

2.0 Special Education

Strategic Plan 2024-2027



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Message From Associate Superintendent-Special Education

Prince George's County Public Schools (PGCPS) is committed to serving a diverse student body and providing numerous opportunities for students with disabilities to thrive academically, socially, and personally. The 2.0 Special Education Strategic Plan strives to address gaps that have been identified through stakeholder input, performance data, and compliance indicators. This comprehensive approach ensures that our initiatives are responsive to the needs of students with disabilities and their families. Moreover, the plan aligns with our overarching priorities, mission, and vision, focusing on continuous improvement and equitable outcomes for all learners. Importantly, while the plan does not delve into the day-to-day operations, it provides a strategic framework that enhances and supports our ongoing efforts to meet the diverse needs of every student in our care. Building upon the achievements and areas of focus of the Special Education Strategic Plan 2019-2023, this updated strategy aims to further enhance educational opportunities and support systems for students with disabilities across Prince George's County Public Schools.

The 2.0 Special Education Strategic Plan aims to:



Adapt to Changing Needs: Ensure that the educational environment and resources adapt to the dynamic needs of students with disabilities.



Build Accountability: Create a culture of accountability for educators, families, and other stakeholders to meet established targets and action items by periodically reporting progress to all stakeholders.



Align with Broader State and District Goals: Integrate with the Prince George's County Public Schools T-26 Strategic Plan, Blueprint for Maryland's Future five pillars, and the Maryland State Department of Education Division of Early Intervention and Special Education Strategic Plan.



Focus on Key Areas: Emphasize PGCPS strategic imperatives: academic innovation, transformational workforce, organizational learning culture, safe and supportive environments, and infrastructure and operational enhancements



Meet State Standards: Aligns with targets to meet state performance and compliance indicators for the Department of Special Education.

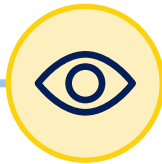
This 2.0 Strategic Special Education Plan is designed to be a living document that requires continuous review, modifications, and support through a deliberate and collaborative process to achieve identified goals. We are enthusiastic and dedicated to enhancing outcomes for students with disabilities as we undertake this important work!

Sincerely,

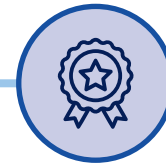
Trinell M. Bowman

Mission, Vision and Core Services

Vision



Mission



Department of Special Education

**To ensure that
students with disabilities
graduate college, career
and community-ready.**

To provide specially designed instruction and related services through a continuum of services to children and students with disabilities from birth to age 21;

To ensure that the rights of students with disabilities are protected and that federal and State regulatory requirements are met; and

To provide resources to parents, guardians, and families of children and students with disabilities.

Core Values



Ensure children and students with disabilities are provided with appropriate educational services.



Ensure high-quality professional learning opportunities to improve teaching and enhance student learning.



Provide resources to families to enable them to engage meaningfully in their child's growth and development.

Who We Are

Prince George's County Public Schools (PGCPS) is one of the nation's 25 largest school districts in the United States and the second largest school system in Maryland. PGCPS serves 132,667 students. PGCPS serves over 16,000 children and students with disabilities. The Department of Special Education is part of the Division of Academics. The Department is committed to building a collaborative infrastructure in order to provide a continuum of services and specially designed instruction for students with disabilities as we work collaboratively with principals, educators, and families to improve educational outcomes for our students. The Department is organized by the following offices:








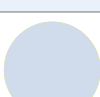
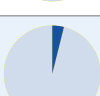
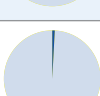



Early Childhood Birth to Five	Support Programs, Related Services, Non-public and Child Find
K-12 Instruction	Special Education Business Operations
Instructional Supports, Assessment, and Accountability	Compliance
	Comprehensive Coordinated Early Intervening Services

Department of Special Education Organizational Chart

ASSOCIATE SUPERINTENDENT-SPECIAL EDUCATION				
Administrative Secretary III	Account Clerk II	CCEIS Program Supervisor	Office of Compliance Instructional Supervisor	Special Education Administration Compliance Liaisons
K-12 Instruction Coordinating Supervisor Elementary Schools and CSEP Program Supervisor Secondary Schools Supervisor Special Education Programs (Autism, CRI, Regional, Twice Exceptional) Supervisor Assistant Supervisor Alternate Framework SEAD Programs Assistant Supervisor	Special Education Business Operations Business Coordinator Data Management Technology Fiscal Management Supervisor Fiscal Analyst Capital Improvement Projects Human Resources Pupil Accounting School Boundaries Staffing CCEIS: Comprehensive Coordinated Early Intervening Services CIEP: Central Individualized Education Program CRI: Community Referenced Instruction CSEP: Comprehensive Special Education Program SEAD: Social Emotional Academic Development	DIRECTOR Instructional Supports Assessment & Accountability Coordinating Supervisor Instructional Supports, Assessment and Accountability Assistant Supervisor Secondary Transition Services Assistant Supervisor Family Support Center/ ESY Academic Interventions Accommodations Accessibility Assessments Instructional Supports Professional Learning K-12	Support Programs, Related Services, and Non-Public Coordinating Supervisor Support Programs and Related Services Supervisor Non-Public and CIEP Supervisor Child Find for K12, Private and Religious Schools Instructional Assistant Specialist	ADMINISTRATIVE SECRETARY I Early Childhood Coordinating Supervisor Infants and Toddlers Program Supervisor Special Education Preschool Programs/Child Find Supervisor ■ = Administration Team ■ = (Administration) Lead Offices ■ = (Administration) Programs ■ = (Director) Lead Offices ■ = (Director) Programs

Who We Serve

Prince George's County Public Schools (PGCPS) is one of the nation's 25 largest school districts in the United States and the second largest school system in Maryland. PGCPS serves 132,667 students. PGCPS serves over 16,000 children and students with disabilities from birth to age 21, which represents 11.46 percent of the total population. PGCPS serves the following student groups:

 DEMOGRAPHIC	 COUNT	 PERCENTAGE
Hispanic/ Latino of any race	51,561	 39.32%
American Indian / Alaska Native	491	 0.37%
Asian	3,577	 2.73%
Black or African American	68,499	 52.23%
Native Hawaiian or Other Pacific Islander	257	 0.20%
White	5,009	 3.82%
Two or more races	1,746	 1.33%
Free and Reduced Meals		 60.1%
Special Education		 10.4%
English Language Learners		 23.8%

Figures 1 and 2: Number of Students Served Under an Individualized Family Service Plan

Birth to Age 3 as of October 1, 2023

FIGURE 1

- 25% Delay Birth to 3
- High Probability Condition Birth to 3
- Atypical Development Birth to 3

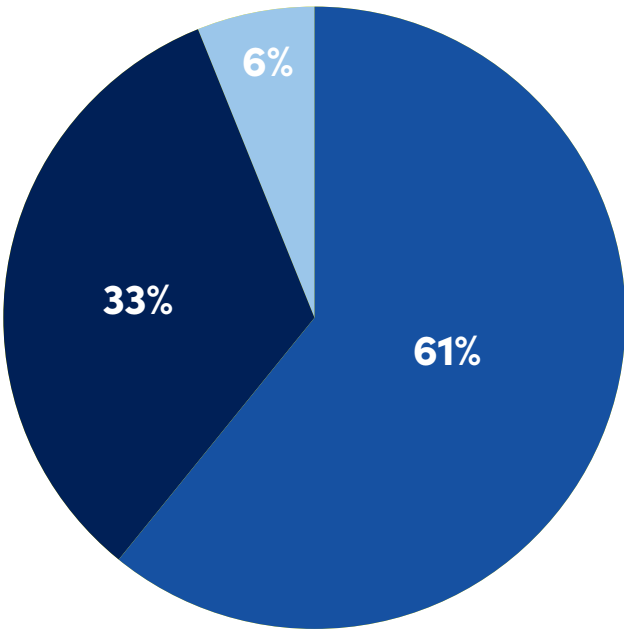


FIGURE 2

ELIGIBILITY CATEGORY	TOTAL CHILDREN BIRTH - 3
25% Delay	1,499
High Probability Condition	810
Atypical Development	137
TOTAL	2,446

Figures 3 and 4: Number of Students Served Under an Extended Individualized Family Service Plan A

Ages 3-5 as of October 1, 2023

FIGURE 3

- 25% Delay 3-5
- High Probability Condition 3-5
- Atypical Development 3-5

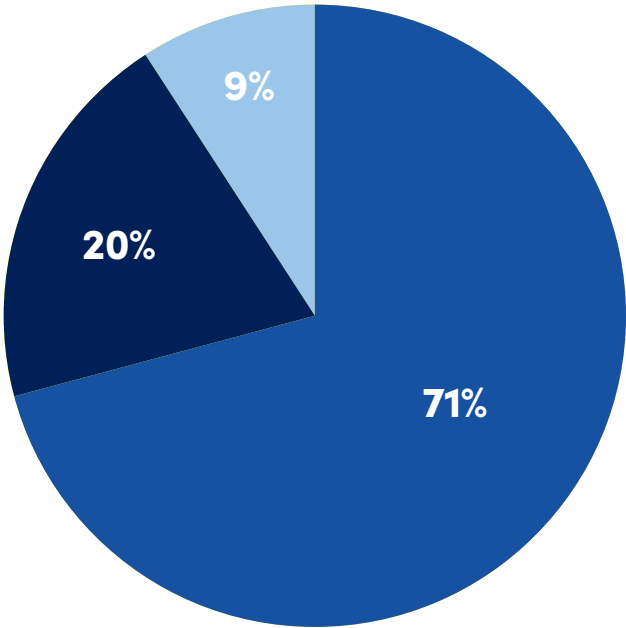
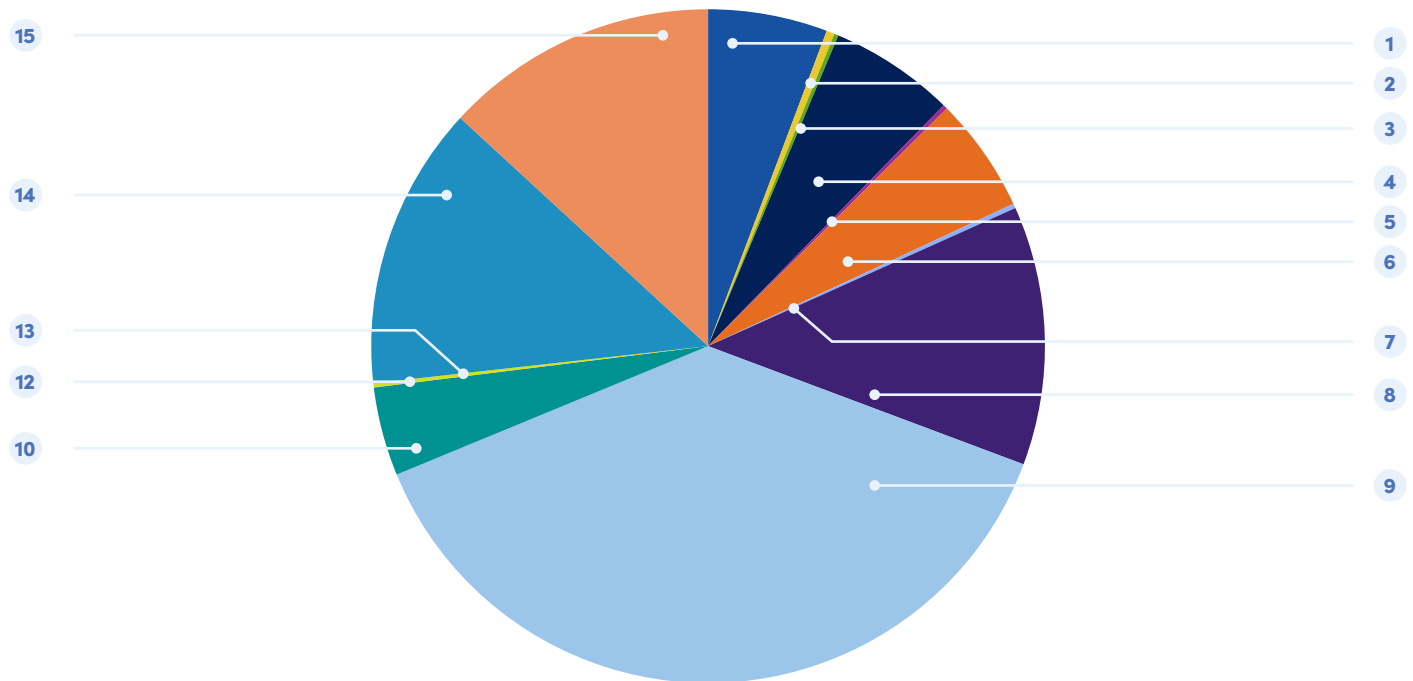


FIGURE 4

ELIGIBILITY CATEGORY	AGES 3-5
25% Delay	233
High Probability Condition	87
Atypical Development	29
TOTAL	329

Figure 5: Percentage of Students Served by Disability Category Under an Individualized Education Program (IEP)

As of October 1, 2023



DISABILITY CATEGORY NUMBER	DISABILITY CATEGORY	TOTAL	%
1	Intellectual Disability	899	5.73%
2	Hearing Impairment	61	0.39%
3	Deaf	32	0.20%
4	Speech or Language Impairment	943	6.01%
5	Visual Impairment	33	0.21%
6	Emotional Disability	866	5.52%
7	Orthopedic Impairment	34	0.22%
8	Other Health Impairment	1951	12.43%
9	Specific Learning Disability	5977	38.07%
10	Multiple Disabilities	669	4.26%
12	Deaf-Blindness	1	0.01%
13	Traumatic Brain Injury	32	0.20%
14	Autism	2136	13.60%
15	Developmental Delay	2067	13.16%
Grand Total		15,701	

Strategic Goals

The background of the slide features a complex abstract geometric pattern. The top half is a solid dark blue. A thin yellow horizontal line separates this from the bottom half. The bottom half is composed of several overlapping geometric shapes: a large light blue circle on the right, a dark blue circle on the left, and a purple circle at the bottom right. The background is also filled with various shades of blue and purple, creating a layered, architectural feel.

GOAL 1: All students with disabilities will receive a free appropriate public education through an established system of general supervision and accountability.

Strategy: Ensure that the unique needs of students with disabilities are addressed through specially designed instruction (i.e. accommodations, interventions, modifications, supplementary aids, and services) in order to access the general education curriculum and make academic gains in the least restrictive environment.

Objective 1: By June 2027, targeted schools monitored by the DSE will meet 80% of specially designed instruction (SDI) fidelity tool implementation indicators.

ACTION STEPS

Action Step 1: Develop targeted intervention strategies for schools that fall below the 80% fidelity SDI threshold. Work collaboratively with school leaders and educators to identify specific areas for improvement and implement tailored interventions to address challenges.

Action Step 2: Design guidance resources and provide professional development to the central office, administrators, and school-based staff on effective monitoring of co-planning, co-implementation, and co-evaluation of SDI using the Department's SDI fidelity tool.

Action Step 3: Develop and implement protocols to communicate monitoring findings to Instructional Directors to provide follow-up and direct engagement with principals to formulate a support plan to address the identified challenges in demonstrating progress on specially designed instruction fidelity tool implementation indicators within an established timeline.

Action Step 4: Increase the IEP Team's capacity to implement data-driven decision-making processes and the use of instructional technology, including assistive technology, for students with disabilities to access specially designed instruction and assessment.

Action Step 5: Convene an assistive technology symposium of national and local experts to support PGCPs in developing and evaluating assistive technology needs of students to implement specially designed instruction.

Action Step 6: Develop and provide training for school teams to enhance positive engagement and participation of parents/guardians in the IEP team process to enhance the implementation of specially designed instruction (SDI).

Action Step 7: Enhance positive engagement and participation of parents/guardians in the IEP team process to support the implementation of specially designed instruction (SDI) through the use of parent surveys at IEP meetings.

MEASUREMENT OF SUCCESS

Outcome

Targeted schools will meet 80% of SDI fidelity implementation tool indicators.

School Year 2024-2025

Targeted schools will meet 60% of SDI fidelity implementation tool indicators.

School Year 2025-2026

Targeted schools will meet 70% of SDI fidelity implementation tool indicators.

School Year 2026-2027

Targeted schools will meet 80% of SDI fidelity implementation tool indicators.

Goal 1 (cont.)

Objective 2: By June 2027, 85% of Individualized Education Programs (IEPs) randomly audited will meet 100% of the targeted requirements identified by the Department of Special Education annually.

ACTION STEPS

Action Step 1: Develop and provide an asynchronous overview module for school-based administrators regarding the IEP auditing process and results.

Action Step 2: Develop an asynchronous IEP module to train the Special Education Chairpersons, IEP Facilitators, and Special Education Coordinators on how to use the MSDE monitoring tool to audit IEPs.

Action Step 3: Train school-based administrators and Instructional Directors on the use of business intelligence special education reports (i.e. overdue IEPs, overdue evaluations, IEP error reports, progress reports) to monitor performance and compliance indicators.

Action Step 4: Develop a special education administrator's guide to support principals with developing internal systems and structures to monitor special education processes.

Action Step 5: In instances where schools demonstrate inconsistent adherence to special education performance and compliance indicators for three or more consecutive months, findings from the monthly special education accountability report will be communicated to Instructional Directors to provide follow-up and direct engagement with principals to formulate a support plan to address the identified challenge(s).

Action Step 6: Refine the Alternate Framework Eligibility monitoring process and IEP documentation guidance to align with the Maryland State Department of Education guidance.

MEASUREMENT OF SUCCESS

Outcome

85% of IEPs randomly audited will meet 100% of performance and compliance indicators.

School Year 2024-2025

85% of randomly selected IEPs will meet 100% of target requirements

School Year 2025-2026

85% of randomly selected IEPs will meet 100% of target requirements

School Year 2026-2027

85% of randomly selected IEPs will meet 100% of target requirements

“Incorporating self-monitoring practices into our IEP implementations ensures that our school teams take proactive ownership of compliance, fostering a culture of accountability, continuous improvement, and excellence in special education services.”

GOAL 2: Enhance educational opportunities within the school and community environments for students with disabilities.

Strategy: Provide quality programming through the continuum of services with an emphasis on instruction, relevance, and rigor.

Objective 1: By June 2027, targeted special education programs will meet 80% of evidenced-based programmatic indicators as established by the Department of Special Education.

ACTION STEPS

Action Step 1: Review and enhance differentiated service delivery models and programs for students with autism, specific learning disabilities, and students who are determined eligible to participate in the alternate instructional framework from preschool to age 21 through collaboration with district and community partners to optimize resources and fortify service delivery models

Action Step 2: Align and incorporate preschool special education early childhood programming with Pillar One of the Blueprint (accreditation) guidelines. Strategically integrate these programs within PGCPs accreditation cohorts to fulfill Blueprint requirements systematically and efficiently.

Action Step 3: Increase inclusive opportunities in general education environments for students who are enrolled in autism, Social Emotional Academic Development (SEAD), and alternate instructional framework programs.

Action Step 4: Provide training and resources for school-based administrators, general educators, creative art teachers, physical education teachers, and specialty program teachers, on evidenced-based strategies and inclusive practices for students with disabilities from birth to 21 years of age.

Action Step 5: Enhance work-study programs for high school students through the development of an internal work-study program within PGCPs buildings and facilities.

Action Steps 6: In collaboration with the Department of Career and Technical Education (CTE), increase the inclusivity of students with disabilities in CTE programs, ensuring equitable access, support, and success within the educational framework.

Action Step 7: Review the Department of Special Education Staffing Plan, roles, and responsibilities to ensure alignment with enhanced special education service delivery models and programs.

Action Step 8: Develop a comprehensive departmental plan for the implementation of the transdisciplinary model for all special education staff with ongoing professional development opportunities with resource materials to enhance understanding and its practical application in the collaborative planning process to meet the needs of students with disabilities in diverse settings.

Action Step 9: Ensure financial resources are allocated appropriately to support student and program needs.

Action Step 10: Develop and implement a professional learning plan to ensure all stakeholders (i.e., Central Office, school-based administrators, classroom staff, and parents/guardians) know and understand the special education service delivery models and programs.

Action Step 11: Develop a monitoring system (i.e., rubrics, lists, etc.) to evaluate the quality of service delivery models and programs.

Action Step 12: Develop program guidance, resources, professional development, and coaching to support the implementation of instructional practices tailored to improve academic and social/emotional growth in the Deaf and Hard of Hearing (DHOH) students.

Action Step 13: Design a comprehensive service delivery model for Support Programs and Related Services ensuring a seamless delivery across all instructional and educational continuums in the least restrictive environments (LRE).

Goal 2 (cont.)

Objective 2: By June 2027, 85% of Individualized Education Programs (IEPs) randomly audited will meet 100% of the targeted requirements identified by the Department of Special Education annually.	
<p>ACTION STEPS (cont.)</p> <p>Action Step 14: In partnership with the Departments of Student Services and Curriculum & Instruction, through a cross-functional committee, develop a comprehensive systemic plan to ensure awareness, training, and implementation of a multi-tiered system of support for all school-based staff in the areas of academics, behavioral, and social-emotional support.</p>	<p>MEASUREMENT OF SUCCESS</p> <p>Outcome Targeted schools will meet 80% of programmatic indicators.</p> <p>School Year 2023-2024 Baseline year</p> <p>School Year 2024-2025 Targeted schools will meet 70% of programmatic indicators.</p> <p>School Year 2025-2026 Targeted schools will meet 75% of programmatic indicators.</p> <p>School Year 2026-2027 Targeted schools will meet 80% of programmatic indicators.</p>

“ Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success. ”

- PABLO PICASSO

GOAL 3: Expand opportunities for students with disabilities to be successful in college, career, and community pathways.

Strategy: Strengthen the quality of instructional design in literacy and mathematics throughout the continuum of programs and services.

Objective 1: By June 2027, targeted schools monitored by the DSE will meet 80% of specially designed instruction (SDI) fidelity tool implementation indicators.	
ACTION STEPS Action Step 1: In collaboration with the Reading English Language Arts (RELA) Curriculum and Instruction Office, build the capacity of general and special education teachers in prekindergarten through high school on the science of reading and evidence-based reading practices to meet the unique needs of students with disabilities. Action Step 2: Build the capacity of school administrators, general and special education teachers on specially designed instruction (SDI) and evidence-based high-leverage practices through targeted professional development, technical assistance, and coaching to ensure effective instructional practices in RELA are in place to meet the needs of students with disabilities. Action Step 3: Strengthen the continuum of services to effectively address the unique learning needs of students with specific learning disability (SLD), including students with dyslexia and dysgraphia through the implementation of a comprehensive and targeted approach focusing on identification, eligibility criteria, RELA instructional support, and social-emotional strategies. Action Step 4: In collaboration with the English Language Development (ELD) office, develop a comprehensive plan for professional development and resources to support teachers of multilingual learners with disabilities, focusing on identification, eligibility criteria, RELA instructional support, and social-emotional strategies. Action Step 5: Design a comprehensive plan to develop and implement the Pathways to Academic Success Through Language platform, primary through secondary, to empower teachers with knowledge, strategies, and resources that will support students in developing language skills for literacy success across content areas from birth to age 21.	MEASUREMENT OF SUCCESS Outcome <ul style="list-style-type: none">• Percent proficient/advanced on MCAP Reading/ Language Arts• Percent proficient/advanced in Alt-MSAA Reading/Language Arts• Percent students that passed English 10 School Year 2023-2024 Baseline year School Year 2024-2025 Students with disabilities will increase reading proficiency by 1.5% points over 2023-2024. School Year 2025-2026 Students with disabilities will increase reading proficiency by 1.5% points over 2024-2025. School Year 2026-2027 Students with disabilities will increase reading proficiency by 2.0% points over 2025-2026.

Goal 2 (cont.)

Objective 2: By 2027, students with disabilities will increase mathematics proficiency by 5% points over 2022-2023 baseline State assessment results.	
<p>ACTION STEPS</p> <p>Action Step 1: In collaboration with the Curriculum and Instruction Office of Mathematics, build the capacity of general and special education teachers in prekindergarten through high school on evidence-based mathematics practices to meet the unique needs of students with disabilities.</p> <p>Action Step 2: Build the capacity of school administrators, general and special education teachers on specially designed instruction (SDI) and evidence-based high-leverage practices through targeted professional development, technical assistance, and coaching to ensure effective instructional practices in mathematics are in place to meet the needs of students with disabilities.</p> <p>Action Step 3: In collaboration with the English Language Development (ELD) team, develop a comprehensive plan for professional development and resources to support teachers of multilingual learners with disabilities, focusing on identification, eligibility criteria, mathematics instructional supports, and social-emotional strategies.</p> <p>Action Step 4: Strengthen the continuum of services to effectively address the unique learning needs of students with specific learning disability (SLD), including students with dyscalculia through the implementation of a comprehensive and targeted approach focusing on identification, eligibility criteria, mathematics instructional support, and social-emotional strategies.</p> <p>Action Step 5: Increase the number of interventions available in mathematics to meet the unique needs of students with disabilities from kindergarten through high school.</p>	<p>MEASUREMENT OF SUCCESS</p> <p>Outcome</p> <ul style="list-style-type: none">• Percent proficient/advanced on MCAP Mathematics• Percent proficient/advanced in Alt-MSAA Mathematics• Percent students that passed Algebra <p>School Year 2023-2024 Baseline year</p> <p>School Year 2024-2025 Students with disabilities will increase mathematics proficiency by 1.5% points over 2023-2024.</p> <p>School Year 2025-2026 Students with disabilities will increase mathematics proficiency by 1.5% points over 2024-2025.</p> <p>School Year 2026-2027 Students with disabilities will increase mathematics proficiency by 2.0% points over 2025-2026.</p>

