

Strategic Support Plan for New Directors

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Workshop # 277871
Check In- AP1019

Special Education Program
Office of School Improvement, Accountability, & Compliance
Division of Curriculum, Instruction and Accountability



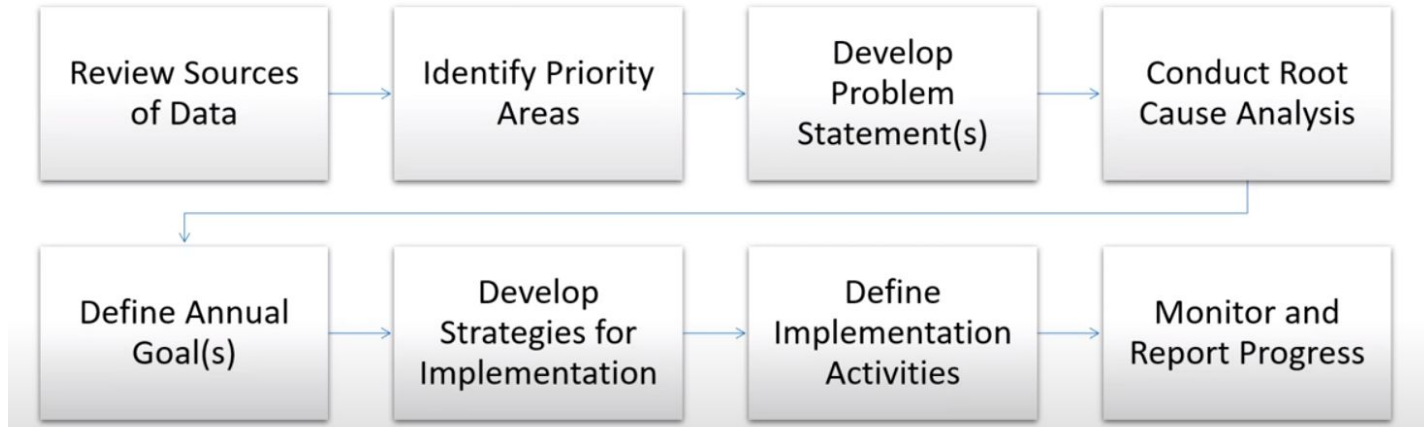
Objectives

- Understand the purpose of the SSP
- Use the 8-step process to develop a Strategic Support Plan (SSP) based on data from the 2022-2023 Special Education Self-Assessment

Purpose of Strategic Support Plan

- SSP is an annual plan for continuous improvement that includes focused priorities, clear timelines and ongoing progress monitoring.
- In the 8 step process, SSPs are designed to address the root cause of low performance related to compliance and/or outcomes.

Strategic Support Plan Process



1. Review Sources of Data

- ✓ Self-Assessment Results
- ✓ Results Driven Accountability Indicators
- ✓ STAAR Assessment Results
- ✓ Discipline Reports
- ✓ Corrective Action
- ✓ Dispute Resolution Activity
- ✓ District Improvement Plan
- ✓ Any other data relevant to the LEA



Guiding Questions to Review Sources of Data

- What story does our data tell us?
- What trends are most notable?
- What is the largest gap?
- What comparisons are most notable?
- What are your highest and lowest performing areas?
- What successes are evident in the data?
- What concerns are most common across multiple sources of data?
- What is significant about ISS? OSS? Total Discipline?
- What is significant about your SPED LRE data for ages 3-5 and 6-21?
- Which RDA indicator(s) are the lowest? The highest?

Let's Review the Data and Discuss



2. Identify Priority Areas

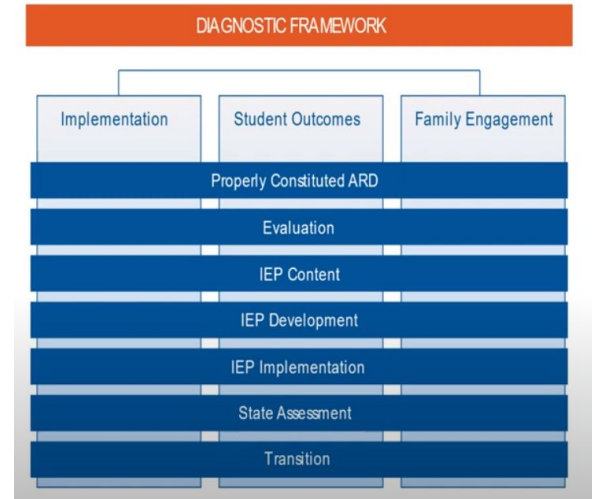
- These priority areas will provide your team with a high-level focus for the development of goals, strategies, and activities within the plan.
 - The team's decision about which priority area(s) will be selected should come from the discussion in Step 1.
 - What concerns in the data identified can your team have the greatest impact on to improve? Remember, this is a continuous improvement process.
 - Identify 2-3 priority areas.
 - Align to the diagnostic framework for special education.
-
- ```

graph TD
 A[DIAGNOSTIC FRAMEWORK] --> B[Implementation]
 A --> C[Student Outcomes]
 A --> D[Family Engagement]

```

## Example for Step 2:

## Priority Area: SPED in Math



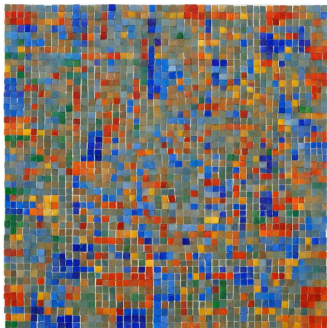


# Let's Brainstorm Priority Areas



|                  |
|------------------|
| Priority Area 1: |
| Priority Area 2: |
| Priority Area 3: |

# Select an Image



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|                                     |                                |                          |                                          |                                                         |
|-------------------------------------|--------------------------------|--------------------------|------------------------------------------|---------------------------------------------------------|
| Priority Area 1:                    | Problem Statement 1:           | Annual Goal 1:           |                                          |                                                         |
|                                     |                                |                          |                                          |                                                         |
| Root cause for problem statement 1: | Strategies for Implementation: |                          |                                          |                                                         |
|                                     |                                |                          |                                          |                                                         |
| Activity Category                   | Goal for this Activity         | Activity Completion Date | Personnel Responsible for Implementation | Personnel Responsible for Supervision of Implementation |
| -                                   |                                |                          |                                          |                                                         |
| -                                   |                                |                          |                                          |                                                         |
| -                                   |                                |                          |                                          |                                                         |
| Priority Area 2:                    | Problem Statement 1:           | Annual Goal 1:           |                                          |                                                         |
|                                     |                                |                          |                                          |                                                         |
| Root cause for problem statement 1: | Strategies for Implementation: |                          |                                          |                                                         |
|                                     |                                |                          |                                          |                                                         |
| Activity Category                   | Goal for this Activity         | Activity Completion Date | Personnel Responsible for Implementation | Personnel Responsible for Supervision of Implementation |
| -                                   |                                |                          |                                          |                                                         |
| -                                   |                                |                          |                                          |                                                         |
| -                                   |                                |                          |                                          |                                                         |
| Priority Area 3:                    | Problem Statement 1:           | Annual Goal 1:           |                                          |                                                         |
|                                     |                                |                          |                                          |                                                         |
| Root cause for problem statement 1: | Strategies for Implementation: |                          |                                          |                                                         |
|                                     |                                |                          |                                          |                                                         |
| Activity Category                   | Goal for this Activity         | Activity Completion Date | Personnel Responsible for Implementation | Personnel Responsible for Supervision of Implementation |
| -                                   |                                |                          |                                          |                                                         |
| -                                   |                                |                          |                                          |                                                         |
| -                                   |                                |                          |                                          |                                                         |

# 3. Develop Problem Statements

The problem stated should describe the gap between the LEAs current performance and desired performance.

Successful problem statements are

- sustained by facts/data
- written objectively
- written using concise language
- inclusive of specific details. (who, what, when)
- focused on a single, manageable issue
- relevant to our district
- avoiding causation and avoid assigning solutions

# Sample Problem Statements

*“Students with disabilities are more likely to experience out-of-school suspensions than students who do not have disabilities.”*

Example for Step 3:

The district’s students in SPED have a 50% pass rate in mathematics for 2023.

# Let's Brainstorm Problem Statements



|                  |                      |
|------------------|----------------------|
| Priority Area 1: | Problem Statement 1: |
| Priority Area 2: | Problem Statement 2: |
| Priority Area 3: | Problem Statement 3: |

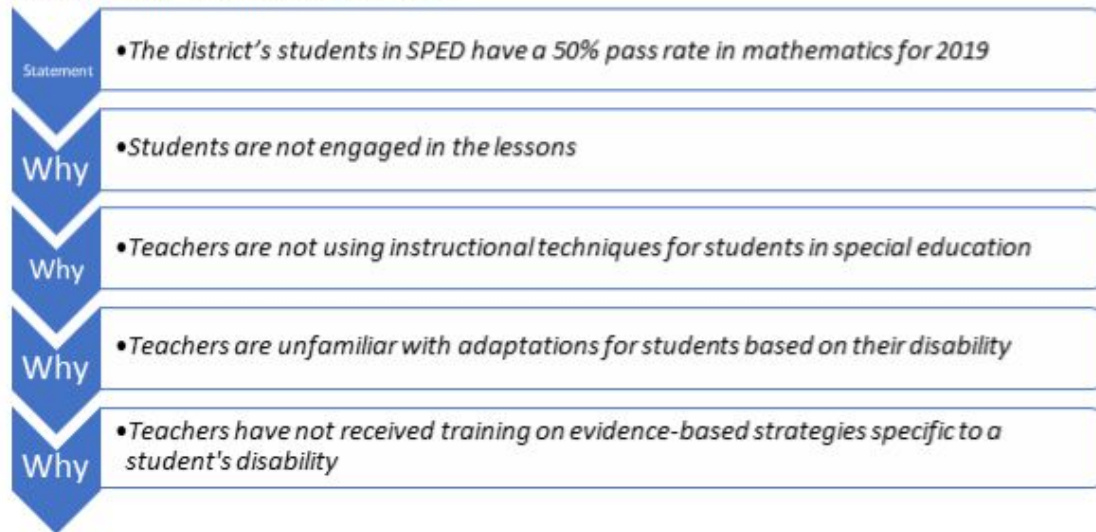
# 4. Conduct Root Cause Analysis

- Identifying the root cause (why) behind the problem allows us to remove the condition that is causing (and will continue to cause) low performance.
- We analyze root causes so we can identify the real reason we are underperforming.
- Root causes represent things that can change and need to change.
- They identify strengths and weaknesses within systems and processes, not individuals.

# The “5 Whys” to Root Cause Analysis

Take each problem statement through the “5 Whys” root cause analysis process. It might take you more than 5 or possibly less. Your final "why" becomes the root cause for the problem.

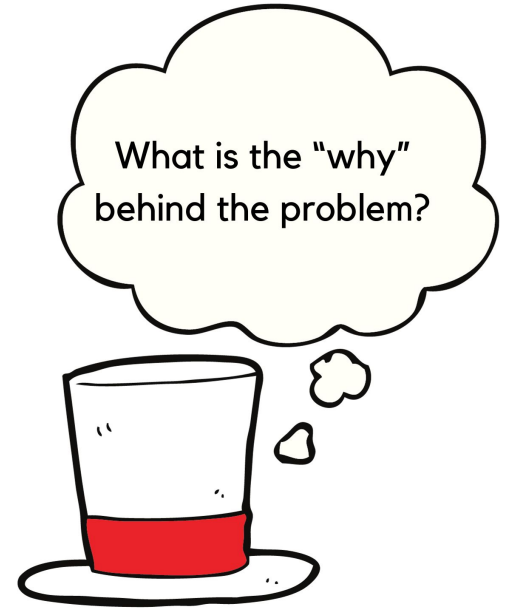
## Example Step 4 Conduct Root Cause





# Let's Brainstorm the Why

|                      |                                                 |
|----------------------|-------------------------------------------------|
| Problem Statement 1: | Why?                                            |
|                      | Why?                                            |
|                      | Why?                                            |
|                      | Why?                                            |
|                      | Final "why". Root cause for problem statemnt 1. |



# 5. Define Annual Goal

Now that there is a clear understanding of the gap between the current performance and the desired performance, your team can proceed to define a measurable annual goal that is designed to address the gap. The baseline data in the goal should be generated from the data analysis in Step 1 and included in your problem statement from Step 3.



## Successful annual goals

- will resolve the areas of low performance identified in the problem statement
- Observable, include baseline data and target
- are written from X to Y by Z

# Sample Annual Goals

Example for Step 5:

Annual Goal: Increase district SP ED scores on STAAR from x to 60% by May 2024.

## Problem Statement

*For the past three years, students with disabilities who are Emergent Bilingual in grades 3-5 are not performing at the same level as their peers at the state level.*

## Annual Goal

STAAR Reading will increase from 12.74% in 2021-2022 to 14.65% in 2022-2023 for students with disabilities who are Emergent Bilingual in grades 3-5.

# Let's Brainstorm Annual Goals



|                      |                |
|----------------------|----------------|
| Problem Statement 1: | Annual Goal 1: |
| Problem Statement 2: | Annual Goal 2: |
| Problem Statement 3: | Annual Goal 3: |

# 6. Develop Strategies for Implementation

- A strategy is a broad overarching approach chosen to address the root cause and are reportable actions.
- Effective implementation of a strategy should resolve the identified root cause, thus resulting in achieving the annual goal.
- Strategies for implementation are reportable actions that will be completed and monitored by your team throughout the year.
- A strategy is an approach that you work to implement, monitor, and adjust all year long.
- Strategies can begin with updates to policy and procedures, involve training and professional development, and many strategies will need a self monitoring component.

# Sample Strategies for Implementation

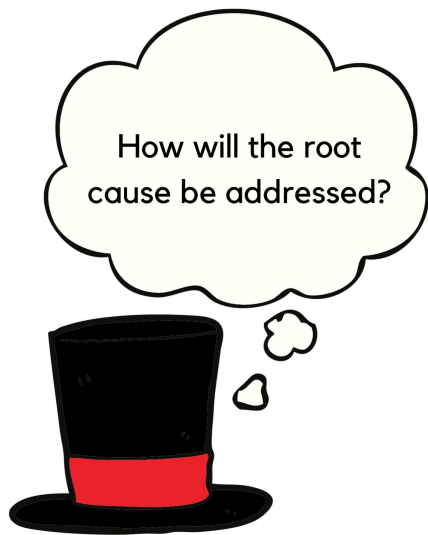
Example for Step 6:

Train general education teachers on instructional strategies that are evidenced based and include training on disability specific strategies.

## Strategies for Implementation:

- Policies, Procedures, and Practices
- Professional Development
- Technical Assistance
- Other Continuous Improvement (e.g., alignment to Effective Schools Framework)

# Let's Brainstorm Strategies for Implementation



|                                                 |                |
|-------------------------------------------------|----------------|
| Final "why". Root cause for problem statemnt 1. | Annual Goal 1: |
| Strategies for implementation:                  |                |

# 7. Define Implementation Activities

- Your SSP is an annual continuous improvement plan with focused priorities, clear timelines, milestones, metrics, and task owners that addresses the cause of low performance related to outcomes for all students.
- The SSP is designed to provide your team the detailed information about how each strategy for implementation will be enacted. Each strategy will be supported by detailed implementation activities, we refer to this as your action plan.

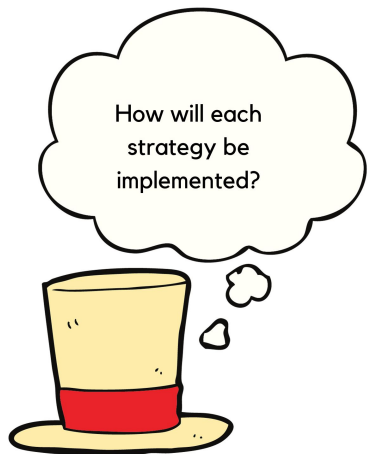
| Activity                                                                                                                                       | Goal for this Activity                                                                         | Activity Completion                                                                                    | Personnel Responsible for Implementation                                             | Personnel Responsible for Implementation                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Select:<br>1. Policies, Procedures, and Practices<br>2. Professional Development<br>3. Technical Assistance<br>4. Other Continuous Improvement | Describe the components of the activity and how it will be implemented throughout the district | List all the dates for components of the activity and set a projected completion date for the activity | Position title(s) of the individuals who will manage the completion of the activity. | Position title of the person who will be responsible for ensuring this activity is completed on time. |



# Implementation Activities Example

| <b>Priority Area:</b> STAAR Math for Students in SPED                                                                   |                                                                                                                                                                                                                                                                                                                                                |                          |                                                        |                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Problem Statement:</b> The district's students in SPED have a 50% pass rate in mathematics for 2019.                 |                                                                                                                                                                                                                                                                                                                                                |                          |                                                        |                                                                                             |
| <b>Root Cause:</b> Teachers have not received training on evidence-based strategies specific to a student's disability. |                                                                                                                                                                                                                                                                                                                                                |                          |                                                        |                                                                                             |
| <b>Annual Goal:</b> District SPED will have a 60% pass rate in mathematics for 2021.                                    |                                                                                                                                                                                                                                                                                                                                                |                          |                                                        |                                                                                             |
| Activity Category:                                                                                                      | Goal for this activity: (Describe the activity)                                                                                                                                                                                                                                                                                                | Activity completion date | Personnel responsible for implementation               | Personnel responsible for supervision of implementation                                     |
| Training and Professional Development                                                                                   | 1. District SPED instructional specialists will prepare the training (by November 2019) and train teachers on instructional techniques that are evidence based. ( <i>training will incorporate disability specific strategies</i> ) 3 separate dates and times to accommodate all teachers in the district, all to be complete by January 2020 | 1. January 31, 2020      | 1. Instructional Specialists                           | SPED Director will monitor completion of tasks from Instructional Specialists.              |
|                                                                                                                         | 2. Instructional specialists will work with campus administrators on a walkthrough rubric to identify instructional techniques.                                                                                                                                                                                                                | 2. February 28, 2020     | 2. Instructional Specialists and Campus Administration |                                                                                             |
|                                                                                                                         | 3. Campus administration will look for specific instructional technique implementation during classroom walkthroughs. Begin March 2020 and continue till March 2021.                                                                                                                                                                           | 3. March 31, 2021        | 3. Campus Administration                               | Associate Superintendent will monitor completion of Campus Administration responsibilities. |
|                                                                                                                         | 4. Instructional specialists will follow up with campus administration and coach any teachers in need indicated by the rubric. Follow up by June 2020 and coaching ongoing from June 2020 to March 2021.                                                                                                                                       | 4. March 31, 2021        | 4. Instructional Specialist and Campus Administration  |                                                                                             |

# Let's Brainstorm Implementation Activities



policies procedures and practices

training and PD

technical assistance

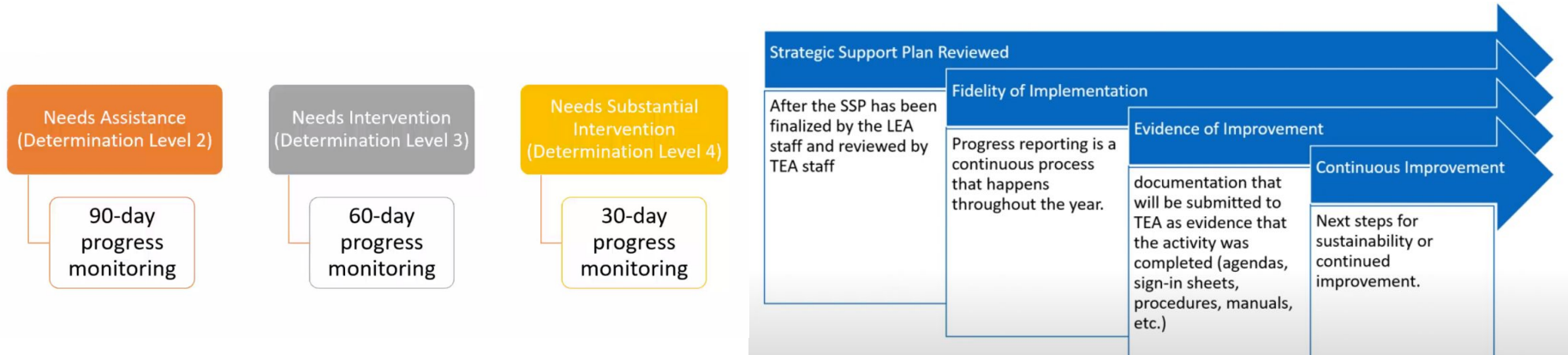
self-monitoring

other

|                                                 |                                                                                                                                                                                                                                            |                                                                                                                                    |                                                                                                                             |                                                                                                                                            |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Priority Area 1:                                | Problem Statement 1:                                                                                                                                                                                                                       | Annual Goal 1:                                                                                                                     |                                                                                                                             |                                                                                                                                            |
| Final "why": Root cause for problem statemnt 1. |                                                                                                                                                                                                                                            | Strategies for implementation:                                                                                                     |                                                                                                                             |                                                                                                                                            |
| Activity Category:                              | Goal for this activity: Activity Details: Describe the components of the activity and how it will be implemented throughout the district. It will be important to include specific steps and possible additional due dates in this column. | Activity completion date: List all the dates for components of the activity and set a projected completion date for each activity. | Personnel responsible for implementation: Position/title of the individuals who will manage the completion of each activity | Personel responsible for supervision: Position/title of the person who will be responsible for ensuring each activity is completed on time |
| ▼                                               |                                                                                                                                                                                                                                            |                                                                                                                                    |                                                                                                                             |                                                                                                                                            |
| ▼                                               |                                                                                                                                                                                                                                            |                                                                                                                                    |                                                                                                                             |                                                                                                                                            |
| ▼                                               |                                                                                                                                                                                                                                            |                                                                                                                                    |                                                                                                                             |                                                                                                                                            |
| ▼                                               |                                                                                                                                                                                                                                            |                                                                                                                                    |                                                                                                                             |                                                                                                                                            |

# 8. Monitor and Report Progress

- Your SSP is an annual continuous improvement plan with focused priorities, clear timelines, milestones, metrics, and task owners that addresses the cause of low performance related to outcomes for all students.
- The SSP is designed to provide your team the detailed information about how each strategy for implementation will be enacted. Each strategy will be supported by detailed implementation activities, we refer to this as your action plan.



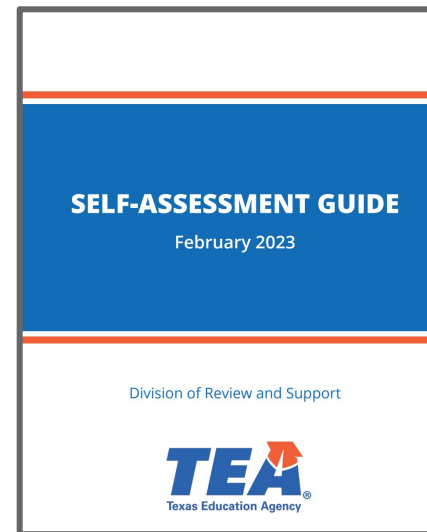
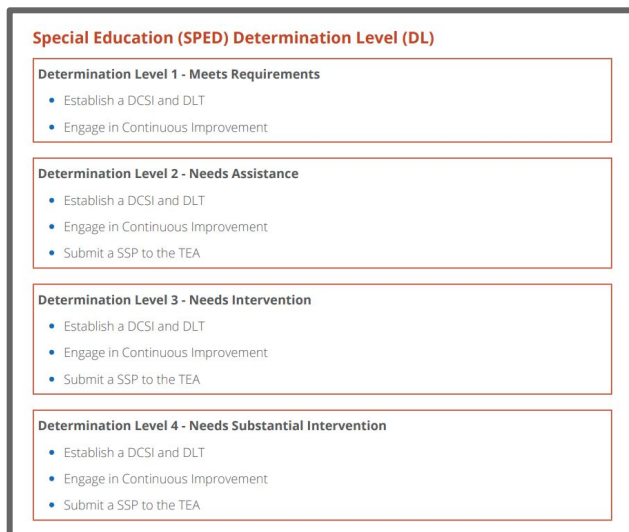
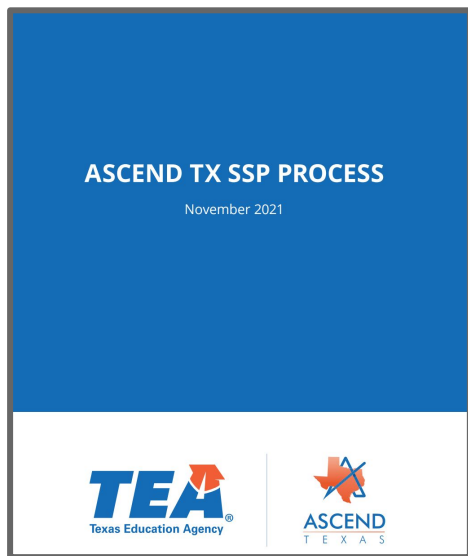
# Let's Discuss Monitoring and Reporting Progress





# Quiz Time

# Resources

<https://tea.texas.gov/academics/special-student-populations/review-and-support/strategic-support-plan>



# Resources



[Clear Form](#)  
[Print Form](#)

Texas Education Agency - Department of Review and Support  
**Strategic Support Plan**

**Description:** The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. RDA, STAAR scores, discipline reports) to identify all areas for improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, RDA, STAAR data, and any additional areas requiring priority action that are addressed elsewhere in the special education monitoring process.

District Name: \_\_\_\_\_


County District Number: \_\_\_\_\_


Superintendent Name: \_\_\_\_\_

District ESC: Region 1 \_\_\_\_\_

DCSI: \_\_\_\_\_

Date: \_\_\_\_\_

Program Area: Special Education 

Area of Improvement: \_\_\_\_\_ 

Problem Statement / Root Cause:

Annual Goal:



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