



# Strategic Plan

## UPDATE

MID-YEAR REPORT | 2024

# STRATEGIC PLAN DEVELOPMENT PROCESS

**Sept  
2022**

In September 2022, SOESD conducted a survey of ESDs across Oregon regarding the processes and facilitators used for strategic and equity planning. After compiling a list from ESD, OAESD, COSA, and other sources of potential strategic planning facilitators, a consultant was selected through an interview process.

## **Plan Development**

A comprehensive plan was then developed for seeking input from constituents:

- SOESD board, administrative team, and employees
- Component districts' superintendents, business, curriculum, human resources, information technology, special education directors, and school improvement administrators
- Families of students attending SOESD Special Education classrooms
- Families of students attending SOESD Migrant Education and Indian Education programs
- Focus surveys sent by component districts to their staff and families.

Prior to launching surveys and a variety of facilitated in-person and online feedback sessions, SOESD's cabinet met with the cabinets of component districts to gather feedback that informed the planning. Based on initial input from these meetings, focus surveys were developed and administered by component districts to their staff and families regarding three core areas: Career Technical Education (CTE), Southern Oregon Regional Educator Network (SOREN), and Special Education. Formal surveys, meetings and facilitated input sessions were conducted based on questions that emerged around the themes of equity, customer and employee experiences, programs and services, and workforce development.

The following strategic drivers were developed from this work:

## **STRATEGIC DRIVERS**

**Equity**

**District and Community Partnerships**

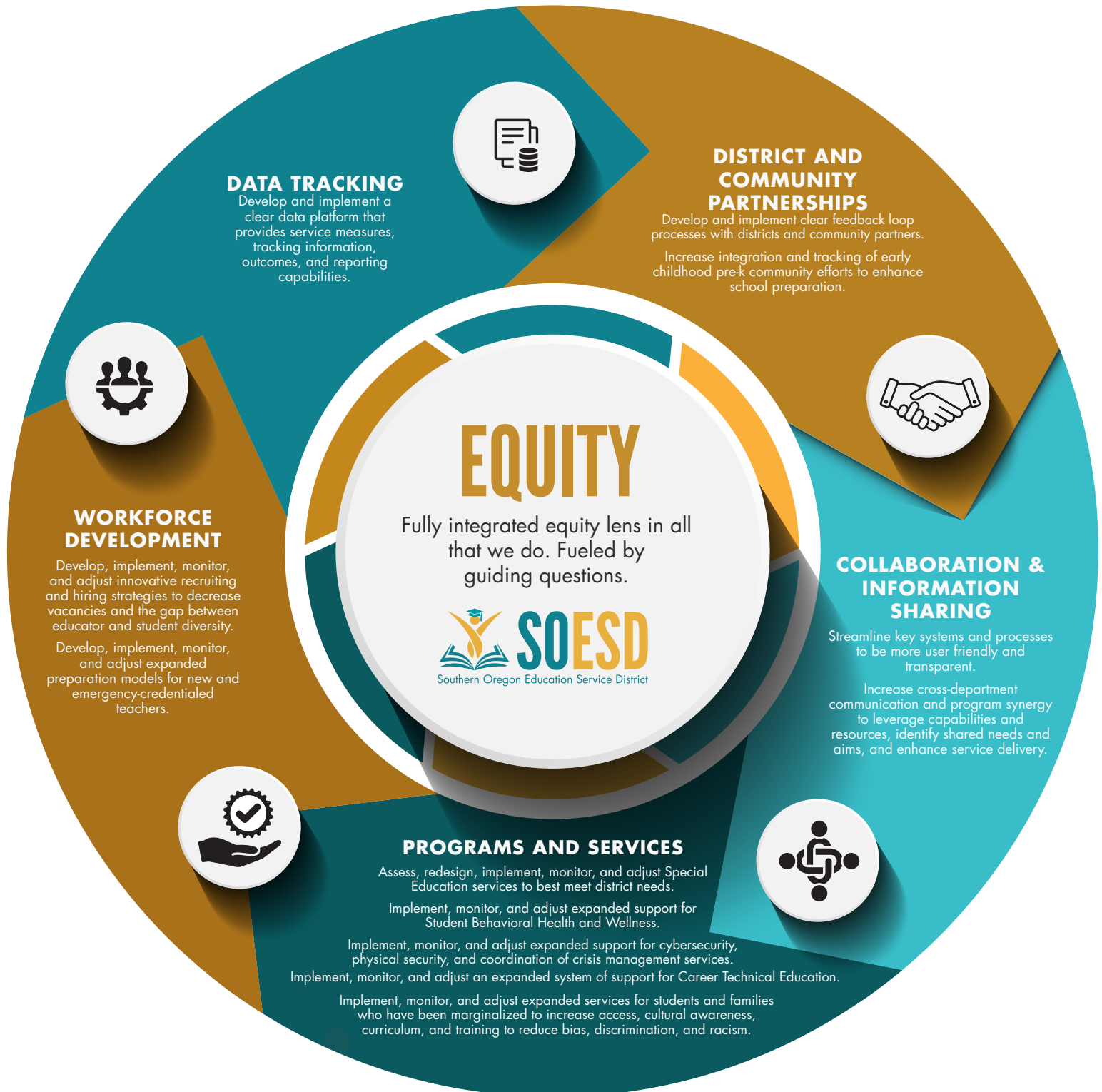
**Collaboration & Information Sharing**

**Programs & Services**

**Educator Workforce Development**

**Data Tracking**

# THE STRATEGIC PLAN



# STRATEGIC PLAN DRIVER

## MID-YEAR REPORT 2024



### PROGRAMS AND SERVICES

Assess, redesign, implement, monitor, and adjust Special Education services to best meet district needs.

Implement, monitor, and adjust expanded support for Student Behavioral Health and Wellness.

Implement, monitor, and adjust expanded support for cybersecurity, physical security, and coordination of crisis management services.

Implement, monitor, and adjust an expanded system of support for Career Technical Education.

Implement, monitor, and adjust expanded services for students and families who have been marginalized to increase access, cultural awareness, curriculum, and training to reduce bias, discrimination, and racism.

## Current Activities

We've engaged in thoughtful **organizational redesign of Special Education Services as part of the new Student Services department**. This restructuring reflects a focus on students, not just special education, but the inclusive nature of services and the tiered supports that help increase student success. Our newly updated Organizational Chart reflects these important changes developed with component districts' Special Education Directors, the SOESD Cabinet, SOESD Special Education Management Team, and SOESD Board of Directors.

We've expanded the **Student Behavioral Health and Wellness program**. We have built a program of 15+ staff members, serving seven districts and 12 schools with direct student services through all three tiers of support—general, individual, and intensive—while matching the direct student services with professional support and development.

We've expanded the **Career and Technical Education (CTE) program**. Using our SSA funding, we have added two new Project Managers, one based at the Klamath Falls office and the other at the Medford office, **to increase the support we provide throughout the region for CTE, Perkins, and implementation of ODE's integrated guidance**.

Our new School Improvement Coordinator is leading development of a plan for **expanded services for students and families that have been marginalized**. Activities include language translation, interpreting services and trainings that increase access, cultural awareness, and culturally responsive curriculum, while reducing bias, discrimination, and racism.

We've **expanded services to help districts with crisis management**. Last year we responded to superintendents' requests for SOESD to coordinate reunification planning with districts that might occur after an emergency event. We also developed a regional model and provided training for a "flight team" that can respond as needed in component districts and provide counseling support in such events.

# STRATEGIC PLAN DRIVER

## MID-YEAR REPORT 2024



### WORKFORCE DEVELOPMENT

Develop, implement, monitor, and adjust innovative recruiting and hiring strategies to decrease vacancies and the gap between educator and student diversity.

Develop, implement, monitor, and adjust expanded preparation models for new and emergency-credentialed teachers.

## Current Activities

This August we held a three day **New Teacher Launch** approved by superintendents and school improvement directors to provide training on classroom management and lesson design utilizing hands-on time working with mentors to prepare materials for the start of school. Follow up sessions are planned throughout the year for continued learning. We've also **adapted our mentoring program into a tiered support model** with a continuum of services to provide as little or as much support as each district might desire to mentor new teachers and administrators.

We've analyzed our hiring surveys and timeline data to set targets as part of the HR department's continuous improvement plan. This summer the **HR department centralized previously distributed tasks** and launched enhanced support to streamline the time between posting a position and onboarding a new employee.

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## MID-YEAR REPORT 2024



### WORKFORCE DEVELOPMENT

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## Current Activities Continued

Our initial work has been on increasing recruitment and retention of staff at SOESD while supporting efforts to increase staffing in component districts.

At SOESD:

- We've expanded the **Student Behavioral Health and Wellness Program** with 15+ staff members, serving seven districts and 12 schools providing direct student services through all three tiers of support—general, individual, and intensive—while matching the direct student services with professional support and development.
- The **Program for Deaf and Hard of Hearing** and the **Program for Visually Impaired** are fully staffed with the support of some contractors that have joined our team.
- And we've added **new Teachers and Educational Assistants to expand SOESD's STEPS Plus Program**, increasing access and services for students.

To increase staffing for component districts across the region:

- We have initiated a **pilot apprenticeship program** for special education teachers in partnership with ODE and BOLI.
- We are **recruiting specialists** to Southern Oregon from national career fairs.

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## MID-YEAR REPORT 2024



### DATA TRACKING

Develop and implement a clear data platform that provides service measures, tracking information, outcomes, and reporting capabilities.

## Current Activities

Our CIO is leading our technology teams to expand **Cybersecurity Service and data systems** that are key components of our strategic plan.

An initial pilot of **Student Connect** has recently launched. The online data system will provide districts access to the information about students we serve from their schools, the SOESD specialists (providers) that are assigned to serve them, and the time spent supporting students along with service details.

As part of the Local Service Plan process, SOESD is providing districts access through an **online Local Service Plan portal** that provides historical and regularly updated financial allocation, service selection, and balance reports.

**The Seventh Edition of the Oregon Project for Preschool Children who are Blind or Visually Impaired (The OR Project) has been completed.** The online software is a comprehensive assessment and curriculum designed for use with children birth to six who are blind or visually impaired. It can be used by parents, teachers, vision specialists, or counselors in the home or in the classroom setting.