclical data analysis for SWD for progress within the general curriculum/Essential elements as well as within the intervention(s)/SDI, and the IEP. There is a need for professional learning on SDI to promote narrowing instructional gaps and transferring skills learned in interventions. Additionally, staff report interfering behaviors, and the effects of covid 19 closures/virtual learning impacts instruction for students who participate in the alternative framework for learning.</p>	<p>Students who participate in the alternative assessment perform higher than the state average in the area of ELA. However, an analysis of this data proves that students are not scoring as high as they once did in 2019. Scores in this area have fallen for both ELA and math.</p>
IEP Progress	<p>Students in HCPSS make progress toward IEP goals and objectives. Staff report that most students are making progress toward goals. There is a higher level of making progress than achievement of goals. Additionally, while students generally make progress on goals, there remain students who have not made progress on IEP goals.</p>	<p>SWD in HCPSS should be making progress in both curricular standards and their IEP in order to narrow instructional gaps. There is a need for schools to engage in data driven conversations around progress toward standards-based IEP goals.</p>
LRE Data	<p>HCPSS meets targets set for LRE A & C. Students are participating in education with their nondisabled peers. In HCPSS students are engaged in a full inclusion program where they are general</p>	<p>LRE is a critical factor for ensuring students are engaged in learning alongside their peers</p>

Data Source and Trend	Root Cause Analysis	Impact on Narrowing the Gap (Why is this important?)
	<p>education students first. Special educators push into classrooms and collaborate with a variety of staff to provide specially designed instruction. HCPSS does not meet targets set for the number of students in a nonpublic/separate setting. There is a need for DSE to coordinate within departments (Instruction and compliance/nonpublic office) in order to transition/return students to their least restrictive environment based on student data and performance aligned to enrolled age/grade level curricular standards.</p> <p>There is a need to enhance our SDI/evidence-based teaching practices and student transfer of intervention skills into general education while maintaining strong LRE data. There is a need to professionally develop general educators alongside their special education counterparts.</p>	<p>and access learning outcomes from the MCCRS. LRE data is a critical factor for ensuring students are engaged socially and academically with their peers.</p>
Intervention data	<p>HCPSS Elementary intervention data is not captured at this time. Fidelity checks are not implemented with consistency. Staff are not provided with reflective coaching conversations on evidence-based teaching practices/transfer of skills learned in intervention. There is a need to co plan and co implement transfer of skills learned in intervention into the general setting. There is a need for professional learning around SDI in order to promote student progress.</p>	<p>Data analysis of intervention progress will support IEP progress/progress toward the MCCRS/EE's. When SWD's participate in an effective integrated tiered system of supports and receive SDI, we increase the opportunity to narrow the achievement gap.</p>

PLAN: Identify Priority Goal and Strategy/Evidence-Based Practice(s) To Be Implemented

Identify one or more priority goals and the strategy or evidence-based practices to be implemented to narrow the gap. Goals and activities should serve as a catalyst for the development of a sustainable, integrated system. Goals may target selected schools, regions, programs, or groups of students.

GOAL 1: The number of students receiving special education services scoring proficient on MCAP in ELA and math will increase by 5% above the 2021 scores for grades 3-5, 6-8, and grade 10.

<p>Priority Area(s) addressed in Goal 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> X Effective Co-Development, Co-Implementation, and Co-Evaluation of Specially Designed Instruction within an Integrated Tiered System of Supports <input checked="" type="checkbox"/> Meaningful Access to General Education with Outcomes <input type="checkbox"/> Social-Emotional/Behavioral Interventions and Supports Implemented with Fidelity <input type="checkbox"/> Job-Embedded, Inclusive Professional Learning and Coaching <input type="checkbox"/> Cross-Disciplinary Teaming Practices and Family Partnerships 	<p>Federal Accountability Indicator(s) Impact:</p> <p>State Assessment Indicators 3A, 3B, 3C. LRE Indicators 5 & 6</p>	<p>Identify Root Cause(s) addressed by Goal Statement 1: Staff in HCPSS do not have consistent opportunities for planning. Not all staff have appropriate training in interventions and inclusive practices, and teaching practices. Teachers do not have access to mentoring/reflective coaching feedback cycles.</p>
<p>Goal Statement 1.</p> <p>Co-Planning: Staff in focus schools (3 elementary, 1 middle, 1 high school) who have chosen special education as the target audience on their HCPSS School Improvement Plan) will demonstrate progress on the School Improvement plan by increasing achievement on MAP and MCAP scores 5% in the area of special education as by participating in collaborative planning sessions in order to increase evidence based practices/use of intervention to provide specially designed instruction/intervention that aligns to the MCCRS and Essential Elements to students with disabilities.</p>		
<p>Strategy/Evidence-Based Practice(s) to implement to make progress towards the goal. [Strategies/EBPs should address what specifically will be implemented with fidelity to achieve goals by addressing root causes.]</p> <ul style="list-style-type: none"> ● Professional Learning Sessions ● Collaborative planning sessions 		

IMPLEMENT: Identify Personnel Development and/or Infrastructure Implementation/Activities.

Activity	Who is involved? <i>(Selected school(s), programs, regions, and/or groups of children/students)</i>	When will it happen? <i>Month/Year</i>	What is the projected cost?
Professional learning for productive planning sessions/inclusive practices Personnel Development	Focus Schools: Special educators, general educators, related service providers, DSE, interventionists	4x per year during professional implementation period	0.00
Workshop wages/Substitutes for collaborative sessions between general educators and special educators (in addition to built in system/school time) Personnel Development	Focus Schools: Special educators, general educators, related service providers, DSE, interventionists	20 Subs for 5 schools 4x per year for co planning	52,423
Coaching/reflective conversations with DSE regarding planning for students with disabilities Personnel Development	Focus Schools: Special educators, general educators, related service providers, DSE, interventionists	1x per quarter	0.00
Hire consultants for Training Inclusive practices and specially designed instruction Personnel Development	Focus Schools: Special educators, interventionists	2-4x per year	13,000
Workshop wages/Substitutes to participate in Training on interventions (to include Really Great Reading GR, Orton Gillingham Training, The Writing Revolution, Bridges Math, LETRS etc) and specially designed instruction. Personnel Development ***Prioritization will be given to focus schools. Funds will be allocated to non-focus school teams to ensure	Focus Schools (priority)/other schools added as appropriate: Special educators, interventionists	2-4x per year	51,120

Activity	Who is involved? <i>(Selected school(s), programs, regions, and/or groups of children/students)</i>	When will it happen? <i>Month/Year</i>	What is the projected cost?
training in interventions where appropriate***			



TRACK: Identify Benchmarks to Measure Progress

How will it be known that progress is being made? <i>(Benchmark/Outcome)</i>	What data will be used to measure progress?	How often will benchmark data be collected?
Staff will be trained and refreshed in a variety of interventions and evidence based and high leverage teaching practices	Frontline data for participation in intervention training. Student participation in a variety of interventions.	2-4x per year
Staff will plan to implement a variety of evidenced based teaching practices during instruction.	planning notes/plan books/ coaching logs	1x per quarter
DSE Staff will be trained in and conduct planning conversations using reflective discussion and coaching on teaching strategies using strategies from the book Coaching with Equity	planning notes/plan books/coaching logs	1x per quarter

GOAL 2: The number of students receiving special education services scoring proficient on MCAP in ELA and math will increase by 5% above the 2021 scores for grades 3-5, 6-8, and grade 10.

<p>Priority Area(s) addressed in Goal 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> xEffective Co-Development, Co-Implementation, and Co-Evaluation of Specially Designed Instruction within an Integrated Tiered System of Supports <input type="checkbox"/> Meaningful Access to General Education with Outcomes <input type="checkbox"/> Social-Emotional/Behavioral Interventions and Supports Implemented with Fidelity <input type="checkbox"/> xJob-Embedded, Inclusive Professional Learning and Coaching <input type="checkbox"/> xCross-Disciplinary Teaming Practices and Family Partnerships 	<p>Federal Accountability Indicator(s) Impact: State Assessment Indicators 3A, 3B, 3C. LRE Indicators 5 & 6</p>	<p>Identify Root Cause(s) addressed by Goal Statement 2: Staff in HCPSS do not have consistent opportunities for planning. Not all staff have appropriate training in interventions and inclusive practices, and teaching practices. Teachers do not have access to mentoring/reflective coaching feedback cycles.</p>
<p>Goal Statement 2. Co Implementation: Staff in focus schools will demonstrate progress on the School Improvement plan by increasing achievement in the area of special education by increasing the evidence-based practices/use of intervention in order to provide Specially designed instruction/intervention that aligns with MCCRS and Essential Elements to students with disabilities.</p>		
<p>Strategy/Evidence-Based Practice(s) to implement to make progress towards the goal. [Strategies/EBPs should address what specifically will be implemented with fidelity to achieve goals by addressing root causes.]</p> <ul style="list-style-type: none"> ● professional learning ● non evaluative/evaluative observations ● coaching on instructional strategies ● implementation of intervention with fidelity 		

IMPLEMENT: Identify Personnel Development and/or Infrastructure Implementation/Activities.

Activity	Who is involved? <i>(Selected school(s), programs, regions, and/or groups of children/students)</i>	When will it happen? <i>Month/Year</i>	What is the projected cost?
Professional learning on SDI and evidence-based teaching practices	Personnel Development Focus Schools: special educators, general educators, support staff, interventionists, related service providers	4x per year	0.00
Workshop wages for planning/professional learning after work hours	Personnel development Focus schools (priority)/HCPSS schools added as appropriate: special educators, general educators, interventionists	Ongoing (4x per year)	12,500
Non evaluative and evaluative observations of teaching strategies/practices	Personnel development special educators, general educators, school-based admin, DSE instructional facilitators, DSE resource teachers.	4x per year	None
Professional learning/book study on coaching with equity	Personnel development DSE resource teachers	6x per year	None
Coaching on teaching strategies	Personnel development DSE resource teachers, general educators, special educators, related service providers	1-2x per quarter	None

TRACK: Identify Benchmarks to Measure Progress

How will it be known that progress is being made? <i>(Benchmark/Outcome)</i>	What data will be used to measure progress?	How often will benchmark data be collected?
Staff will implement SDI using a variety of evidence-based teaching practices in alignment with MCCRS and EE's so that students with disabilities make progress on IEP goals and ensure transfer of what is learned in	Reflection logs from non-evaluative/evaluative observations IEP progress General report card progress	Quarterly

How will it be known that progress is being made? <i>(Benchmark/Outcome)</i>	What data will be used to measure progress?	How often will benchmark data be collected?
interventions to promote narrowing the instructional gap.		
Staff will implement a variety of interventions with fidelity and specially designed instruction to ensure students with disabilities make progress within the intervention	Reflection logs from non-evaluative/evaluative observations IEP progress informal checks/procedures	Quarterly
DSE will facilitate reflective coaching conversations to promote high leverage practices that support a variety of learners.	Observation feedback/post observation conferences coaching logs	Quarterly



GOAL 3: The number of students receiving special education services scoring proficient on MCAP in ELA and math will increase by 5% above the 2021 scores for grades 3-5, 6-8, and grade 10.

<p>Priority Area(s) addressed in Goal 3:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Effective Co-Development, Co-Implementation, and Co-Evaluation of Specially Designed Instruction within an Integrated Tiered System of Supports <input type="checkbox"/> Meaningful Access to General Education with Outcomes <input type="checkbox"/> Social-Emotional/Behavioral Interventions and Supports Implemented with Fidelity <input type="checkbox"/> Job-Embedded, Inclusive Professional Learning and Coaching <input checked="" type="checkbox"/> Cross-Disciplinary Teaming Practices and Family Partnerships 	<p>Federal Accountability Indicator(s)</p> <p>Impact: State Assessment Indicators 3A, 3B, 3C. LRE Indicators 5 & 6</p>	<p>Identify Root Cause(s) addressed by Goal Statement 2: Staff in HCPSS do not have consistent opportunities for planning. Not all staff have appropriate training in interventions and inclusive practices, and teaching practices. Teachers do not have access to mentoring/reflective coaching feedback cycles.</p>
<p>Goal Statement 3.</p>		

<p>Priority Area(s) addressed in Goal 3:</p> <p><input checked="" type="checkbox"/> Effective Co-Development, Co-Implementation, and Co-Evaluation of Specially Designed Instruction within an Integrated Tiered System of Supports</p> <p><input type="checkbox"/> Meaningful Access to General Education with Outcomes</p> <p><input type="checkbox"/> Social-Emotional/Behavioral Interventions and Supports Implemented with Fidelity</p> <p><input type="checkbox"/> Job-Embedded, Inclusive Professional Learning and Coaching</p> <p><input checked="" type="checkbox"/> Cross-Disciplinary Teaming Practices and Family Partnerships</p>	<p>Federal Accountability Indicator(s) Impact:</p> <p>State Assessment Indicators 3A, 3B, 3C.</p> <p>LRE Indicators 5 & 6</p>	<p>Identify Root Cause(s) addressed by Goal Statement 2:</p> <p>Staff in HCPSS do not have consistent opportunities for planning. Not all staff have appropriate training in interventions and inclusive practices, and teaching practices. Teachers do not have access to mentoring/reflective coaching feedback cycles.</p>
<p>Co Evaluation: Staff in focus schools will demonstrate progress on the School Improvement plan by increasing achievement in the area of special education by participating in data conversations that analyze student data in order to make instructional decisions that ensure students with disabilities are making adequate progress within the MCCRS and Essential Elements to narrow instructional gap(s).</p>		
<p>Strategy/Evidence-Based Practice(s) to implement to make progress towards the goal. [Strategies/EBPs should address what specifically will be implemented with fidelity to achieve goals by addressing root causes.]</p> <ul style="list-style-type: none"> ● Data conversations ● Professional learning ● Intervention progress ● IEP progress 		



IMPLEMENT: Identify Personnel Development and/or Infrastructure Implementation/Activities.

Activity	Who is involved? <i>(Selected school(s), programs, regions, and/or groups of children/students)</i>	When will it happen? <i>Month/Year</i>	What is the projected cost?
Professional Learning for data conversations	Personnel development Focus Schools: Special educators, general educators, related service providers, DSE, interventionists	1-4 x per year	0.00

Activity	Who is involved? <i>(Selected school(s), programs, regions, and/or groups of children/students)</i>	When will it happen? <i>Month/Year</i>	What is the projected cost?
Data conversations Personnel development	Focus Schools: Special educators, general educators, related service providers, DSE, interventionists	one ½ day 3x per year (beginning middle and end)	13,934
Capture Elementary Interventions in Data warehouse	All ES HCPSS Schools: Elementary special educators	2x per year	0.00



TRACK: Identify Benchmarks to Measure Progress

How will it be known that progress is being made? <i>(Benchmark/Outcome)</i>	What data will be used to measure progress?	How often will benchmark data be collected?
Students will make progress on IEP goals	IEP progress	Quarterly
Students will make progress in intervention	Informal assessment data Classroom based assessment	Quarterly
Students will make progress in assessments (MCAP, MAP, CBA, Alternative Assessment)	MAP data, Alternative Assessment data, MCAP data, informal assessments	Quarterly/Yearly

GOAL 4:

<p>Priority Area(s) addressed in Goal 4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> xEffective Co-Development, Co-Implementation, and Co-Evaluation of Specially Designed Instruction within an Integrated Tiered System of Supports <input type="checkbox"/> xMeaningful Access to General Education with Outcomes <input type="checkbox"/> xSocial-Emotional/Behavioral Interventions and Supports Implemented with Fidelity <input type="checkbox"/> xJob-Embedded, Inclusive Professional Learning and Coaching <input type="checkbox"/> Cross-Disciplinary Teaming Practices and Family Partnerships 	<p>Federal Accountability Indicator(s)</p> <p>Impact: State Assessment Indicators 3A, 3B, 3C. LRE Indicators 5 & 6</p>	<p>Identify Root Cause(s) addressed by Goal Statement 2: Not all staff working in regionalized programs have appropriate training in interventions and inclusive practices, and teaching practices.</p>
<p>Goal Statement 4. The number of students receiving special education services scoring proficient on MCAP/Alternative Assessment in ELA and math will increase by 5% above the 2021 scores for grades 3-5, 6-8, and grade 10.</p> <p>Provide professional learning/guided planning opportunities for teachers in relation to academic and specialized instructional strategies for students in regionalized programs (RECC, ED, ALS, PL/UL) to support lesser restrictive environments and a 5% increase on assessment data. Topics include: behavior supports, communication, instructional strategies, specialized instruction. Site based follow-up/coaching will be provided by DSE staff.</p>		
<p>Strategy/Evidence-Based Practice(s) to implement to make progress towards the goal. [Strategies/EBPs should address what specifically will be implemented with fidelity to achieve goals by addressing root causes.]</p> <ul style="list-style-type: none"> ● LRE data ● Assessment data ● IEP progress ● professional learning ● non evaluative/evaluative observations ● coaching on instructional strategies ● implementation of evidence-based practices 		

IMPLEMENT: Identify Personnel Development and/or Infrastructure Implementation/Activities.

Activity	Who is involved? <i>(Selected school(s), programs, regions, and/or groups of children/students)</i>	When will it happen? <i>Month/Year</i>	What is the projected cost?
Substitutes/workshop wages for ALS Professional learning and collaborative planning for staff to support instruction and assessment	Personnel development Regional Settings: Special educators, related service providers, support staff (paraeducators, etc.)	2x per year	19,388
Substitutes/workshop wages for ED Professional learning and collaborative planning for staff to support instruction and assessment	Personnel development Regional Settings: Special educators, related service providers, support staff (paraeducators, etc.)	2x per year	5,864
Substitutes/workshop wages for PL/UL Professional learning and collaborative planning for staff to support instruction and assessment	Personnel development Regional Settings: Special educators, related service providers, support staff (paraeducators, etc.)	2x per year	2,364
Hire consultants to assist with coaching/ follow up visits to ALS/RECC classrooms.	Infrastructure/Personnel development Special educators, related service providers, support staff (paraeducators, etc.)	4 es visits (9 sites and 9 sites) per year, 2 sec visits per year	8,000

TRACK: Identify Benchmarks to Measure Progress

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Staff will implement SDI using a variety of evidence-based teaching practices in alignment with MCCRS and EE's so that students with disabilities make progress on IEP goals and ensure transfer of what is learned in interventions to promote narrowing the instructional gap.	Reflection logs from non-evaluative/evaluative observations IEP progress General report card progress	Quarterly

How will it be known that progress is being made? <i>(Benchmark/Outcome)</i>	What data will be used to measure progress?	How often will benchmark data be collected?
Students will make progress in assessments (MCAP, MAP, CBA, Alternative Assessment)	MAP data, Alternative Assessment data, MCAP data, informal assessments	Quarterly/Yearly
DSE and consultants will facilitate reflective coaching conversations about teaching strategies.	Observation feedback/post observation conferences coaching logs	Quarterly

Reporting Requirements

Interim and Final Progress Reports must contain a detailed status of implementation, expenditures, and related benchmark data aligned to **each goal**. Please include information that highlights the **reinforcement and sustainability** of your AEP System.

Include date(s) and methods to communicate LIR Plan and progress within inclusive communities (across school/system/community partners).

Date	How	Who
November 2023 January 2024 April 2024 July 2024	LIR team will meet quarterly to discuss progress toward initiatives, and to discuss any necessary amendments/updates	Terrell Savage, Janice Yetter, Missie Baxter, Elizabeth Augustin, Jessica Yaniro, Leslie Harmon, Kathleen Collins, Bianca Roberts, Yvonne Cox
September 23-August 24	Instructional Facilitator will meet with Director of Special Ed. for grant check ins to report progress and necessary amendments/updates	Janice Yetter, Yvonne Cox
October 2023 March 2024	LIR team will meet 2x per year to analyze intervention data	Terrell Savage, Janice Yetter, Missie Baxter, Elizabeth Augustin, Jessica Yaniro, Leslie Harmon, Kathleen Collins, Bianca Roberts, Yvonne Cox

LEA Signatures Required for Submission

Terrell Savage



8/15/22

Local Director of Special Education

Signature

Date

MSDE, DEI/SES Approvals

MSDE, DEI/SES, School-age/SDI Liaison

Signature

Date

MSDE, DEI/SES, Fiscal Grants Liaison

Signature

Date

MSDE, DEI/SES, Assistant State Superintendent

Signature

Date

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$190,649.00	AMENDED BUDGET #	NA	REQUEST DATE	08/12/22
GRANT NAME	FY23 LIR - Access, Equity & Progress (AEP)	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #	To Be Assigned	RECIPIENT GRANT #	To Be Assigned		
REVENUE SOURCE	84-027	RECIPIENT AGENCY NAME	Department of Special Education		
FUND SOURCE CODE	5243	GRANT PERIOD	NOGA DATE	9/30/2024	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.	157,593.00	21,000.00					178,593.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				12,056.00			12,056.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodelling							0.00
Total Expenditures By Object	157,593.00	21,000.00	0.00	12,056.00	0.00	0.00	190,649.00

Finance Official Approval Jahantab Siddiqui *Jahantab Siddiqui* 8/5/22 410-313-6680
Name Signature Date Telephone #

Supt./Agency Head Approval Michael J. Martirano, Ed.D. Superintendent *Michael J. Martirano* 8/5/22 410-313-6677
Name Signature Date Telephone #

MSDE Grant Manager Approval _____
Name Signature Date Telephone #

MSDE Program Approval _____
Name Signature Date Telephone #

If the description requires additional space, change the row height by dragging the boundary below the row heading until the row is the desired height.

BUDGET DETAIL				
<u>GRANT NAME/ LINE INITIATIVE</u>	<u>CATEGORY / PROGRAM</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>TOTAL</u>
Discretionary: _____	20604-01	1 - Salaries & Wages	Subs - Collaborative Sessions - Gen. Ed. & Sp. Ed. (22 subs x \$85 X 4 occurrences x 7hrs)	\$52,423
Discretionary: _____	20604-01	1 - Salaries & Wages	Workshop Wages - Training on Interventions - Planning/Prof. Learning (42 x \$25 x 7hrs x 7)	\$51,120
Discretionary: _____	20604-01	1 - Salaries & Wages	Workshop Wages - ED Professional Learning & Collaborative Planning (9.5 x \$85 x 7)	\$5,864
Discretionary: _____	20604-01	1 - Salaries & Wages	Workshop Wages - Planning/Prof. Learning (20 x \$25 x 7hrs x 3.5)	\$12,500
Discretionary: _____	20604-01	1 - Salaries & Wages	Subs - ALS Professional Learning and Collaborative Planning (16 subs x \$85 X 2 occurrences x 7hrs)	\$19,388
Discretionary: _____	20604-01	1 - Salaries & Wages	Subs - PL/UL Professional Learning & Collaborative Planning (4 x \$85 x 7)	\$2,364
Discretionary: _____	20604-01	1 - Salaries & Wages	Workshop Wages - Data Conversalions - Sp. Educators/Gen educators/Related svc providers/DSE/Interventionists (10 x 7 x 4 per year x \$25)	\$13,934
Discretionary: _____	20604-02	2 - Contracted Services	Consultant - Training - Inclusive practices and specifically designed instruction (4 occurrences x \$3250)	\$13,000
Discretionary: _____	20604-02	2 - Contracted Services	Consultant to assist w/coaching & follow up visits to ALS/RECC classrooms (4 elem + 4 secondary x \$1,000)	\$8,000
Discretionary: _____	212	4 - Other Charges	Fixed Charges (.0765)	\$12,056
FY23 LIR Local Choice AEP TOTAL:				\$190,649