HCPSS Special Education Strategic Plan – Draft Review

2017-2018



Success is to be measured not so much by the position that one has reached in life, as by the obstacles which he has overcome while trying to succeed.

- Booker T. Washington



Strategic Planning

- Helps an organization focus its vision and priorities
- Allows organizations to respond to a changing environment
- Ensures everyone is working toward the same goals
- Builds commitment among key stakeholders
- Guides the acquisition and allocation of resources to achieve priorities

HCPSS Strategic Call to Action



Learning and Leading with EquityThe Fierce Urgency of Now

Every student and staff member embraces diversit and possesses the skills. knowledge and confidence to positively influence the



Mission

HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

Four Overarching Commitments

VALUE

Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the

ACHIEVE

An individualized focus supports every person in reaching milestones for

CONNECT

Students and staff thrive in a safe, nurturing and inclusive culture that

Desired Outcomes

- Equity and relationships are at the foundation of all Students' social-emotional learning is nurtured through life skills development and collaborative dialogue, such as
- Graduation rates among all high schools and each mographic group are at exemplary levels.
- Students graduate with the skills, attributes and
- Anomals promote and acquire meaningful and rewarding employment in a dynamic international workplace.
- All students have equitable opportunities to earn **college**
- fhrough collaboration with families and the greater Anger commonstrative must be remove and the property, all students enter kindergarten ready to learn. Each and every student receives a high-quality education
- Ascaland every student receives a high-quality enuconom-through **individualized** instruction, challenges, supports High quality **special education** services are delivered in a

EMPOWER Schools, families and the community are mutually invested in student achievement and

- Curriculum is based on standards and best practices, implemented with fidelity, and aligned with meaningful assessments that provide actionable data for instructional
- Students see diversity and inclusion reflected in the curriculum, and respect the contributions of all populations.
- . Staff reflect the **diversity** of the student and community
- Parents, guardians and community members trust in the nations, gueronate and community indirects bruse in the integrity of the school system and are active and valued
- All staff feel valued, are effective in their roles, and have An aum reer various, are emercer at their tower, and the equitable access to additional opportunities through Professional learning and leadership development. Organizational culture and climate are supportive and

nuturing, and provide a **safe** and healthy environment

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

DSE Strategic Planning Process

Phase I Aug-Oct 2017

- Conducted stakeholder interviews and focus groups
- Reviewed supporting documentation, surveys and available data
- Established a Special Education Strategic Planning Team

Phase II Oct-Dec 2018

- Determined top 5 key focus areas (KFA)
 (S.O.A.R. methodology)
- Established 5 KFA teams
- Determined strategic initiatives and performance measures
- Review with leadership
- Survey community for feedback
- Finalize strategic plan

Phase III Jan-Jun 2018

- Communicate final plan (post to website and share with key stakeholder groups)
- Establish monthly and quarterly review and reporting mechanisms
- Track progress and adjust plan, if needed
- Develop a timeline to review and revise for next year

Supporting Documentation

Reference Material and Meetings	Source/Audience	When
2009 HCEA Survey of Special Education Personnel	HCEA, teachers, administrators and support staff	2009
Questionnaire to SECAC staff award winners	SECAC, teachers	2016
HCEA-PATH House Meeting Minutes from Special Ed Discussion	Parents, teachers, and community members	2/22/2016
Listen and Learn Sessions	Parents, teachers, and community members	Spring 2016
Special Education Stakeholder Meeting	Parents, advocates, staff	7/12/2016
MSDE (DSE/EIS) Strategic Plan	MSDE	November 2016
Middle School Workgroup on Autism	HCAS, SECAC, parents, teachers, support staff, administration	November 2016
SAC Presentations to Dr. Martirano	Parents	June 2017 and July 2017
30/60/90 Day Recommendations from SAC	Parents	August 2017



Stakeholder Meetings and Interviews

Communication Meeting with Parents

1st Special Ed Strategic Planning Team Mtg

2nd Special Ed Strategic Planning Team Mtg

Individual Interviews

KFA Team Meetings (5 teams)

3rd Special Ed Strategic Planning Team Mtg

August 7, 2017

August 28, 2017

September 11, 2017

Sept-Oct 2017

Sept-Nov 2017

November 2, 2017

Over 100 participants were involved in the process of developing the plan. Anyone interested in being included was encouraged to participate.

Draft Scorecard - Review and Input

- MSDE DSE/EIS Scorecard
- 5 Key Focus Area Scorecards
 - Instructional Practices/Data Driven Results
 - Social Skills
 - IEP Compliance and Accountability
 - Training
 - Staffing/Case Management/Continuum

Alignment to MSDE (DSE/EIS) Strategic Plan

		ARTMENT OF SPECIAL EDU		MSDE			HCPSS	
			Baseline					
	Measures of Success		(2015-16)	2018	2020	Baseline	2018	2
	Birth to Kindergarten Child	Outcomes: The percentage of children who receive ea	rly interventio	n services	or prescho	ol special e	ducation s	ervic
Ž		their rate of growth by the time they exited the progr	am					
Z	Ealy intervention Services	Positive social-emotional skills	58%	60%	62%			
풉		Acquisition and use of knowledge and skills	61%	63%	65%			
EARLY CHILDHOOD ACTION IMPERATIVE	IFSP)	Use of appropriate behaviors to meet needs	68%	70%	72%			
á	Preschool Special	Positive social-emotional skills	69%	71%	73%			
5	Education Services Ages 3 -	Acquisition and use of knowledge and skills	66%	68%	70%			
5	S (IEP)	Use of appropriate behaviors to meet needs	66%	68%	70%			
	Service Delivery:							
É		The percentage of children, ages birth - 4 who						
	Natural Environment Birth	primarily receive early intervention services in the						
2	- 4 (IFSP & Extended IFSP)	home or in a program for typically developing						
į		children	97.50%	97.75%	98%			_
5	Least Restrictive	The percentage of children, age 3-5 years, who attend						
	Environment Ages 3-5	a regular early childhood program, and receive the						
	(IEP)	majority of their special edcuation and related						
	()	services in a regular early chld hood program	60%	64%	70%			_
	_							_
	Measures of Success							١.
			Baseline	2018	2020%	Baseline	2018	2
	Access to General	School age students with disabilities are educated in	68.95% (2015-					
	Education	general education dasses 80% or more of the time	16	72%	75%			_
		No LSS will disproportionately identify students with						
		disabilities by race or ethnicity	11 (2014-15)	5	2			H
	Equity in Education	No LSS will disproportionately place students in						
ĺ	Equity in Education	separate special education programs and schools by	C (2014 45)	٠.	2			
		race or ethnicity	6 (2014-15)	4	2			\vdash
		No LSS will disproportionately suspend or expel	3 (2014-15)	2	0			
		students with disabilities by race or ethnicity The gap in reading performance of elementary and	3 (ZU14-15)	- 4	U			\vdash
			20.24 naice	23-29	20-25			
		middle school-age children with disabilities will be narrowed. (PARCC)	28-34 points (2015-16)	points	2U-25 points			
ļ.		narrowed. (PARCC) The gap in math performance of elementary and	(2015-16)	points	points			\vdash
Ţ	Progress	middle school-age children with disabilities will be	20-33 points	18-30	15-25			
i		narrowed. (PARCC)	(2015-16)	points	points			
ACCESS, EQUITY, PROUNESS ACTION INFERMINE		The performance of students who take the alternate	29% ELA	pomics	pomis			
٠.		assessment based on alternate achievement	29% ELA 34% Math	5% over	10% over			
		standards will improve. (MSAA)	(2015-16)	baseline	baseline			
		areas as and import to import	(2022-20)	-asc-ne	- auc - ile		_	
			Baseline					
é	Measures of Success		(2014-15)	2018	2020	Baseline	2018	2
		An increasing percent of students with disabilities						
M.		will graduate with a Diploma in 4 years of high school	63.93%	66%	68%			
SECON DARY TRANSITION ACTION IM PERATIVE	Graduation	An increasing percent of students with disabilities						
		will graduate with a Diploma in 5 years of high school	69.33%	72%	7.4%			
Ē		Fewer students with disabilities will drop out of high						
=	Drop Out	school	4.73%	4.25%	3.75%			
		An increasing percent of students with disabilities						
	Post-secondary Outcomes	will participate in paid employment, post-secondary	l					
S		education, and/or employement training	56.23%	60%	64%	1	1	1

In November 2016, the MDSE Division of Special Education/Early Intervention Services (DSE/EIS) Rolled out a new strategic plan, Moving Maryland Forward – Sharpening the Focus for 2020. HCPSS will align our work to the three Action Imperatives described in the plan. We will use the Measures of Success established in the plan to monitor our performance at a district level.

OUR COMMITMENT TO CHILDREN, FAMILIES AND EDUCATORS

The DSE/EIS strategic planning process is rooted in a set of principles that remain essential to the successful implementation and measurement of the Moving Maryland Forward Strategic Plan and the achie

Transparency

We maintain an open door to stakeholders ar outreach. This includes monthly birth-21 spe quarterly birth-21 Professional Learning Instit the Assistant State Superintendent's Advisory including Institutions of Higher Education, St Advisory Committee, Education Advocacy Co

Stakeholder Engagement

We engage our stakeholders in timely and m that affect children with disabilities. Our stak agency personnel, parents, students, and adv including regional listening forums that prom of evidence-based strategies. We are commit MSDE divisions, other public and private age

Effectiveness

We serve stakeholders in a timely and effective data for decision making and dissemination of

Alignment The work of the

The work of the DSE/EIS requires that we arra federal requirements while also including the advocates. We must align our work to be mo student outcomes.

Accountability

We strive to improve compliance and perfor The DSE/EIS has developed a tiered system of systems and agencies in need of differentiate system is provided on page 13.)

The Division of Special Education/Early Inte

ACTION IMPERATIVE

EARLY CHILDHOOD

a seamless and

comprehensive

of coordinated

services for

children with

statewide system

disabilities-birth to

kindergarten-and

their families will

be implemented in

ome, community,

and early childhood

settings to narrow

the school

readiness gap.

Intervening <u>early</u> with family-centered, evidence-based practices can chanchild's developmental trajectory and improve outcomes for children and far Research shows school readiness begins at birth to build a strong foundation kindergarten and beyond.



 We know intentionally engaging families as equal and informed supports families to know their rights, effectively communicate needs, and help their child develop and learn.

We know children learn best through natural learning opporturoutines and activities in home, community, and early children typical peers.

 We know meaningful, inclusive early childhood opportunit based practice that must be supported by a skilled and com-

We know strong alignment across early childhood programmers creates seamless transitions to local school systems and purpose.

Ultimately, we know early childhood intervention and education works. The services and supports are provided to a child and family, the greater the opport oclose gaps.

MEASURES OF **SUCCESS**

	ten Child Outcomes: The percentage of children who receive e ucation services and substantially increased their rate of growth l s.			
Early Intervention	Positive social-emotional skills	58%	60%	62%
Services Birth – 4 (IFSP &	Acquisition and use of knowledge and skills	61%	63%	65%
Extended IFSP)	Use of appropriate behaviors to meet needs	68%	70%	72%
Preschool Special Education Services	Positive social-emotional skills	69%	71%	73%
	Acquisition and use of knowledge and skills	66%	68%	70%
Ages 3 – 5 (IEP)	Use of appropriate behaviors to meet needs	66%	68%	70%
Service Delivery:				
Natural Environment Birth – 4 (IFSP & Extended IFSP)			97.75%	98.0%
Least Restrictive Environment Ages 3-5 (IEP)	The percentage of children, age 3 – 5 years, who attend a regular early childhood program, and receive the majority of their special education and related services in a regular early childhood program	60%	64%	70%

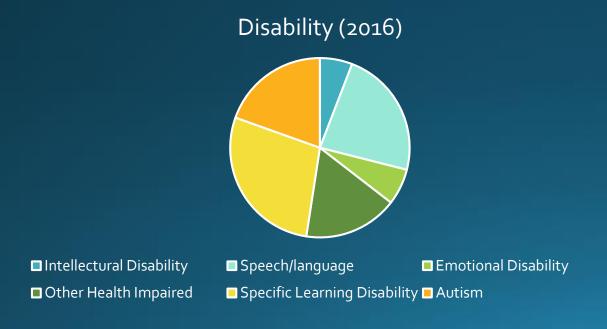
Page 14 | The Division of Special Education/Early Intervention Services (DSE/EIS) STRATEGIC PLAN | NOVEMBER 2016

Scorecard aligned to the MSDE (DSE/EIS) Strategic Plan

Instructional Practices/Data Driven Results

Co-chairs: Elizabeth Augustine, Joyce Agness and Wendy Balda

• Focus was placed on the availability of modified instructional material for individualized instruction, training, and collaborative planning time for general and special education teachers.



"Being prepared with various teaching styles for the same material gives each student the opportunity to learn with the class."

-- Teacher

Social Skills

Co-chairs: Emily Kinsler, Michele Im, Kathy Alfonso

- This team is focused on bringing more awareness of students with disabilities and increasing tolerance of their differences, which aligns perfectly with the HCPSS Vision and the work being done with the office of Diversity, Equity and Inclusion.
- In an effort to maximize resources, the team looked at ways to partner with other departments and collaborate on the work already being done. For example, the Alternative Education Office is already piloting a program that will help with students who struggle with social skills at the secondary level.



IEP Compliance and Accountability

Co-chairs: Kathy Stump and Jason Werther

- Data, data, data... This was a consistent message throughout the process. Some special education data is being collected, but we do not have a robust mechanism set up to pull reports, review it, and respond in a more timely manner.
- There is a great opportunity here for creating dashboards to show the special education data in a format that is easy to access and understand. The strategic plan includes an initiative to develop this process and utilize the resources necessary to do the data analysis and reporting.

Training

Co-chairs: Terri Savage and Heather Kelso

- Training was a very passionate subject for both our parents and teachers. The team reviewed all of the current training programs and evaluated whether or not they are meeting the greatest needs of students, teachers and support staff.
- The team came up with a prioritized list of actions to improve and enhance our training for all employees.
- Behavioral training received the greatest emphasis in the new strategic plan. We are planning to partner with other departments, such us Student Services, to maximize the work being done in the school system to address behavioral issues.

Staffing/Case Management/Continuum

Co-chairs: Nancy Fitzgerald, Barb Krupiarz

- HCPSS can boast about having some of the most dedicated and hardworking employees in our schools, many of whom served on our teams, and provided valuable input into our staffing initiatives.
- In order to help teachers manage the number of students in the classrooms and their IEP case management, the team focused on three big opportunities for improvement:
 - Increasing the non-teaching ITLs
 - Improving our scheduling process and staffing process
 - Reviewing and revising our staffing model to keep up with the growth in our county

Final Recommendations

- To fully implement this plan, it will require a culture change...one that has already been started. "Those kids" vs. "Our kids"
- Alignment and support from other departments will serve to benefit all students, including students with disabilities
- Accountability and consistency across all schools and administrators is necessary
- Transition and communication work groups will convene to address additional concerns in those areas
- We have wonderful staff, programs, and facilities.
 Let's keep looking for ways to improve and keep up with the growth in the school system

People think focus means saying yes to the thing you've got to focus on. But that's not what it means at all. It means saying no to the hundred other good ideas that there are. You have to pick carefully.

Community Feedback Survey

Feedback on Special Education Strategic Plan HCPSS Department of Special Education (DSE) collaborated with over 100 stakeholders to develop a comprehensive strategic plan. The strategic planning process took place over the past four months and included parents, students, advocates, teachers, paras, and many others. The team looked at past surveys, available data, and community feedback, as well as taking into consideration the budget constraints, when developing the plan. Based on the information gathered, they identified 5 key focus area to set the direction and priorities for the future. After reviewing the draft Special Education Strategic Plan, please provide your feedback in the survey below. Do you think the 5 key focus areas chosen reflect the priorities for the Special Education? O Yes O No Please elaborate on your answer: Are the strategic initiatives focused on the most important areas to improve? O Yes O No If no, please tell us the initiative you feel should be included?

The survey will be sent out for community feedback through the Communication Department and HCPSS News.

We will also encourage the our partnering organizations to share it with their members.

Timeline

DEPARTMENT OF SPECIAL EDUCATION STRATEGIC PLANNING TIMELINE														
	2017					2018								
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep
PHASE 1 - EVALUATE CURRENT STATE														
Preliminary Planning														
Activity 1: Stakeholder interviews and open discussion														
Activity 2: Review supporting documentation and material														
Activity 3: Establish Special Education Strategic Team														
PHASE 2 - DEVELOP FOUR-YEAR STRATEGIC PLAN														
Collaborative Process														
Activity 1: Determine top key focus areas (KFAs)														
Activity 2: Define 5 KFA teams to draft initiatives														
Activity3: Review and refine initiatives, metrics and target														
Activity 4: Review with Cabinet and Dr. Martirano														
Activity 5: Solicit Community Feedback														
Activity 6: Finalize strategic plan and develop														
communication plan														
PHASE 3 - IMPLEMENTATION PLAN														
Monitor and Review														
Activity 1: Post Strategic Plan on DSE web page														
Activity 2: Set up monthly review meetings with each KFA														
Team														
Activity3: Develop dashboards for reporting metrics and														
status updates														
Activity 4: Determine frequency of upates to Cabinet and														
the BOE (Q?)														
Activity 5: Review and revise plan for 2018-19														

LIFE IS ABOUT THE PEOPLE YOU MEET AND THE THINGS YOU CREATE WITH THEM

SO GO OUT AND START CREATING.

9COVER.com