

Special Education Strategic Plan – Year-by-Year Overview

Year 1 - 2018/2019	Year 2 - 2019/2020	Year 3 - 2020/2021	Year 4 - 2021/2022	Year 5 - 2022/2023
INTERVENTION AND IDENTIFICATION	INTERVENTION AND IDENTIFICATION	INTERVENTION AND IDENTIFICATION	INTERVENTION AND IDENTIFICATION	INTERVENTION AND IDENTIFICATION
S1: Fully Develop and implement a multi-tiered academic & behavioral system of support	S1: Fully Develop and implement a multi-tiered academic & behavioral system of support	S1: Fully Develop and implement a multi-tiered academic & behavioral system of support	S1: Fully Develop and implement a multi-tiered academic & behavioral system of support	S1: Fully Develop and implement a multi-tiered academic & behavioral system of support
AS1: Identify and ensure use of research-based core in structural strategies implemented with fidelity.	AS3: Create and implement a flexible, continual assessment system using universal screening tools for ELA and Math	AS4: Incorporate and increase use of UDL principles		
AS2: Create and implement a research-based system to address the social-emotional needs of students, implement PBIS with fidelity.	AS6: Implement COST consistently across all schools			
AS5: Clearly define and implement SST at elementary and secondary levels	AS8: Identify and implement research-based practices for Tier 2 and 3			
AS7: Identify and ensure use of research-based Tier 1 supports and interventions				
S2: Infuse supports and embed services in Tier 1, 2, and 3 programs	S2: Infuse supports and embed services in Tier 1, 2, and 3 programs	S2: Infuse supports and embed services in Tier 1, 2, and 3 programs	S2: Infuse supports and embed services in Tier 1, 2, and 3 programs	S2: Infuse supports and embed services in Tier 1, 2, and 3 programs
AS1: Analyze effective models and develop plan based upon analysis	AS2: Analyze current caseloads and workloads to allow more time for Tier 1, 2, and 3 supports	AS3: Provide co-teaching and planning time for gen. ed. and sped staff.		
		AS4: Establish referral protocol for OT and PT		
S3: Implement consistent professional learning for teachers and admin for early	S3: Implement consistent professional learning for teachers and admin for early intervention and identification.	S3: Implement consistent professional learning for teachers and admin for early	S3: Implement consistent professional learning for teachers and admin for early intervention and identification.	S3: Implement consistent professional learning for teachers and admin for

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intervention and identification.		intervention and identification.		early intervention and identification.
	AS1: Create a communication system to prepare for student enrollment in classes highlighting individual student needs across school setting.	AS2: All staff will participate in PD (COST, MTSS, UDL, Tier 1, 2, and 3 intervention strategies.		
SERVICE DELIVERY MODEL	SERVICE DELIVERY MODEL	SERVICE DELIVERY MODEL	SERVICE DELIVERY MODEL	SERVICE DELIVERY MODEL
S1: Define and Develop Continuum of Service	S1: Define and Develop Continuum of Service	S1: Define and Develop Continuum of Service	S1: Define and Develop Continuum of Service	S1: Define and Develop Continuum of Service
AS1: Define, develop and communicate continuum of services	AS3: Develop program rubrics	AS5: Develop monitoring process to monitor service delivery	AS6: Continue to define and develop outcome-based measurement tools to monitor overall student success	
AS2: Develop and implement a Professional Development Plan	AS4: Standardize programs for eligibility, enrollment and support across the district.	AS6: Define and develop outcome-based measurement tools to monitor overall student success		
S2: Provide access to quality educational opportunities and services in LRE	S2: Provide access to quality educational opportunities and services in LRE	S2: Provide access to quality educational opportunities and services in LRE	S2: Provide access to quality educational opportunities and services in LRE	S2: Provide access to quality educational opportunities and services in LRE
	AS1: Program students with IEPs into master schedule first	AS2: Maximize and monitor sped students participation in academic and social aspects of gen ed setting	AS3: Continue to ensure all sped students are included in extracurricular activities	
		AS3: Ensure all sped students are included in extracurricular activities	AS5: Provide ability awareness training for peers of sped students	
S3: Develop PD model that is responsive to student needs and utilizes PLC and collaboration	S3: Develop PD model that is responsive to student needs and utilizes PLC and collaboration	S3: Develop PD model that is responsive to student needs and utilizes PLC and collaboration	S3: Develop PD model that is responsive to student needs and utilizes PLC and collaboration	S3: Develop PD model that is responsive to student needs and utilizes PLC and collaboration

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AS1: Conduct site-based PD needs assessment	AS3: Create PD calendar that reflects needs of all stakeholders	AS2: Create a comprehensive fully funded PD plan	AS4: Provide ongoing feedback and support regarding PD tools and skills	
S4: Utilize ongoing assessment system to monitor student growth toward grade level and/or content standards, IEP goals,	S4: Utilize ongoing assessment system to monitor student growth toward grade level and/or content standards, IEP goals,	S4: Utilize ongoing assessment system to monitor student growth toward grade level and/or content standards, IEP goals,	S4: Utilize ongoing assessment system to monitor student growth toward grade level and/or content standards, IEP goals,	S4: Utilize ongoing assessment system to monitor student growth toward grade level and/or content standards, IEP goals,
		AS1: Develop and/or refine use of pre and post assessments.	AS3: Refine use of all progress monitoring tools and formative assessments to make adjustments to instruction	
		AS2: Provide PD to staff in the use of progress monitoring tools		
SYSTEMS OF SUPPORT				
S1: Develop and implement effective procedures and protocols with fidelity	S1: Develop and implement effective procedures and protocols with fidelity	S1: Develop and implement effective procedures and protocols with fidelity	S1: Develop and implement effective procedures and protocols with fidelity	S1: Develop and implement effective procedures and protocols with fidelity
AS1: Create and update a procedural manual for implementing all aspects of the sped program	AS2: Create a parent friendly procedural manual for community access, complete with program descriptions			
S2: Implement staffing plan to ensure successful service delivery model	S2: Implement staffing plan to ensure successful service delivery model	S2: Implement staffing plan to ensure successful service delivery model	S2: Implement staffing plan to ensure successful service delivery model	S2: Implement staffing plan to ensure successful service delivery model
AS1: Redefine role of each staff member - gen. ed, sped teachers, service providers, counselors, etc.		AS3: Design and implement a staffing system that tracks teacher and support staff assignments and caseloads and monitors for equitable staffing levels		

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AS2: Develop plan to recruit and retain high quality teachers and staff				
S3: Collaboration and support will be prioritized across the district	S3: Collaboration and support will be prioritized across the district	S3: Collaboration and support will be prioritized across the district	S3: Collaboration and support will be prioritized across the district	S3: Collaboration and support will be prioritized across the district
	AS2: Utilize district coaches to improve instructional practices	AS1: Collaboration between gen. ed. and sped staff will be scheduled at the site at least 4 times per year.		
S4: Ensure the financial resources are allocated efficiently to support student and program needs.	S4: Ensure the financial resources are allocated efficiently to support student and program needs.	S4: Ensure the financial resources are allocated efficiently to support student and program needs.	S4: Ensure the financial resources are allocated efficiently to support student and program needs.	S4: Ensure the financial resources are allocated efficiently to support student and program needs.
	A1: Include the resources needed for implementation of the plan in LCAP and each School's Single School Plan.	AS2: Analyze and define facility resources needed to align with student and program needs.	AS3: With MOF, perform comprehensive inventory of sped resources at each site and develop plan to ensure equity across all sites.	
			AS4: Identify (including cost analysis) and provide technology infrastructure to ensure that sped delivery model is fully funded.	
S5: Deliver core curriculum, including accommodations & modifications	S5: Deliver core curriculum, including accommodations & modifications	S5: Deliver core curriculum, including accommodations & modifications	S5: Deliver core curriculum, including accommodations & modifications	S5: Deliver core curriculum, including accommodations & modifications
AS1: Clearly define curriculum for preschool - Adult transition for each grade level, so students aren't getting the same content year after year	AS1: Continue to clearly define curriculum for preschool - Adult transition for each grade level, so students aren't getting the same content year after year		AS2: Explore and recommend accessible technology and curriculum to enhance academic support for all gen ed and sped students, including credit recovery and UDL strategies.	

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LEADERSHIP AND COMMUNICATION				
S1: Provide transparent, honest, 2-way communication systems between staff, families, and community that are authentic & responsive.	S1: Provide transparent, honest, 2-way communication systems between staff, families, and community that are authentic & responsive.	S1: Provide transparent, honest, 2-way communication systems between staff, families, and community that are authentic & responsive.	S1: Provide transparent, honest, 2-way communication systems between staff, families, and community that are authentic & responsive.	S1: Provide transparent, honest, 2-way communication systems between staff, families, and community that are authentic & responsive.
AS1: Identify and document most effective channels of communication and greatest gaps in communication and develop plan to address the gaps	AS2: Create and utilize effective communication tools that provide centralized communication and multiple opportunities for dialogue and feedback	AS4: Continue to refine and promote the sped webpage to disseminate information about all areas of sped.		
AS5: Create and implement Strategic Plan "road show" for staff, parents, community	AS3: Utilize the CAC to ensure effective communication within the SELPA	AS6: Make sure all major communications related to the Strategic Plan are translated in the necessary languages		
AS8: Include the following topics on the sped webpage: programs and services, IEP, (see plan for complete list)	AS7: Provide ongoing 3-4 times per year, parent information forums regarding all aspects of sped programs.			
S2: Provide responsive student-focused leadership that builds positive relationships with parents, students, staff	S2: Provide responsive student-focused leadership that builds positive relationships with parents, students, staff	S2: Provide responsive student-focused leadership that builds positive relationships with parents, students, staff	S2: Provide responsive student-focused leadership that builds positive relationships with parents, students, staff	S2: Provide responsive student-focused leadership that builds positive relationships with parents, students, staff
AS1: Train leadership at all levels to understand sped education needs, processes, legalities and community	AS3: District leadership will establish a clear, efficient process to gather and respond to parent and community feedback and concerns, including a Sped communication flowchart.	AS4: Utilize and enhance Alternative Dispute Resolution proactively to mitigate disputes in a timely manner.	AS5: Define and establish "inclusive ambassadors" program to train students and staff.	

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AS2: Define the leadership structure and roles that clearly delineate the roles for site and district administrators, including the Director's position				
MONITORING AND COMPLIANCE				
S1: Form a diverse Steering Committee to objectively monitor the implementation of the Strategic Plan	S1: Form a diverse Steering Committee to objectively monitor the implementation of the Strategic Plan	S1: Form a diverse Steering Committee to objectively monitor the implementation of the Strategic Plan	S1: Form a diverse Steering Committee to objectively monitor the implementation of the Strategic Plan	S1: Form a diverse Steering Committee to objectively monitor the implementation of the Strategic Plan
AS1: Identify diverse groups to represent the entire community.	AS3: Identify and annually publish areas of improvement and continued growth in implementing the Strategic Plan			
AS2: Design and develop an accountability protocol that will allow for an objective review of the plans effectiveness and measureable outcomes.				
S2: Develop a SESR process with success criteria that will hold all stakeholders accountable.	S2: Develop a SESR process with success criteria that will hold all stakeholders accountable.	S2: Develop a SESR process with success criteria that will hold all stakeholders accountable.	S2: Develop a SESR process with success criteria that will hold all stakeholders accountable.	S2: Develop a SESR process with success criteria that will hold all stakeholders accountable.
AS1: Implement a self-review process twice each year to monitor the status of complaints related to the development and implementation of IEPs.	AS2: Share the results of the SERS process for each school and create a district-wide composite report annually.	AS3: Provide PD and follow-up support for all staff, based on areas of identified growth related to the IEP process and self-review.		
		AS4: Establish cross-site, multi-disciplinary teams to		

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		coordinate and complete the self-review process in the fall and spring.		
Total Action Steps: 20	Total Action Steps: 18	Total Action Steps: 17	Total Action Steps: 9	Total Action Steps: 1