



STRATEGIC PLAN – 2008- 2011

Goal 1. Programming and Innovation

A. Standards and Guidelines

- SASED will determine the present level of successful practices and areas of concern in order to develop research and data driven guidelines and cutting edge performance standards for all programs and services. These will reflect a desired educational environment, recognized by all stakeholders, as continually improving toward highest quality.

1. A. 1. SASED will complete a formal comprehensive evaluation timeline and process for every program and service.

Timeframe: 10/30/08

Who: Program Administrators, Leadership Team

Monitor: Publish the timeline and the evaluation process to BOC and all Stakeholders

1. A. 2. SASED will identify best practices and disseminate information through an Action Plan for each program and service delivery area based on the results of the comprehensive evaluation.

Timeframe: 6/30 of the year of the evaluation

Who: Program Administrators, Leadership Team, Program Committee

Monitor: Present Action Plan to BOC and publish for all stakeholders

B. Supporting Existing Programs and Cutting Edge Innovation

- SASED will utilize evidence based curriculum innovations, which align to Illinois State Standards for learning, that support and promote student achievement.

1. B. 1. SASED will research best practice curriculum in reading, mathematics and social emotional learning that is aligned to the Illinois State Standards.

Timeframe: Reading 6/30/09; Math and SEL 6/30/10

Who: Program Administrators, Leadership Team, Grade Level Curriculum Committees

Monitor: Grade level committees (from across programs) will develop and publish findings

1. B. 2. SASED will review ISAT, IAA, and PSAE data and will develop and disseminate a survey for all programs regarding the effectiveness of the curriculum currently being utilized.

Timeframe: (Based on the availability of the data) Reading- Obtain and analyze data by 10/30/08. Complete employee focus group meetings/surveys by 1/30/09. Math - Obtain and analyze data by 10/30/09. Complete employee focus group meetings/surveys by 1/30/10.

Who: Program Administrators, Leadership Team, Grade Level Curriculum Committees

Monitor: Capture and analyze test data, conduct surveys/focused meetings with faculty. Utilize findings in Curriculum Committees.



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B. Supporting Existing Programs and Cutting Edge Innovation (continued)

1. B. 3. SASED will develop curriculum maps based on curriculum recommendations in the identified subject for each program.

Timeframe: To be conducted the year following the adoption of the new curriculum and to be completed for Reading and Math by 6/30/11

Who: Program Administrators, Grade Level Curriculum Committees

Monitor: Publish Curriculum maps (as completed) and monitor/evaluate utilization by staff.

1. B. 4. SASED will identify existing and needed local assessments (i.e., formative assessments) and integrate this information into the curriculum evaluation and adoption process.

Timeframe: Reading 1/30/09; Math 1/30/10

Who: Program Administrators, Leadership Team

Monitor: Develop and distribute list of assessments to grade level curriculum committees.

1. B. 5. SASED will develop and implement Autism programming within public school settings to meet the identified needs of member district students.

Timeframe: Primary 10/30/08; Intermediate and/or EC 10/30/09; JH and/or EC 10/30/10; (If requested, HS 6/30/11)

Who: District Administration, Program Administrators, Leadership Team, Stakeholder Committee

Monitor: Publish model components, collect data on implementation and student progress towards goals/outcomes, process information through Program Administrator and standing committee, and publish results

C. Transition

■ SASED will increase transition planning and opportunities for students with IEPs. Students will be better prepared for successful transition to adulthood as evidenced by increased post-graduation data, including the number of post-secondary education students, community work site opportunities, vocational options, and employment paths in their local community.

1. C. 1. SASED will identify current needs and practices among all stakeholder groups (internal and external) regarding Transition planning, services and supports.

Timeframe: 10/30/08

Who: Program Administrator, Transition Committee

Monitor: Development document, present to BOC, District Administrators, and Stakeholders. Publish findings.



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C. Transition(continued)

1. C. 2. SASED will develop and implement a Transition planning process that will address the student's individual needs regardless of disabling condition.

Timeframe: 6/30/09

Who: Program Administrator, Transition Committee, Leadership Team

Monitor: Develop assessment tools and procedures. Create training opportunities for all stakeholders, publish procedures.

1. C. 3. SASED will create and implement best practice instructional models in the area of Transition services.

Timeframe: PH 1/30/09, VI and Southeast 6/30/09, MN 6/30/10

Who: Program Administrator, Transition Committee, Leadership Team

Monitor: Develop and disseminate curriculum and procedures. Develop and disseminate formative assessment procedures. Create ongoing training opportunities for appropriate stakeholder groups. Evaluate student outcomes (ex. data, job placements, post school survey, etc)



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Goal 2. Professional Development

A. Problem Solving/Response to Intervention (RtI)

- SASED will expand its professional development plan, based upon feedback from needs assessments, to promote best practices in Problem Solving/Response to Intervention across groups including paraprofessionals, parents, special education teachers, related services and general education staffs in our member districts.

2. A. 1. SASED will create and ongoing RtI Training strand for all stakeholders based on data and information collected through multiple methods, that addresses the specific needs of the different stakeholder groups involved, and which offers varying training styles and scheduling options.

Timeframe: (The following cycle is to be completed in the year prior to the training) Conduct annual Needs Assessment and focused meetings from June to November. Establish Strands through February. Publish by March.

Who: Professional Development Coordinator, Professional Development Committee, Leadership Team

Monitor: Menu of Services, Online Handouts, Event/Participant Evaluations, Satisfaction Survey

2. A. 2. SASED will collaborate with all stakeholders to determine needs for an inclusive county-wide institute day strand for regular education and special education staff in the areas of RtI.

Timeframe: (The following cycle is to be completed in the year prior to the training) Conduct annual Needs Assessment from February to May. Establish Strands through November. Publish by December.

Who: Professional Development Coordinator, Professional Development Committee, Leadership Team

Monitor: Annual Spring Institute Brochure, Online Handouts, Event/Participant Evaluations, Satisfaction Survey

B. Increasing Professional Learning Opportunities

- SASED will develop professional learning opportunities for all stakeholders which support evidence based practices and which lead to improved student outcomes.

2. B. 1. SASED will investigate and disseminate information on the application of Professional Learning Communities to each program and related service area.

Timeframe: Dissemination of information and initial administrator training by 4/30/09, Staff training by 10/30/09, Full Implementation by 10/30 10

Who: Leadership Team, Professional Development Coordinator, Program Administrators, Stakeholder Committee

Monitor: Adopt or develop evaluation/feedback instruments for training and initial implementation phases. Identify measures of success.



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Goal 2. Professional Development

B. Increasing Professional Learning Opportunities (continued)

2. B. 1. SASED will investigate and disseminate information on the application of Professional Learning Communities to each program and related service area.

Timeframe: Dissemination of information and initial administrator training by 4/30/09, Staff training by 10/30/09, Full Implementation by 10/30 10

Who: Leadership Team, Professional Development Coordinator, Program Administrators, Stakeholder Committee

Monitor: Adopt or develop evaluation/feedback instruments for training and initial implementation phases. Identify measures of success.

2. B. 2. SASED will expand current professional development options and learning formats with special emphasis on parent's opportunities by utilizing varied times and locations to maximize participation.

Timeframe: Parent Academy established by 10/30/09

Who: Program Administrators, Professional Development Coordinator, Leadership Team, Parent Advisory Council, District Administrators

Monitor: Sustainable series of workshops/seminars across disability categories for internal and external parent groups. Utilizing community resources/partnerships.

2. B. 3. SASED will investigate innovative delivery systems to provide professional development such as: pre-packaged, web based, and web streaming and will analyze technology needs to advance these methods.

Timeframe: Investigation by 6/30/09, Development and implementation by 6/30/10

Who: Leadership Team, Professional Development Coordinator, Technology Coordinator

Monitor: Report on investigation to Program Administrators and Board of Control. Training and implementation procedures created and disseminated to administrators and staff.

2. B. 4. SASED will create a calendar of professional development that is inclusive of District and SASED professional development activities.

Timeframe: SASED by 10/30/08; Member Districts by 10/30/09; Larger Community by 10/30/10

Who: Professional Development Coordinator, Technology Coordinator

Monitor: Integrated online calendar that all stakeholders will be able to access



Goal 2. Professional Development

B. Increasing Professional Learning Opportunities (continued)

2. B. 5. SASED will utilize presenters of renown to elicit maximum interest, direction, and information on emerging topics and issues on the annual needs assessment.

Timeframe: Calendar of topics/speakers for following year will be published by 10/30/08; 10/30/09; 10/30/10

Who: Professional Development Coordinator, Professional Development Committee, Leadership Team

Monitor: Publish Staff Development calendar aligned with SASED Strategic Plan and Needs Assessment findings.

2. B. 6. SASED will develop opportunities and resources to cross train and enhance intra-program communication among SASED staff members.

Timeframe: System and structures to support objectives identified and implemented in all programs by 1/30/10

Who: Program Administrators, Stakeholder Committees

Monitor: Publish staff development calendars, program meetings and agendas online. Create/schedule common in-service days and develop programs for mixed stakeholder groups. Online communication tools.



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3. Climate, Communication and Culture

A. Sharing Our Strengths

- SASED will develop structures to support internal and external communication and the sharing of ideas throughout the organization.

3. A. 1. SASED will increase visibility of Administrators in the instructional environment.

Timeframe: 10/30/08

Who: Program Administrators

Monitor: Administrators will communicate/publish their availability for classroom visits on a monthly basis, to be no less than 3-5 hours per month. Staff Satisfaction Surveys and Program Administrator review meetings.

3. A. 2. SASED will establish procedures and opportunities to recognize staff and other stakeholders for their accomplishments and their contributions to our students and to the organization.

Timeframe: Initiated by 10/30/08

Who: Program Administrator, Leadership Team

Monitor: Go For the Gold Program. Quarterly recognition of up to 3 nominees per administrator/program, culminating in a Board meeting award ceremony. Utilize websites, (SASED and District), newsletters and local news coverage of nominees and winners

3. A. 3. SASED will encourage the practice and create opportunities for teachers to network within and among programs to share best practices, ideas, lessons, etc.

Timeframe: 6/30/09 Within Programs, 6/30/10 Between Program Sites, 6/30/11, Between Programs

Who: Program Administrators, Professional Development Coordinator, Leadership Team

Monitor: Develop and implement Professional Learning Communities. Committees Work, Website sharing venues, List-serves, Blogs, Program Staff Meeting Agendas, and Professional Development/Institute Day Agendas.



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3. Climate, Communication and Culture

B. Recruitment and Retention

- SASED will create systems which support our ability to attract and maintain the most highly qualified professional and support staffs.

3. B. 1. SASED will refine existing mentoring program for teachers and create mentoring programs for related service staff and paraprofessionals.

Timeframe: Teachers, 8/30/08; Other Certified 6/30/09, OT/PT 6/30/10; Paraprofessionals 6/30/10, Others 6/30/11
Who: Leadership Team
Monitor: Updated contract, and policies which reflect new systems. Published manuals distributed to all new employees. Training materials/programs specific to different employees groups. Ongoing data collection (i.e. on retention) through Staff Satisfaction Survey, Mentor/Mentee surveys and Program Evaluation Surveys.

3. B. 2. SASED will investigate options to provide incentives and/or rewards to current employees for referrals of new hires.

Timeframe: 6/30/10
Who: Leadership Team
Monitor: BOC, PA, Report, Web

3. B. 3. SASED will develop an “outreach program” to establish strong relationships with teacher, specialist and paraprofessional preparation facilities (i.e., universities, community colleges).

Timeframe: Completed by 6/30/11
Who: Leadership Team, Stakeholder Committees
Monitor: Signed Agreements, Partnerships, and Increased Numbers of Internships. Report outcomes to Board.

C. Communication with Districts, within SASED, and with Parents

- SASED will extend its message and mission into the communities we serve.

3. C. 1. SASED will develop a system to inform all stakeholders and member district parents of programs and services that SASED offers via the website, bulk mailings, annual meetings, newsletters, and embedded in district communication.

Timeframe: Web Articles 6/30/09, Annual Report 8/30/09, Print/Mailings 6/30/10, Stakeholder Meetings/Venues 6/30/11
Who: Leadership Team, Program Administrators
Monitor: Creation of mass email system, program specific newsletters and web articles, program hosted community meetings, and the publication and distribution of an Annual Report.



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Goal 4. Organization and Administrative Services

A. Finance

- SASED will continue to support quality services for students, with an awareness of financial implications, while initiating efforts to increase funding sources.

4. A. 1. SASED will explore options for systems and/or personnel to investigate funding through grants, and community partnerships.

Timeframe: 6/30/09

Who: Leadership Team, Professional Development Coordinator

Monitor: Publish awards on website, report to media for coverage and report to Board annually (i.e. Budget Process and Annual Report)

4. A. 2. SASED will explore creating a Foundation.

Timeframe: 1/30/09

Who: Leadership Team

Monitor: Work with current law firm and present to Board of Control for approval.

4. A. 3. SASED will increase their presence in lobbying, participation in organizations, and actions influencing legislation for special education.

Timeframe: 6/30/11

Who: Leadership Team, Program Administrators

Monitor: SASED Leadership Team members and Program Administrators holding seats on Boards and committees of related Professional Organizations (ex. IASA, IAASE, IASBO, LEND etc.) Status reported annually to the Board and community.

4. A. 4. SASED will collaborate with Board Members and other district personnel to identify resources and strategies to manage costs, (e.g. energy, transportation, insurance, maintenance, technology).

Timeframe: 6/30/10

Who: Leadership Team

Monitor: Initiative will be ongoing with results expected by stated timeline. Report to the Board during monthly meetings and Budget Process. Partnerships/resources documented and published through Website articles and Annual Report



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Goal 4. Organization and Administrative Services

B. Facilities

- SASED will be proactive in identifying facility/space needs and planning for the fiscal resources to support those needs.

4. B. 1. SASED will organize a facility committee to identify and prioritize facility needs, review existing facilities, and consider new facilities for expansion.

Timeframe: Committee formed by 1/30/09. Complete work by 1/30/10.

Who: Leadership Team, Stakeholder Committee

Monitor: Creation, Board adoption and publication of a SASED Facilities Plan.

4. B. 2. SASED will review member district's provision of space and consider developing policy to assure on-going space commitments.

Timeframe: 6/30/10

Who: Leadership Team, Board of Control

Monitor: Integration into SASED Policy and final Facilities Plan.

C. Technology

- SASED will enrich the technology environment and utilize new innovation throughout all programs.

4. C. 1. SASED will evaluate user satisfaction with technology supports and services.

Timeframe: (Embedded within each program and service evaluation cycle)

Who: Leadership Team, Program Administrators, Action Plan Committees

Monitor: Program Evaluation Surveys and the publication of each final program evaluation and action plan.

4. C. 2. SASED will identify technology needs for each program and service and develop standards to address those needs.

Timeframe: (Embedded within each program and service evaluation cycle)

Who: Leadership Team, Program Administrators, Action Plan Committees

Monitor: The publication of each final program evaluation and action plan will include technology standards.

4. C. 3. SASED will identify and implement instructional technology and assistive technology needs to align programs/services with newly identified standards.

Timeframe: (Embedded within each program and service evaluation cycle)

Who: Leadership Team, Program Administrators, Action Plan Committees

Monitor: The publication of each final program evaluation and action plan will include technology resources needed. Annual budget cycle will reflect implementation process.



Goal 4. Organization and Administrative Services

C. Technology (continued)

4. C. 4. SASED will create a program specific technology integration plan for instruction utilizing the concept of universal design for learning.

Timeframe: (Embedded within each program and service evaluation cycle)

Who: Leadership Team, Program Administrators, Action Plan Committees

Monitor: The publication of each final program evaluation and action plan will include technology resources needed. Publication of the plan and training for staff within a school year after the evaluation cycle

4. C. 5. SASED will create a program specific technology integration plan for student output utilizing the concept of universal design for learning.

Timeframe: (Embedded within each program and service evaluation cycle)

Who: Leadership Team, Program Administrators, Action Plan Committees

Monitor: The publication of each final program evaluation and action plan will include technology resources needed. Publication of the plan and training for staff within a school year after the evaluation cycle

4. C. 6. SASED will create systems to assess instructional integration and student use of technology.

Timeframe: (Embedded within each program and service evaluation cycle)

Who: Leadership Team, Program Administrators, Action Plan Committees

Monitor: The publication of each final program evaluation and action plan will include a rubric to assess integration/utilization. Findings to be published annually in Action Plan update.