

LISD Action Plan Summary

Actions Completed

- Update TEA Required Special Education Operating Guidelines utilizing TASB Guidance Documents (Legal Framework)
- HB 4545-Intensive Program of Instruction or Accelerated Instruction Requirement Completed for 3rd-12th grades
- Process to Track Initial Special Education Evaluations and Reevaluations-Google Sheet

Year 1

- Form Special Education Self-Assessment Team
- Develop Specific Roles and Responsibilities for Staff: Special Education Teachers (Lead Teachers, Inclusion, Co-Teach, Self-Contained), Special Education Paraprofessionals (Inclusion, Self-Contained), and General Education Support
- Review Secondary Speech Therapy Caseloads
- Review PEIMS Graduation Codes for 2021-2022
- Create and Review with all Administrators and Counselors a Checklist for Considerations when Scheduling Students with Disabilities
- Communicate Monthly with Administrative Staff at Principal/ Director Meetings for Feedback on TASB action items
- Summer PD for Teachers and Paraprofessionals
- Professional Development: 5 part series, 1 hour each
 - Inclusion, Autism, Behavior, SPED 101 for Administrators, Teachers, and Paraprofessionals, Dyslexia 101 for Administrators, Teachers and Paraprofessionals
- PD for Administrators and SPED Evaluation Staff (July 28th, Attorney-Erik Nicols, KBS)
- Special Programs Department Staff Directory
- Monthly Internal Department Folder Audits
- Update Adaptive Behavior Center (ABC), MTSS/RTI, and 504 Handbook
- Annual Functional Behavioral Training for Lead Teachers Required to Complete FBAs
- Child Find and Evaluation Training for Evaluation Staff
- Purchase of the software program Goalbook for Teachers and Service Provider to Guide and Provide Continued Support Throughout the Year for IEP Development
- Annual Transition Training for LMS and LHS Special Education Teachers
- Annual Accommodations/Modification Training for SPED teachers
- Completion of Intensive Programs of Instruction/Accelerated Instruction Plans for K-2.

Year 2

- Special Education Self-Assessment Team-Will Evaluate Year 1 Progress and Implementation of Action Items.
- Implement and Continue Monitoring Year 1 Implementation Procedures for Compliance to Prepare for TEA Special Education and Dyslexia Monitoring
- Continue Professional Development in the Areas Identified in the TASB Report for Administrators, Teachers, Paraprofessionals, and Professional Support Staff

Year 3

- Special Education Self-Assessment Team-Will Evaluate Year 1 and 2 Progress and Implementation of Action Items
- Implement and Continue Monitoring Year 1 & 2 Implementation Procedures for Compliance to Prepare for TEA Special Education and Dyslexia Monitoring
- Continue Professional Development in the Areas Identified in the TASB Report for Administrators, Teachers, Paraprofessionals, and Professional Support Staff