

District: Click here to enter text. Superintendent: Click here to enter text. Special Education Director: Click here to enter text.

Contact Person: Click here to enter text. Phone: Click here to enter text. Email: Click here to enter text. Date: Click here to enter a date.

(If other than the Sped Director)

**INTRODUCTION SECTION**

**Directions:** The district must complete the Introduction Section of the Process Planning Template and submit this form with the local IDEA budget via the Consolidated Application by August 30, 2015. The Introduction Section includes the following questions: Question 1 (Stakeholder Engagement), Question 2 (Current Infrastructure), and Question 3 (General Supervision). The subsequent questions will be addressed and documented by January 31, 2016 as the district continues implementation during FY16.

List the stakeholders who were engaged in the Student Success Process. Include the roles/positions.

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| Name | Role/Position | Name | Role/Position |
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**1. Describe the district’s stakeholder engagement process.**

Use the following elements to describe the process:

* How did the district select the designated stakeholders to create an inclusive team with varied perspectives?
* Was there a district stakeholder group that could be repurposed for this opportunity? If so, share any critical connections.
* Describe gaps or concerns that will require additional stakeholders to participate in the ongoing Student Success Process.
* How will the stakeholders continue to support the work?

**2. Describe the district current capacity, resources and infrastructure to support outcomes in this area.**

Use the following elements to describe the process:

* What initiatives and current resources are already designated to support outcomes in this area (e.g., PBIS, GraduateFirst, School Improvement, Title One, SIG, etc.)?
* What resources are needed?
* How might these initiatives align with the Student Success Process?
* Do those initiatives have a district-level component? If yes, please discuss.
* Describe policies that must be created or amended to improve this area.
* Describe concerns and/or gaps that must be addressed to strengthen the district’s infrastructure and capacity.

**3. Identify the areas of strength and opportunities to improve district general supervision.**

Use the following elements to describe the process:

* Describe how a noncompliance in one or more of the following areas might be contributing to the problem.

Indicators 4a, 4b, 9, 10, 11, 12, 13/Citing based on the dispute resolution process/Significant Disproportionality/Continuation of Services/Fiscal

* Describe the district procedures that support compliant practices and improved results that impact graduation outcomes.
* How does the district provide job embedded learning and training for personnel around these procedures?
* How does the district monitor and support targeted schools and/or staff that require Technical Assistance?
* What aspects of this general supervision system are working well? What are the areas of opportunities?
* What systems, processes, and/or practices must change to support improved outcomes?

**4. Describe the overall strengths and weaknesses as supported by the stakeholders’ data analyses.**

Use the following elements to describe the process:

* What kinds of data did the stakeholder team analyze for this work?
* What were the salient data trends?
* How did the trends for students with disabilities align with the trends for “all students” and/or other subgroups?
* Describe any equity gaps by groups, settings, or schools (e.g., gender, racial/ethnic groups, middle school, high school, disability categories, etc.).
* Describe how the team connected the dots among the data sets to tell a story and identify root causes for the problem.
* Describe the critical data sets that the stakeholder team will continue to review and analyze.
* How might these data sets support the identified coherent strategies and interventions?

**5. Identify the barriers that directly or indirectly impact graduation outcomes for students with disabilities and are the greatest leverage points for changing outcomes in your district.**

Use the following elements to describe the process:

* What barriers must be addressed to improve outcomes for students with disabilities?
* Why did the district prioritize these identified barriers among other causes?
* Discuss how these barriers for students with disabilities relate to other groups of students.
* Describe any critical connections with the state identified barriers: (1) Access to Effective Instruction for All Students; (2) Access to Positive School Climate: and (3) Access to Specially Designed Instruction for Students with Disabilities.

**6. As a result of this analysis, identify the coherent strategies and critical next steps. The Action Plan template can assist you to organize this information.**

Use the following elements to describe the process:

* What are the critical next steps for the district?
* What specific strategies might be implemented district-wide?
* What specific strategies might be implemented for a targeted school(s)?
* What specific strategies might be implemented for targeted students?
* How might you continue to monitor implementation and progress?
* What proactive strategies could the district identify to eliminate additional concerns?
* How will the district address equity gaps that impact student outcomes?

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| **“U”**  **or “T”** | **APR Indi-cator** | **Actionable Steps**  **What are you doing?**  **Is it Universal (U) or Targeted (T)?** | **Expected Impact Data**  **“What is the anticipated impact, and how will you measure it?** | **Required Resources**  **“What are the needed fiscal and/or personnel resources?”** | **Timelines**  **“When are you doing it?”** | **Responsible Person**  **“Who is responsible?”** |
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