

**WOODFORD COUNTY SPECIAL EDUCATION ASSOCIATION
STRATEGIC PLAN ~ 2021-2022**

COMMITTEE MEMBERS:	Eric Scroggs, Maureen Whalen, Kristin Fehr, Julie Gruber, Kelli Peterson, Shawn Joraanstad, Andrea Hartnett, Michelle DuBois, Jaclyn Nix, Brad Davis, Chrissy Zehr, Megan King, Maria Berardi, Stephanie Klein-Baxter, Teri Tyra, Elise Bartman, Lauren Schultz, Lauren Getz, Kaitlin Gunter
DATE(S):	Wednesday May 26, 2021 ~ 9:00am to 11:00am
	Thursday May 27, 2021 ~ 9:00am to 11:00am
PURPOSE OF COMMITTEE:	The purpose of the WCSEA Strategic Planning Committee is to work collaboratively to formulate ideas and goals for strategic growth in those areas in which WCSEA provides services to local school districts. Information for the committee to consider were the Parent Advisory Committee parent survey, presentations of current programs and services by WCSEA administrators, and a review of previous strategic plans and goals.
POSITIVES ATTRIBUTES:	<ol style="list-style-type: none"> 1. Parental communication and collaboration 2. General satisfaction of parents in the services provided by WCSEA and districts to support the education of students with disabilities
AREAS OF FOCUS FOR IMPROVEMENT:	<ol style="list-style-type: none"> 1. Position to support families in transition planning and seeking services through outside agencies (e.g. transition specialist or family liaison) 2. Maintain effective communication with all stakeholders (parents, district staff, etc.) 3. Train all special education teachers in the IEP process 4. Paraprofessional training 5. Continue OT/PT/Speech tiered service implementation 6. ELL coordination 7. Mentoring program for new staff 8. Program indicators to determine success (Black Partridge, Bright Beginnings, ELSA, Skill Builders) 9. MTSS system implementation, including database decision making for special education
WCSEA GOALS FOR 2021-2022:	<ol style="list-style-type: none"> 1. WCSEA Administrators will provide training to all WCSEA and district special education staff in the IEP process, including the areas of focus of writing measurable IEP goals and transition planning. 2. WCSEA Administrators will develop and provide training to WCSEA and district paraprofessionals on the role and strategies for success in the position. 3. Explore the concept of a transition specialist/family liaison. 4. WCSEA Administrator/ELL Coordinator will provide guidance to districts to support the enrollment and instruction of ELL students; including home language surveys, initial language screenings, SIS data entry, ordering and administering ACCESS, and training/consultation of instructional strategies for ELL students. 5. WCSEA will develop and implement a Mentor Program for new staff 6. The Executive Director will ensure the following: <ol style="list-style-type: none"> a. MTSS/Admin/Psychological staff are using and reporting data appropriately b. Training and of district administrators/staff on databased reporting at the Tier 1, 2, 3, and special education level 7. WCSEA Program Administrators will finalize and report on data related to program indicators for WCSEA programs. 8. Continue support of district implementation of co-teaching
BLACK PARTRIDGE PUBLIC DAY SCHOOL	
OVERVIEW:	Black Partridge Public Day School offers an opportunity for students to learn to cope with their emotions and to manage their behavioral responses to those emotions in alternative and constructive ways with the overall goal of self-control. Students enter the program once their IEP Team has determined that an eligibility of Emotional/Behavioral Disorder or other disability

	<p>with a significant behavioral or emotional component is appropriate for the student and that the a student's needs and goals warrant the placement. Some students enter due to a lack of success in their home school and some students are transferred to the program after success in a more restrictive placement. Each class is limited in size and has a full-time teacher(s) and teacher assistant(s). Students are provided opportunities through restorative justice practices to learn empathy, how their behavior impacts others and how to rebuild trust in relationships.</p>
<p>VISION STATEMENT:</p>	<p>The vision of Black Partridge Day School is recognizing that emotional and social competence is vital to the realization of personal and academic goals and creates the foundation of a healthy individual for success in the community.</p>
<p>MISSION STATEMENT:</p>	<p>At Black Partridge Public Day School, we are committed to providing high quality special education instruction and services to meet the unique needs of each student. We strive to provide a pathway to graduation for the students through innovative academic, social-emotional, and vocational practices. We believe in a highly collaborative approach to providing these services.</p>
<p>PROGRAM GOALS FOR 2021-2022:</p>	<ol style="list-style-type: none"> 1. Purchase and implement a reading curriculum in the K-8 classrooms 2. Provide staff training, coaching and support on selected reading curriculum and interventions 3. Implement daily reading intervention time in each classroom 4. Continue progress monitoring in the area of reading and use to guide lessons
<p>DATA SOURCES FOR TO MEASURE SUCCESS:</p>	<ol style="list-style-type: none"> 1. Percentage of classes passed 2. Percentage of students demonstrating progress towards/meeting identified SLO 3. Fastbridge data 4. Number of students graduated or returned to home district/less restrictive setting 5. Attendance 6. Parent/Teacher Conference Attendance 7. Behavioral data 8. Point/Level data 9. Student employment 10. Behavioral data including: Point Level data, Restraints, and Suspensions
<p>EASTER SEALS LEARNING ACADEMY</p>	
<p>OVERVIEW:</p>	<p>The goal of the Easterseals Learning Academy is to empower each student to achieve peak academic performance, increase social and emotional skills, develop an effective means of communication and foster the acquisition of functional life skills for independence in the community.</p>
<p>VISION STATEMENT:</p>	<p>Easter Seals will be known as:</p> <ul style="list-style-type: none"> • An exceptional provider of specialized services and care coordination for children with developmental delays and disabilities and their families • A leader in service and funding partnerships • A leader in policy change to support services for children with developmental delays and disabilities • An exceptional provider of specialized and inclusive camping, retreat, respite, and outdoor recreation services for people with disabilities and other special needs and their families
<p>DATA SOURCES FOR TO MEASURE SUCCESS:</p>	<ol style="list-style-type: none"> 1. Percentage of students demonstrating progress towards/meeting identified IEP goals 2. Number of students graduated or moved to a less restrictive setting 3. Attendance 4. Behavioral data

- a. Classroom removals
- b. Restraints
- c. Suspensions
- 5. Percentage of IEP goals demonstrating growth or mastery
- 6. Communication data
 - a. Students making progress on communication goals
 - b. Students with AAC devices
- 7. Parent Attendance at School Functions
 - a. Back to School Night
 - b. Parent Teacher Conferences
 - c. Annual Reviews
 - d. Parent Workshops/Networking
 - e. Special School-Wide or Classroom Activities

SKILL BUILDERS AND LIFE PROGRAMS

OVERVIEW:

WCSEA provides special programs within the cooperative member districts to support students with individual learning and functional needs. The purpose of the Skill Builders and LIFE programs is to provide K-12+ instruction in functional skills, including academic, behavioral, communication, and fine & gross motor skills. Students are provided an individualized academic experience that allows development commensurate with ability. Self-help, social, and communication skills are an ongoing focus. Repeated practice of skills across a variety of settings is provided in order to promote generalization of skills. Students are integrated into the Least Restrictive Environment when appropriate as per the IEP process.

VISION STATEMENT:

The WCSEA Skill Builders program at MTHS prepares and empowers students to become successful members of their community by focusing on social communication, healthy relationships, vocational opportunities, and independent living skills.

PROGRAM GOALS FOR 2021-2022:

- Elementary/Middle School
- 1. Continued integration of the Core vocabulary consistently through all areas (academic, functional, and social/emotional) as well as in related service sessions.
 - 2. Individualized instruction that meets the academic and functional needs of students as they progress at their specific growth rates.
 - 3. Increased opportunities for social and academic (where appropriate) participation in the general education environment with same-age peers.
- High School
- 1. Align student programs of study with state of IL requirements
 - 2. Continue to refine development of a continuum for functional reading and math within the SB program for students of all functioning levels
- Transition
- 1. Increase agency linkages for post-secondary connections
 - 2. Further develop the T-Shirt business with a continue of skills/task options for students of all functioning levels in the 18-22 program

DATA SOURCES FOR TO MEASURE SUCCESS:

- Elementary/Middle School
- 1. Progress towards IEP goals and objectives as written using Essential Elements data and information
 - 2. Increase in opportunities for social interactions with peers and general education participation when applicable for individual students
 - 3. Movement towards meshing academic and functional goals as students grow and develop (i.e. using paper bills over change to pay, using email/cell phone for writing and communication, etc.).
- High School
- 1. Student programs of study to be reviewed at semester with IL graduation requirements, MTHS guidance counselors, and IEP team including parents.
 - 2. Schedule development to reach learners in functional reading and math needs, offering each course a variety of periods of the day to ensure student needs are met

3. Develop 1 additional adult agency linkage by the conclusion of 21-22
4. T-Shirt business production numbers, student tasks/switch implementation, and sales

BRIGHT BEGINNINGS PROGRAM (ECE & PRE-K)

OVERVIEW:

The Bright Beginnings program is designed to be a safe environment where children have exposure and experiences to help them develop skills critical for school and life. We want our children to feel cared about, develop friendships with peers and adults, become independent, and feel confident to share thoughts and ideas. We will always meet children where they are at and support them to move forward.

VISION STATEMENT:

The vision of Woodford County Special Education Association is to meet the educational needs of all learners with or at risk of disabilities. The Bright Beginnings program is designed to provide foundational experiences in the areas of parenting, child development, and school readiness allowing children and families to develop to their fullest potential.

PROGRAM GOALS FOR 2021-2022:

1. Each student will receive a new book from Scholastic each month to build an at home library.
2. We will have 100% parent participation (remote or in person) at parent teacher conferences/IEP meetings.
3. All staff will complete a book study using the NAEYC book "Developing Math Skills in Young Children".
4. Teachers and Assistant Teachers, in collaboration with the Physical Therapy Department, will plan purposeful gross motor activities to be implemented 5 days per week that will build core strength.
5. The program staff will explore options to offer a greater continuum of services to offer young children and their families.

DATA SOURCES FOR TO MEASURE SUCCESS:

1. A log will be kept with the name and date of each book distributed.
2. Teachers will submit attendance for parent teacher conferences and IEP meetings.
3. Attendance and CPDU data will be kept for the Math Book Study.
4. Lesson plans will be reviewed to ensure gross motor skills are being taught and practiced every day. Data will be included in the teacher's performance evaluation.
5. Attendance log of dates and notes for the planning team will be kept (develop a greater continuum of service delivery options).

MULTI-TIERED SYSTEMS OF SUPPORT (WCSEA ADMINISTRATORS/PSYCHOLOGISTS/ MTSS COORDINATORS)

OVERVIEW:

MTSS provides a framework to support the instructional needs of all students. WCSEA believes that successful implementation of MTSS will provide for students to have successful access to the curriculum within the school districts. WCSEA provides the leadership in training and implementation of district MTSS systems through the development of guidance and procedures for MTSS, training, consultation, and direct participation on building and district teams. Critical components of MTSS that are outline within the WCSEA MTSS Manual are:
 The purpose of MTSS is to provide the following services for all students in the district:

1. MTSS Team - Building Based Team
 - a. Review benchmark data to determine if the school and/or district are meeting identified standards.
 - b. Review, identify, and revise the MTSS problem solving system annually
 - c. Identify professional development needs
2. Grade Level Team
 - a. Analyze data, identify students in need of intervention, and identify interventions to target student needs
 - b. Monitor progress and determine if additional intervention is needed
3. Tier III Individual Problem Solving Team

	<ul style="list-style-type: none"> a. Individual intervention plan, monitor progress, and determine if there is a need for special education. <p>4. Special Education</p> <ul style="list-style-type: none"> a. Provide intensive services to support the increase of skills and participation in the general curriculum of students with disabilities. b. Analyze benchmark and progress monitoring data of students with disabilities on a quarterly basis. c. Utilize the same method for data analysis and decision making for re-evaluations
<p>PROGRAM GOALS FOR 2021-2022:</p>	<ul style="list-style-type: none"> 1. Staff training/collaboration on the WCSEA MTSS plan for the following: <ul style="list-style-type: none"> a. Building Principals b. WCSEA Administrators, Psychologists, and MTSS staff c. Special Education Teachers d. District MTSS Staff 2. Data analysis using the same method throughout all levels of problem solving (e.g. building data teams, grade level teams, Tier 3 problem solving, IEP teams, initial/re-evaluations) <ul style="list-style-type: none"> a. Discrepancy of skills/performance at one point in time b. Discrepancy of skills/performance over time c. Consideration of instructional need 3. Increasing intensity of instruction and intervention based on student needs <ul style="list-style-type: none"> a. Core instruction plus additional interventions b. Co-teaching to support core instruction and interventions 4. Data based decision making for district teams, grade level teams, problem solving teams, IEP teams, and evaluation teams.
<p>OCCUPATIONAL THERAPY/PHYSICAL THERAPY</p>	
<p>OVERVIEW:</p>	<p>The motor departments at WCSEA provide therapy and consultation services that support the fine motor, sensory, and gross motor skills of students that ensure that they are able to access the school environment, curriculum, and instruction.</p>
<p>PROGRAM GOALS FOR 2021-2022:</p>	<ul style="list-style-type: none"> 1. Implement Tier 2 handwriting and fine motor intervention system at the kindergarten and possibly first grade classrooms throughout all elementary schools in the cooperative. 2. Provide an informal consultation of sensory concerns by Occupational Therapists prior to a formal referral for consultation. 3. Provide a formal review of existing information/domain for all referrals evaluation for OT and PT, specifically those referrals that have outside evaluation reports.
<p>SPEECH LANGUAGE THERAPY</p>	
<p>OVERVIEW:</p>	<p>The speech-language department provides therapy and consultation services to district and WCSEA programs to support the communication development of students. The vision of the speech-language pathology department at Woodford County Special Education Association is to provide research-based therapy and consultation services to support the communication development of all students.</p>
<p>PROGRAM GOALS:</p>	<ul style="list-style-type: none"> 1. Continue the implementation of a tiered system of services provided to students. 2. Continue the implementation of core vocabulary that is consistent across districts and WCSEA programs, to support the communication development of all students. 3. Continue to integrate technology as a tool for therapy, communication with families, and interdisciplinary collaboration.
<p>SOCIAL WORK</p>	
<p>OVERVIEW:</p>	<p>The social work department provides services to district and WCSEA programs to support the social and emotional development of students.</p>

**PROGRAM GOALS FOR
2021-2022:**

1. Plan for the implementation of a tiered system of SEL services, including SEL instruction within all classrooms within district schools, tiered social skills instruction and supports, and intensive services for those students with more significant needs.
2. Plan for the implementation of a data system for SEL, including a universal screener, writing measurable IEP goals for SEL, and data gathered within the FBA/BIP process.