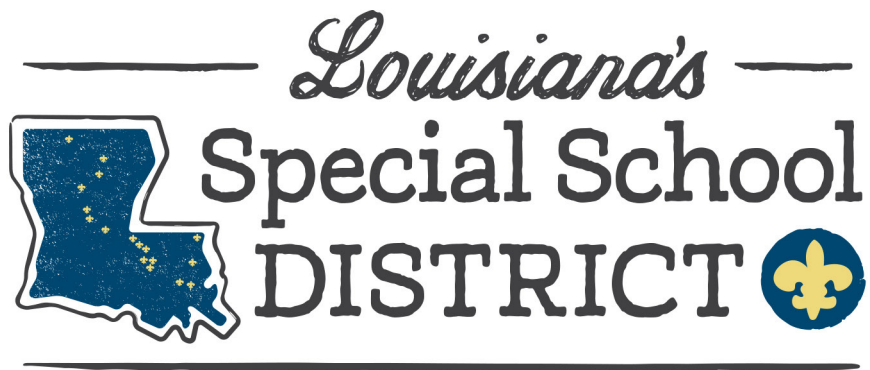


STRATEGIC PLAN
2019 - 2022







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INTRODUCTION

Since its inception in 1977, Louisiana's Special School District (SSD) has provided educational opportunities to students with low-incidence disabilities and a variety of unique needs in the state of Louisiana. Currently, the district serves approximately 1,800 students across the state. The district operates three schools – Louisiana School for the Deaf in Baton Rouge (LSD), Louisiana School for the Visually Impaired in Baton Rouge (LSVI), and Louisiana Special Education Center in Alexandria (LSEC). The SSD also provides educational services to students at five privately operated facilities and 12 public health and correctional facilities spanning across three state agencies and two administrative departments. A full list of these schools and facilities is provided on pages 3-4. The district operates from a central campus in Baton Rouge, located on Brightside Lane.

In the summer of 2017, the Louisiana Department of Education (LDOE) responded to concerns about student outcomes and opportunities in the three schools by releasing a Request for Proposals (RFP) and subsequently contracting Education Development Center (EDC), which assembled a team of experts to conduct an extensive evaluation of the schools and provide recommendations for each to become models of excellence in the state. Guided by EDC's report released in the spring of 2018, the SSD has begun addressing key challenges that face the district.

To fully address the recommendations of the EDC report and to establish a clear roadmap for the next few years, the SSD engaged in an intensive reorganization and strategic planning process, the results of which are contained in this document. The district understands that strategic planning is an ongoing process and commits to continuous review of progress toward the ultimate goal of excellent student outcomes and opportunities.





SSD SCHOOLS AND FACILITIES

(ENROLLMENT BASED ON 2017-2018 SCHOOL YEAR)

LOUISIANA SCHOOL FOR THE DEAF

BATON ROUGE, LOUISIANA
134 full-time students
280 outreach students

LOUISIANA SCHOOL FOR THE VISUALLY IMPAIRED

BATON ROUGE, LOUISIANA
73 full-time students
62 outreach students

LOUISIANA SPECIAL EDUCATION CENTER

ALEXANDRIA, LOUISIANA
78 full-time students

SWANSON CENTER FOR YOUTH AT MONROE (SOUTHSIDE ALTERNATIVE HIGH SCHOOL)

MONROE, LOUISIANA
88 Students Served
Supervising State Agency:
Office of Juvenile Justice (OJJ)
Type of Facility: Juvenile secure care
Services Provided: Special education

PINEHILL ALTERNATIVE HIGH SCHOOL

COLUMBIA, LOUISIANA
31 Students Served
Supervising State Agency:
Office of Juvenile Justice (OJJ)
Type of Facility: juvenile secure care
Services Provided: special education

BRIDGE CITY CENTER FOR YOUTH (RIVERSIDE ALTERNATIVE HIGH SCHOOL)

BRIDGE CITY, LA
64 students served
Supervising State Agency:
Office of Juvenile Justice (OJJ)
Type of Facility: juvenile secure care
Services Provided: special education

DAVID WADE CORRECTIONAL CENTER

HOMER, LOUISIANA
4 students served
Supervising State Agency:
Louisiana Department of Corrections (LDOC)
Type of Facility: adult prison
Services Provided: general and special education

WINN CORRECTIONAL CENTER

WINNFIELD, LOUISIANA
10 students served
Supervising State Agency:
n/a (state-owned, privately operated)
Type of Facility: adult prison
Services Provided: special education

LOUISIANA STATE PENITENTIARY (ANGOLA)

ANGOLA, LOUISIANA
14 students served
Supervising State Agency:
Louisiana Department of Corrections (LDOC)
Type of Facility: adult prison
Services Provided: special education
for 17-25 year-olds

DIXON CORRECTIONAL INSTITUTE

JACKSON, LOUISIANA

11 students served

Supervising State Agency:

Louisiana Department of Corrections (LDOC)

Type of Facility: adult prison

Services Provided: special education

ELAYN HUNT CORRECTIONAL CENTER

GABRIEL, LOUISIANA

12 students served

Supervising State Agency:

Louisiana Department of Corrections (LDOC)

Type of Facility: adult prison

Services Provided: special education

LOUISIANA CORRECTIONAL INSTITUTE FOR WOMEN

GABRIEL, LOUISIANA

2 students served

Supervising State Agency:

Louisiana Department of Corrections (LDOC)

Type of Facility: adult prison (female)

Services Provided: special education

**RAYMOND LABORDE CORRECTIONAL CENTER
(AVOYELLES)**

COTTONPORT, LOUISIANA

13 students served

Supervising State Agency:

Louisiana Department of Corrections (LDOC)

Type of Facility: adult prison

Services Provided: special education

B.B. RAYBURN CORRECTIONAL CENTER

ANGIE, LOUISIANA

10 students served

Supervising State Agency:

Louisiana Department of Corrections (LDOC)

Type of Facility: adult prison

Services Provided: special education

RENAISSANCE HOME FOR YOUTH

ALEXANDRIA, LOUISIANA

157 students served

Supervising State Agency:

n/a (private/non-state operated)

Type of Facility: non-profit, juvenile detention

(awaiting court)/group home (long-term)/

shelter care (short-term)

Services Provided: general and special education

**METHODIST CHILDREN'S HOME OF
GREATER NEW ORLEANS**

MANDEVILLE, LOUISIANA

46 students served

Supervising State Agency:

n/a (private/non-state operated)

Type of Facility: juvenile residential care

Services Provided: general and special education

PINECREST SUPPORTS AND SERVICES CENTER

PINEVILLE, LOUISIANA

74 students served

Supervising State Agency:

Louisiana Department of Health (LDH), Office of Citizens
with Developmental Disabilities (OCDD)

Type of Facility: mental health treatment

Services Provided: general and special education

EAST LOUISIANA MENTAL HEALTH SYSTEM (ELMHS)

JACKSON, LOUISIANA

12 students served

Supervising State Agency:

Louisiana Department of Health (LDH),

Office of Behavioral Health (OBH)

Type of Facility: mental health treatment

Services Provided: general and special education

NORTHLAKE BEHAVIORAL HEALTH SYSTEM

MANDEVILLE, LOUISIANA

549 students served

Supervising State Agency:

n/a (private/non-state operated)

Type of Facility: behavioral health

Services Provided: ELA/Math for middle and high school

students, special education for long-term students

RIVER OAKS HOSPITAL

NEW ORLEANS, LOUISIANA

409 students served

Supervising State Agency:

n/a (private/non-state operated)

Type of Facility: adolescent behavioral health

Services Provided: ELA/Math for middle and

high school students

GUIDING STATEMENTS

VISION

TO EMPOWER STUDENTS TO TURN CHALLENGES INTO OPPORTUNITIES AS BIG AS THEIR DREAMS.

MISSION

TO PROVIDE COMPASSIONATE, COLLABORATIVE, AND INNOVATIVE EDUCATIONAL OPPORTUNITIES FOR STUDENTS WITH LOW-INCIDENCE DISABILITIES, MEETING EACH STUDENT'S UNIQUE NEEDS.



There have been many chapters of the district's history. While some of them have been challenging, all of them have been lessons. 2018 began a new chapter for the SSD, and it has taken the opportunity to re-establish its direction as a district. The SSD is working first to ensure it offers excellent opportunities for all students served within the SSD. It will then expand its focus and efforts to providing services and supports for students with low-incidence disabilities statewide. Listed below are the goals and words that will guide the district every day, ensuring that 100 percent of students are identified and receive services as early as possible and that 100 percent of students exit the SSD having achieved meaningful outcomes.

“100 PERCENT IN...100 PERCENT OUT”

CORE VALUES



UNITY

We will achieve our common goal of serving the diverse needs of our students by celebrating and building on each other's strengths, knowledge, and skills.

COLLABORATION & INNOVATION

As a unique conglomerate of educational functions with a unified goal, collaboration is required to accelerate our students' success. Honoring individual differences and perspectives leads to open-minded, innovative solutions to complex problems.

TRUST

We commit to forming relationships of integrity through honesty and open communication.

COMPASSION

We will serve our students with compassion, understanding their individual challenges, and continue to be a place of inspiration and community for all students.

COMMITMENT

We will strive for excellence in everything we do by always placing students' needs and interests first and remaining accountable for the outcomes of our efforts.

RESULTS

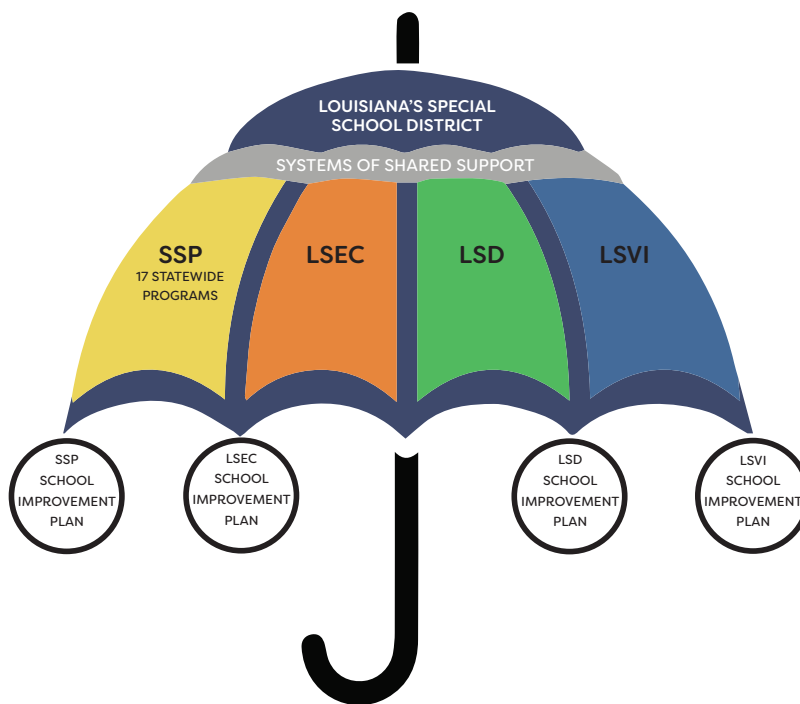
The results we achieve as we strive for educational excellence allow us to celebrate successes and drive us to achieve even more.

HOPE

We will approach every day with a hopeful attitude and instill this same positive attitude in all of our students.

“100 PERCENT IN...100 PERCENT OUT”

CANOPY OF SUPPORT



As with traditional school districts, the three schools will retain their unique identities and function as individual schools with school-level leadership who have expertise in their respective school’s population needs, while receiving equitable shared systems of support from a district-level leadership team who have expertise in relevant academic and administrative areas.





OVERVIEW

Since the release of the EDC report, and under the direction of a new interim superintendent, the SSD has already implemented several key strategies to begin working toward its goals. The work of improving the SSD is critically important to ensure that all students fulfill their potential both inside and outside of the classroom and to ensure that all students have access to the same opportunities as their peers who attend school at other local education agencies (LEAs). During the 2018-2019 academic school year, the SSD:

- ✓ Appointed expert leadership to direct the district and each school
 - ✓ Moved all SSD schools and programs under a single, unified support system with one academic leader and increased communications between school leaders
 - ✓ Aligned consistent curriculum, assessment, decision-making, and professional development across the district
 - ✓ Gathered stakeholder feedback on steps forward
 - ✓ Established a district leadership team to develop a district-wide strategic plan and advise on:
 - *Student-centered strategic planning*
 - *National models of excellence in low-incidence education*
 - *A vision for a Center for Innovation and Low-Incidence Support (CILS) to serve students, families, and educators across the state*
 - ✓ Established the Superintendent's Cabinet which includes district managers from all departments – academics, operations, business, human resources, student services, policy, communications, and technology – to communicate regularly, develop new ideas and solutions, and keep the district moving forward
-

TO BUILD ON THE FOUNDATION OF THIS WORK AND TO GUIDE THE DISTRICT OVER THE NEXT THREE YEARS, THE SSD HAS ALIGNED GOALS AND YEARLY STRATEGIES INTO THREE STRATEGIC PRIORITY AREAS.

1. UNIFYING SYSTEMS OF SUPPORT

2. ENSURING EXCELLENT SCHOOLS AND PROGRAMS

3. BUILDING INNOVATIVE PARTNERSHIPS

These priority areas are interconnected – the implementation and success of one is necessary for the implementation and success of another. Innovative partnerships are a critical part of excellent schools and programs as they allow the district to engage with the community and create meaningful paths to success for its students. A unified system of support for the district is the foundation from which excellent schools and programs are built and operated. These codependent relationships guided the construction and organization of the goals and strategies that are outlined in this plan.

For each priority area, you will find a description of the strategic priority area, several goals for the area, and the strategies the SSD will use to achieve the goals, broken out by year. The general timeline of the strategies aims to focus the SSD on improving internal schools and programs in year 1 (2019-2020 academic year) so that it may build the structure and support systems in year 2 (2020-2021 academic year) to expand support to students with disabilities across the state in year 3 (2021-2022 academic year).

The SSD recognizes that the goals outlined in each strategic priority are cross-functional and will require coordinated teamwork to achieve successful outcomes. To address this challenge, the SSD will establish a unique implementation team for each of the three strategic priorities. These teams will include SSD leaders who are assigned roles and responsibilities in their field of expertise and will be accountable for achieving the identified goals in each area.



GOALS AND STRATEGIES

.....



UNIFYING SYSTEMS OF SUPPORT

The superintendent of the SSD is accountable for creating a unified system of support for all SSD schools and programs with goals of improving service to its own students and eventually expanding support to students with disabilities across the state through outreach and educational offerings. This requires the SSD to continuously evaluate the capacity of systems, structures, and staff to ensure all district, school, and program teams are working towards accomplishing these goals.

Initially, this process has involved organizational and process changes designed to ensure that the SSD's schools and programs do not continue to operate in distinct siloes, as noted in the EDC report, but rather that the SSD operates as a single, coordinated district with a coordinated mission and strategic plan.

The Superintendent's Cabinet will lead further efforts toward creating a unified system of support for students with low-incidence disabilities, including designing the district's structure (both organizational and financial) and decision-making processes in a way that supports all SSD schools and programs consistently, while also recognizing the unique needs of each school and program. In addition, the SSD will seek to create a more consistent and robust system of supports for all students and families across the state who need low-incidence disability services similar to those provided in the SSD schools and programs.

GOAL #1

THE SSD WILL ORGANIZE THE DISTRICT SUPPORT STRUCTURE SUCH THAT CENTRAL DEPARTMENTS SUPPORT ALL SCHOOLS AND PROGRAMS CONSISTENTLY, WHILE RECOGNIZING THE UNIQUE NEEDS OF EACH SCHOOL AND PROGRAM.

- YEAR 1**
- Review, revise, and improve transparency of all SSD policies and procedures for providing consistent educational services
 - Pursue legislative change to formally unify all schools and programs under one district and to allow for a single, coordinated budget for the SSD (2020 legislative session)
-

- YEAR 2**
- Based on new legislation and unification, implement a budget for the SSD that supports all schools and programs and aligns with district-wide goals
-

- YEAR 3**
- Continue to evaluate success of the district's support structure as evidenced by student outcomes and explore opportunities to expand support and services to students across the state
-

GOAL #2

THE SSD WILL DEVELOP A DISTRICT-WIDE DECISION-MAKING PROCESS TO ENSURE ALIGNMENT ACROSS THE UNIFIED DISTRICT.

- YEAR 1**
- Implement school advisory committees that include disability experts
 - Implement individualized improvement plans for each school and program unique to its student population but aligned to the district-wide strategic plan
-

- YEAR 2**
- Implement a stringent self-monitoring process to ensure implementation of strategic plan and decision-making process
-

- YEAR 3**
- Revisit and revise all strategic and school improvement plans
-

GOAL #3

THROUGH OUTREACH AND SUPPORT, THE SSD WILL END INEQUITIES IN SPECIAL EDUCATION SERVICES FOR LOW-INCIDENCE NEEDS BROUGHT ABOUT BY LACK OF RESOURCES ACROSS THE STATE.

YEAR 1 Implement a newly designed Center for Innovation and Low-Incidence Support to serve students, families, educators, and communities across the state through expanded statewide outreach support

YEAR 2 Engage school systems throughout the state in SSD outreach activities

YEAR 3 Continue expansion of statewide outreach supports and services to children with low-incidence needs

GOAL #4

THE SSD WILL IMPLEMENT A UNIFIED, TRANSPARENT COMMUNICATION PLAN AND STRUCTURE.

- YEAR 1**
- Design and launch a comprehensive, inclusive website and Intranet
 - Build relationships with media partners and community liaisons
 - Ensure regular dissemination of information related to SSD strategic plan updates, academic resources, outreach opportunities, community partnerships, and all other internal and external programming through strategic communication channels
 - Launch various modes of virtual access for statewide participation in community and school outreach events
-

- YEAR 2**
- Expand on external website to include resources available to districts and families statewide
 - Expand on the remote-access opportunities for parents, community partners, and stakeholders to encourage and maximize participation
-

- YEAR 3**
- Continue expansion of communication strategies to support strategic plan initiatives, including outreach support, school system professional development partnerships, and community collaborations
-



ENSURING EXCELLENT SCHOOLS AND PROGRAMS



The SSD is focused on ensuring positive outcomes for its students and clear opportunities for achievement across all schools and programs. The goals and strategies the SSD will undertake to achieve this strategic priority aim to improve access to and align high-quality curriculum with unique supports across the district and ensure students exit SSD schools and programs prepared for their next endeavor. These goals and priorities also call SSD staff at all levels to understand the impact of their actions and recognize that they are leaders with unique opportunities to create pathways to success for all students served.

Led by its academic team, the SSD will implement strategies focused on ensuring that all instructional staff have the qualifications, certifications, and tools they need to succeed; implement a high-quality, consistent curriculum, and subject-matter supports across the district; incorporate data-based decision-making for student achievement and performance; increase the use of instructional technology; and improve transition planning.

GOAL #1

THE SSD WILL DEVELOP, RECRUIT, AND RETAIN HIGH-QUALITY INSTRUCTIONAL LEADERS AND STAFF IN ALL SCHOOLS AND PROGRAMS.

- YEAR 1**
- Evaluate all school-level staff based on updated job descriptions and professional growth plans to ensure maximum support for students
 - Expand recruitment efforts via Memoranda of Understanding (MoUs) with university partners and attend at least one recruitment event each semester
-

- YEAR 2**
- Evaluate all district-level staff based on updated job descriptions and professional growth plans to ensure maximum support for students
 - Place a content leader and mentor teacher at each SSD site
-

- YEAR 3**
- Support other school systems across the state with building capacity and evaluating success of low-incidence disability staff
 - Place content leaders and mentor teachers for each subject area at each SSD site
-

GOAL #2

THE SSD WILL USE A HIGH-QUALITY CURRICULUM AT ALL GRADE LEVELS AND IN ALL SUBJECTS WITH ACCOMMODATIONS AND SUPPORTS UNIQUE TO THE SPECIFIC STUDENT POPULATION.

YEAR 1

- Implement a consistent math and ELA curriculum program across the district and provide necessary supports to students and instructional staff
 - Plan, prepare, and train staff for implementation of a consistent science and social studies curriculum across the district
 - Implement individual, inclusive plans for each student to address access to curriculum, including Braille goals, ASL support, and/or ESL support
 - Implement remediation programs to allow identified at-risk students to gain support and reach their target levels
 - As a supplement to each student's Individual Education Plan (IEP), implement individual educational growth plans for each year that include opportunities for remediation, summer school, and credit recovery if necessary
 - Implement and provide professional development on specialized learning tools such as Thinking Maps and Universal Design for Learning across the district to facilitate student learning and understanding
-

YEAR 2

- Implement a consistent science and social studies curriculum program across the district and provide necessary supports to students and instructional staff
 - Expand course offerings to include Advanced Placement and Dual Enrollment options
 - Provide parent classes to increase student access to curriculum at home
 - Expand summer school and credit recovery opportunities to include all core subject areas
 - Review, revise, and provide continued training on the use of various learning tools across the district to ensure proper use
 - Implement a transcribing program to produce accessible materials to students with print disabilities
-

YEAR 3

- Review and revise the district's curriculum plan and provide necessary professional development support specific to each student population
 - Continue to provide training on and assess the impact of various learning tools on student achievement
-

GOAL #3

THE SSD WILL USE TECHNOLOGY TO INCREASE ACCESS TO HIGH-QUALITY CURRICULUM.

- YEAR 1**
- Utilize technology-based teaching devices, methods, resources, and classroom equipment necessary to ensure engaging learning environments
 - Implement a comprehensive technology plan detailing integration of technology at every grade level
 - Train staff on necessary technology proficiencies to maximize technology-rich learning environments
 - Identify and develop assistive technology resources to support identification of student needs
-

- YEAR 2**
- Implement a 1:1 device ratio for all students and allow access to learning anytime and anywhere
 - Identify and use assistive technology to enhance educational opportunities in SSD schools and programs
-

- YEAR 3**
- Continue to annually assess needs and provide professional development to support technology
-

GOAL #4

THE SSD WILL USE A DATA-BASED DECISION-MAKING STRUCTURE AT ALL GRADE LEVELS TO IMPROVE STUDENT OUTCOMES.

-
- YEAR 1**
- Implement regular data meetings for each school, ensure each teacher is maintaining an individual data profile for each student, and communicate information to parents
 - Follow a specific data meeting schedule ensuring regular review and use of data

-
- YEAR 2**
- Engage students in individual goal-setting and progress-tracking processes

-
- YEAR 3**
- Revisit and revise data-based decision-making process
 - Implement consistent, updated teacher websites and a parent command center to provide frequent communications to students and parents
-

GOAL #5

THE SSD WILL UTILIZE FUNCTIONAL RELATIONSHIPS WITH OTHER STATE AGENCIES TO ENSURE CLEAR POLICIES, PROCEDURES, AND DECISION-MAKING FOR ALL SCHOOLS AND PROGRAMS.

-
- YEAR 1**
- Establish MoUs with the Louisiana Department of Health (LDH), Office of Juvenile Justice (OJJ) and Louisiana Department of Corrections (LDOC) outlining clear expectations for each SSD program and the responsibilities of each partner

-
- YEAR 2**
- Implement quarterly collaboration meetings with partner state agencies

-
- YEAR 3**
- Continue to build collaborative relationships with all agencies involved in the care of SSD students
-

GOAL #6

THE SSD WILL SUPPORT STUDENTS AND FAMILIES WITH TRANSITION PLANNING AND CONNECT ALL STUDENTS WITH A CLEAR PATH TO COLLEGE OR CAREER.

YEAR 1

- Establish the SSD Career and Technical Education (CTE) Academy to increase opportunities for SSD students to earn industry-based credentials
 - Identify all community organizations that align with industry-specific CTE and Jump Start Pathways and establish partnerships
 - Develop and implement an SSD Transition Guide designed to provide information related to vocational preferences, state adult services, independence and community-based instruction, and higher education
 - Improve SSD student transition plans by ensuring that each high school student has access to at least one college or career exploration opportunity each semester
 - Develop a structure for transitioning students in secure care facilities to other school systems, work opportunities, or other appropriate community-based resources
-

YEAR 2

- Implement industry-specific summer internship programming for SSD students through the CTE Academy
 - Create a centralized resource hub for transition planning, including services such as resumé building, interviewing, financial literacy, applying for college, etc.
 - Require each SSD high school junior and senior to complete an internship experience aligned to his or her transition plan
 - Formalize a reentry process with appropriate state agencies for students in secure care facilities
-

YEAR 3

- Expand college and career exploration opportunities to students across the state
 - Partner with at least two other school systems across the state to give their students access to SSD CTE courses and internship opportunities
 - Assess progress toward and continue implementation of reentry process for students in secure care facilities
-

GOAL #7:

THE SSD WILL ENGAGE STUDENTS, FAMILIES, ALUMNI, AND COMMUNITY MEMBERS IN EXTRACURRICULAR ACTIVITIES AND EVENTS.

YEAR 1

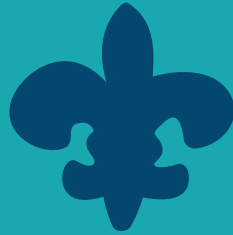
- Add art and music offerings for students as well as clubs supported by current resources (e.g., swim team, bowling team, etc.) at all schools
 - Host at least two family and community engagement activities per semester (e.g., internet safety training, literacy or math nights, etc.) at all schools
-

YEAR 2

- Add at least two additional student clubs that support academics (e.g., writing club, quiz bowl club, etc.) at all schools
 - Partner with local businesses and/or community members to host community engagement activities, fundraisers, etc.
-

YEAR 3

- Explore opportunities for additional extracurricular activities according to student interest and host at least one community event that supports extracurricular activities
 - Host training events and activities for parents and educators across the state
-



BUILDING INNOVATIVE PARTNERSHIPS

To ensure all students across the state with low-incidence disabilities have access to opportunities for high-quality special education services, the district is seeking to form partnerships with school systems, communities, and organizations external to the SSD.

Led by the Center for Innovation and Low-Incidence Support (CILS), in collaboration with a student support services team, the SSD will first seek to develop new partnerships that support professional development and academic, health, and transition programs for SSD students and teachers. Once those partnerships and programs are established, the SSD will begin expanding its reach to provide new resources and opportunities for students, teachers, and school systems statewide. In its statewide focus, the SSD will aim to serve as an online course choice provider, provide teacher certification preparation, and offer low-incidence disability technical assistance and professional development across the state.

GOAL #1

THE SSD WILL BE A HIGHLY UTILIZED COURSE CHOICE PROVIDER FOR CORE ACADEMIC SUBJECTS TAUGHT WITH SPECIFIC ACCOMMODATIONS.

-
- YEAR 1**
- Build partnerships with local parishes and partners to implement a plan for dual enrollment and CTE opportunities
 - Establish at least one partnership with a school system to design and implement guidelines and structures for a course choice model to ensure student access to courses that may not be available at local schools

-
- YEAR 2**
- Collaborate with partner school systems to pilot and refine the course choice program

-
- YEAR 3**
- Serve as a course choice provider to students at school systems across the state
-

GOAL #2

THE SSD WILL BE A HIGHLY UTILIZED PREPARATION PROVIDER FOR TRAINING TEACHERS AND SPECIALISTS TO WORK WITH LOW-INCIDENCE DISABILITY STUDENTS.

-
- YEAR 1**
- Design and submit to the Louisiana Department of Education (LDOE) for approval programs for hearing impaired teacher, visually impaired teacher, and significant disability teacher certification
 - Design certification training programs for individuals (e.g., orientation and mobility, interpreters) working with low-incidence disability students
 - Establish an initial training program Cohort from SSD candidates

-
- YEAR 2**
- Inauguration of preparation provider series for Cohort 1

-
- YEAR 3**
- Open certification to candidates across the state
 - Explore and expand opportunities to add additional certification programs based on need
-

GOAL #3

THE SSD WILL BE A LEADING PROVIDER OF TRAINING AND DEVELOPMENT FOR PARAPROFESSIONALS TO WORK WITH LOW-INCIDENCE DISABILITY STUDENTS.

-
- YEAR 1**
- Design a training program for paraprofessionals interested in working with all types of low-incidence disabilities
 - Establish Cohort 1 from SSD candidates

-
- YEAR 2**
- Partner with surrounding school systems to expand training opportunities to their paraprofessionals

-
- YEAR 3**
- Explore and expand additional training opportunities to school systems across the state
-

GOAL #4

THE SSD WILL BE A LOW-INCIDENCE DISABILITY TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT PROVIDER FOR THE STATE.

-
- YEAR 1**
- Conduct a needs assessment to identify priority areas of need for serving students with low-incidence disabilities and design SSD's professional development offerings according to the results
 - Become the state's provider of assistive technology and accessible materials support

-
- YEAR 2**
- Conduct professional development for SSD candidates based on the results of the needs assessment
 - Offer a track for low-incidence technical assistance to teachers through the state's Teacher Leader events

-
- YEAR 3**
- Explore opportunities to expand professional development offerings based on statewide need
 - Establish a clear structure for offering continuing education units (CEUs) based on SSD professional development programs
-

GOAL #5

THE SSD WILL PROVIDE SUMMER ENRICHMENT OPPORTUNITIES FOR STUDENTS WITH LOW-INCIDENCE DISABILITIES IN ORDER TO 1) MAINTAIN LEARNING, 2) EARN CARNEGIE CREDIT, AND/OR 3) EARN INDUSTRY CREDENTIALS.

- YEAR 1**
- Ensure summer enrichment and learning opportunities are available for every SSD grade level
 - Inaugurate Jump Start Summers
 - Design and submit to the Louisiana Department of Education (LDOE) for approval a plan to expand Jump Start Summers statewide
-

- YEAR 2**
- Offer summer enrichment opportunities to surrounding school systems
 - Expand Jump Start Summers to school systems across the state
-

- YEAR 3**
- Enroll students with low-incidence disabilities from at least ten other school systems in SSD Jump Start Summers
-

GOAL #6

THE SSD WILL UTILIZE THE WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) MODEL TO ENSURE HEALTH, WELLNESS, AND SAFETY FOR STAFF AND STUDENTS.

YEAR 1

- Implement a clear action plan for school health and assign ownership to school health and wellness teams
 - Adopt a comprehensive wellness policy and incorporate WSCC components into existing school policies
 - Host at least one staff wellness event per semester
 - Create a mentor program for students
 - Implement plans for central campus beautification to create a warm and inviting learning environment
 - Continue improvement of the LSDVI Student Center to offer after-school recreation and enhance the school-dorm connection
-

YEAR 2

- Partner with a health-related community organization to conduct health and wellness events for students and staff
-

YEAR 3

- Increase partnerships with health-related organizations and continue to evaluate progress toward goals set forth in the school health plan
-

PROVING WHAT'S POSSIBLE

Every day, students in Louisiana are building knowledge of the world, reading meaningful texts, expressing ideas through writing and speaking, and solving complex problems. Currently, less than five percent of elementary students in SSD schools are mastering grade level content in ELA and mathematics, and in the spring of 2018, across the entire district, only one industry-based credential was offered to students. Students in the SSD schools and programs are just as smart and just as capable as any other students and deserve as many opportunities as possible to succeed. We must do better.

By unifying systems of support, ensuring excellent schools and programs, and building innovative partnerships, the SSD will help its students prove what's possible every day, working towards its vision of **"100 PERCENT IN...100 PERCENT OUT."** The SSD will serve each Louisiana child that needs services and ensure that they leave with the resources and plans they need to succeed in the future. These unique goals are long-term aspirational goals and will be used to assess progress towards the SSD's commitment to its larger vision.

FOR SSD STUDENTS

100 percent of SSD schools' students will meet their annual growth targets

100 percent of SSD students with significant disabilities will acquire the behaviors necessary to function with as much cognition, self-determination, and independence as possible to transition to life as an integral part of the community

100 percent of SSD schools' students will master appropriate grade-level content in reading, writing, and numeracy by 3rd grade

100 percent of SSD students will have access to training and employment opportunities available in their Jump Start Region

100 percent of students will graduate from SSD schools with credentials for a clear path to college or career

100 percent of students exiting programs operated by Office of Juvenile Justice (OJJ) facilities will transition to an appropriate education or workforce program

OUTREACH SERVICES FOR THE STATE

100 percent of students in Louisiana with a visual impairment or deafness will enter Kindergarten ready to learn

100 percent of families in Louisiana with students experiencing a visual impairment or deafness will be offered services by the SSD

100 percent of school systems will have access to professional development opportunities provided by the SSD

100 percent of school systems will have access to certified or licensed professionals who serve students with low-incidence disabilities through state-approved certification and training partnerships established by the SSD







