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**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:** Click or tap here to enter text.

**Maryland State Department of Education**200 West Baltimore Street

Baltimore, Maryland 21201

**Deadline**August 15, 2022

No later than 5:00 pm EST

**Special Education Director Name:** Click or tap here to enter text.

**Email address**: Click or tap here to enter text.

**Local System AEP LIR Project Manager:** Click or tap here to enter text.

**Email address:** Click or tap here to enter text.

**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.**

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Enter Name & TitleEnter Telephone NumberEmail Address

Enter Name & TitleEnter Telephone NumberEmail Address

Additional participants to invite: Click or tap here to enter text.

How often does the AEP Local Implementation Team meet? Click or tap here to enter text.

*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.

Click or tap here to enter text.

* 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]
* 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?)** |
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## **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:**

| **Priority Area(s) addressed in Goal 1:**  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 | **Federal Accountability Indicator(s) Impact:**  Click or tap here to enter text. | **Identify Root Cause(s) addressed by Goal Statement 1:** Click or tap here to enter text. |
| --- | --- | --- |
| **Goal Statement 1.** [Goals must be stated in measurable/quantifiable changes in student outcomes and/or professional practices with projected timelines for completion.]  Click or tap here to enter text. | | |
| **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.]  Click or tap here to enter text. | | |

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

| **Activity** | | **Who is involved?**  *(Selected school(s), programs, regions, and/or groups of children/students)* | **When will it happen?**  *Month/Year* | **What is the projected cost?** | |
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## **TRACK:** Identify Benchmarks to Measure Progress

| **How will it be known that progress is being made?** *(Benchmark/Outcome)* | **What data will be used to measure progress?** | **How often will benchmark data be collected?** |
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**Goal 2:**

| **Priority Area(s) addressed in Goal 2:**  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 | **Federal Accountability Indicator(s) Impact:**  Click or tap here to enter text. | **Identify Root Cause(s) addressed by Goal Statement 2:** Click or tap here to enter text. |
| --- | --- | --- |
| **Goal Statement 2.** [Goals must be stated in measurable/quantifiable changes in student outcomes and/or professional practices with projected timelines for completion.]  Click or tap here to enter text. | | |
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## **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).

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| --- | --- | --- |
| **Date** | **How** | **Who** |
| January 31, 2023 | Click or tap here to enter text. | Click or tap here to enter text. |
| January 31, 2024 | Click or tap here to enter text. | Click or tap here to enter text. |
| November 30, 2024 | Click or tap here to enter text. | Click or tap here to enter text. |

# LEA Signatures Required for Submission

Enter Name Click or tap to enter a date.

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