

*Quincy Public Schools  
Program Improvement Plan*

*Special Education Programs*

*2008 - 2009*

*Director of  
Special Education*

*Judith Todd*

*May 2008*

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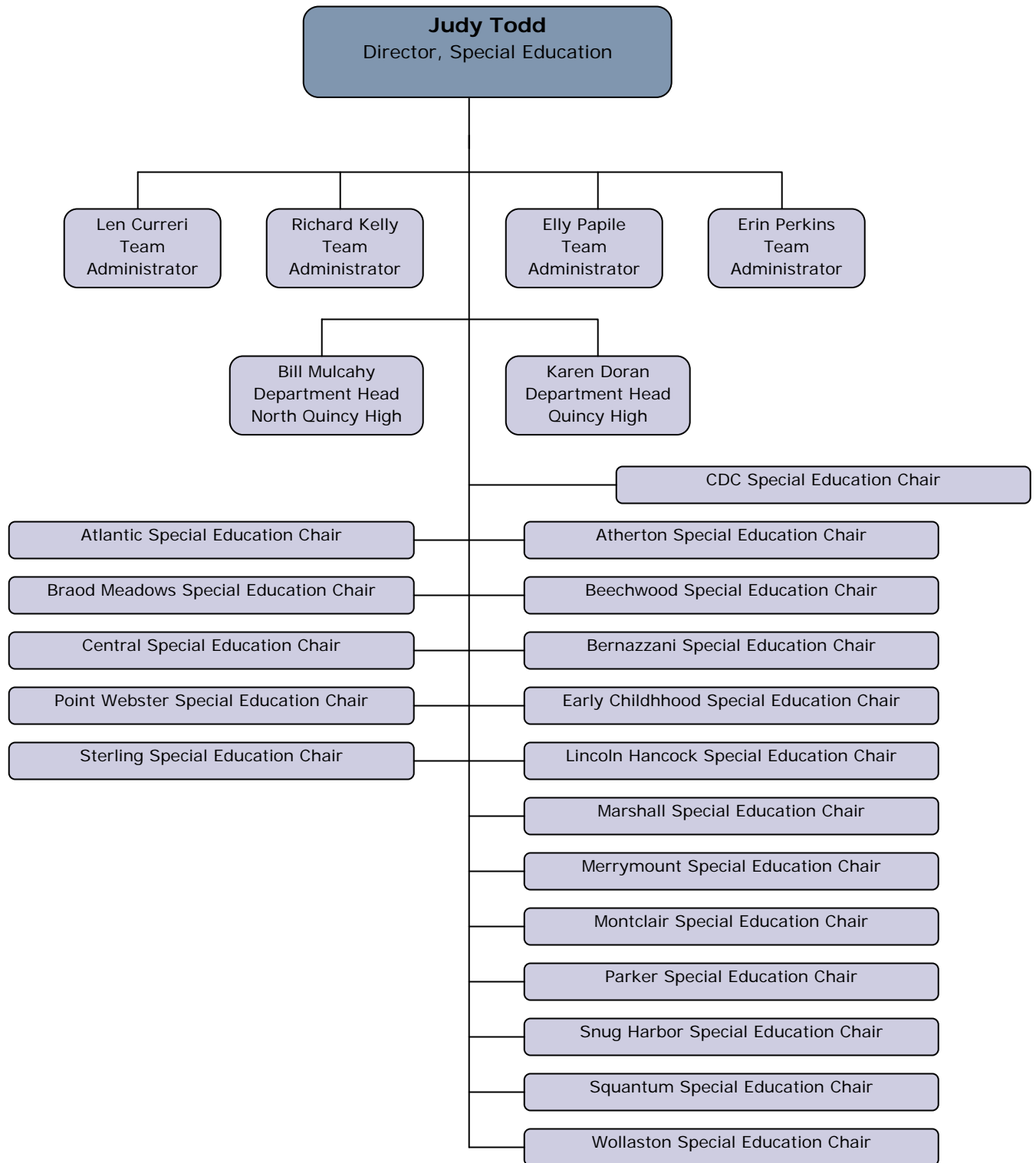
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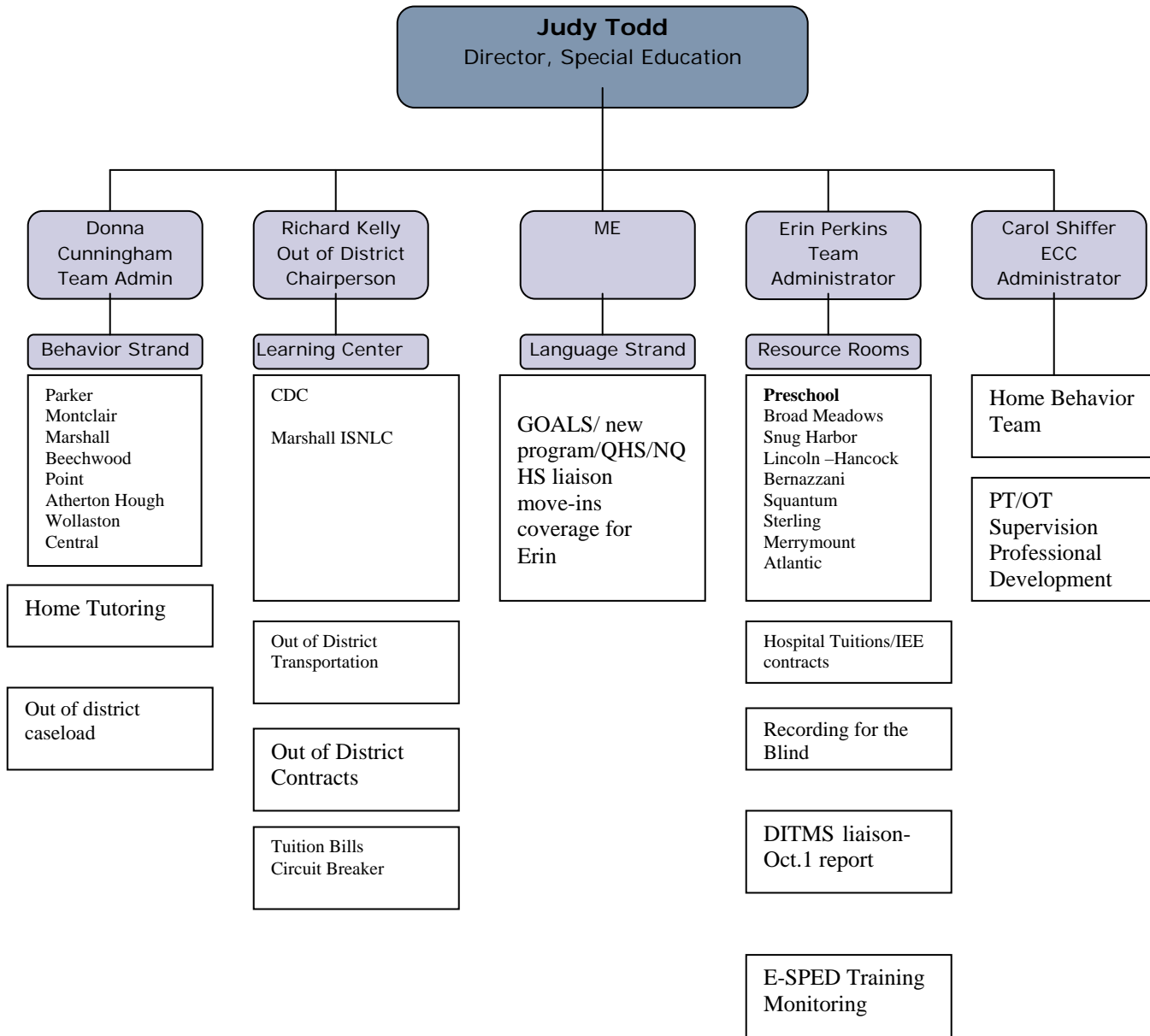
## *I. MISSION*

The Special Education Department is committed to providing all students with a free and appropriate public education designed to meet their unique needs and to successfully maximize their individual educational potential in the least restrictive environment.



# SPECIAL EDUCATION ORGANIZATION







## Standards Assessment

**Standard:** 2 - Curriculum and Instruction

**Indicator:** 10 - Teachers use differentiated instructional strategies that reflect high expectations for all students.

**Benchmark(s)**

Adaptive technology addresses specialized learning needs of students.

**Evidence**

Differentiated Instruction  
Plep B (IEPs)

**Benchmark(s)**

The district provides programs for special populations of students i.e. BGD, SNLC, EVA, LDC, PTC, TK, GOALS, ISNC, THSRR

**Evidence**

Professional Development Plan  
Special Education Program Booklet

**Benchmark(s)**

The district ensures equitable access to school programs and services to students with disabilities through professional collaboration of qualified special education and regular education staff.

**Evidence**

Special Educational Transitional Programs  
Inclusion Models

**Standard:** 4 - Human Resource Management and Professional Development

**Indicator:** 12 - The district's employment (human resources), supervision, and professional development processes are linked and supported by appropriate

**Benchmark(s)**

The district has the particular categories of specialists it needs and staffs these programs with the most qualified, available personnel.

**Evidence**

Licensure Alert Memo  
Licensure Database  
Licensure Handouts

**Benchmark(s)**

The district has an adequate number of staff members at each school who are qualified to deliver basic and emergency safety services.

**Evidence**

Crisis Prevention Training

**Standard:** 5 - Access, Participation and Student Academic Support

**Indicator:** 1 - The district administration and staff used aggregated and disaggregated student achievement data on student participation and achievement to adjust instruction and policies for at-risk populations and provided additional programs and supports to assist their progress and academic achievement.

**Benchmark(s)**

The district has successfully implemented Federal and State laws related to special education.

**Evidence**

eSPED reports  
SPED Coordinated Program Review  
Annual SPED Program Review

**Benchmark(s)**

Students meet the benchmarks set forth in their Individual Education programs.

**Evidence**

SPED Progress Reports

**Benchmark(s)**

The district has developed a comprehensive program of appropriate and effective services at all levels to address the needs of our under performing students.

**Evidence**

Special Education program book description  
District Curriculum Accommodation plan  
Special Education interventions, i.e. Wilson, Orton-Gillingham, LIPS, etc

**Standard:** 5 - Access, Participation and Student Academic Support

**Indicator:** 2 - At each grade level, the district used formative assessments and summative data to identify all students who did not meet expectations and provided these students with supplementary and/or remedial services that resulted in improved academic achievement and MCAS proficiency.

**Benchmark(s)**

Students' Individual Education Programs (IEPs) prescribe clear, challenging, and fully attainable goals that are aligned with the Massachusetts Curriculum Frameworks.

**Evidence**

Individualized Education Programs  
SPED Progress Reports

**Benchmark(s)**

The district ensures that students with disabilities are covering the material in the State Curriculum Frameworks.

**Evidence**

Clinical Supervision  
esped reports

## Q-MAP Assessment

### 1. Population and Programs

<b>Beechwood</b>	<b>40</b>
Communication	3
Specific Learning Disability	24
Neurological	1
Developmental Delay	13
Autism	1

<b>Bernazzani</b>	<b>41</b>
Communication	3
Emotional	1
Health	1
Special Learning Disability	18
Neurological	3
Developmental Delay	15

<b>Lincoln Hancock</b>	<b>104</b>
<b>includes ECC and CDC</b>	
Communication	15
Emotional	2
Specific Learning Disability	17
Multiple Disabilities	3
Autism	21
Neurological	1
Developmental Delay	47

#### Substantially Separate Programs

ISNC IA-	8
ISNC IB-	7
ISNC IC-	6
Transitional Kindergarten-	6
ECC Kindergarten-	7
CDC-	14
Lincoln Hancock RR	56

<b>Atherton Hough</b>	<b>43</b>
Emotional	2
Specific Learning Disability	21
Neurological	1
Developmental Delay	16
Autism	3

LDC I	12
LDC II	12
Resource Room	19

<b>Marshall</b>	<b>63</b>
Communication	8
Emotional	8
Health	4
Specific Learning Disability	15
Multiple Disabilities	2
Neurological	5
Developmental Delay	21

BGD I	7
BGD II	7
ISNLC	5
Resource Room	44

<b>Merrymount</b>	<b>51</b>
Intellectual	3
Communication	3
Physical	2
Health	4

LDC II	12
Resource Room	39

Specific Learning Disability	22
Multiple Disabilities	1
Neurological	2
Developmental Delay	21

<b>Montclair</b>	<b>25</b>
Communication	6
Health	1
Specific Learning Disability	10
Developmental Delay	8

<b>Parker</b>	<b>35</b>
Intellectual	1
Communication	4
Specific Learning Disability	10
Developmental Delay	8

BGD III	4
LDC I	10
Resource Room	21

<b>Snug Harbor</b>	<b>123</b>
<b>includes Preschool</b>	
Intellectual	2
Communication	12
Emotional	1
Sensory/Vision	2
Sensory/Hearing	2
Physical	3
Health	3
Specific Learning Disability	16
Multiple Disabilities	2
Developmental Delay	75
Autism	5

LDC I	3
Pre Kindergarten	84
PTC	4
Resource Room	31

<b>Squantum</b>	<b>61</b>
Intellectual	8
Communication	3
Sensory/Vision	1
Physical	1
Specific Learning Disability	19
Multiple Disabilities	1
Autism	10
Developmental Delay	18

SNLC I	7
SNLC II	12
ISNC IIA	8
ISNC IIB	5
Resource Room	29

<b>Wollaston</b>	<b>37</b>
Communication	3
Health	1
Specific Learning Disability	12
Multiple Disabilities	1
Autism	10
Developmental Disability	18

ISNC	<b>12</b>
Resource Room	25

<b>Atlantic</b>	<b>82</b>		
Intellectual	1		
Sensory/Hearing	2		
Communication	5		
Sensory/Vision	1		
Emotional	3		
Health	4		
Specific Learning Disability	59		
Autism	2		
Neurological	5		
<b>Broad Meadows</b>	<b>74</b>	SNLC III A & B	23
Intellectual	16	Resource Room	51
Sensory/Hearing	1		
Communication	2		
Sensory/Vision	2		
Emotional	4		
Specific Learning Disability	42		
Multiple Disability	2		
Autism	3		
Neurological	2		
<b>Central</b>	<b>58</b>		
Intellectual	1		
Sensory/Hearing	2		
Communication	2		
Emotional	4		
Specific Learning Disability	41		
Multiple Disability	1		
Autism	3		
Neurological	4		
<b>Sterling</b>	<b>75</b>	ISNC IV A & B	
Intellectual	2	BGD	
Communication	4	Inclusion	
Emotional	15		
Specific Learning Disability	39		
Multiple Disability	1		
Autism	10		
Neurological	4		
<b>Point</b>	<b>70</b>	LDC 6	9
Intellectual	3	LDC 7	4
Sensory/hearing	1	LDC 8	6
Communication	15	BGD 5	5
Emotional	9	Resource Room	46
Health	4		
Specific Learning Disability	36		
Neurological	12		

<b>Quincy High</b>	<b>223</b>
Intellectual	25
Sensory/Hearing	2
Sensory/Vision	2
Emotional	23
Health	17
Specific Learning Disability	140
Multiple Disabilities	2
Autism	3
Neurological	9

<b>North Quincy High</b>	<b>191</b>
Intellectual	28
Communication	10
Emotional	15
Physical	1
Health	37
Specific Learning Disability	70
Multiple Disabilities	4
Autism	17
Neurological	9

<b>Out of District</b>	
Intellectual	7
Sensory/Hearing	2
Sensory/Vision	2
Emotional	39
Specific Learning Disability	7
Sensory/Deaf-Blind	1
Multiple Disabilities	25
Autism	32
Neurological	3
Developmental Delay	1

**Programs** are offered in the areas of:

- Language Development for language impaired students in grades K-12. The kindergarten class is referred to the Primary Transition class and the high school level is currently the Extended Vocational Alternative program. The vocational areas have been expanded. These areas run six weeks in duration in multiple technical areas. Currently, PTC has limited students as the program was designed for a student who has been unilaterally placed. At this time, the plan is to close that classroom.
- Behavior Growth and Development is for students in K through grade 7 with emotional disorders. Students in grades 8-12 attend the GOALS program, BGD grade 8 and the high school transitional program. Grade 5 was moved to Point this year and ran as a substantially separate program. Grades 6 and 7 continued as the inclusive model. There has been a significant increase in “Baby BGD” as a result of full day kindergarten. These students are identified much earlier with emotional disorders and are proving to be extremely labor intensive. The fourth grade stand alone program at Parker has had many issues through the year as a result of new staff: teacher, counselor and principal. These programs, although very demanding on a program, really need collaboration with their colleagues who share a similar population. Current thinking is to move this program to Marshall with BGD I and II.

- Special Needs Learning Center is a grade 1-12+ program. Students typically remain until the age of 22. This year we have partnered in a grant program where students next year will attend Bunker Hill community college for exploratory opportunities. The high school learning center has evolved incorporating many community based vocational experiences. Next year, the middle school program will also receive funding to add daily living skills to their curriculum, incorporating Math and cooking.
- Intensive Special Needs Program is a PK-12 program for students who fall within the autism spectrum. Students may need ABA programs or be higher functioning and need assistance traveling from class to class, organizational help and/or a need for a home base to distress.
- Multi-disabled programs are located at Marshall for students in grades 2-4 with multiple disabilities and two additional classes at the CDC. These classes are for students with low cognition in addition to physical, communication, social and/or health disabilities. Medically fragile students are grades 2-4. The other class is a PK-K classroom.

**Changing Population**

Autism continues to be the disability that is climbing astronomically. This year alone we’ve added 9 students since the beginning of the year. With the projected numbers known to us for next year, we need to open another pre-kindergarten intensive special needs class.

Mental illness at the High School level, in particular, is also rising. Between Quincy High and North Quincy High, there have been 37 names identified in need of special programming. This is in addition to the 30 students placed outside at this level. We have a strong need for our own mental health program that is differentiated from a GOALS type program.

**Achievement**

**MCAS ELA Scores Compared to State**

Grade		Quincy	2007		2006	
			State	Quincy	State	Quincy
3	-	67	71	74	76	
4	-	57	66	62	64	
5	=	68	69	69	72	
6	+	68	72	78	72	
7	+	82	70	67	68	
8	+	77	75	74	74	
10	-	72	77	76	75	

**MCAS Math Scores Compared to State**

3	+	58	58	49	59
4	-	54	63	59	61
5	-	45	50	50	45
6	-	36	46	39	40
7	+	48	39	34	35
8	+	36	36	18	32
10	-	61	68	62	62

## Adequate Yearly Progress

**The following schools had the number of students required to report results by sub-group. The following are the results for ELA:**

School	Participation	Performance	Improvement	Attendance	AYP
Lincoln Hancock	yes	no	yes	yes	yes
Atlantic	yes	no	yes	yes	yes
Broad Meadows	yes	no	no	yes	no
Central	yes	no	yes	yes	yes
Point	yes	no	yes	yes	yes
North Quincy	yes	no	yes	yes	yes
Quincy	yes	no	yes	yes	yes

### MATH

School	Participation	Performance	Improvement	Attendance	AYP
Lincoln Hancock	yes	no	yes	yes	yes
Atlantic	yes	no	yes	yes	yes
Broad Meadows	yes	no	no	yes	no
Central	yes	no	yes	yes	yes
Point	yes	no	no	yes	no
North Quincy	yes	no	no	yes	no
Quincy	yes	no	yes	yes	yes

The area showing the most improvement when compared to last year is in grades 7 and 8 Math. In grade 8 we were 14 points lower than the state in 2006 and the 2007 scores reveal even scores with a nice boost. It will be interesting to compare these scores with next years after a full year of Math reteach. Although some of the other scores dipped or increased, nothing was significantly discrepant.

### Teacher Quality

Of 104 special education teachers, 19 do not have the appropriate licensure. 18 do have a waiver and one was refused due to previously having had a waiver in Boston. Of the 19 non licensed teachers, one will only be with us for another year and should be eligible for a second waiver (attending graduate school in guidance). Twelve teachers are very close to eligibility and should have by summer. There are a few teachers who concern me relative to passing the teacher test. In addition, the DOE continues to change the rules for licensure and there are now several nonspecific items they must send to the DOE, but none of us understands what will be sufficient for each criteria area.

### Which Teachers effectively level and focus instruction ?

Teachers who received any kind of intervention training are more likely to effectively level and focus instruction. For special education, Wilson, Orton Gillingham and/or Project Read are important interventions for our population. These programs involve progress monitoring which may include graphing. Student progress is clearly displayed.

## **Professional Development**

### **High School**

High School Special Education professional development has targeted regulation training and aligning the curriculum frameworks to goals and benchmarks.

### **Middle School**

Middle School Special Education professional development focused on regulation training this year.

### **Elementary School**

Elementary Special Education Professional development also focused on regulation training this year.

### **Curriculum, Instruction, and Assessment.**

Assessments are appropriately selected and interpreted for students referred for evaluation.

#### **1. Test and other evaluation materials**

##### **Formal- Standardized**

WIAT

Woodcock Johnson Achievement Battery III

Woodcock Johnson Reading Mastery Tests

Key Math

Test of Written Language

CTOPP

Wide Range Achievement Test

Brigance

##### **Progress Monitoring**

DRA

DIBELS

LAC

WADE

GRADE

QMATH

##### **Informal**

Classroom observation

Classroom report

Parent interview

Work samples

#### **Curriculum and Instruction Models**

##### **Inclusion: Co teaching model**

**Co teaching with a re-teach model**

##### **Resource Room**

##### **Substantially Separate Classroom**

**Team: Special Education Team**

<u>Goal</u>	<u>Status</u>
By October, 2008, all Team Administrators will be knowledgeable of the special education regulations to sufficiently assist in training all special education staff.	Done
By March, 2008, all special education teachers, chairpersons and administrators will be prepared for the Coordinated Program Review.	Done
By June, 2008, all teams within the Special Education Department will have developed a brochure for their respective teams, i.e. Language Program, Behavior Program, Intensive Special Needs Program, Learning Center Program, Elementary and Middle School Resource Rooms.	Done

**Action Steps**

**4/29/08      12:45-2:15      Brochure Development**

Each teacher from ISNC, LDC, SNLC, BGD and Resource Room will develop a draft brochure incorporating the following components:

- Redefining mission statement for their specific area
- Types of disabilities addressed
- Entry criteria
- Program description – If substantially separate, how does the day look? Identify any programmatic activities like music therapy, etc.

**5/27/08      12:45-2:15      Elementary/Middle Goal Setting**  
 Review 2008 goals  
 Establish 2009 goals

**Next Steps**

Re-teach Math in grade 8 is reported to be a very successful model. The review of MCAS scores in October will hopefully support this. The plan is to expand this model next year and the special education team will work with the Middle School Principals this spring to assess staffing needs to accommodate Math 7 re-teach.

We now have a full complement of Language classes K-12. A goal will be developed for the 2009 school year to assess the program with respect to quality and consistent implementation of specially designed instruction and assessment.

The results of the Coordinated Review will dictate the professional development time needed for corrective action. Preliminary discussions have revealed that paperwork “quality” is an issue. Professional Development opportunities will be created to improve our teacher’s IEP quality.

Continuing to build programs and reworking classrooms for identified student needs is an ongoing process. At this time, Primary transition class is targeted to close to allow for a new Pre Kindergarten level intensive special needs class. Next year we will look at the Intensive special needs learning center to assess its future. Middle school behavior classes will also be changing next year and we will need to review and compare the two models for success in achievement and behavior.

As one team administrator retires, another will be hired. The special education office was reorganized this year to facilitate the coordinated program review. The office will need to be reorganized for next year around the strengths of the four administrators.

**2008-2009 GOALS- All Professional Development Activities will be derived from the district and individual team’s goals subject to allocation of PD time for sped teachers.**

### **Special Education Team**

**By June, all staff will receive reading intervention professional development as identified by surveys.**

- 26 Elementary and Middle School teachers have no training in a rule based phonetic reading program.
- 30 Elementary and Middle School teachers have no training in Project Read Comprehension.
- 21 Elementary and Middle School teachers have no training in LIPS and Seeing Stars.
- 32 Elementary and Middle School teachers have no training in Four Square Writing.
- 11 Elementary and Middle School teachers have no training in John Collins writing.
- 17 Elementary teachers have no training in Quick Reads.
- 23 Elementary teachers have no training in Great Leaps.

### **Action Steps**

Develop a Professional Development Calendar to provide training- June

Identify trainers –July/August

Appropriate materials needed through budget (if available) or possible duplication/ sharing of materials- July/August

Provide professional development

**By June, Response to Intervention will be fully implemented at the elementary level.**

- Special Education Administrators (2) will attend a conference to better understand the legal implications of RTI as it impacts special education.
- A flowchart describing the steps of the RTI process will be developed.
- All elementary special education teachers and chairpersons will be trained in the process.
- A special education administrator will meet with each elementary SST team to reinforce the process.

## Special Education Goals by strand

### 2009 Goal

#### Behavior, Growth & Development Strand

The BG&D teachers will increase/improve communication with general education teachers to foster a positive teaching/learning environment that will provide greater consistency thereby opening up more inclusive opportunities.

- monthly consultation between general education teachers and BGD teachers. The BGD teachers will consult with general education teachers regarding pacing of curriculum.
- sharing of materials: The BGD teachers will showcase examples of great lessons to their colleagues and offer to share ideas and materials with hopeful reciprocity.
- Observation of general education teaching strategies\_ The BGD teachers will be provided with coverage from the school administration to observe a grade level general education teacher at least four times per year.
- The BGD teachers will progress monitor using the same methods and timelines as their general education peers.

### 2009 Goal

#### Elementary Resource Room

Focusing on the academic subject areas of reading, math, written language, the special educators will create a binder containing different interventions and strategies for each subject area by June.

- Create focus groups for each subject area (reading, math, written language)
- Review MA curriculum frameworks in the above stated subject areas
- Collaborate with other resource room teachers to share ideas, interventions, and materials
- Create a binder with a section for math, reading, and written language strategies, resources, and interventions

2009 Goal  
Special Needs Learning Center Team

All portfolio assessments completed by Special Needs Learning Center Teachers will be assessed 100 points by the Department of Education.

- In September, All newer teachers will be assigned a mentor, veteran teacher who has experience completing the portfolios.
- All teachers will attend the DOE MCAS –Alt portfolio conference in the fall.
- Create a file for each student beginning in second grade to pass on to the receiving teacher so the teacher can show progress. Work will be collected quarterly.

2009 Goal  
Language Development Class Team

By June, the special educators will create a Social Studies binder of lessons for each grade level.

- Meet monthly with the special education teachers
- Incorporate strategies to teach reading across the curriculum in social studies which will be assessed in a peer review.
- Extrapolate concepts from grade level texts and materials.
- Design multi-sensory lessons to teach social studies concepts.

2009 goal  
Middle School Resource Room Team

By June, to determine an appropriate disability when determining eligibility for Special Education services and to develop an IEP that reflects the disability.

- Create an accommodations list for regular education classrooms that reflect the student's disability.
- Define the various disabilities and characteristics of weaknesses.
- Review and implement the new Specific Learning Disability form.
- Discuss various case studies to help determine the correct disability and write an IEP based on the identified disability.
- Discuss what specially designed instruction is used based on the disability and what should be listed under the content section of the IEP.

2009 Goal  
Occupational, Physical and Speech Therapists Team

By June, all therapists will have determined entry and exit criteria for their therapies.

- Identify all areas that students may be found eligible for services.
- Develop progress monitoring tools to assess progress and determine when goal has been achieved.
- Determine criteria for termination of therapies.

2009 Goal  
Intensive Special Needs Team

By June, The ISNC teachers will create a strand overview to facilitate cohesive transitions and staff collaboration.

- Identify and describe all assistive technology and / or additional resources in each classroom.
- Create a general description of strategies used within each setting, i.e. ABA
- Develop a description of student: staff ratios, description of daily responsibilities and qualifications.
- Present each item of requested information and develop into a program booklet detailing the ISNC strand from PK to high school.