

Special School District

Strategic Plan 2019-2022



Food for Thought

We asked ourselves 'Do we believe ...'

All SSD students and staff must receive equitable support from the district?

All SSD students must have access to high-quality curriculum and enrichment opportunities with supports geared toward their unique needs?

All SSD students must have the resources and supports to forge a clear path to career or college?

All instructional leaders and staff must be highly-qualified and certified and have opportunities for professional growth and development?

The SSD must promote the health, wellness, and safety of all students and staff in order to create an environment conducive to teaching and learning?

The SSD must carry the torch to end inequities in services for all students with low-incidence disabilities brought about by lack of resources across the state?

Guiding Statement

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. This plan will be a path to 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”



Strategic Plan Format

For each priority area, you will find:

- Description of the strategic priority area;
- Several goals for the area; and
- Strategies the SSD will use to achieve the goals

The general timeline of the strategies aims for the SSD to focus on improving internal schools and programs in year 1 (2019-2020 academic year) so that they 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).

Why Does This Matter?

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 student and deserve as many opportunities as possible to succeed.

We must do better.

Three Strategic Priority Areas

- ❖ Unifying Systems of Support
- ❖ Ensuring Excellent Schools and Programs
- ❖ Building Innovative Partnerships

Q & A

What do you think will be different in the lives of children in Louisiana as a result of this plan?

In your role, how can you best contribute to the success of this plan to ensure students are supported by the whole community as they strive for success?

What additional opportunities should teachers be provided for growth and professional development to ensure they are best prepared to serve our students?

What other input would you like to provide?