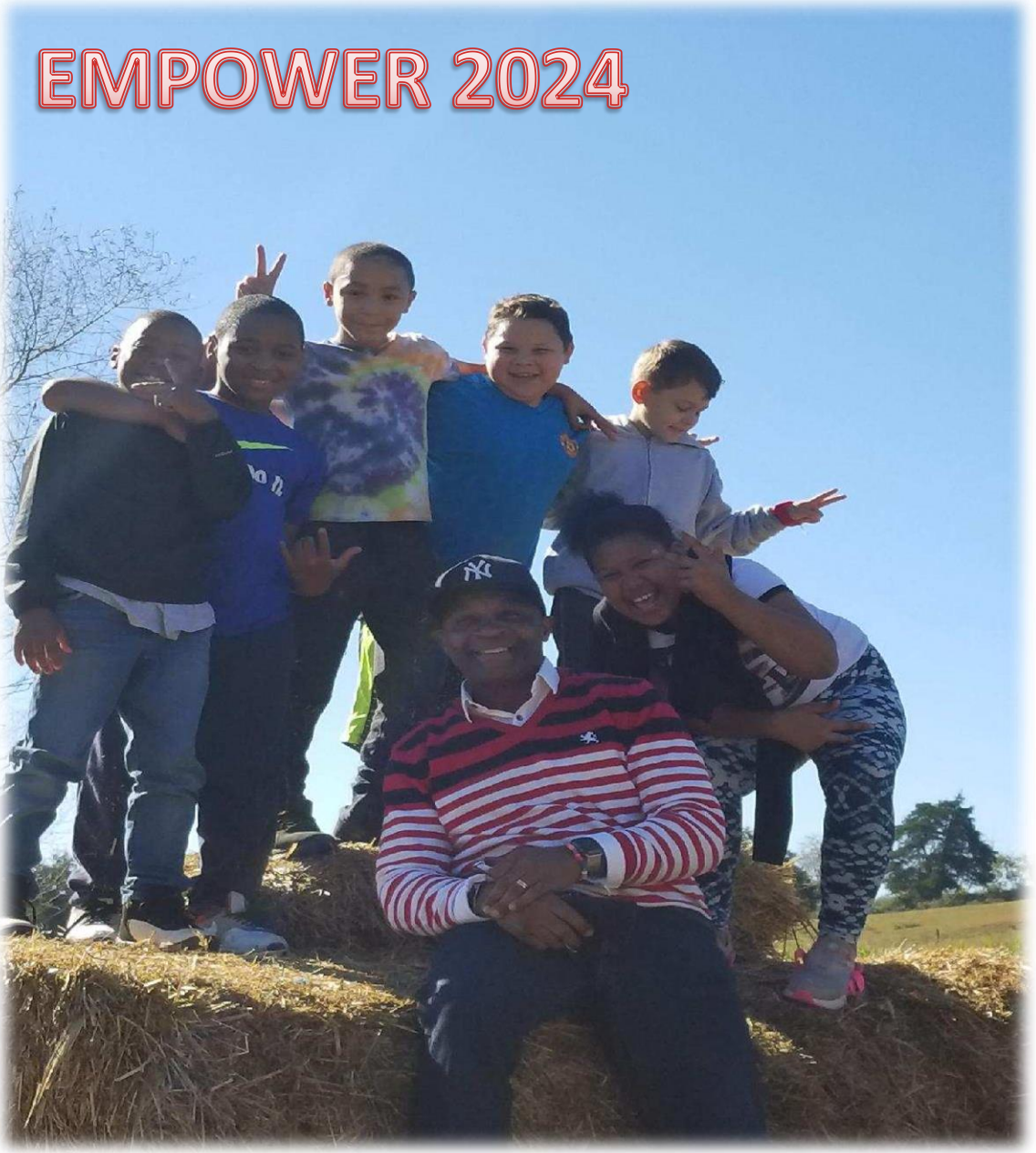
EMPOWER 2024



Piedmont Regional Education Program Strategic Plan

2019 - 2024

Adopted May 22, 2019

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Mr. Jason Collier – Vice Chair, Greene County Public Schools

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Ms. Carol Couch, Orange County Public Schools

Executive Director

Dr. Michelle Boyd

Superintendents

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Ms. Katrina Lee, Charlottesville City Public Schools

Ms. Angie Neeley, Culpeper Co. Public Schools

Ms. Jennifer Valentine, Fluvanna Co .Public Schools

Dr. Wendy Mitchem, Greene Co. Public Schools

Dr. Carla Alpern, Louisa Co. Public Schools

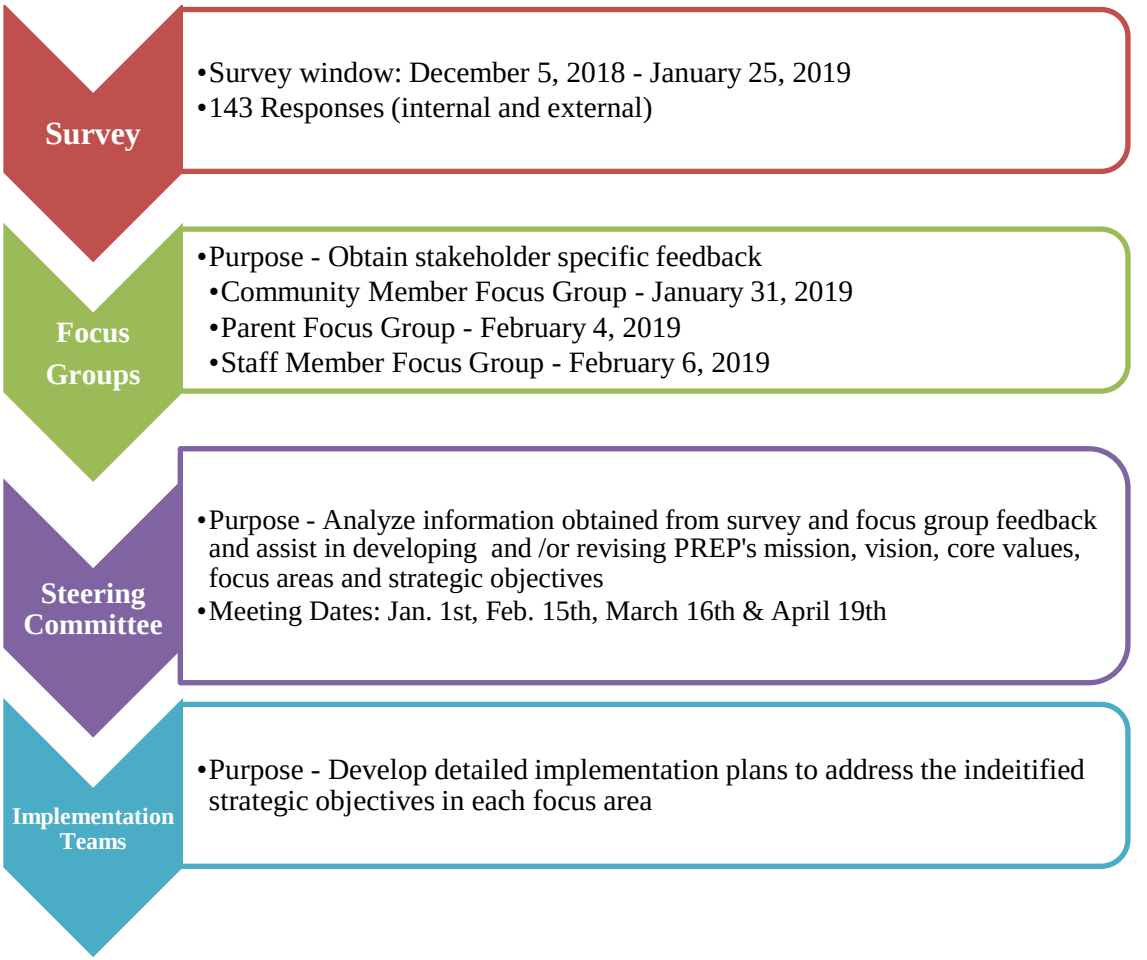
Ms. Jeanette Alexander, Madison Co. Public Schools

Ms. Sandra Irby, Nelson Co. Public Schools

Ms. Susan Aylor, Orange Co. Public Schools

Plan Background and Methodology

The Piedmont Regional Education Program (PREP) Joint Board of Control, through the PREP Executive Director and community stakeholders, endeavored to update the organization's strategic plan as the previous plan sunset January 2019. As such, stakeholder input was petitioned through a variety of mechanisms to identify PREP's priorities. More specifically, feedback about PREP's strengths, opportunities for growth, priorities and core values was obtained through the following community engagement activities:

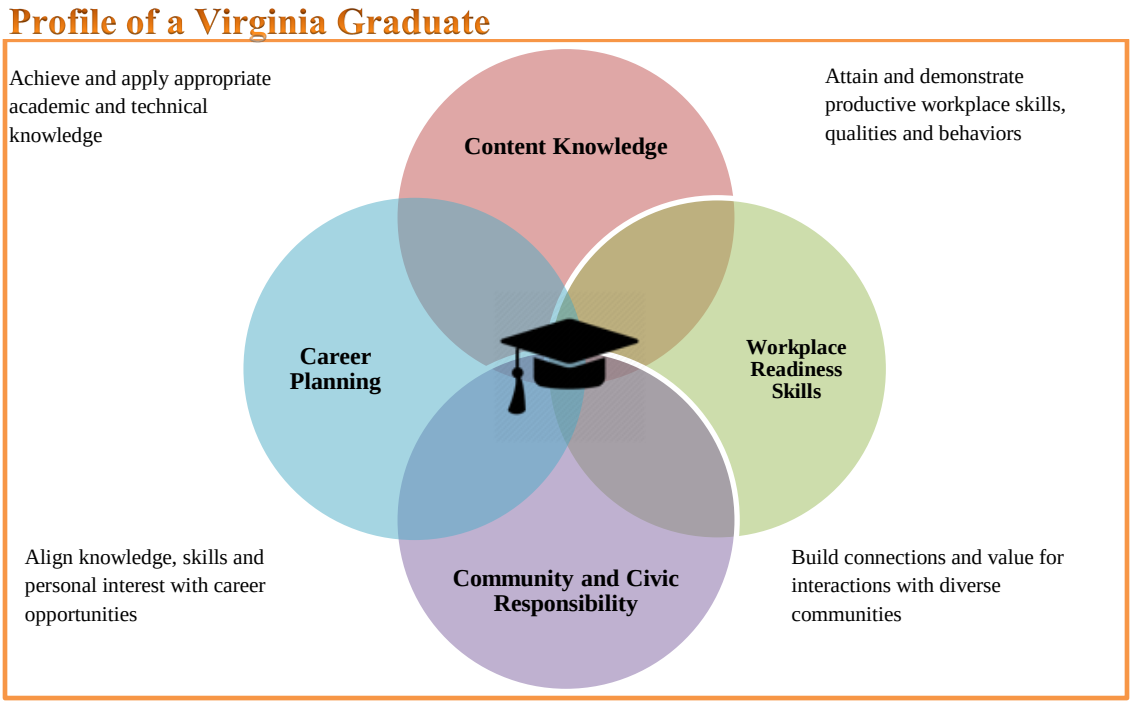


The results from the survey and/or input from the various stakeholder groups centered around four (4) priorities or focus areas for PREP.

Focus Areas

1. **Student Service Supports** (e.g. Social-emotional Learning, Attendance Support, Counseling and Other Wrap Around Services
2. **Academic Achievement** (e.g. reading, writing, and math skills, graduation rates)
3. **Parent & Community Engagement** (e.g. training/workshops, two-way communication, resource provision, inter-agency collaboration)
4. **Post-Secondary Outcomes** (e.g. training, employment, living options after high school)

Further, stakeholders indicated that a) job readiness skills, b) independent living after high school, c) self-advocacy and d) graduation with a Board approved diploma will be indicators of success evidenced by students given effective academic, social and emotional supports from PREP and participating school divisions. The above mentioned indicators support the five competencies (critical thinking, creative thinking, communication collaboration and citizenship) and profile of a Virginia Graduate.



The Piedmont Regional Education Program (PREP) extends its sincere gratitude to the PREP Strategic Plan Steering Committee and Implementation Teams. The collective skills, knowledge and commitment of the individuals listed below made the development of this five-year framework possible.

Steering Committee

Ms. Naomi Aiken, Counselor Manager, DARS
Dr. Carla Alpern, Director, Louisa County Public Schools
Ms. Deborah Anama, Parent Resource Coordinator – Steering Committee Co-Chair
Dr. Rosa Atkins, Superintendent, Charlottesville City Public Schools
Dr. Michelle Boyd, Executive Director - Steering Committee Co-Chair
Mr. Robert Ferguson, Program Specialist, Ivy Creek School
Ms. Jennifer Middlesworth, Teacher, Ivy Creek School
Dr. Wendy Mitchem, Director, Greene County Public Schools
Ms. Kate Modica, Family Wellness Prevention Specialist, Region Ten
Ms. Angie Neely, Director, Culpeper County Public Schools
Ms. Brenda Pace, PREP Joint Board (Fluvanna County Public Schools)
Ms. Susan Reed, Assistive Technology, PREP
Ms. Cheryl Ribando, Former Parent, Charlottesville City Public Schools
Ms. Jen Schafer, Parent, Albemarle County Public Schools
Dr. Cecil Sneed, Superintendent, Orange County Public Schools

Focus Area Implementation Teams

Student Support Services	Academic Achievement	Parent and Community Engagement	Post-Secondary Outcomes
Dr. Carla Alpern, Co-Chair	Dr. Wendy Mitchem, Chair	Ms. Deborah Anama, Co-Chair	Ms. Naomi Aiken, Co-Chair
Ms. Susan Aylor, Co-Chair	Dr. Michelle Boyd	Ms. Angie Neely, Co-Chair	Mr. Robert Ferguson, Co-Chair
Ms. Helene Freiman	Ms. Kelly Hughes	Ms. Sharon Gregory	Ms. Carrie Phillips
Dr. Joe Pellegrino		Ms. Kate Modica	Ms. Cheryl Ribando
Ms. Diane Talarico-Cavanaugh		Ms. Jen Schaeffer	Ms. Karen Shapiro-Jones
Ms. Ashley Walther			
Mr. Todd Whitaker			
Ms. Karen Wilson			

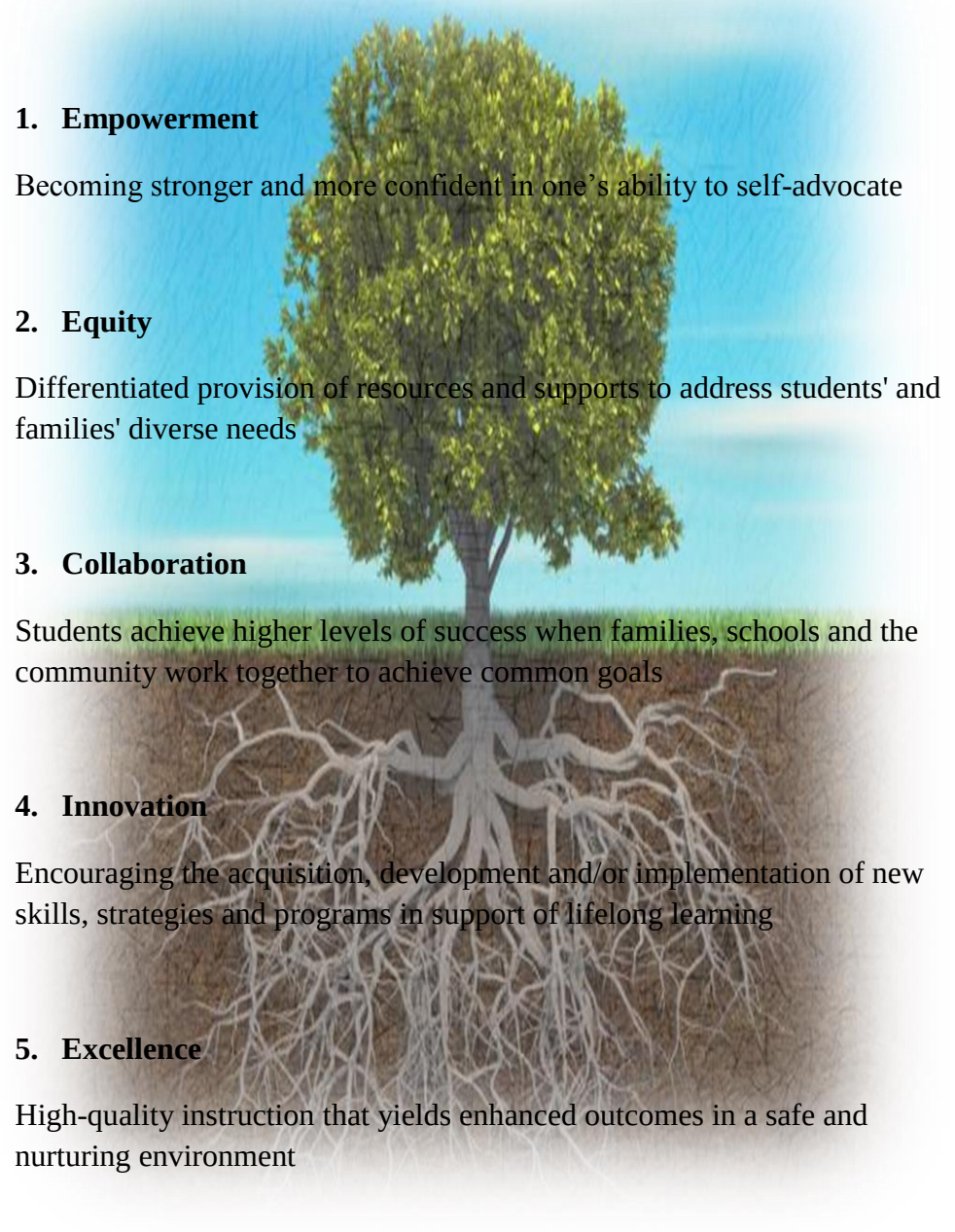
Mission

Piedmont Regional Education Program (PREP) serves students with disabilities, in partnership with participating school divisions via pooled resources and efficiency of scale, by providing exemplary educational services that foster the social, emotional, physical and intellectual development of each child.

Vision

Piedmont Regional Education Program (PREP) will be the leader in providing evidenced-based services to empower students with disabilities to acquire lifelong skills and reach their full potential.

Core Values



1. **Empowerment**

Becoming stronger and more confident in one's ability to self-advocate

2. **Equity**

Differentiated provision of resources and supports to address students' and families' diverse needs

3. **Collaboration**

Students achieve higher levels of success when families, schools and the community work together to achieve common goals

4. **Innovation**

Encouraging the acquisition, development and/or implementation of new skills, strategies and programs in support of lifelong learning

5. **Excellence**

High-quality instruction that yields enhanced outcomes in a safe and nurturing environment

PREP 2019-2024 Focus Areas

Student Service Supports

Academic Achievement

Parent & Community Engagement

Post-Secondary Outcomes

Student Service Supports

SS.1 Develop and implement a comprehensive social-emotional learning (SEL) plan at Ivy Creek School that increases attendance, decreases suspension and decreases office disciplinary referrals (ODRs) by June 30, 2024.

1) Administer a self-assessment to Ivy Creek School (ICS) staff regarding socio-emotional supports provided at ICS to inform actions to be included in the school improvement plan.
2) Compile and analyze Ivy Creek's 2017-2018 and 2018-2019 learning climate data (e.g. disciplinary data - disciplinary offenses, consequences; attendance data) to determine trends and inform actions to be included in the school improvement plan.
3) Develop an asset map of current resources utilized at ICS to support SEL and develop an improvement plan, as appropriate, to address any noted inefficiencies
4) Review and adopt a SEL curriculum for Ivy Creek School
5) Develop an SEL curriculum implementation plan to include, at minimum, the following: budget, professional development and a communications plan
6) Conduct quarterly reviews of SEL implementation to assess implementation fidelity and goal progress beginning the 2020-2021 school year

Student Service Supports

SS.2 Collaborate with community partners and participating school divisions for shared resource provision to enhance student outcomes by June 30, 2022.

1) Compile a categorized resource list of PREP (inclusive of Ivy Creek) and participating school divisions' resources available to PREP and participating school division personnel that is accessible to PREP and division staff
2) Compile a categorized resource list of available community resources for PREP region students and families that is accessible to multiple stakeholder groups
3) Explore partnership opportunities with community providers (e.g. Region Ten, FeedMore) to expand student support services (e.g. Therapeutic Day Treatment, Weekend Backpacks) at Ivy Creek School and develop an proposal that outlines, at minimum, the following: rationale, budget, implementation plan, communication plan, partnership goals and program evaluation)
4) Partner with participating school divisions and community partners to increase professional learning opportunities for professional and support staff to foster shared knowledge amongst staff supporting individuals with disabilities

People will forget what you said, people will forget what you did, but people will never forget how you made them feel. ~Maya Angelou

Academic Achievement

A.1 Examine and modify, as appropriate, Ivy Creek School's academic services and support programs to ensure compliance with the Standards of Quality and Standards of Accreditation, alignment with the Profile of a Virginia Graduate and increased performance on Virginia's School Quality Indicators by June 30, 2024.

1) Select a student information system for Ivy Creek School and develop an implementation plan to ensure application of the SIS during the 2019-2020 school year
2) Compile and analyze data to determine Ivy Creek School's baseline (2018-2019 SY) relative to Virginia School Quality Indicators
3) Conduct a review of Ivy Creek School's instructional program and develop an improvement plan to address areas of non-compliance / deficiency relative to the Standards of Quality and Standards of Accreditation to foster students' acquisition of critical thinking, creative thinking, collaboration, communication and citizenship skills during their K-12 experience
4) Review and revise, as appropriate, Ivy Creek School application process to ensure: a) common understanding of the profile of an Ivy Creek student, b) timely communication between school districts and Ivy Creek, c) smooth transition to Ivy Creek from public day schools and d) a continuum of supports have been provided in the public day school prior to placement at Ivy Creek

5) Develop (and/or revise) and implement a transition process for students returning to their assigned school/program (within the respective school district) from Ivy Creek School to foster sustained academic, social, emotional and behavioral success in a public day school
6) Develop an asset map of academic resources at Ivy Creek and develop an improvement plan, as appropriate, to address any noted inefficiencies
7) Develop and implement a professional development model for all staff that supports ongoing professional growth that results in the effective implementation of research-based and evidence-based practices
8) Explore and identify external partners who can provide additional resources to Ivy Creek students to enhance student outcomes and develop a partnership plan to ensure resources are targeted and outcomes monitored on an annual or semi-annual basis
9) Develop a multi-year improvement plan for Ivy Creek School to address school quality indicators that are below the state target
10) Develop and implement a data dashboard for Ivy Creek School to communicate progress on the Virginia School Quality Indicators and benchmarks in the Ivy Creek School Improvement Plan
11) Full implementation of Ivy Creek School's Improvement Plan

Academic Achievement

A.2 Select and implement resources to support instruction aligned with the Standards of Learning (SOL) and Aligned Standards of Learning (ASOL) to increase student achievement by June 30, 2024.

1) Conduct an asset map of current resources and develop an improvement plan, as appropriate, to address any noted inefficiencies
2) Develop a platform to share resources among participating PREP school divisions
3) Develop a plan to ensure ongoing monitoring of the efficacy of resources, to include return on investment, used throughout PREP
4) Develop and implement a data dashboard for related service providers to communicate progress on benchmarks identified in the PREP Improvement Plan
5) Provide professional development to classroom staff and related service providers on how related services supports classroom instruction and increased student achievement

Tell Me and I Forget
Teach Me and I Remember
Involve Me and I Learn
~Benjamin Franklin

Academic Achievement

A.3 Develop and implement a technology plan for Ivy Creek School (e.g. technology needs, professional development) that supports instruction aligned with the Virginia Standards of Learning and identified social emotional learning curriculum by June 30, 2022

1) Conduct an asset map of technology at Ivy Creek School and develop an improvement plan, as appropriate, to address any noted inefficiencies
2) Explore opportunities for virtual learning and/or blended learning and develop implementation options for Ivy Creek School
3) Develop and implement technology replacement cycle for Ivy Creek School to ensure staff and students have current quality resources for teaching and learning

Technology

Technology can become the “wings” that will allow the educational world to fly farther and faster than ever before – if we will allow it.

Parent & Community Engagement

PCE.1 Develop and implement parent support activities, ensuring equity and access of resources, which increase parent and community capacity to support individuals with disabilities by June 30, 2022

1) Research PREP participating school divisions website design (e.g. accessibility, design, layout, capabilities, etc.)
2) Update the PREP website to be in compliance with Web Content Accessibility Guidelines (WCAG)
3) Develop a robust on-line library to include digital versions of parenting and special education resources and links to third party resources (e.g. VDOE, Special Education Connection, I'm Determined, etc.) accessed through an updated PREP website
4) Develop robust online trainings that increase parent and community capacity to support individuals with disabilities

Parent & Community Engagement

PCE.2 Develop and implement a comprehensive communications plan to increase stakeholders' knowledge and awareness of PREP resources by June 30, 2023

1) Partner with a marketing firm to develop a unique brand that represents PREP's mission, vision and core values
2) Develop a social media strategy and presence (e.g. Facebook, twitter, Instagram)
3) Research and implement a marketing platform to make PREP information more accessible to stakeholders and to enhance efficiency of communications
4) Support communication of parent/family activities conducted in PREP participating school divisions

Post-Secondary Outcomes

PSO Increase the percent of students with disabilities that are enrolled in higher education, competitively employed, or enrolled in another post-secondary training program one year after graduation from high school by June 30, 2023

Work to Become, Not to Acquire

~Elbert Hubbar

1) Collaborate with participating school divisions to identify work/volunteer experiences for students with disabilities and connect eligible students at Ivy Creek School with work and/or volunteer experiences prior to graduation.
2) In partnership with local community agencies, provide ongoing post-secondary information sessions to educate students and families about post-secondary education and employment opportunities after high school (e.g. WIOS, Pre-ETS, Job Corps, CAYIP, colleges, universities, etc.)
3) Ensure all students at Ivy Creek School complete career exploration activities and develop an academic and career plan portfolio

Progress Monitoring

Outcomes relative to the strategic objectives outline herein will be monitored and documented on a regular basis (at least semi-annually). Progress will be shared with the PREP Joint Board of Control and the public annually through a variety of communication mechanisms (e.g. PREP Joint Board Meetings, website). The following list is illustrative (not exhaustive) of the outcomes that will monitored to gage PREP's success in relation to the established priorities.

Metrics

- ✓ SOL Proficiency
- ✓ Student Growth – Literacy
- ✓ Student Growth – Numeracy
- ✓ Attendance Data
- ✓ Discipline Data
- ✓ Parental Involvement
- ✓ Community Partnerships
- ✓ Graduation Rates
- ✓ Post-secondary Outcomes (Indicator 14)
- ✓ Ivy Creek Student Transition Data
- ✓ Least Restrictive Environment Data (Indicator 5)

The 2018-2019 school year will serve as baseline for metrics monitored throughout the course of this five-year plan. Annual targets then will be identified prior to the start of the school year.

If we all could see the world through the eyes of a child, we would see the magic in everything …