



2018-19 Strategic Plan - Year 2

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

The Strategic Planning Committee came to consensus around the Year 1 goals on March 14, 2018 and Year 2 goals and progress on May 30, 2018. The plan has been vetted through the SSPAC leaders, the Board liaison, and the Strategic Planning Committee. Part of the on-going work is for Strategic Planning Committee members and district leaders to do a crosswalk between the District's Special Education Review Report from last year and the Strategic Plan to ensure that all components are covered between year 1 and year 3. 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 students, staff, and parents. 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 2018-19 Year 2 Plan that describes the goals and the expected outcomes and progress for the current year, 2017-18.

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
Professional Learning and Implementation of Facilitated IEP Process and Writing Legally Defensible IEPs to comply with procedural and content legal requirements under IDEA and improve communication	Director of Student Services Special Education Coordinator and Administration	All building teams begin using Facilitated IEP process and improving writing and implementation of IEPs	– Professional Development in early August, 2018 with follow-up during 2018-19 school year and implementation of process beginning August 29, 2018
Continue Inclusion support of understanding of D41 Inclusionary Principles & implementation practice	Director of Student Services, Assistant Superintendent TLA and Administration in cooperation with other resources	Check on understanding of Inclusionary Principles and fidelity in implementation of inclusionary practices	– On-going 2018-19 school year
Targeted Professional Development Training with Dr. Julie Causton to turn D41 philosophy into implementation in the classroom.	Director of Student Services, Assistant Superintendent TLA, Building Administration and Instructional Coaches in cooperation with Dr. Julie Causton	Collect Data on inclusionary practices implementation	– Coaching dates for three sessions of three days each throughout the school year.
Create plan for reviewing, adopting, and making recommendations for purchases and professional learning in supplemental resources especially for students who need a direct and explicit approach to reading instruction	Building and Central Office Administrators with input from special education teachers	Implement a consistent procedure for making decisions and purchases regarding supplemental resources	– Meetings with Special Education Teachers and Coaches to prepare for the appropriate purchases and professional learning March 23, 2018, April 19, 2018, May 4, 2018, and May 31, 2018.

PROGRAM & INSTRUCTION

GOAL	RESPONSIBILITY	OUTCOME	TIMELINE OF PROGRESS
Create individual school improvement goals for the implementation of MTSS in each building for academics and social emotional learning	Assistant Superintendent of TLA, Director of Student Services, Principals & Assistant Principals, Literacy and Math Coaches and Psychologists and social workers	Evaluate Tiers of interventions and outcomes in the increase of student achievement as well as process implementation	– Dates TBD 2018-19 school year
Implement plan for increased blended opportunities in Early Childhood	Assistant Superintendent of TLA, Director of Student Services, Principals & Assistant Principals, Special Education Coordinator, EC Diagnostic Team, Teachers, and Related Service Providers as well as Parents	Support efforts for increased opportunities for EC students in blended classrooms	– On-going 2018-19 school year
Implement plan for increased opportunities for students in structured academic classes (SAC) to be in their home schools for 2018-19 based on individual student needs	Director of Student Services, Principals, Assistant Principals, Special Education Coordinator, Behavioral Specialist, and IEP Teams including Parents in each building	Support increased opportunities for 2018-19 school year for students currently in SAC classroom as well as students who have returned to their home schools.	– On-going 2018-19 school year
Implement plan for increased opportunities for students in placements outside of D41 to be in their home schools for 2018-19 school year based on individual need	Director of Student Services, Principals, Assistant Principals, Special Education Coordinator, Behavioral Specialist, IEP Teams including Parent	Support students in D41 classrooms to be educated in their home schools with their typical peers.	– On-going 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	Support strategies and supports to receiving classroom teachers and teacher assistants to best prepare for student instruction and needs	– On-going 2018-19 school year

PROFESSIONAL DEVELOPMENT			
GOAL	RESPONSIBILITY	OUTCOME	TIMELINE OF PROGRESS
Facilitated IEP Training and Training on Defensibly Legal IEPs	Director of Student Services Special Education Coordinator, Building Principals and Assistant Principals with outside resources	Implementation of Facilitated IEP Process and Writing Legally Defensible IEPs for improved IEP process and implementation for students	– Beginning week of August 6, 2018 and continuing through 2018-19 school year
Professional learning in PBIS Reboot	Director of Student Services & Building Leaders	Provide support to buildings to ensure fidelity in our PBIS practices and furthering staff's knowledge in Senate bill 100 & SEL	– August Building Institute Day and on-going based on District and building needs
Professional learning in creating trauma sensitive learning environments	Building Leaders, Social Workers & School Psychologists	Principals, Asst. Principals will provide staff the strategies and supports to continue to develop trauma sensitive learning environments	– August Building Institute Day and on-going based on each building's needs.
Differentiation & Universal Design: Dr. Patrick Schwarz	Administration with consultation from outside resources	Building Leaders, certified and non- certified staff gain an understanding of how to create access points for students' needs especially in the areas of curriculum and assessments	– October 8, 2018 & January 21, 2018 – ½ day each session.
<u>30 Days to the Co-Taught Classroom</u> Book Studies	Director of Student Services and Building Administration and leaders in cooperation with special education, general education teachers and related service providers	Structured Accountability throughout customized 30 day plans	– Custom 30 day periods in the fall of 2018-19 school year.
PowerIEP Training	PowerIEP, Director of Student Services and Building Administration	Completed legally defensible IEPs	– August 23rd or August 24th and ongoing throughout 2018-19 school year.

COMMUNICATION

GOAL	RESPONSIBILITY	OUTCOME	TIMELINE OF PROGRESS
Increase communication with administration and building staff	Director of Student Services	Director of Student Services works in collaboration with all building administrators and staff to explore and respond to needs of the buildings regarding instructional practices for all students	– On-going 2018-19 school year
Regular communication with SSPAC and Special Education Parents	Asst. Supt. of Teaching, Learning & Accountability Director of Student Services	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 and continue to create feedback loops	– On-going 2018-19 school year
Regular updates to the Board of Education	Asst. Supt. of Teaching, Learning & Accountability Director of Student Services	Keep the Board informed and updated on the committee's progress	– On-going 2018-19 school year