



2017-18 Strategic Plan - Year 1

This plan is a living document and will be adjusted as needed to fit staff and student needs

The Special Education Strategic Planning Committee (SESPC) has come to consensus around the Year 1 goals and progress for 2017-18. The plan has been vetted through the SSPAC leaders, the Board liaison, and the SESP. Part of the on-going work is for SESP members and district leaders to do a crosswalk between the District's Special Education Review report from March 2017 and the Strategic Plan to ensure that all components are covered between year 1 and year 3. The Committee's next charge is to complete and come to consensus on the Year 2 Plan on May 30th and bring it to the Board immediately following that meeting. The Year 3 Plan will be created at the beginning of the 2018-19 school year to ensure that we are adjusting and revising based on the needs of the staff, parents, and students. The purpose of this work is to partner with families and design and implement services that ensure students reach their maximum potential in a supportive and inclusive school community.

Below is the 2017-18 Strategic Plan-Year 1 that describes the goals and the expected outcomes and progress for the current year. The plan is divided into four sections: Philosophy, Leadership and Goals; Program and Instruction; Professional Development and Communication.

PHILOSOPHY, LEADERSHIP AND GOALS			
GOAL	RESPONSIBILITY	OUTCOME	TIMELINE OF PROGRESS
Review Draft of Strategic Plan	Strategic Planning Committee with Assistant Superintendent TLA, Director of Student Services, and Board Member Representative guidance	Input from Strategic Planning Committee members to address all items in the plan	<ul style="list-style-type: none"> - September 28, 2017 - Review completed - November 29, 2017 - Three Year Plan developed, shared, and feedback taken to develop outcomes based plan for consensus
Establish Mission, Vision & Purpose of the Strategic Plan	Strategic Planning Committee with Assistant Superintendent TLA and Director of Student Services guidance	Consensus on mission, vision, and purpose	<ul style="list-style-type: none"> - September 28, 2017 - Began work with committee - November 29, 2017 - Consensus achieved
Three Year Plan developed and shared	Director of Student Services with input from Strategic Planning Committee, Assistant Superintendent for TLA, and Assistant Principals	Input from Strategic Planning Committee members to develop an outcomes based plan	<ul style="list-style-type: none"> - November 29, 2017 - Input received to continue work on outcome based plan for March 14, 2018
Create D41 Definitions of Inclusion	Strategic Planning Committee with facilitation by the Assistant Superintendent of TLA, Director of Student Services, and Board Member Representative	Consensus on Definition of Inclusion "D41 Inclusionary Principles"	<ul style="list-style-type: none"> - September 28, 2017 Began work with Strategic Planning Committee to define inclusion - November 29, 2017 - Consensus on D41 Principles of Inclusionary Practices achieved
Strategic Planning Meeting to finalize Strategic Plan for 2018-19	Strategic Planning Committee with Assistant Superintendent TLA, Director of Student Services, and Board Member Representative	TBD based on outcomes from prior meeting on March 14, 2018	<ul style="list-style-type: none"> - May 30, 2018 Final Strategic Planning Committee Meeting for 2017-18

PROGRAM & INSTRUCTION			
GOAL	RESPONSIBILITY	OUTCOME	TIMELINE OF PROGRESS
Create individual school improvement goals for the implementation of MTSS in each building	Assistant Superintendent of TLA, Director of Student Services, Principals & Assistant Principals	Evaluate Tiers of interventions and outcomes in the increase of student achievement	– Principals reported out MTSS goals and progress during November 20th Academic Update
Create a plan for increased blended opportunities in Early Childhood	Assistant Superintendent of TLA, Director of Student Services, Principals & Assistant Principals and EC diagnostic team, teachers, and related service providers	Increased opportunities for 2018-19 school year for 3, 4, and 5 year olds with disabilities to learn with their typical peers in the preschool setting	– Completed 2018-19 Plan through- – Building PLC discussions throughout the year: Building/District Administrator Collaboration – Staff Consensus
Create a PreK-8th grade plan for reviewing, adopting, and making recommendations for purchases and professional learning in supplemental curricular resources	Building and Central Office Administrators with input from special education teachers	Implement a consistent procedure for making decisions and purchases regarding supplemental curricular resources	– March 23, 2018 - Input from K-5 special education teachers – April, 2018 - Share information and hold – Discussion with Administration & Recommendations made – May 4, 2018 - – follow-up discussion with teachers re: plan
Create a plan for increased opportunities for students in structured academic classes (SAC) to be in their home schools for 2018-19 based on individual need(s)	Director of Student Services, Principals, Assistant Principals, Special Education Coordinator, Behavioral Specialist, IEP Teams including Parents	Continue to increase opportunities to include students in SAC classrooms within the General education settings in the 2018-19 school year	– Administrator meetings with Julie Causton: September 15, 2017, December 15, 2017, and February 8, 2018 – Administrator Inclusion Walk-throughs: October 5,12,& 19, 2017 and March 15, 22, & April 5, 2018. – Building Level projections: January 25, 2018 – Meeting with SAC staff to get input on next steps: October 6, 2017; Nov. 9, 2017; February 28, 2018; March 2, 2018
Create a plan for increased opportunities for students in placements outside of D41 to be in their home schools for 2018-19 based on individual need(s)	Director of Student Services, Principals, Assistant Principals, Special Education Coordinator, Behavioral Specialist, IEP Teams including Parents	Increased opportunities for 2018-19 school year for students currently receiving services outside of D41 to be educated in home schools with their typical peers	– January 25, 2018 - implementation throughout winter and spring 2018 for 2018-19 school year
Provide planning time for certified and non-certified staff to collaborate on students' needs who will be going back to their home schools based on individual needs	Director of Student Services, Building Administrators SAC teachers, IEP teams, Classroom teachers and teacher assistants	Current teachers provide strategies and supports to receiving classroom teachers and teacher assistants to best prepare for student instruction and needs	– Spring 2018 & on-going 2018-19 school year as determined necessary by teams with building administration

PROFESSIONAL DEVELOPMENT			
GOAL	RESPONSIBILITY	OUTCOME	TIMELINE OF PROGRESS
Inclusive Schooling and Inclusive Instructional Practices	Dr. Julie Causton and Administration	Learning the overall philosophy and research that supports improved inclusionary practices	<ul style="list-style-type: none"> - August 18, 2017 Institute Day with Dr. Julie Causton - September 13, 14, & 15, 2017 - Observation and Coaching with Dr. Julie Causton - October 10, 2017 Institute Day with Dr. Julie Causton - October 5, October 12 & October 19, 2017 - Ad Team Building Walk-throughs - December 13, 14, & 15, 2017 - Observation and Coaching with Dr. Julie Causton - January 25, 2018 - Ad Team Inclusion Focus - February 7 & 8, 2018 Observation and Coaching with Dr. Julie Causton - February 8, 2018 - Ad Team Inclusion Focus with Julie Causton - March 1, 2018 Observation and Coaching with Dr. Julie Causton - March 2, 2018 Institute Day with Dr. Julie Causton - March 15, March 22, & April 2, 2018 - Ad Team Building Walk-throughs
Professional learning in building resilient learners and creating trauma sensitive learning environments	Asst. Supt. of Teaching, Learning & Accountability Director of Student Services Director of Language Programs	Principals, Asst. Principals and CSO Administrators will have a solid understanding of strategies and supports for building trauma sensitive classrooms and buildings	<ul style="list-style-type: none"> - January 10, 2108 - Create understanding in trauma and creating resilient learners with trauma sensitive learning environments - February 28, 2018 - Evaluate work in creating trauma sensitive learning environments and identify training opportunities for all staff
CHAMPS training for K-5 to support Inclusive practices in trauma sensitive learning environments.	CASE Technical Assistant Team, D41 Behavioral Specialist, Building administration	Churchill staff trained in CHAMPS to expand staff strategies to support student needs	<ul style="list-style-type: none"> - December 8, 2017 Session I - February 7, 2018 Session II - TBD Session III
Special Education Law, Theories of Disability and Access Points to Learning & Co-Teaching Supports	Dr. Julie Causton and Administration	Building Leaders, certified and non-certified staff gain knowledge of the 13 categories of disabilities, theories of disability, and providing access points for students' needs and co-teaching support	<ul style="list-style-type: none"> - Institute Day March 2, 2018
Professional Development on Skyward Student	Skyward personnel with Director of Student Services and representation from various disciplines to improve procedural compliance and process in writing and implementing IEPs, 504s, and ISPs	Answered basic procedural questions and compliance in the system and allowed for compiling additional structural questions and procedures to address for future training for all D41 Skyward users	<ul style="list-style-type: none"> - Initial professional development on November 17, 2017 with follow-up planned at the start of the 2018-19 school year

Professional Development for Teaching Assistants	Director of Student Services CASE Special Education Coordinator Other Professionals as Assigned	Increase strategies to support instruction in the general education environment and build independence for students	<ul style="list-style-type: none"> - November 8, 2017 Autism & Behavior - Elementary - November 15, 2017 Autism & Behavior Junior High - Special Education Coordinator - December 22, 2017, March 23, 2018 & April 13, 2018 Heart & Soul of the Classroom: classroom management, behavior, disabilities, interventions, data, building independence, instruction and collaboration - CASE - February 16, 2018 Autism & inclusion Elementary - Director of Student Services - Reading Instruction & Strategies - Reading Specialist - Early Learning Outcomes September 15 & October 27, 2017; February 16, April 13 & May 4, 2018 - Assistant Principal for EC
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COMMUNICATION

GOAL	RESPONSIBILITY	OUTCOME	TIMELINE OF PROGRESS
Increase communication with administration and building staff	Dr. Julie Causton and Director of Student Services in collaboration with building administrators	Director of Student Services works in collaboration with Dr. Julie Causton and all building administrators to explore and respond to needs of the buildings regarding instructional practices for all student	<ul style="list-style-type: none"> - October 4, 2017 & March 1, 2018 Abraham Lincoln Building Update - September 21, 2017, January 10, 22, February 1 & 27, 2018 - Ben Franklin Building Updates - September 25, October 23, 2017, January 30, & TBD 2018 - Churchill Building Updates - September 5, October 2, December 4, 2017, February 5, March 5, & April 9, 2018 - Forest Glen Building Updates - September 11 & October 25, 2017, February 26 & April 5, 2018 Hadley Building Updates - January 25, February 8, and March 1, 2018 AD Team Inclusionary Focus - September 15 & December 15, 2017, March 1, 2018 - Ad Team Work with Dr. Julie Causton
Regular communication with SSPAC and Special Education Parents through SSPAC Coffees	Asst. Supt. of Teaching, Learning & Accountability Director of Student Services, Special Education Coordinator, and other administrators as invited	SSPAC Co-Chair Meetings & SSPAC Participation designed to share and receive feedback on Inclusionary practices work, plan for Strategic Planning Committee, and Additional Parent contact opportunities	<ul style="list-style-type: none"> - August 2, August 16, September 6, October 18 & November 15, 2017, January 19, March 14, April 11, & May 16, 2018 - Co-Chair Meetings - September 14, 2017 SSPAC Parent Meet & Greet Director of Student Services & Parent Night on Inclusionary Practices with Dr. Julie Causton - October 4 & November 6, 2017 SSPAC Coffees - January 24, March 5, and May 2nd SSPAC Coffees - March 21st Parent Listening/Engagement with D41 Administration on Inclusionary Practices
Early Childhood Family Engagement	Early Childhood Team, SSPAC Co-Chairs, Family Participants, and D41 Administrators	Collaboratively designed to engage and support families, and the preschool team on various topics of educational interest	<ul style="list-style-type: none"> - September 15 & October 27, 2017; February 16, April 13 & May 4, 2018
Transition Evening meeting for parents who have students with disabilities transitioning to early childhood, kindergarten or to sixth grade	Director of Student Services and Assistant Principals	Welcome parents and provide information regarding supports and services for students who have IEPs transitioning to Kindergarten and to Sixth grade	<ul style="list-style-type: none"> - January 30, 2018
Parent Listening/Engagement Session	Superintendent, Assistant Superintendent of TLA, Director of Student Services and Administration	Share information and update regarding Inclusionary Practices in D41 and plan for 2018-19 school year	<ul style="list-style-type: none"> - March 21, 2018
Regular updates to the Board of Education	Asst. Supt. of Teaching, Learning & Accountability Director of Student Services	Continuously update the board to keep them informed	<ul style="list-style-type: none"> - October 2 & December 4, 2017, March 19 & June 4, 2018