

**Strategic Plan
Unified Learning Support Services
2007 – 2011**

Goal 1: Response to Intervention is consistently used to identify, monitor and support all children prior to the referral process for special education.			
Actions:	Timeline:	Person(s) Responsible:	Evidence:
Identify and train a District RTI team	Present -November, 2007	J. Erinakes	Trainings complete
Provide school-level training on RTI (common understanding, beginning RTI process)	Spring, 2008	District Trained Committee	Training complete
Identify and train building-based RTI teams (minimum of 6 per team, with specific selection criteria – specialists, cross-discipline, special-ed)	June, 2008	Principals	Team selected by June, 2008
Develop common RTI forms to be used across district (forms should span beginning referral to RTI team through documentation of interventions and progress monitoring to referral stage for special education)	Summer, 2008	Volunteer Committee	District Forms are developed and shared with RTI teams at first meeting in 2008-2009; Principals share RTI Referral Form to all faculty in August, 2008.
Identify tiers of intervention to be used across district (Ex. Tier 1 – classroom; Tier 2 – specialists; Tier 3 – Referral process & formal testing)	Summer, 2008 and ongoing	Volunteer/Paid Committee	Draft of tiered interventions completed by September, 2008
Establish protocols/secure technology to track RTI cases from PK through high school	January, 2009	District RTI Committee; J. Erinakes, S. Lyons	Protocols drafted/Technology Secured
Develop scientifically based screening and interventions for specific areas of need (ADHD)	Summer, 2008 and ongoing	Volunteer/Paid Committee	Draft of tiered interventions completed by September, 2008; Update/modify interventions based on work of current ADHD committee
Develop scientifically based screening and interventions for specific areas of need (Anxiety)	Summer, 2008 and ongoing	Volunteer/Paid Committee	Draft of tiered interventions completed by September, 2008; Update/modify interventions based on the work of current Anxiety committee

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Develop scientifically based screening and interventions for specific areas of need (Behavior...PBIS)	Summer, 2008 and ongoing	Volunteer/Paid Committee	Draft of tiered interventions completed by September, 2008
Develop scientifically based screening and interventions for specific areas of need (Autism)	Summer, 2008 and ongoing	Volunteer/Paid Committee	Draft of tiered interventions completed by September, 2008
Develop scientifically based screening and interventions for specific areas of need (Academic)	Summer, 2008 and ongoing	Volunteer/Paid Committee	Draft of tiered interventions completed by September, 2008
Train staff on data collection technology to monitor success of interventions	By June, 2009	District RTI Team; J. Erinakes, S. Lyons	Training Complete
Provide intensive and ongoing professional development to all staff on RTI/Progress Monitoring/Interventions/Assistive Technology/Etc.	2007-2011	District RTI Team; Administrators; Building RTI Team	Evolving
Modify/Expand District RTI team with building representation (preferably chairperson of building RTI team) to discuss & share best practices, quality interventions, personnel to provide interventions)	September, 2008	Building RTI Teams; Principals	District Committee Established
Hold quarterly meetings of District RTI team	By October 1, 2008	J. Erinakes, S. Lyons	Meeting Notes
Create educational/informational piece from beginning (PK) through high school for parents	By September, 2008	District RTI Committee, Building Principals, J. Erinakes, S. Lyons	Pamphlets distributed to all staff and families

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Goal 2: To improve transition planning			
Actions:	Timeline:	Person(s) Responsible:	Evidence:
Identify communication goals of each transition (grade-grade, school-school, private-public, school-adulthood)	By April, 2008	D.Della Porta, G. Gateman, MS and HS Special Education Departments	Goals identified and documented
Gather available information on effective transition protocols	By June, 2008	Kim Vernava, Melissa Cole, MS and HS Special Education Department Representatives	TAC (11/13) Attend Monthly TAC Information/Resources Gathered
Review Materials/Tools/Resources	By October, 2008	MS, HS Special Education Departments	Materials/Resources reviewed and recommendations made for standard transition protocol
Develop Common Forms (including portfolio information, transition assessments for age 14+, etc.)	By January, 2009	Committee to include special education and Guidance (ILP) representation	Forms identified, developed, and loaded onto public drive
Develop Requirements for Student Portfolios from Grade to Grade, School to School within our district	By February, 2009	Interested committee	Requirements outlined and shared across district
Implement district portfolios to be transferred from grade to grade for each special education student in Coventry	By February, 2009	J. Erinakes, S. Lyons	Portfolios developed and forwarded to next teacher
Create, communicate and monitor the use of common/consistent language defining a continuum of services across grade levels	Ongoing	S. Lyons, District special education representatives	Ongoing
Identify ways to involve and inform families and students in all transition processes.	By March, 2009	S. Lyons, D. Della Porta, G. Gateman	Family/Student Involvement Activities Identified
Establish protocol for transitioning from specialized placements.	By May, 2008	J. Erinakes, S. Lyons, Interested building principals	Protocol developed and implemented

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Actions:	Timeline:	Person(s) Responsible:	Evidence:
Establish transition protocol to be utilized by PK/Private School Transition Coordinator (See EI goal)	By October, 2008	J. Erinakes, S. Lyons, PK/Private School Transition Coordinator	Finalized protocol established with input from transition coordinator
Establish a committee of middle and high school professionals to identify process for transitioning from school to adulthood for all special education students.	2008-2009 School Year	D. Della Porta, G. Gateman, S. Lyons, Committee	Committee in place
Develop a summary of protocols and expectations for students transitioning from school-adulthood.	2008-2009 School Year	School to adulthood transition committee	Summary documented and shared with special educators at CHS and ASFMS
Provide training to all middle/secondary teachers responsible for transitioning students from school-adulthood.	2008-2009 School Year	School to adulthood transition committee	Training offered by school to adulthood transition committee during department meetings and CPT
Annually review/revise transition protocols and expectations for students transitioning from school-adulthood.	Annually, beginning with 2009-2010 school year	School to adulthood transition committee, District ULSS Strategic Planning Committee	Committee Notes and recommendations

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Goal 3: To improve family-school communications			
Actions:	Timeline:	Person(s) Responsible:	Evidence:
Needs assessment sent to all principals via e-mail to complete and send to teachers, parents	Disseminated March, 2008	Cris Magiera Sue Lyons	Data Collected January, 2008
Organize a team (Chris & Sue, Principal/Designee, Parent(s) active in PTA or LAC, General Educator, Special Educator, Community Representative, EI	March, 2008	Cris Magiera Sue Lyons	Meeting Schedule developed January, 2008
Review Needs Assessment and Salt Survey results	May, 2008	Subcommittee	Documentation
Provide feedback to teachers via faculty meetings/ Feedback to parents via PTA, LAC	Fall, 2008	Sue Lyons/ Principals	Documentation
Develop specific resources/supports based on the needs assessment data including parent programming	January, 2009	subcommittee	Report with specific targets
Select a centralized site for a family center within the school administration building. Identify design.	June, 2008	Interested committee members	Site selected
Create and maintain centralized family center.	Ongoing	Sue Lyons, LAC, Interested committee members	Family center established
Disseminate information on available resources/family center opportunities and availability to all staff and families.	2008-2009 School Year	Central Office Administration; Building Principals; SIT Teams	Documentation
Analysis of progress & Identification of next steps	2009-2011	Sue Lyons, ULSS Strategic Planning Committee, LAC	ULSS Strategic Planning Committee notes, Next steps identified

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Goal 4: To establish clear and meaningful job descriptions for behavior specialists and teacher assistants			
Actions:	Timeline:	Person(s) Responsible:	Evidence:
Behavior Specialist: Review draft job description/evaluation tool created by HR and Behavior Specialists	January, 2008	Denise Richtarik, Kathie Miner	
Survey Behavior Specialists	February, 2008	Denise Richtarik, Kathie Miner	Survey data
Update job description and evaluation drafts to include impact of PBIS and survey information	April, 2008	Denise Richtarik, Kathie Miner, Behavior Specialist(s), Other Committee Members	Updated draft
Consultation with SRP Union Leadership regarding job description/evaluation/process	Ongoing	Denise Richtarik, Kathie Miner, Jim Erinakes	Consultation Meeting Notes
Dialogue with elementary and middle school principals	April, 2008	Denise Richtarik, Kathie Miner	Meeting Notes
Create draft of job description and evaluation rubric	By May, 2008	Denise Richtarik, Kathie Miner	Completed job description & evaluation tool
Review of draft documents by ULSS Strategic Planning Committee	By June, 2008	ULSS Committee	Drafts sent to School Committee for adoption
Repeat above process for Teacher Assistants, Supervisory Assistants	2008-2009 School Year	Committee	Final Job Description/Evaluation Documents Created & Approved by School Committee
Provide on-going/yearly professional development to support Teacher Assistants consistent with new roles and responsibilities	Ongoing	Central office; Building leaders	Yearly Professional Development Plans

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Goal 5: To develop a curriculum for all self-contained classrooms in the District			
Actions:	Timeline:	Person(s) Responsible:	Evidence:
Identify District teams to review, develop, and/or devise curriculum based on appropriate grade-level or grade-span expectations for all self-contained programs	March, 2008	J. Erinakes, S. Lyons	Committees established
Develop core curriculum components and curriculum development guidelines for each District team (Resource-Alternate Grade Span Expectations/State-Wide Curriculum)	June, 2008	District teams	Core curriculum components identified
Identify appropriate grade-level or grade-span expectations specific to the self-contained program	Begin- Summer, 2008 through Summer, 2009	Curriculum Team	Appropriate grade-level or grade span expectations developed
Develop core curriculum for Life Skills programs, K-12	Begin- Summer, 2008 through Summer, 2009	Curriculum Team	Completed curriculum
Develop core curriculum for Autism programs, K-12	Begin- Summer, 2008 through Summer, 2009	Curriculum Team	Completed curriculum
Develop core curriculum for Academic Self-Contained programs, K-12	Begin- Summer, 2008 through Summer, 2009	Curriculum Team	Completed curriculum
Develop core curriculum for Behavioral/Therapeutic programs, K-12	Begin- Summer, 2008 through Summer, 2009	Curriculum Team	Completed curriculum
Develop core curriculum for Pre-school programs based on Creative Curriculum	See EI goal; Ongoing	Pre-School Coordinator	Completed curriculum
Implement newly defined curricula	Pilot as appropriate 2008-2009; Full implementation 2009-2010	Self-Contained Teachers	Implementation
Hold quarterly meetings of the District teams to review/revise/adjust self-contained curricula and share experiences and best practice	Ongoing beginning with 2008-2010 school year	Strategic Planning Committee; Curriculum Teams	Meeting Notes

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Goal 6: Increase the use of technology for both management and student support			
Actions:	Timeline:	Person(s) Responsible:	Evidence:
Upload all forms on District folder for easy access/use	By January, 2008 Ongoing as forms change	J. Erinakes, D. Della Porta	Forms available on public drive
Survey District (Departments, administration, teachers) to determine what we have (hardware, software, parameters of use, condition, location, owner)	January, 2008	J. Erinakes, D. Della Porta	Survey completed.
Set up meeting with Assistive Device Center to review available technology	February, 2008	D. Della Porta	Committee meets with Assistive Technology Device Center
Investigate Grant/Funding Opportunities for yearly purchase of Assistive Technology	Ongoing	J. Erinakes	Grants/Funding Secured for purchase of Assistive Technology
Survey Teachers, Administration and Support Staff on assistive technology requests	February – March, 2008	J. Erinakes, D. Della Porta	Survey complete; prioritized summary of district requests is developed
Identify and secure district assistive technology based on needs/requests	April, 2008 -	J. Erinakes, Committee	Assistive technology is purchased
Identify grades responsible for teaching all students use of assistive technology available in district	June, 2008 -	Volunteer Committee	Curriculum guidance is developed
Develop an ongoing plan to service/repair/replace/upgrade existing assistive technology	2009	J. Erinakes, District Technicians, Interested committee members	Documented and approved plan
Identify Necessary Professional Development for teachers, assistants, and specialists that is building-based (Identify “expert” in each school available to provide support – perhaps part of specialist’s job description	May, 2008 – Ongoing	Building Principals, School Representatives, ULSS Strategic Planning Committee, J. Erinakes	Summary of PD Requests

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Actions:	Timeline:	Person(s) Responsible:	Evidence:
Develop and implement a plan to deliver Professional Development identified above.	Summer, 2008 - Ongoing	J. Erinakes, Building Principals, Assistive Technology Experts	PD opportunities offered as scheduled
Develop and offer parent workshops/web links that train on the use of assistive technology	2009 – Ongoing	J. Erinakes, Assistive Technology experts, Paid workshop presenters	Workshops/Web-links offered.
Align Assistive Technology to School/District technology plan	2008	District technicians, J. Erinakes	Finalized plan is developed
Identify technology as appropriate interventions under Response to Intervention	2009-2010	ULSS Strategic Planning Committee, Assistive Technology experts	Interventions added to RTI intervention summary
Commit to including a percentage of digital text books as new series are adopted	2009-2010	M. Convery, Building Principals, Curriculum Coordinators	New text purchases include percentage of digital copies
Professional Development specific to technology-based PBGR Requirements at CHS	2009-2010	High School PBGR Steering Committee, HS Administration and curriculum coordinators, D. Della Porta	PD Delivered to HS staff during CPT/Department Meetings
Purchase TIENET as a technology-based tool for data collection/Medicaid billing protocol for special education and RTI intervention tracking	Pilot, January, 2008 Full implementation September, 2008	M. Convery, J. Erinakes	TIENET Purchased and in place.

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Goal 7: Improve/Strengthen the early intervention process for identification and support			
Actions:	Timeline:	Person(s) Responsible:	Evidence:
Develop Job Description for a PK/Transition/Private School Coordinator	By February, 2008	J. Erinakes S. Lyons EI Representative	Job Description Created
Secure funding for newly created position	By March, 2008	J. Erinakes	Funding Secured
Hire a qualified individual to fill position	By July, 2008	J. Erinakes S. Lyons	Position Filled
Monitor/adjust job description as needed	2008-2009 School Year	S. Lyons EI Representative	Revised job description developed by July, 2009
Strengthen building-based PK teams and the special education process relative to PK	2008-2009 School Year, Ongoing	Coordinator EI Representative	Documented protocols submitted to central office and shared with all PK teams

Goal 8: To identify a District committee responsible for establishing and monitoring departmental goals and progress toward achieving identified goals.			
Actions:	Timeline:	Person(s) Responsible:	Evidence:
Meet at ULSS meeting and/or other department meetings (Nurses, Guidance, etc.) and explain need for each department to develop goals that are aligned with the District Strategic Goals and/or the goals/professional job descriptions of their respective fields. Identify an individual from each department who will be responsible for reporting on the progress of each department.	April, 2008	J. Erinakes	Meetings held, individual representatives identified
Members of the respective departments present current role definitions and/or department goals	April, 2008	J. Erinakes, Members of the newly formed committee	Each department submits a document describing current job description to J. Erinakes

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Actions:	Timeline:	Person(s) Responsible:	Evidence:
Review literature and professional journals to solicit various role definitions and goals for each department and share information among department members and ULSS leadership –Looking for best practices and aligning with District Strategic Goals	June, 2008	J. Erinakes, All Department Members	CPT Minutes/ Evidence of Research
Each department will meet and draft its own unique best practices department goals/roles with a timeline for when these new goals will be implemented and what professional development is necessary	June, 2008	All Department Members	Final Draft submitted to J. Erinakes by June, 2008
Department goals are reviewed by newly formed committee of department representatives and Strategic Planning Committee to insure alignment with District Goals.	Fall, 2008	Department Representatives, Strategic Planning Committee	Modified Document
Implementation Plan developed including an evaluation process	January, 2009	Department Representatives, J. Erinakes	Implementation Plan
Implement new plan	By Spring, 2009	All Department Members, J. Erinakes	Ongoing implementation reports to Department Representation Committee/ Best Practices Discussions during CPT
Evaluate progress and adjust as appropriate	Each Trimester, beginning with the 2008-2009 school year	Strategic Planning Committee, Department Representatives	ULSS Strategic Planning Committee Meeting Notes, CPT and department meeting minutes
Strategic Planning Committee meets quarterly to discuss, monitor, evaluate, adjust, improve the District Strategic Plan	Beginning with the 2007-2008 School Year and Ongoing	Strategic Planning Committee	ULSS Strategic Planning Committee Meeting Notes