

2.0 Strategic Planning

2.1 Strategy Development Process

2.1.a (1) OVERALL STRATEGY DEVELOPMENT PROCESS

Task	J	F	M	A	M	J	J	A	S	O	N	D
Submit plan to the Superintendent as required.											X	
Special Education Director and CIC review: Stakeholder Input, Mission, Vision, Core Values for alignment and improvement.							X	X	X	X		
The Special Education Director and CIC, collect and document school implementation and student performance data.		X			X				X			X
Review the district improvement plan with the CIC. Update, confirm or add/modify effectiveness of strategies and action plans based on interim data.	X	X	X	X	X				X	X		X
The Special Education Director works with the CIC to develop and/or align action plans with the district High Expectation Objectives. Make necessary changes to the strategic plan.					X	X		X	X			
Review resource requirements to support the strategies and determine sources and/or reallocation (\$, people, time).				X	X	X						
Communicate the District Special Education Improvement and Action Plan for deployment.											X	

2.1.a (2) **RELEVANT DATA AND**

INFORMATION: Relevant data are a key consideration in the performance review and strategic planning process. The current CIC is comprised of two administrators, two special educators, one general education teacher, one support staff (also a parent of a person with disabilities), one parent of a child with a disability, and one community member who also acts as a consultant to the director of special education regarding strategic planning.

A variety of approaches are used to survey key stakeholders (questionnaires, and plus/delta feedback). Survey results are listed in 7.0. The Special Education Strategic Planning Process Includes:

- Review of the BCSC High Expectation Objectives.
- The Special Education CIC has identified the following Core Values as the most important as we strive to continually improve:
 - Leadership
 - Learning Centered Education
 - Focus on Results
 - Organizational and Personal Learning
 - Agility
 - Innovation
 - Valuing faculty, staff and partners
- Review of the goals/measures/ strategies that were developed by the Special Education CIC.
- Listening to stakeholders and using their input as a framework for the development of action plans.
- Design and dissemination of action plans.
- On-going assessment and refinement of action plans.

The short-term planning horizon is for one year and includes specific goals, strategies, and action plans.

The long-term planning horizon includes goals, strategies, action plans and measures from one to five years. The specific timelines for deployment are listed in 2.0

In addition, national, state and local stakeholders provide BCSC various kinds of data as follows:

- State test scores during the fourth quarter
- Input from various stakeholders including regulatory requirements from the Indiana General Assembly during the second quarter
- Regulatory requirements from the Indiana Department of Education during the third quarter
- Satisfaction data from the Satisfaction Survey
- Site based inputs and data

2.1.b. STRATEGIC OBJECTIVES

2.1.b (1) KEY SHORT-TERM AND LONG-TERM OBJECTIVES:

Special Education goals, strategies, measures and action plans are developed in the context of the district-level High Expectation Objectives. Development of goals related to the HEOs requires input from stakeholders and analysis of data collected throughout the year. Collection and analysis of input and data is completed in the spring and summer.

Stakeholders and leaders in special education share responsibility in developing goals, strategies, measures and action plans for the special education division. Performance results from each goal are used to create a historical comparison. Additionally, BCSC performance results are compared to other select school districts of similar size and demographics (i.e. Lawrence Township, Monroe County).

2.1.b (2) STRATEGIC OBJECTIVES:

The strategic objectives are presented in the context of improving services for all children. Although targeted for students with disabilities, the strategies identified will improve learning for all children. Since most children with disabilities are served in the general education environment, it is important to identify strategies that will not only meet the needs of students with disabilities, but also increase the

instructional effectiveness for strategies utilized to improve the learning of all children. Through collaboration between the directors of elementary curriculum, secondary curriculum, director of special education and director of Title I, the strategic objectives have been designed with a dual focus of improving learning for all students, while also focusing on specific sub groups of children.

2.2.a (2) **KEY SHORT-TERM AND LONG-TERM STRATEGIES:** Following each goal statement and performance projection is a description of the strategies needed to achieve the goals. After district initiatives are identified, school and program leaders develop goals, measures, and action plans that support district initiatives. Best practice research, data derived from ongoing operations, benchmarking, and root cause analyses are used to create action plans.

ISTEP+ results for students with disabilities, particularly students with specific learning disabilities. In addition, student progress based on data collected within specific interventions (i.e. Orton-Gillingham, Lindamood-Bell) will be analyzed and correlated with building participation in training and fidelity of implementation.

I am a kindergarten teacher. My students were actively engaged and seemed to enjoy the lessons. By the end of the year my lowest students were higher than normal. My highest students were at a much higher level. I loved the continuum. Not only did we learn letters sounds and blending, but we went on to open door words and magic e words and r controlled vowels. We used the screens, the sand, the blending board. Orton-Gillingham was wonderful!

2.2b **Performance Projection**

Students that receive special education services are identified in several disability categories established by the State of Indiana. Evaluation of their performance on ISTEP+ is disaggregated by student performance in grade levels and buildings. Comparisons are also made to state averages, when available. Although all students remain the focus of improvement efforts, students with specific learning disabilities are one of the largest subgroups of students receiving special education services and participating in ISTEP+. Based on an analysis of the disaggregated data by subgroups, students in BCSC with specific learning disabilities have been identified for intensive improvement efforts.

Therefore, the CIC will collect and analyze participation data of staff per building in professional development activities and the fidelity of implementation of instruction strategies post training. Additional analysis will correlate the implementation of training with the

Strengths, weaknesses, opportunities, and threats

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Dedicated staff • School building based improvement process • Increasing knowledge of continuous improvement • School Board, superintendent and senior district leadership support of an inclusive learning environment • Involved and supportive parents • Collaborative central office (directors of curriculum and director of special education) • District commitment to Universal Design for Learning as the framework for curriculum and instruction for all students • Professional development opportunities offered to all staff • Partnerships with CAST and University of Kansas • Financial Stability • Teacher union dedicated to improving student learning • Staff evaluation process grounded in UDL and PBIS 	<ul style="list-style-type: none"> • Minimal building level accountability for implementation of recommended strategies • Low, but improving, passing rate on ISTEP+ for students with disabilities • Transition from grade to grade and school to school • Limited participation in professional development opportunities • Lack of consistent DOE/State leadership in special education 	<ul style="list-style-type: none"> • Increased accountability • Enhance communication with stakeholders • Parent Advisory Council identify issues for discussion and action. • Publicize and build on student and staff successes • Indiana IEP allows real time access to the IEP • Unified professional development for all staff • BCSC Conceptual Framework for Curriculum and Instruction • Identification of multiple means of measuring student progress • Identify and communicate Points of Pride • Six Sigma project with Cummins • New teacher evaluation process 	<ul style="list-style-type: none"> • Fear of change • Standardized instruction and assessment • Success measured by one measure (ISTEP) • Literal interpretation of state and federal law • Reduction of funding from the state and federal level • Teacher Merit Pay • Increased number of life skills classes • Loss of IMAST, Spring 2015

Goal		2013				
Each school's instructional planning and curriculum design will be based on the BCSC Teacher Evaluation Rubric.		Benchmark				
Strategy	Action Plan	Responsibility			Date	
Operationalize the BCSC conceptual framework at the classroom level.	Training will be provided to the district UDL leadership team	UDL Coordinators			August, 2013 – May, 2014	
	On site instructional support will be provided to teachers.	UDL Coordinators and UDL Coaches			August, 2013 - May, 2014	
	Monitor implementation of PBIS through the use of the SET.	UDL Coordinator: ICT & PBIS			Feb, 2014 – May 2014	
	Monitor the implementation of ICT through the use of ICAT Tools survey results.	UDL Coordinator: ICT & PBIS			August, 2013 - May, 2014	
	Monitor implementation and student outcomes related to research based reading intervention strategies (Lindamood-Bell, Orton-Gillingham, etc.)	Assistant Director of Special Education, UDL Literacy Coaches			August, 2013 - May, 2014	
	Monthly UDL tips will be sent to each principal for inclusion in newsletters and to share with teachers.	UDL Coordinators			Sept., 2013 - May, 2014	

Goal	2011	Target for 2013	Target for 2014	Target for 2015	Target for 2015
Parents will identify increased levels of satisfaction with special education support and services as measured by the annual parent satisfaction survey.	99%	100%	100%	100%	100%
Strategy	Action Plan	Responsibility			Date

Implement effective interaction with all stakeholders on topics that relate to special education, including awareness of disabilities and procedural safeguards.			
	A parent forum will be conducted for parents of children birth to three years old to provide an introduction of BCSC Special Services.	Low incidence coordinator	April, 2014
	The BCSC Special Services parent brochure will be distributed throughout the community.	Assistant Director of Special Education	December, 2013
	The website containing minutes from the PAC and CIC, as well as other pertinent information is maintained.	Assistant Director of Special Education	August, 2013 - May, 2014
	Quarterly meetings with the Parent Advisory Council.	Parent Advisory Council (PAC) chairperson, Director of Special Education,	Sept., 2013 - May, 2014
	Continue to develop and implement a pilot program using a modified Person Centered Planning process for students in self-contained classrooms when transitioning from early childhood, sixth grade, eighth grade, and high school.	Low Incidence Coordinator and Transition Coordinator	August, 2013 - May, 2014

Goal		2012	Target Spring 2013	Target Spring 2014	Target Spring 2015	Target Spring 2016
100% of DOE monitoring indicators will be in compliance		95%	100%	100%	100%	100%
Strategy	Action Plan	Responsibility				Date
Provide ongoing training and support to staff related to compliance indicators.	Training and ongoing support provided to teachers focused on Indiana IEP	Assistant director of special education, low incidence coordinator				August, 2013 – May, 2014
	Monthly monitoring or compliance indicator data: referrals, placement, evaluation timeline, ACR timeline	Director of special education, assistant director of special education, low incidence coordinator				August, 2013 - May, 2014
	Ongoing review of transition IEPs	Transition coordinator				August, 2013 - May, 2014
	Random IEP reviews	Director of special education, assistant director of special education, low incidence coordinator				August, 2013 - May, 2014