

# Project MAX: Practice Profile Status and Implementation Plan

IU:

IU/LEA Team:

IU TaC:

School Year:

Year of Implementation:  1  2  3  4

The **Project MAX Practice Profile Status and Implementation Plan** includes three sections:

1. **Summary of Project MAX Practice Profile Ratings:** The facilitator transfers the ratings from the Practice Profile Rubric to this section of the implementation plan annually and submits the summary of ratings to PaTTAN.
2. **Implementation Plan Activities:** These activities are to be completed by all Project MAX teams by the suggested due dates
3. **Implementation Plan Customized Activities:** After completion of the Project MAX Practice Profile Implementation Rubric and identification of areas of priority, the team will identify at least one substantive action step for each area of practice where the average rating is **2 or below**. Each team will develop **4-6 substantive action steps** to be completed during the year of implementation. Teams will review progress on the customized activities **at each team meeting** and revise or add activities as needed.

Summary of Project MAX Practice Profile Ratings	Annual Rating
<b>Area of Practice #1: Leadership</b>	
<p><i>Vision and Commitment</i></p> <ul style="list-style-type: none"> <li>• Vision is articulated, promoted and drives decisions for all students</li> <li>• Use of evidence-based instructional practices</li> <li>• Expectation for person-first language, respect, confidentiality</li> <li>• Engaged leaders, faculty input, data shared</li> </ul>	
<p><i>Policies and Practices</i></p> <ul style="list-style-type: none"> <li>• Policies, practices and educator roles aligned with the inclusive vision</li> <li>• Educators reflect upon and receive feedback related to standards-aligned instruction for all students</li> </ul>	
<p><i>Allocation of Resources</i></p> <ul style="list-style-type: none"> <li>• Equitable allocation of resources</li> <li>• Equitable access to resources</li> <li>• Curriculum committees consider, select, recommend &amp; foster use of materials that meet needs of all students</li> <li>• Resources and structures are in place at all schools to educate and support the wide array of learners</li> <li>• Educators share resources to leverage results</li> </ul>	
<p><i>Professional Development</i></p> <ul style="list-style-type: none"> <li>• PD is systemic, school-wide, and focused on providing access to standards-aligned instruction for all students</li> <li>• PD is customized &amp; targeted to all roles in school community</li> <li>• Job-embedded supports to implement effective instructional practices</li> </ul>	

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<b>Area of Practice #2: Curriculum, Instruction, and Assessment</b>	
<p><i>Standards-Aligned Curriculum for Students with Complex Instructional Needs</i></p> <ul style="list-style-type: none"> <li>Standards-aligned curriculum guides high quality, evidence-based instruction for all students</li> <li>Curriculum intentionally infused with UDL principles</li> </ul>	
<p><i>Instructional Materials</i></p> <ul style="list-style-type: none"> <li>High quality, standards-aligned, accessible materials</li> <li>Necessary training, tools &amp; supports for teachers</li> </ul>	
<p><i>Standards-Aligned Instruction for Students with Complex Instructional Needs</i></p> <ul style="list-style-type: none"> <li>Use instructional planning process</li> <li>Identify learning targets aligned with standards &amp; Depth of Knowledge</li> <li>Implement strategies used to support meaningful participation</li> <li>Consistently implement UDL principles in planning and delivery of instruction</li> </ul>	
<p><i>Evidenced-Based Instructional Practices that Address Diverse Learning Needs</i></p> <ul style="list-style-type: none"> <li>Consistently identify and use multiple evidence-based instructional practices</li> <li>Maximize opportunities for learning content</li> <li>Maximize instructional time, content coverage and instructional quality</li> <li>Monitor instructional time, content coverage and instructional effectiveness</li> </ul>	
<p><i>Multiple Assessment Measures &amp; Data-Based Decision Making</i></p> <ul style="list-style-type: none"> <li>Multiple assessment measures are used to make data-driven instructional decisions</li> <li>Systemic procedures to analyze and use data</li> </ul>	
<p><i>Formative Assessment &amp; Progress Monitoring</i></p> <ul style="list-style-type: none"> <li>Use formative assessment to monitor and adjust instruction</li> <li>Regularly collect and review progress monitoring data</li> <li>Use data to adjust instruction and supports</li> </ul>	
<b>Area of Practice #3: Least Restrictive Environment (LRE)</b>	
<p><i>Access</i></p> <ul style="list-style-type: none"> <li>All students have access to a full range of learning experiences and environments</li> </ul>	
<p><i>Delivery of Instruction</i></p> <ul style="list-style-type: none"> <li>Meaningful academic instruction and related services provided in general education settings</li> <li>IEPs reflect standards-aligned academic goals and meaningful access to the general education curriculum</li> </ul>	
<p><i>Transitions</i></p> <ul style="list-style-type: none"> <li>Transition processes result in a continuity of supports and services across grades, schools, and/or programs</li> <li>For students ages 14 and older, IEPs include activities and services aligned to academic standards and post-secondary goals</li> </ul>	
<p><i>Placement Decisions</i></p> <ul style="list-style-type: none"> <li>Student placement decisions begin with the general education classroom with Supplementary Aids and Services</li> <li>All schools have special education resources and structures to educate the full range of students</li> <li>Individualized placement decisions based on evidence of student needs</li> </ul>	

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<b>Area of Practice #4: Individualized Student Supports</b>	
<p><i>Communication</i></p> <ul style="list-style-type: none"> <li>• Consistent opportunities to increase or expand verbal output</li> <li>• Augmentative/alternative modes of expressive/receptive communication combining academic vocabulary and high frequency, flexible vocabulary</li> <li>• Strategies to increase/scaffold communication skills developed and implemented collaboratively and consistently</li> </ul>	
<p><i>Assistive Technology (AT)</i></p> <ul style="list-style-type: none"> <li>• Teachers skilled in using a variety of AT options</li> <li>• Students provided with means to read, write, listen, speak, and actively engage</li> <li>• Teachers use AT technical assistance consistently</li> <li>• Teachers extend use of AT tools and strategies to other students</li> </ul>	
<p><i>Specially Designed Instruction (SDI)</i></p> <ul style="list-style-type: none"> <li>• Teachers identify, select, implement and document need/use of SDI</li> <li>• Data used to make changes and adjustments</li> <li>• SDI implemented according to written plan</li> <li>• SDI provides meaningful access to general education curriculum</li> </ul>	
<p><i>Paraprofessional Supports</i></p> <ul style="list-style-type: none"> <li>• The use of paraprofessionals is planned and coordinated</li> <li>• Paraprofessionals understand their role and fade support as students show increased independence</li> </ul>	
<p><i>Positive Behavior Support</i></p> <ul style="list-style-type: none"> <li>• All students have access to the full range of positive behavior supports and interventions</li> <li>• Behavior plans are based on FBAs developed by collaborative teams</li> <li>• Progress monitoring used to modify behavior support plans</li> </ul>	
<p><i>Supplementary Aids and Services (SaS)</i></p> <ul style="list-style-type: none"> <li>• IEP teams consider and use the full array of instructional, social-behavioral, environmental and collaborative SaS options</li> </ul>	

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<b>Area of Practice #5: Family and Community Involvement</b>	
<p><i>Family Engagement</i></p> <ul style="list-style-type: none"> <li>• Families are valued members of IEP team and school community</li> <li>• Feedback is sought from and provided to families</li> <li>• Schools maintain structures that encourage and support families in culturally and linguistically sensitive ways</li> </ul>	
<p><i>Community Involvement</i></p> <ul style="list-style-type: none"> <li>• Schools collaborate with community organizations and agencies to provide integrated opportunities and supports</li> </ul>	
<b>Area of Practice #6: Collaboration and Problem Solving</b>	
<p><i>Collaborative Team Processes</i></p> <ul style="list-style-type: none"> <li>• Collaborative teams use consistent procedures and processes to structure, document and regularly evaluate effectiveness</li> <li>• General and special educators use effective team collaboration and problem-solving practices</li> <li>• Dedicated time is consistently available for teams to collaborate</li> </ul>	
<p><i>Related Services Providers</i></p> <ul style="list-style-type: none"> <li>• Meaningfully and collaboratively participate in IEP development, instructional design, and delivery</li> <li>• Related services support access to the general education curriculum and PACS as well as addressing unique student needs</li> </ul>	

# Project MAX: Practice Profile Status and Implementation Plan

Project MAX Team Implementation Plan			
Activities: To be completed by members of the Project MAX team			
	Action Step	Lead By:	Complete By:
<b>Team Meetings</b>	Schedule regular (e.g., monthly in Year 1) team meetings in order to: <ul style="list-style-type: none"> <li>• Monitor implementation plan</li> <li>• Plan and problem-solve</li> </ul>	IU TaC Internal Coach	Beginning of school year
<b>Professional Development</b>	Develop plan for implementing Project MAX Professional Development activities – Schedule 9 monthly PD sessions for entire team	IU TaC Internal Coach LEA Leadership	Beginning of school year
<b>Project MAX Statewide Parent Network</b>	Disseminate information to parents of students with complex instructional needs regarding participation in the <i>Project MAX Statewide Parent Network</i> ( <a href="http://www.pattan.net">www.pattan.net</a> )	IU TaC LEA Leadership Internal Coach	Throughout school year
	Team completes Practice Profile Implementation Rubric	All Team Members	August/September (Beginning of each school year)
	Team develops or updates customized action steps for each Area of Practice where mean rating is 2 or below.	All Team Members	September/October (continue to review at each team meeting)

**Customized Activities:** After completion of the Project MAX Practice Profile Implementation Rubric and identification of areas of priority, the team will identify at least one substantive action step for each area of practice where the average rating is **2 or below**. Each team will develop 4-6 substantive action steps to be completed during the year of implementation. Teams review progress on the customized action steps **at each team meeting** and revise/update/add action steps as needed.

Area of Practice/Core Component	Substantive Action Step with Measurable Outcome	Lead By:	Due By:	Action Step Updates (optional):



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