Southeastern Cooperative Educational Programs

SECEP

Strategic Plan 2018-2023

June 1, 2018

Our Values

Student Centered

Team Oriented

Collaborative Partnerships

Shared Leadership

Respect and Dignity for All

Building Pathways to Success as we
Learn, Work, and Play!

ACKNOWLEDGEMENTS

The culmination of work completed by the SECEP Strategic Plan Development Team and the SECEP Leadership Team has resulted in this final version of the SECEP Strategic Plan 2018-2023. The core of this Plan is due to the efforts and commitment of the Development Team. They focused on the feedback of staff and other stakeholders gained through submission of surveys, participation in focus groups, and through dialogues between stakeholders and individual members of the Team. The Development Team heard the good things that SECEP has been doing and heard the things that SECEP needs to address in order to stay true to our Vision and Mission. The SECEP Strategic Plan 2018-2023 reflects the feedback that was heard. The Leadership Team reviewed and refined the work of the Development Team to produce the SECEP Strategic Plan 2018-2023 that follows.

It is important for all SECEP stakeholders to understand that this Plan will be the roadmap that guides SECEP for the next five years. The Plan should drive your team meetings, your staff meetings, Principal Leadership meetings, Joint Leadership meetings, Leadership Team meetings, and dialogues staff have with students, parents, and other stakeholders. SECEP staff need to keep one another accountable to the Plan to ensure we stay focused on our Vision and our Mission.

The Leadership Team has made a commitment that any new initiatives proposed over the next five years must align with the Plan. If not, the initiative will be placed on hold until the completion of the current Plan. When mandated initiatives are released from the Virginia Department of Education or through mandates from the U.S. Department of Education, the Leadership Team will respond to those initiatives with the Plan in mind. The Leadership Team will work to incorporate any mandated initiatives within the current Focus Areas of the SECEP Strategic Plan 2018-2023.

The SECEP Strategic Plan 2018-2023 is ambitious. To meet the outlined goals, objectives, and action steps, every staff member needs to commit themselves, at whatever level of commitment they can, to implement and assess progress on the Plan. There will be additional development team opportunities, pilot program opportunities, and requests for ongoing feedback and dialogue. I encourage you to participate as you are able.

Thanks to our 2017-2018 Strategic Plan Development Team

Culture and Climate	Instruction	Safety and Behavior	Professional Development	Recruitment and Retention
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The SECEP Leadership Team members of Laura Armstrong, Leigh Butler, Tamra Cobb, Greg Jacob, Marice Minor, Chris Old, and Kim Rhodes were instrumental in the crafting of the Plan as they, along with myself, facilitated the Focus Areas Teams.

It is my goal to refer to this Plan often as it is the road map for our journey through the next five years and I encourage you to do so as well.

LEARN, WORK, PLAY!

David B. Sadler
Executive Director

OUR STORY

The 2018-2019 school year will be SECEP's 40th year of operation. Over these 40 years, SECEP has grown to an umbrella program serving students with disabilities and/or in need of an alternative educational setting in one of five programs.

During the 1978-79 school year, eight school divisions in southeastern Virginia chose to join together to establish a Regional Special Education Program in accordance with the Code of Virginia. This was the beginning of the Southeastern Cooperative Educational Programs, designed to serve students identified with low-incident disabilities from the cities of Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk, and Virginia Beach, and the counties of Southampton and Isle of Wight.

In September of 1979, SECEP opened the Re-ED program with three classrooms divided between two sites, one in Chesapeake and one in Suffolk. Also in 1979, SECEP ran one classroom for students with autism. Two years later, September 1981, SECEP formally began the ASP and moved this program from a center-based model to a school-based model in the1986-1987 school year. In 1988, SECEP began the EBICS program, mirroring the structure and programming of the ASP, but also developed and maintained classrooms within some Re-ED centers. In September 1995, the SECEP Committee of Superintendents requested that SECEP take over the TRAEP. This program was designed to serve regular education students and special education students in grades 6 through 12 who were long-term suspended or expelled from their comprehensive middle school or high school. The last program that was added to the SECEP umbrella of special/alternative education programs was the REACH program in 2004 at the request of the Virginia Department of Education (VDOE) and Norfolk Public Schools. With guidance from the severe disabilities staff from VDOE, REACH took over the educational services for students who reside at either St. Mary's Home or the Lake Taylor Transitional Care Hospital, both located in Norfolk. Both of these facilities serve individuals from across Virginia as well as SECEP's eight cooperating school divisions.

The SECEP Strategic Plan 2018-2023 is designed to move SECEP forward on a deliberate path that meets the needs of students while addressing the expectations from other stakeholders. As noted above, SECEP has been in existence for almost 40 years. In those four decades, SECEP has found continued success working with children and adolescents with unique and challenging instructional and behavioral needs.

Re-ED Program – Re-Education (1979) – For students with emotional disabilities and serious behavioral problems.

ASP – The Autism Spectrum Program (1981) – For students diagnosed with autism, autism spectrum disorder, or a disability that is related to autism.

EBICS Program – Educational and Behavioral Interventions for Challenging Students (1988) – For students with intellectual disabilities and severe behavioral problems.

TRAEP – Tidewater Regional Alternative Education Program (1995) – An alternative education program serving regular and special education students.

REACH Program – Raising Expectations and Abilities for Children with Complex Health Needs (2004) – For students who reside at St. Mary's Home and Lake Taylor Transitional Care Hospital.

SECEP STRATEGIC PLAN 2018-2023

OUR VISION

As the premier regional special and alternative education program, SECEP builds pathways for students and staff to **LEARN, WORK, and PLAY** their way to success!

OUR MISSION

In partnership with students, families, and communities, SECEP provides a safe and nurturing environment, focused on meeting individual educational needs and achieving meaningful outcomes for our diverse population of students.

Learn

We are all lifelong learners – every student, staff, and member of the SECEP community. By building a culture of learning through our classroom instruction, professional development opportunities, parent trainings, and trainings for other members of the community, we engage in a cycle of continuous improvement that prepare pathways of success for everyone.

Work

We strive to inspire a strong work ethic across SECEP. Providing opportunities to complete meaningful work allows students and staff to build competencies that lead to success in school, home, and the community.

Play

We believe that students and staff should experience joy every day. Active play exercises the body and develops creativity, emotional flexibility, and social skills. Play is the activity that unites the entire SECEP community and deepens relationships between us.

OUR FOCUS

Climate and Culture
Instruction
Safety and Behavior
Professional Development
Recruitment and Retention

SECEP STRATEGIC PLAN 2018-2023

Our Value – Team Oriented

CLIMATE AND CULTURE

Collaboration with SECEP stakeholders is a cornerstone of our organization's culture. This is especially true in regards to our communicating regularly with parents and encouraging them to be active advocates for their child, particularly during the development of the student's individual educational program (IEP) and in planning for transitions. These interactions are strengthened when the dialogues include division personnel and personnel from other community agencies involved with a student.

SECEP strives to create a welcoming environment for students through highly structured classrooms to build trusting relationships between the classroom staff, the student, and the student's family. Learning, working, and playing are celebrated in our classrooms to foster rigorous academic instruction and to provide opportunities to engage in positive social/behavioral skills all leading to student success.

There has been a long history among SECEP staff that colleagues often regard one another as "family". Through daily encouragements and supporting one another within the instructional setting, colleagues build rapport and trust that emulates the connections often found in families.

The following goals will help SECEP continue to develop a climate and culture that supports the vision and mission of SECEP.

Climate and Culture

GOALS

G1: Involve parents and other community members to promote and support SECEP's vision, mission, and goals.

> O1: Provide ongoing opportunities for parents and community stakeholders to serve as contributing members in SECEP's success.
>
> > AS1: Solicit parents and community stakeholders to attend and/or facilitate special events (e.g., field trips, PTA, science fairs, parent workshops, etc.)
>
> O2: Support proactive and transparent communication with all stakeholders to foster trust and collaboration.
>
> > AS1: Create a plan for how we will communicate SECEP activities to parents and community members.
>
> O3: Forge partnerships between parents and community stakeholders to support student success.
>
> > AS1: SECEP will create a plan of action to develop and grow a parent resource center that compliments existing division parent resource centers and meets the needs of SECEP's strategic plan.

G2: Enhance staff morale by creating an environment that clearly communicates to employees that they are valued members of a team.

> O1: Ensure that staff experience joy and job satisfaction as they learn, work, and play each day.
>
> > AS1: Regularly schedule events to maintain positive morale (e.g., picnics, beginning-of-year conference, SECEP night at Harbor Park, etc.)
>
> O2: Promote a positive working environment through ongoing staff recognitions.
>
> > AS1: Develop an organization-wide procedure for recognizing all staff members.
>
> O3: Maintain a proactive approach in assessing staff needs.
>
> > AS1: Have ongoing events quarterly (e.g., Executive Director round tables, center visits, etc.) to assess staff morale.
> >
> > AS2: Solicit staff feedback annually using a climate and culture survey.
>
> O4: Communicate clearly the organizational structure, operation and resources that are available to all SECEP employees.
>
> > AS1: Create organizational chart of SECEP Administration with associated responsibilities.
> >
> > AS2: Develop a clear pathway for upward movement in organization.

Our Value – Student Centered

INSTRUCTION

SECEP provides diverse opportunities for learning based not only on regulatory demands, but also on the individual needs of the students entrusted to its programs. SECEP provides instruction focused on the VDOE standards of learning (SOL), daily living skills, social/emotional skills, career and technology skills, and functional academic skills based on individual student need. Instructional opportunities occur in the classroom and during community-based instruction (CBI) opportunities.

SECEP requires teachers to provide instruction that is engaging, utilizes research-based strategies, and designed to meet the individual needs of students as identified through assessments, observations, dialogues with the student and/or the parents, and the student's individual education program (IEP).

The following goals will help SECEP continue to offer students rigorous and research-based academic and behavioral/social-emotional instruction that supports the vision and mission of SECEP.

Instruction

GOALS

G1: Provide instructional programs that allow students to successfully transition back into their comprehensive school settings with needed skills and academic requirements or to transition from high school to post-secondary opportunities with necessary certifications and/or skills to successfully engage in post-secondary educational and/or employment opportunities.

O1: Create individual community-based instructional (CBI) opportunities with local agencies, businesses, etc. to support community readiness skills upon graduation or transition.

AS1: Develop school/community partnerships in order to create onsite job exploration opportunities and internships to promote student interest toward potential employment opportunities.

AS2: Develop and present twice yearly meetings with community business partners that are willing to work with students during school to post-secondary transition employment activities in order to provide business partners a better understanding of the accommodations that students may need as employees in their business.

O2: Provide instruction to promote independent living skills.

AS1: Develop and provide activities based on the Applied Studies Curriculum Guide.

AS2: Train staff on how to effectively utilize activities based on Applied Studies Curriculum.

O3: Provide students with support to access job readiness programs to support employment (e.g. CTE/GED, post-secondary education) upon graduation.

AS1: Provide opportunities for parents to increase their knowledgebase of available community resources and post-secondary programs/opportunities.

AS2: Implement a GED Prep Program.

O4: Develop strategies to enhance/promote instructional academic rigor for all students across all grade levels and age levels.

AS1: Develop resource bank of strategies for academic areas.

GOALS

G2: Develop an Instructional Leadership program to provide teachers opportunities to share and learn a variety of instructional methods.

O1: Create opportunities for teachers to join each other in the Instructional Leadership program to share effective instructional strategies and resources.

AS1: Identify Instructional Leadership purpose & goals.

AS2: Identify criteria for participation in the instructional leadership program for those who can provide assistance in the delivery of effective strategies and methodologies and those who need assistance in instructional planning, delivery, and/or assessment.

G3: Provide appropriate resources needed for effective instruction of all students across all SECEP programs.

O1: Provide online (virtual) instructional resources for students across programs.

AS1: Investigate Online (virtual) Instructional Resources (e.g. Virtual Virginia, NovaNET)

O2: Establish a resource database for each SECEP program (e.g., materials, examples of assessments, lesson plans ideas, instructional activities).

AS1: Provide resources / electronic resources for all content areas. Resources should be sorted:

- ASOL by levels
- SOLS by content then by grade level

AS2: Provide resources for Applied Studies Curriculum

AS3: Provide resources for work skills that promotes school to post-secondary transitioning on SharePoint catalogued by CBI sites, hierarchy of tiered supports, potential student employment choices, etc.

O3: Provide students with instruction that promotes wellness and essential health concepts.

AS1: Provide recreational activities that support health and wellness.

Instruction

GOALS

G4: Develop or utilize a cloud/server-based behavioral and instructional data collection system that will enable instructional staff to monitor and analyze student behavioral and academic progress and make timely data-driven decisions.

O1: Evaluate data collection systems for monitoring/analyzing student behavioral and academic progress to ensure efficient, timely, and data-driven decisions can be made.

AS1: Develop committee to research potential data collection programs for instructional and behavioral data.

O2: All SECEP staff will receive instruction/training on updated data collection systems once the systems have been identified/selected.

AS1: Pilot data collection programs.

AS2: Train and implement selected data collection program.

O3: Commit to administrative and classroom practices that are efficient.

AS1: Identify program that best fit needs for all SECEP programs.

O4: Use Synergy Gradebook to capture and report progress on SOL and ASOL instruction.

AS1: Develop Synergy Gradebook super-users who will train and support staff.

AS2: Maintain grades in Synergy TeacherVue according to established guidelines.

AS3: Enable parent portal in Synergy.
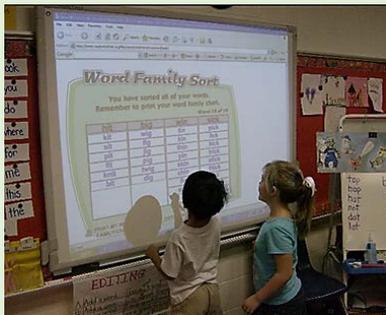
SAFETY and BEHAVIOR

Providing a safe and nurturing environment where students and staff can learn, work and play is at the core of the SECEP vision and mission. Teaching students to replace behaviors that interfere with learning with behaviors that support learning is one of the primary outcomes SECEP strives to impart to students. With this, students are able to find success in school and eventually in their communities as they exit into post-secondary opportunities.

To ensure it is meeting its mission and providing for a student's individual behavioral needs, SECEP employs a team approach that includes SECEP classroom staff and administrators along with the student's parents and staff from the responsible school division. SECEP strives to include the student as part of the team, when appropriate, to encourage pro-social self-advocacy skills and to ensure that the student's voice is heard regarding their desires, educational goals, and overall outcomes.

SECEP staff receive training annually on how to safely respond to a student who is in a crisis situation while maintaining dignity and respect for everyone. SECEP continues to provide training in applied behavioral analysis (ABA) strategies that are geared to increase desired behaviors as a replacement for undesired behaviors. Additionally, SECEP staff are trained to safely engage in physical management techniques (restraints) when a student's behavior endangers himself/herself or endangers other students and/or staff.

The following goals will help SECEP continue to provide the needed supports that ensure a safe and nurturing environment for our students and staff to fulfill the vision and mission of SECEP.

Safety and Behavior

GOALS

G1: Provide learning environments that draw on Applied Behavioral Analysis research-based instructional and behavioral practices.

O1: Develop SECEP's behavioral/classroom management curriculum utilizing ABA principles and other positive behavioral strategies and interventions that reinforces student and staff safety.

AS1: Create a workgroup to develop the SECEP behavioral/classroom management curriculum.

AS2: Develop training for the SECEP behavioral/classroom management curriculum.

AS3: Include explicit training in the following areas of the ABA principles which are included in the SECEP behavioral/classroom management curriculum:

- Reinforcement
- Antecedent strategies
- Functions of Behavior
- Data taking methods

AS4: Implement systematic competency reviews of the identified ABA principles with staff throughout the year.

O2: Provide multiple layers of support to address unsafe student behaviors.

AS1: Provide materials and resources to staff to assist with making safe choices.

AS2: Provide staff with multiple trainings related to intervening with student behaviors using the SECEP behavioral/classroom management curriculum and other resources.

AS3: Collaborate with school division superintendents and other constituents to provide each RE-ED/TRAEP center with an assigned school resource officer (SRO).

AS4: Assign staff to student ratios that maintains a safe instructional environment.

Safety and Behavior

GOALS

G2: Provide training in appropriate physical management techniques.

O1: Use a physical management system (e.g., Handle with Care) that is safe for students and staff when students present behaviors that are endangering self or others.

AS1: All staff will be trained in the physical management system Handle with Care (HWC)

- Bi- weekly practice in the physical management system (HWC) for staff
- Support for classroom reviews for staff

AS2: Annually, staff will be recertified in the physical management skills.

AS3: Explore availability of on-line module training videos to be utilized as refreshers between annual trainings.

AS4: Review data of the physical management system (HWC) regarding:

- Number of physical holds
- Student injuries as a result of physical hold
- Number of workman compensation claims involving physical management
  - Type of injury
  - Severity of injury
  - Number of total injuries
    - Also disaggregated by staff
- Cost of workman compensation claims by school year

AS5: Implement a consistent procedure for debriefing following incidents involving physical management and/or seclusion with:

- Students, when appropriate
- All staff involved in an incident

Safety and Behavior

GOALS

G3: Provide students with opportunities to develop appropriate interpersonal skills.

    O1: Explore alternatives to current social skills training.

        AS1: Teach students the social skills required to work with a variety of staff across settings.

        AS2: Train staff to deal with sensitive student issues to assist students in coping.

    O2: Empower students to identify how interpersonal skills contribute to their current placement.

        AS1: Train staff to increase student involvement in goal development.

        AS2: Empower students to share their safety concerns.

        AS3: Provide students with outside resources for future use to obtain goals.

    O3: Increase students' positive behavior performance at SECEP.

        AS1: Will work with students, parents, and community agencies, to decrease bullying incidents and threat assessments.

        AS2: Increase student participation in community activities.

Our Value – Collaborative Partnerships

PROFESSIONAL DEVELOPMENT

Historically, SECEP has required staff members to engage in professional development opportunities provided by SECEP, the local school divisions, local colleges and universities through T-TAC (Training and Technical Assistance Center), and other opportunities provided across the state by the VDOE. SECEP provides mandatory professional development such as physical management techniques (restraint) training, applied behavioral analysis (ABA) strategies, and blood-borne pathogen training. Mandatory trainings are delivered each year to new staff that provide the basic foundations for classroom management, instructional planning, data collection, and classroom setup.

SECEP embeds professional development in the workplace through the interactions of the principal and educational specialist with their classroom staff to train and reinforce new initiatives and other research-based instructional and behavioral practices and strategies. SECEP provides mentors for first through third year teachers to support and provide one-to-one opportunities for individualized training and reinforcement of newly acquired skills.

To assist parents in following through with behavioral and instructional strategies at home, SECEP offers parent workshops and informational meetings to facilitate this collaboration. Providing a means to bring consistency between home and school in responding to a student's behavioral and instructional needs creates a pathway toward success for the student.

In collaboration with our eight participating school divisions, SECEP offers to meet with division staff to provide information on SECEP practices and protocols. These collaborations enhance communication between SECEP staff and division staff and streamlines the student referral process for consideration of a SECEP placement. At the request of a division, SECEP staff will observe a student in the division's classroom setting, prior to being referred for placement with SECEP, and provide division staff optional instructional and behavioral strategies to implement. The intended outcome of this practice is to maintain the student in his or her current educational placement, when possible.

SECEP partners with local universities to provide reduced tuition costs for course work needed to meet provisional license and professional license recertification requirements. SECEP also provides an opportunity for partial college/university tuition reimbursement. Additionally, SECEP provides opportunities for select staff to gain additional certifications such as Board Certified Behavioral Analysist (BCBA) certification.

The following goals will help SECEP continue to provide relevant and supportive professional development activities for our staff, parents, and other stakeholders that supports the vision and mission of SECEP.

Professional Development

GOALS

G1: Provide on-going professional development opportunities for all SECEP employees across programs that increase student and employee success.

O1: All staff, according to current position, will complete surveys twice yearly to determine professional development needs for each targeted position and determine interest and topics, by position(s), in leading/participating in PLC (professional learning community) groups.

AS1: Establish a SECEP Professional Development (PD) committee (comprised of central office, administrative, teacher, TA, clerical) to review data and recommend best practice options to the leadership team.

O2: Support PLCs to allow the sharing of expertise while developing professional development opportunities for other staff.

AS1: Multiple ongoing professional development opportunities offered quarterly:

- Applicable to any staff
- Applicable to earn recertification points for teachers and administrators

AS2: Teachers, administrators, and related service providers develop and present professional development trainings.

O3: Support the Teacher Development Program (TDP) and Mentor Program for staff in their first through third year in the position across all programs and positions (paraprofessionals through administrators).

AS1: Explore mentoring options for first-year teacher assistants and administrators.

O4: Principals will proactively plan and communicate ongoing training scheduled for staff under their supervision.

AS1: In September of each school year, SECEP administrators will review professional development activities that staff under their supervision plan to engage in during the school year.

Professional Development

GOALS

G2: Provide professional level training for stakeholders utilizing both internal and external trainers that promotes and advocates for student growth.

    O1: Parents will be provided training and/or information on transitions to maximize student success.

        AS1: Develop online parent information and resources that include connections to each division's parent resource center.

        AS2: Develop and present parent trainings that focus on supporting their adult child in post-secondary activities to include housing, employment, adult social activities, etc.

    O2: Provide staff access to local, statewide, and national trainings as well as trainings developed by SECEP staff with the expectation that there will be a formal sharing of the information and/or training presented to SECEP colleagues at their work locations.

        AS1: Increase cross-training opportunities for staff to learn behavioral and instructional strategies, interventions, and activities from staff in other SECEP programs.

        AS2: Establish common practices on expectations for attending a conference and requirements to provide PD to the organization.

        AS3: Establish relationships with divisions to ensure staff are able to attend relevant academic content trainings/professional development.

G3: Provide technology-based access to essential training for its stakeholders in a format searchable by keywords or topics.

    O1: Establish a uniform technology platform that ensures accessibility to professional development resources for all stakeholders.

        AS1: Use the recommendations approved by the PD committee, annual PD report, and leadership team in order to enhance available PD offered within the online platform.

    O2: Develop online professional development modules, in a searchable format, accessible 24/7 and self-guided, that are reflective of program needs, instructional staff interests, and best practices that lead to student success.

        AS1: SECEP will develop a plan to video live trainings that will be archived and be available through web connectivity with a means to download handouts used in specific trainings.

    O3: Create a SECEP career page with searchable pathways for career advancement.

        AS1: Develop a centralized and searchable location on the SECEP website and intranet site providing information on staffing.

Professional Development

GOALS

G4: Provide an electronic means to collect participant evaluation data on each professional development activity.

   O1: Solicit stakeholder feedback on a semi-annual basis to assess ongoing training needs for its stakeholders.

      AS1: Electronic surveys will be developed for all scheduled trainings to elicit feedback on the effectiveness and relevance of the training.

   O2: Create an online database with evaluation data on each professional development activity provided by past attendees/participants.

      AS1: Review data from the surveys to support recommendations made to the leadership team by SECEP PD committee.
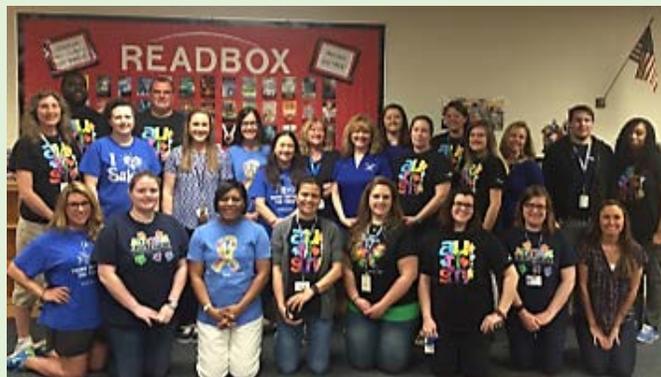
RECRUITMENT AND RETENTION

SECEP has a long history of recruiting high quality teachers and classroom support staff to work with a diverse student population from across the eight participating school divisions. SECEP has utilized advertisements on job search websites such as Teachers-Teachers.com and in local and major city newspapers to attract applicants. SECEP has more recently begun utilizing social media and radio advertisements to attract applicants. SECEP continues to visit local, state, and east coast colleges and universities to attend job fairs and teacher recruitment events. SECEP also utilizes a web-based application to make the application process more streamline for those interested in applying with SECEP.

The Teacher Development Program (TDP) has been a mainstay in assuring SECEP has qualified applicants to fill teacher positions each school year. By identifying eligible contracted teaching assistants already employed with SECEP, the TDP assists individuals in gaining the necessary prerequisite skills to become effective first-year teachers with SECEP.

SECEP, through its fiscal agent Norfolk Public Schools, is able to offer a competitive salary and benefits package. This assists in not only attracting high quality applicants, but also is an incentive for employees to remain with SECEP. The ever growing professional development opportunities at SECEP that allow staff to strengthen and expand their professional knowledge and skills is an added reason for remaining employed with SECEP. The expansion and structuring of the SECEP Teacher Mentoring Program provides new teachers access to a veteran teacher who can guide and facilitate professional growth during the first years of a new teacher's career. This level of support leads to teachers remaining with SECEP.

The following goals will help SECEP continue to recruit and retain high quality professional and paraprofessional staff who support and exemplify the vision and mission of SECEP.

GOALS

G1: Actively recruit high quality professional and paraprofessional educators.

   O1: Increase social media presence (represent the reality of SECEP).

      AS1: Create social media team.

      AS2: Gain photo releases for students. Include student voice promoting SECEP.

      AS3: Collect more positive rewarding stories.

   O2: Increase the number of staff hired from universities, job fairs, and new relationships.

      AS1: Involve teachers (3+ years) and admin in job fair process.

      AS2: Involve colleges/universities on the Hampton Roads Peninsula.

      AS3: Make a recruitment package of benefits and incentives.

      AS4: List incentives for staff who refer someone.

   O3: Potential staff complete a pre-hiring process that informs both parties for successful employment.

      AS1: Establish HR approved teacher candidate pool with principal voice. Make available online data pool, searchable by credential.

      AS2: Identify potential model classrooms.

      AS3: Have teachers and teacher assistants participate in the "Day in the Life" of SECEP (real time) before staff are hired/sign contract.

Recruitment and Retention

GOALS

G2: Further develop and continue implementing a Teacher Development Program that mentors, trains, supports, and produces effective educators.

    O1: Administrative staff will engage with TDP participants regarding participants' professional goals.

        AS1: Administrators and HR identify and communicate candidates for TDP and communicate to classroom teams.

        AS2: Use summer program and long-term teaching opportunities to grow TDP participants.

        AS3: Create a schedule allotting time for TDP participants.

        AS4: Administrators provide feedback (integrity/fidelity checklists) in a timely manner.

        AS5: Create shared resources to prepare TDP participants for interviews and other PD opportunities.

        AS6: Provide high quality PD to TDP participants.

    O2: Set and communicate clear expectations and competencies for participants in the TDP.

        AS1: Participate in PD opportunities.

G3: Retain dedicated professional and paraprofessional educators.

    O1: Develop and implement consistent administrative expectations for instructional staff.

        AS1: Create universal instructional planning requirements (lesson plans, data sheets, routines, procedures, etc.).

        AS2: Develop and train consistent expectations for progressive discipline and staff recognitions.

        AS3: Educate/train teachers on how to manage teaching assistants.

        AS4: Assess the effectiveness and delivery of new staff training (model Re-Ed and BCT).

    O2: Increase staff's ownership in SECEP through recognition of longevity, performance and advancement opportunities.

        AS1: Develop a system to receive feedback from staff on an ongoing basis.

        AS2: Create a private shared site for all of SECEP.

SECEP

STRATEGIC PLAN 2018-2023

Our Value – Team Oriented

CLIMATE AND CULTURE

Our Value – Student Centered

INSTRUCTION

Our Value – Respect and Dignity for All

SAFETY and BEHAVIOR

Our Value – Collaborative Partnerships

PROFESSIONAL DEVELOPMENT

Our Value – Shared Leadership

RECRUITMENT AND RETENTION