

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

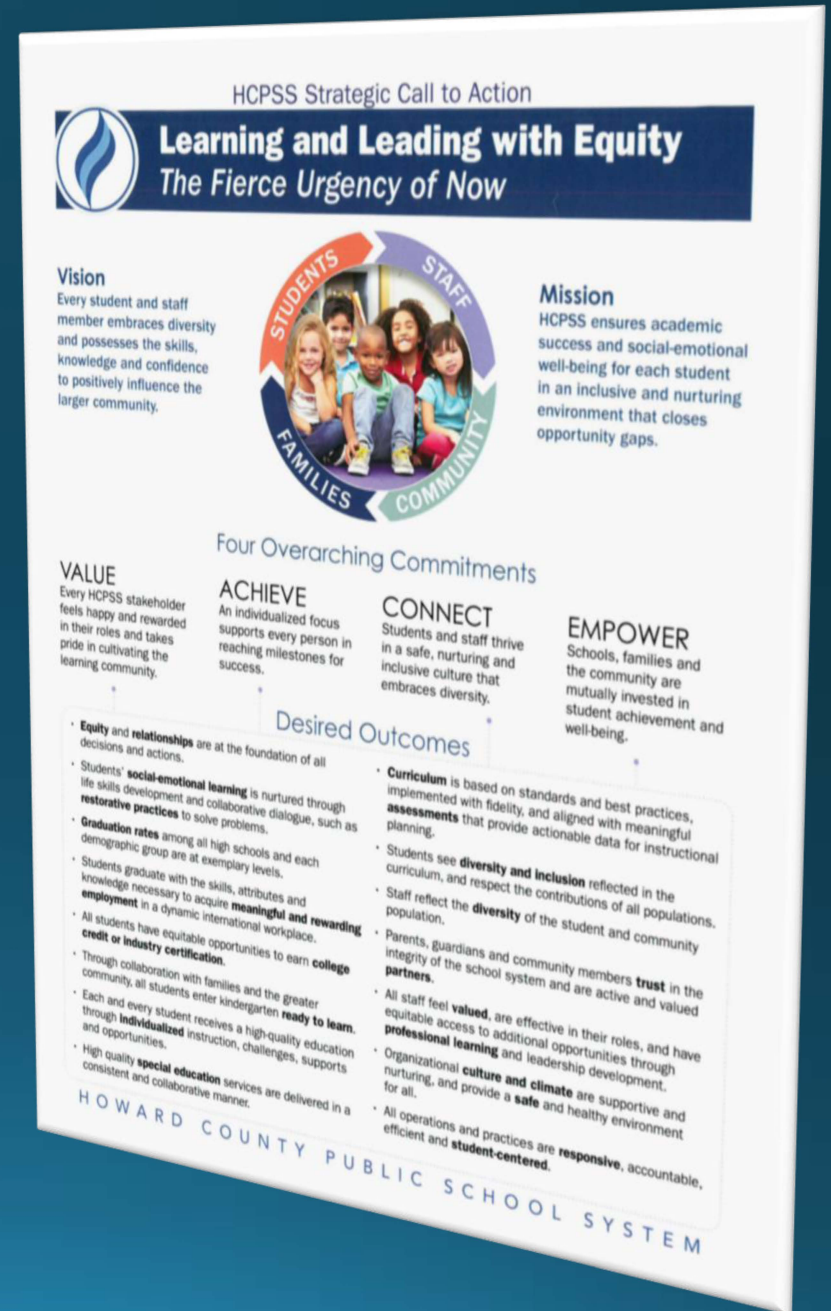


Envisioning the Future

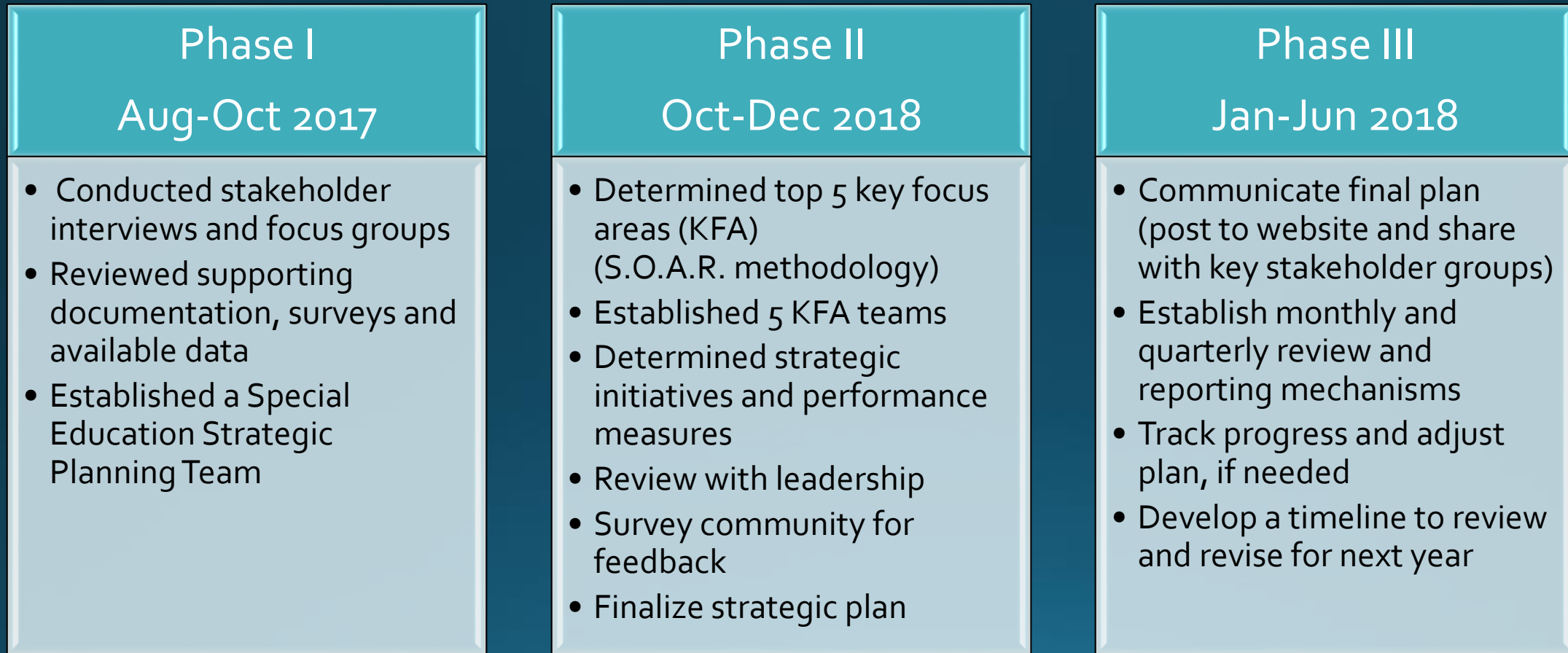
I find the great thing in this world is not so much
where we stand, as in what direction we are moving.
- Oliver Wendell Holmes

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



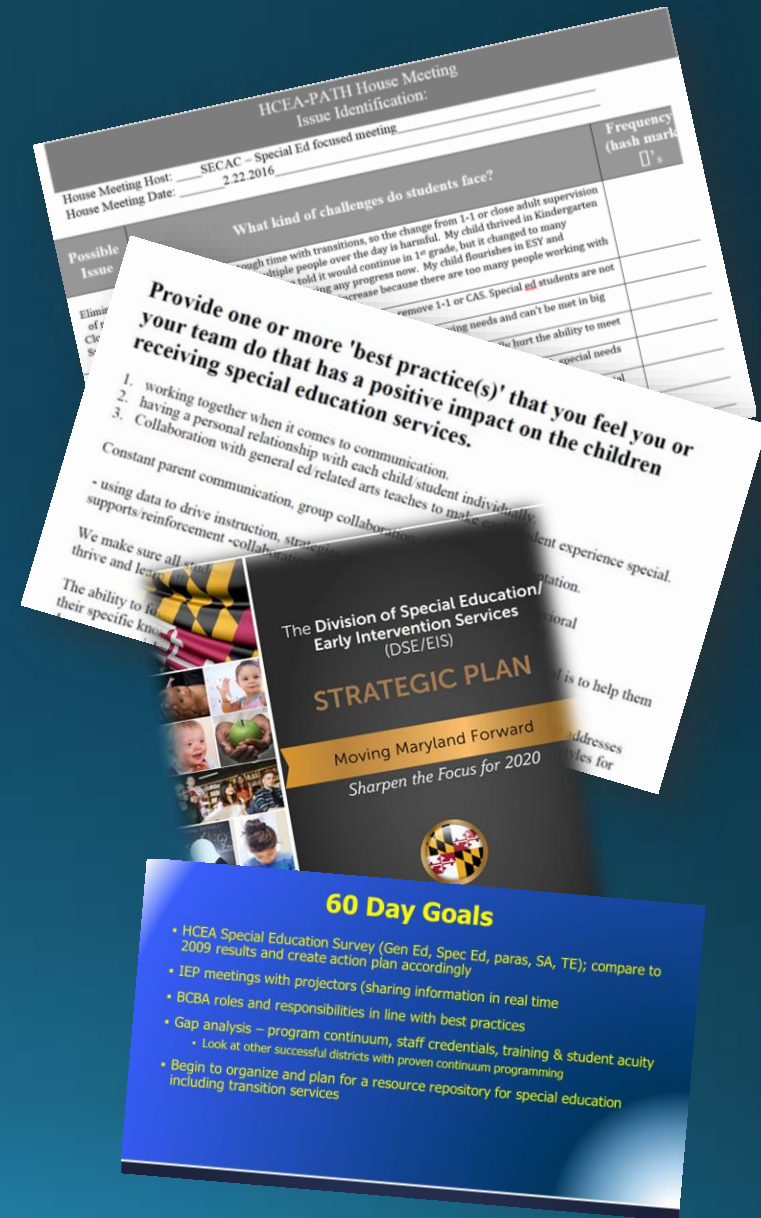
DSE Strategic Planning Process



← Leadership support and alignment across all divisions and schools →

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	August 7, 2017
1 st Special Ed Strategic Planning Team Mtg	August 28, 2017
2 nd Special Ed Strategic Planning Team Mtg	September 11, 2017
Individual Interviews	Sept-Oct 2017
KFA Team Meetings (5 teams)	Sept-Nov 2017
3 rd Special Ed Strategic Planning Team Mtg	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

HCPSS DEPARTMENT OF SPECIAL EDUCATION SCORECARD							
	Measures of Success	MSDE			HCPSS		
		Baseline (2015-16)	2018	2020	Baseline	2018	2020
EARLY CHILDHOOD ACTION IMPERATIVE	Birth to Kindergarten Child Outcomes: The percentage of children who receive early intervention services or preschool special education services and substantially increased their rate of growth by the time they exited the program						
	Early Intervention Services	Positive social-emotional skills	58%	60%	62%		
	Birth - 4 (IFSP & Extended IFSP)	Acquisition and use of knowledge and skills	61%	63%	65%		
		Use of appropriate behaviors to meet needs	68%	70%	72%		
	Preschool Special Education Services Ages 3-5 (IEP)	Positive social-emotional skills	69%	71%	73%		
		Acquisition and use of knowledge and skills	66%	68%	70%		
		Use of appropriate behaviors to meet needs	66%	68%	70%		
	Service Delivery:						
	Natural Environment Birth - 4 (IFSP & Extended IFSP)	The percentage of children, ages birth-4 who primarily receive early intervention services in the home or in a program for typically developing children	97.50%	97.75%	98%		
	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%		
MSDE DSE/EIS STRATEGIC PLAN ACCESS, EQUITY, PROGRESS ACTION IMPERATIVE	Measures of Success	Baseline	2018	2020	Baseline	2018	2020
	Access to General Education	School age students with disabilities are educated in general education classes 80% or more of the time	68.95% (2015-16)	72%	75%		
		No LSS will disproportionately identify students with disabilities by race or ethnicity	11 (2014-15)	5	2		
		No LSS will disproportionately place students in separate special education programs and schools by race or ethnicity	6 (2014-15)	4	2		
		No LSS will disproportionately suspend or expel students with disabilities by race or ethnicity	3 (2014-15)	2	0		
	Equity in Education						
		The gap in reading performance of elementary and middle school-age children with disabilities will be narrowed. (PARCC)	28-34 points (2015-16)	23-29 points	20-25 points		
		The gap in math performance of elementary and middle school-age children with disabilities will be narrowed. (PARCC)	20-33 points (2015-16)	18-30 points	15-25 points		
		The performance of students who take the alternate assessment based on alternate achievement standards will improve. (MSAA)	29% ELA 34% Math (2015-16)	5% over baseline	10% over baseline		
	Progress						
SECONDARY TRANSITION ACTION IMPERATIVE	Measures of Success	Baseline (2014-15)	2018	2020	Baseline	2018	2020
	Graduation	An increasing percent of students with disabilities will graduate with a Diploma in 4 years of high school	63.93%	66%	68%		
		An increasing percent of students with disabilities will graduate with a Diploma in 5 years of high school	69.33%	72%	74%		
	Drop Out	Fewer students with disabilities will drop out of high school	4.73%	4.25%	3.75%		
	Post-secondary Outcomes	An increasing percent of students with disabilities will participate in paid employment, post-secondary education, and/or employment training	56.23%	60%	64%		

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 achievement of our vision.

- Transparency**
We maintain an open door to stakeholders and outreach. This includes monthly birth-21 special quarterly birth-21 Professional Learning Institute the Assistant State Superintendent's Advisory including Institutions of Higher Education, State Advisory Committee, Education Advocacy Council.
- Stakeholder Engagement**
We engage our stakeholders in a timely and meaningful way that affect children with disabilities. Our stakeholders include agency personnel, parents, students, and advocates. We include regional listening forums that promote evidence-based strategies. We are committed to MSDE divisions, other public and private agencies.
- Effectiveness**
We serve stakeholders in a timely and effective manner. We use data for decision making and dissemination of information.
- Alignment**
The work of the DSE/EIS requires that we align our federal requirements while also including the needs of our students. We must align our work to be most effective for our students.
- Accountability**
We strive to improve compliance and performance. The DSE/EIS has developed a tiered system of accountability systems and agencies in need of differentiated support is provided on page 13.)

EARLY CHILDHOOD ACTION IMPERATIVE

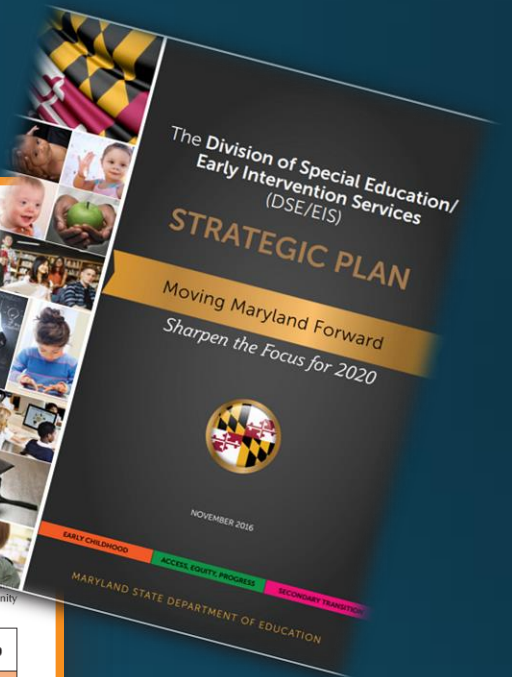
By 2020, a seamless and comprehensive statewide system of coordinated services for children with disabilities—birth to kindergarten—and their families will be implemented in home, community, and early childhood settings to narrow the school readiness gap.

Rationale

- Intervening early with family-centered, evidence-based practices can change a child's developmental trajectory and improve outcomes for children and families. Research shows school readiness begins at birth to build a strong foundation for kindergarten and beyond.
- We know effective early intervention and preschool special education services support the development of positive social-emotional skills and social relationships, acquisition and use of knowledge and skills to successfully participate in activities, and the use of appropriate behaviors to meet needs that increase independence.
 - We know intentionally engaging families as equal and informed partners supports families to know their rights, effectively communicate their needs, and help their child develop and learn.
 - We know children learn best through natural learning opportunities and routines and activities in home, community, and early childhood settings.
 - We know meaningful, inclusive early childhood opportunities that are based practice that must be supported by a skilled and competent workforce creates seamless transitions to local school systems and programs.
 - We know strong alignment across early childhood programs and services creates seamless transitions to local school systems and programs.
- Ultimately, we know early childhood intervention and education works. The services and supports are provided to a child and family, the greater the opportunity to close gaps.

MEASURES OF SUCCESS

		Baseline (2015-16)	2018	2020
Birth to Kindergarten Child Outcomes: The percentage of children who receive early intervention services or preschool special education services and substantially increased their rate of growth by the time they exited the program in the following areas.				
Early Intervention Services Birth - 4 (IFSP & Extended IFSP)	Positive social-emotional skills	58%	60%	62%
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Service Delivery:				
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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.

Disability (2016)



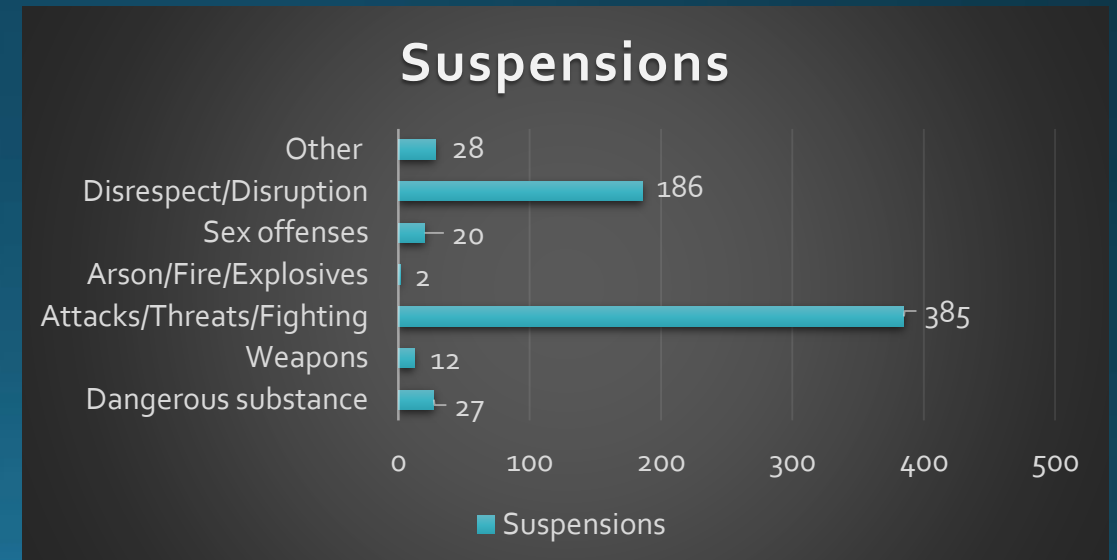
Intellectual Disability Speech/language Emotional Disability
Other Health Impaired Specific Learning Disability Autism

"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 as 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

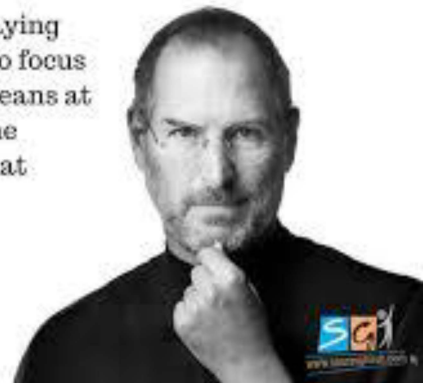
- HCPSS can boast about having some of the most dedicated and hardworking employees in our schools, many of whom served on our teams, and provided valuable input into our staffing initiatives.
- In order to help teachers manage the number of students in the classrooms and their IEP case management, the 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.

Steve Jobs



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 areas 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?

- ☐ Yes
- ☐ No

Please elaborate on your answer:

Your answer

Are the strategic initiatives focused on the most important areas to improve?

- ☐ Yes
- ☐ No

If no, please tell us the initiative you feel should be included?

How would you like to receive updates on the implementation of the strategic plan?

- ☐ Website
- ☐ HCPSS News
- ☐ Email
- ☐ Face-to-face meetings

Comments:

Your answer

How often would you like to receive updates on the strategic plan?

- ☐ Monthly
- ☐ Quarterly
- ☐ Annually - at the end of the school year
- ☐ Other: _____

Is there any other feedback you would like to provide?

Your answer

SUBMIT

SUBMIT

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

[illegible]

**LIFE IS ABOUT
THE PEOPLE YOU MEET
AND THE THINGS YOU CREATE WITH THEM
SO GO OUT AND START CREATING.**