

Action Plan 2017-2019

Achieving Breakthroughs in Outcomes for Students with Disabilities

UPDATES

Multi-Tiered System of Support (MTSS):

MTSS Alignment with Single Plan for Student Achievement: We are working with the Federal and State Programs Office to review the Single Plan for Student Achievement in an effort to align the plan to the MTSS framework to develop coherence across budget and identified student needs. This will assist Title I schools with aligning their budgets to meet the assessed needs of their underachieving students.

MTSS Campaign Video: The MTSS video is complete and will air on KLCS. Dates/times are pending. Further information will be provided when the video is released/aired.

MTSS PD at On-going SPELA Meetings: MTSS PD has been provided at each Local District's SPELA meeting.

MTSS Award Ceremony: Principal Dr. Osorio and his staff at 135th St. Elementary were recently recognized for their outstanding work in building MTSS and supporting the academic, behavioral, and social-emotional success of their students. It was highlighted in the newsletter from the Division of Instruction. In addition, an article appears in this edition of the Spotlight and the May publication of the Division of Special Education newsletter.

MTSS Cohort 2 California Scale Up MTSS (SUMS) Grant Awardees:

We are in the process of providing the required trainings to the Cohort 2 LAUSD SUMS grant awardees. Four days were completed in March/April, and the last date is scheduled for May.

Coming Soon:

MTSS Toolkit-May/June 2018, MTSS Reference Guide-July/August 2018



Multi-Tiered Systems of Support (MTSS) Best Practices

The efforts led by Principal Osorio at 135th St. Elementary have resulted in the following:

- A "new" mind-set regarding support to *all* students (high achieving, as well as struggling students)
- Alignment of school resources to meet student needs
- Development of a Learning Center that services 120 students per week (frequent progress monitoring and adjustments made to the instructional groupings)
- 88% of students in the Learning Center improved from Intensive BOY to Benchmark MOY
- Schoolwide Second Step Social Emotional Learning Curriculum
- Decrease in office referrals and an increase in student engagement

Increase Reclassification of Long Term English Learners:

MMED and the Division of Special Education have partnered together to plan and host a two-day professional development opportunity for secondary teachers entitled, *"Equipping Educators with Tools to Address the Needs of Dually Identified Students"* during the months of April – June 2018. Teachers will receive books, resources and strategies to accelerate academic English language proficiency, and guidance on how to reclassify LTELs with disabilities using BUL 6890.0: *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6-12.*

Successful Exit of Students in Special Education:

- The Exit and Reintegration presentations for principals have been completed in Local Districts Northeast and South. Presentations for the remaining Local Districts will be scheduled and completed by the end of the semester.
- The Exit and Reintegration Parent Workshops have been completed in all Local Districts, and will continue for the 2018-2019 school year.

Reduce Disproportionality of African-American Students with Disabilities in Special Education:

Over-identification: The Psychological Services Intervention Coordinators (ICs) have been collecting initial and identification referral data for the current school year. This data is used to identify the top 10 schools in each Local District which are over-referring African-American students for special education assessment, and identifying them as either Emotionally Disturbed (ED) or Other Health Impaired (OHI). These identified schools who appear to be over-referring for special education and related services are targeted to receive additional SSPT and/or parent trainings based on need, with the purpose to provide support and strategies around pre-referral interventions.

Reduce Over-Identification of English Learners (ELs) with Disabilities:

- The Division of Special Education is actively collaborating with the Multilingual Multicultural Education Department (MMED) in developing District policy on an Alternate Language Screener for potential English Learners with limited or no comprehensible language output.
- On April 27, 2018, The California School for the Deaf, Riverside conducted a professional development for the psychological services administrative staff on Deaf and Hard of Hearing Assessments for EL students. This PD will assist school psychologists in conducting assessments for Deaf and Hard of Hearing students, including EL students.
- A professional development meeting has been scheduled for May 25, 2018, to train school psychologists Districtwide on the updated guidelines for the appropriate assessment of English Learners. The assessment guidelines are a result of the new Master Plan, the new English Language Proficiency Assessments for California (ELPAC), and the new policy on the reclassification of LTELs. The training for school psychologists will focus on the Best Practices for the assessment of English Learners and differentiating between language acquisition issues and a disability.

Behavior Intervention Implementation (BII) Improvement Program:

28 paraprofessionals are currently participating in the spring session of the BII Pilot Training and will complete their training on May 5, 2018. In addition, the Local District South Behavior Support Team will be adding two additional behavior support team teachers for the 2018-2019 school year to support the vision of this pilot. **This pilot program is only open to special education paraprofessionals that are currently assigned to schools in Local District South.*

For further information, please contact Roberta Wrobel, Specialist-Behavior at roberta.wrobel@lausd.net or 310-354-3581.

Integrating Students with Disabilities into General Education:

Meetings continue with individual school sites regarding 18-19 Integrated programs. Topics include review of integration plans, outline of professional development plans, program objectives, and resource allocation.

Coming Soon: School Integration Framework-May 2018

Dyslexia Support Plan:

A highlight of the sixth and final Dyslexia Learning Group meeting for the 2017-18 school year was an engaging, heartfelt presentation by Sherry Rubacalva, Decoding Dyslexia California leader, about how dyslexia impacts families.

The first cohort of 150 Elementary Resource Specialists attended an in-person six hour workshop entitled, **Addressing Dyslexia Through a Structured Literacy Approach for Elementary Resource Specialist Teachers Grades K-5/6** and received customized 95 Percent Group Phonics Lesson Library™ kits to work with students.



Dyslexia Workshops

Have you ever seen more excited, engaged teachers than those who attended the **Addressing Dyslexia Through a Structured Literacy Approach for Elementary Resource Specialist Teachers Grades K-5/6** workshop held on April 7th and 14th? These workshops were sponsored by the Division of Special Education to promote high quality professional development in a **structured literacy approach** that has been recognized by the International Dyslexia Association as an effective approach to address the literacy needs of students who demonstrate characteristics of dyslexia. "Structured literacy explicitly teaches systematic word-identification/decoding strategies. These benefit most students and are vital for those with dyslexia." (International Dyslexia Association, 2016) Teachers received 95 Percent Group customized **Phonics Lesson Library™** materials and assessments to implement targeted small group lessons.