



Strategic Plan Year 3 - 2019-2020

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 March, 2017 and the Strategic Plan to ensure that all components are covered between Year 1 (2017-18) and Year 3 (2019-20). The Year 3 Plan creation started during the 2018-19 school year to ensure that we are adjusting and revising the plan based on the needs of the students, staff, and parents. On May 15, 2019, the Strategic Planning Committee reviewed the Year 3 Plan in light of progress made and feedback from Year 1 and Year 2. 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 2019-20 Year 3 Plan that describes the goals and the expected outcomes including progress for Year 2. The plan is divided into four sections originally determined through the D41 Special Education Review Report: Philosophy, Leadership and Goals; Program and Instruction; Professional Development and Communication. Details for each goal can be obtained through conversations with the professional responsible for the Goal.

PHILOSOPHY, LEADERSHIP & 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, Administration and trained IEP team members	All building teams begin using Facilitated IEP process and improving writing and implementation of IEPs Facilitated IEP agendas, norms, and outcomes posted. Nameplates and explanation of roles consistently used in every building	Professional Development for 30 building teams completed August 6 and 7, 2018 with follow-up session on October 16, 2018. Consensus of Non-negotiables completed and reviewed among Administrative team leaders during the 2018-19 school year. Implementation of Facilitated IEP process began August 29, 2018. IEPs are student centered and strength based. Presentation of Facilitated IEP process shared in a presentation with SSPAC on January 23, 2019.
Professional Learning and Implementation of Facilitated IEP Process and Writing Legally Defensible IEPs for 30 additional team members to comply with procedural and content legal requirements under IDEA, improve	Director of Student Services Special Education Coordinator, Administration, School Psychologists, Special Education Teachers, Speech Language Pathologists and other trained IEP team members	All buildings continue implementing the use of FIEP, improve their work and capacity throughout all buildings	Additional basic FIEP training for 30 more participants planned for August 2019. Follow-up with trainers and review of the Non-negotiables will be considered in the fall as well.

communication and increase capacity of practice district wide			
Continue 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.	Ad Team Inclusion Focus and Planning with Building Leadership including checks on communication of understanding with a variety of building professionals regarding Inclusionary Principles and fidelity in implementation of inclusionary practices. Dates of facilitation of AD team meetings with an inclusionary focus included October 18, November 1, November 29, December 13, 2018, January 18, February 26, March 7, and April 25, 2019. February 26, 2019 included specific content and coaching from Dr. Julie Causton with regards to the “Knowing-Doing” practices of implementation and planning for increased inclusionary practices for 2019-2020. Each building carried out their communication plan and continued embedded work within each staff to prepare for 2019-20.
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 to work with targeted teams.	Coaching on inclusionary practices and implementation with teams including planning sessions, observation and reflection within their own buildings and with students being included. Opportunity to include Director of Student Services, Special Education Coordinator, Behavioral Specialist, Principals, Assistant Principals, and Instructional Coaches to plan and reflect on services provided within general education setting to meet individual student needs. Staff participating in coaching cycles included, but not limited to, specials teachers, paraprofessionals, classroom teachers and SST members	<p>Coaching dates for three sessions of three days each throughout the school year created opportunities for coaching specific teams within each of the D41 buildings. Dates included October 10, 11 and 12, December 4, 5 and 6, 2018 and February 25, 26 and 27, 2019.</p> <p>Opportunities for remote reflection with Dr. Julie Causton were also created with D41 teams where necessary on October 23, December 18, 2018 and on March 8, 2019.</p> <p>D41 staff members also participated in “Planning & Problem Solving in a Pinch” workshop to develop other ways to increase and improve co-planning efficiency and effectiveness. An inspired educator class, “21 Days to Happier and Engaged Learners” was also offered to 30 of our D41 educators following the February coaching session.</p> <p>Additional opportunities for community and board engagement regarding the understanding of D41 Inclusionary Practices on “Heartset Program” on October 10, 2018 and viewing/discussion of “Intelligent Lives” on February 25, 2019 as well as two by two Board member conversations on February 25 and 26, 2019, board Liaison meetings on September 11, December 11, 2018 and March 11 and April 9 and May 6, 2019.</p>

			Board updates were given on October 1 and December 17, 2018 and March 18, April 8, April 22, May 20, and June 2, 2019.
Continued coaching regarding implementation of inclusionary practices and co-teaching proposed with Dr. Julie Causton to turn D41 philosophy into implementation in the classroom and to check fidelity in practice.	Director of Student Services, Assistant Superintendent TLA, Building Administration and Instructional Coaches in cooperation with Dr. Julie Causton and teams determined in each building.	Coaching and building capacity on inclusionary practices and co-teaching implementation with teams including planning sessions, observation and reflection within their own buildings and with students being included.	To Be Determined 2019-20
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, speech language therapists, social workers and other support staff	Implement a consistent procedure for making decisions and purchases regarding supplemental resources	<p>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.</p> <p>The 2019-2020 Supplemental Resource Library Document was also updated beginning April 18, 2019 and additional purchases of necessary materials to meet individual student needs are being made.</p> <p>In addition to reading instruction, resources are also included for math instruction and SEL instructional needs.</p>
Finalize phonics/phonological awareness screeners to determine whether students still require direct explicit multi-sensory instruction after accessing instruction at Tier 1 through the Units of Phonics	Assistant Superintendent for Teaching, Learning and Accountability and Literacy Coaches	Screener finalized and planned use shared with educators to screen for students who need supplemental instruction following instruction in Tier 1 Units of Phonics	Meeting with coaches on November 15, 2018 to vet Lucy Caulkins' Units of Phonics instruction before adopting for core instruction in K, 1st, and 2nd grades and consideration of screener per recommendations from conference to address students who exhibit need for further explicit instruction
Improve phonics instruction in response to explicit reading instruction expressed in the Strategic Plan for students who are dyslexic	Assistant Superintendent for Teaching Learning and Accountability, Director of Student Services, Building Administration, Literacy Instructional Coaches, Literacy Teachers	Professional development of explicit reading instruction in support of Lucy Calkins' curriculum and instruction, and supplemental reading instruction through Wilson Reading Systems for teachers to use with students who need this multi-sensory approach to reading instruction.	Attended Dyslexia Conference with building teams November 8 and November 9, 2018. Engaged in follow-up conversation on November 15, 2018 with coaches and administration on recommendations to further align with multi-sensory approaches appropriate for all learners. Included general education and special education teachers in Teacher College Units of Phonics training for Kindergarten and first grade students on February 12 and February 13, 2019.

			Train special education teachers and literacy coaches (2-3) per each D41 building in Wilson Reading Systems, summer 2019.
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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, Special Education Coordinator, 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	D41 Team attended MTSS Conference November 5 and 6, 2018 and all coaches and administrators meet to review and improve MTSS document and operations in each building on January 18, February 8, March 4, May 7, and May 29, 2019. Input and feedback from school social workers April 8, 2019 and from school psychologists beginning April 22, 2019.
New MTSS Document and Operations will be shared and professional development completed for all staff on implementation plan	Assistant Superintendent of TLA, Director of Student Services, Special Education Coordinator, Principals & Assistant Principals, Literacy and Math Coaches and Psychologists and social workers	Process with regards to tiers of intervention will be implemented across all buildings with the opportunity to evaluate outcomes in improved common language, operations and communication as well as achievement across all buildings	On-going and dates to be determined for professional learning for all staff, implementation and fidelity checks beginning August, 2019 and continuing through 2019-20.
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	Following administrative discussions regarding questions about how to appropriately meet more EC student needs in blended environments, meet with Early Childhood teachers supporting students currently in non-blended EC sections March 21, April 8, and April 29, 2019. Meet with entire Early Childhood team with plan, input and questions May 2 and May 7, 2019. Plan to continue with additional dates on-going 2019-20
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.	Ad Team Inclusion Focus and Planning with Building Leadership including checks on communication of understanding with a variety of building professionals regarding Inclusionary Principles and fidelity in implementation of inclusionary practices. Dates of facilitation of AD team meetings with an inclusionary focus included October 18, November 1, November 29, December 13, 2018, January 18, February 26, March 7, and April 25, 2019. February 26, 2019 included specific content and coaching from Dr. Julie Causton with regards to the “Knowing-Doing” practices of implementation and planning for increased inclusionary practices for 2019-2020.

			<p>Each building administration, in collaboration with sending school(s) team(s) and CSO admin, are creating a building plan for including students currently in SAC classes and/or not in their home schools implementing large group and small group professional development as well as facilitating IEP meetings with student centered conversations about how to better meet individual student needs in their home schools. In addition, building administrators began conversations with early childhood teams or the team for students currently in SAC classes and included parents in conversations about how they can meet individual student needs in their home building.</p> <p>Observations, conversations, purchasing of materials and collaboration began and will continue through the summer of 2019 and into the 2019-20 school year.</p>
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.	<p>Ad Team Inclusion Focus and Planning with Building Leadership including checks on communication of understanding with a variety of building professionals regarding Inclusionary Principles and fidelity in implementation of inclusionary practices. Dates of facilitation of AD team meetings with an inclusionary focus included October 18, November 1, November 29, December 13, 2018, January 18, February 26, March 7, and April 25, 2019. February 26, 2019 included specific content and coaching from Dr. Julie Causton with regards to the “Knowing-Doing” practices of implementation and planning for increased inclusionary practices for 2019-2020.</p> <p>Building administration created a building plan for including students currently in public or private day placements and/or not in their home schools implementing large group and small group professional development as well as facilitating IEP meetings with student centered conversations about how to better meet individual student needs in their home schools. In addition, building administrators facilitated conversations with teams and included parents in conversations about how they can meet individual student needs in their home building. Observations and on-going collaboration began to determine through the IEP process whether student needs can be met in the student’s home school and how that can be accomplished. This will continue through 2019-2020.</p>

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	<p>Building teams have held conversations in buildings to increase collaboration between certified and non-certified staff for students in home schools. Regular meetings were held bi-monthly with SAC teachers at Ben Franklin who increased collaboration with certified and non-certified staff members to improve time spent in general education classrooms.</p> <p>Professional learning opportunities have been held by CASE representatives as well as by the Director of Student Services and Special Education Coordinator for non-certified staff members on providing appropriate supports and facilitating independence on October 26, and December 21, 2018 and March 22, April 18 and May 10, 2019. This work will continue and additional opportunities for appropriate collaboration will be explored to support students in inclusive environments in 2019-20.</p>
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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 August, 2019 and continuing through 2019-20
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 TBD 2019-20
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. Proposed as per building specific needs 2019-20
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 & cancelled for January 21, 2018
Anxiety Related and oppositional Behavior Instruction - Jessica Minahan	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 responding specifically to anxiety and oppositional behavior that creates barriers to learning	October 14, 2019
<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. TBD 2019-20
PowerIEP Training (Name changed to Embrace)	PowerIEP, Director of Student Services, Special Education Coordinator, and Building Administration	Completed legally defensible IEPs and augmented FIEP process for strength based student centered IEPs	August 23rd or August 24th and ongoing throughout 2018-19 school year.

Embrace Training	Director of Student Services, Special Education Coordinator	Continue to improve strength based and student centered IEPs	Beginning August 2019 for new staff and continuing through 2019-20.
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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
Continued Communication with student services staff including Case Management “Best Practice” communication and practice on how to implement IEP plans and procedures appropriately. Include Talking Points from Assistant Principal Meetings to share with staff.	Director of Student Services, Assistant Principals and Special Education Coordinator	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 2019-20 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	<ul style="list-style-type: none"> — Individual IEP meetings — Meetings with parents per request especially relative to concerns about dyslexia and explicit direct reading instruction — SSPAC Meetings (September 26, November 7, January 23, February 11, March 6) — SSPAC Leadership Meetings (monthly) — Heart Set Parent Event by Julie Causton (October 10, 2018) — Intelligent Lives Parent Event (February 25, 2019) — Individual Parent meetings based on need or request
Regular updates to the Board of Education	Asst. Supt. of Teaching, Learning & Accountability	Keep the Board informed and updated on the committee’s progress	<ul style="list-style-type: none"> — September 11-Meeting with Board Liaison

	Director of Student Services		<ul style="list-style-type: none"> — October 1-Year 2 Plan presentation to the Board of Education — December 11-Meeting with Board Liaison — December 17-Presented update to the Board of Education — Feb 25 & 26 -Two by Two Board member conversations with Julie Causton, Laurel O'Brien and Dr. Katie McCluskey — March 11-Meeting with Board Liaison — March 18-Presented update to the Board of Education — April 8-Shared additional information at Board of Ed meeting — April 22 - Board Presentation — May 20 and June 2, 2019 Strategic Plan Meeting and Year 3 Update to the Board of Education
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