

2015–2018 STRATEGIC PLAN AT A GLANCE

GRADES PREK–5 | Goals, Objectives, and Strategies



GOAL 1 | PERFORMANCE: Every UA student attains academic excellence.

OBJECTIVES

2015–2016

2016–2017

2017–2018

1.1

Students learn through instructional practices that are grade-, subject-, and student-appropriate.

- Define clear learning and teaching targets and ensure understanding and depth of knowledge for English Language Arts (ELA) and mathematics standards.
- Continue use of Progress Monitoring system (STAR) in reading and math.
- Establish the need for clear learning targets to be evident in classrooms and create revised progress report aligned to prioritized learning targets.
- Communicate components of UA Comprehensive Literacy Framework and develop professional development to support implementation.
- Show evidence of clear learning targets in classrooms.

- Develop and implement formative instructional practices.
- Begin to develop common assessments in ELA and mathematics.
- Develop Numeracy Framework to guide daily instruction in mathematics.
- Develop guidelines to use data to inform instruction.
- Develop a document similar to Literacy Framework for mathematics.
- Gather feedback from parents and teachers to amend progress report.

- Continue to implement and improve formative instructional practices.
- Use common assessments to measure student growth.
- Communicate components of the UA Mathematics Framework and develop professional development to support implementation.
- Create school teams to use data to plan and guide daily instruction.

1.2

All subsets of student populations, schools, and the district at large, earn above-average student growth results.

- Update and begin implementing an effective Response to Intervention (RTI) process by offering elective training in the RTI process to establish a core team.
- Provide professional development on Individuals with Disabilities Education Act (IDEA) requirements to general education staff members including the need for intervention/differentiation prior to the referral process.
- Analyze student data outcomes to determine why students with disabilities did not meet the Annual Measurable Objective (AMO) for reading and math.
- Conduct data analysis as part of the review of gifted services.
- Provide ongoing training for paraprofessionals.

- Complete implementation of RTI process.
- Develop communication strategy for promoting the RTI process.
- Provide professional development on identifying and implementing effective accommodations and interventions to differentiate instruction.
- Offer professional development for general education teachers to support gifted learners in their classrooms.

- Evaluate effectiveness of RTI implementation and amend as needed.
- Communicate RTI process to parents and staff.
- Continue to provide professional development on identifying and implementing effective accommodations and interventions to differentiate instruction.
- Continue to offer professional development for general education teachers to support gifted learners in their classrooms.

1.3

Students attain the desired characteristics of a complex thinker, communicator, collaborator, critical thinker, innovator, global citizen, and self-directed individual.

- Begin to embed 21st century skills into instruction and assessment.

- Continue to embed district 21st century learning rubrics and develop relevant impact measures for learning experience, such as capstone and service learning.
- Collect examples of lessons where 21st century skills are evident.

1.4

All buildings and the district rank among the top 5% on national and international benchmarks for success.

- Attain Performance Index Ratings in top 5% in Ohio.



GOAL 2 | PERSONALIZATION: All UA students experience a personalized learning environment that maximizes time and resources to support their success.

OBJECTIVES

2015-2016

2016-2017

2017-2018

2.1

Students have direct one-to-one access to a technological device that supports/ maximizes learning.

- Provide professional development on Schoology for elementary teachers.
- Begin the digital conversion process to include site visits and device selection.
- Improve technology reliability.

- Provide direct access to devices.

- Create evaluation process for digital conversion process to determine next steps.

- Maximize the capabilities and use Schoology.
- Improve and enhance technology reliability.
- Continue digital conversion planning to include site visits, device selection, professional development, timeline, and communications.

2.2

Educators personalize instruction by leveraging technological resources and engaging in well-structured and meaningful collaborative planning time.

- Investigate alternate daily instructional schedules and provide professional learning around instructional strategies to maximize student engagement and learning and reduce interruptions.

- Evaluate effectiveness of schedule revision and make adjustments as necessary.

- Study the capacity of standards aligned curriculum resources and software to support personalized instruction (Schoology, iCurio, and others).

- Implement standards-aligned digital curriculum resources and software to support personalized instruction (Schoology, iCurio, and others).
- Provide training on adaptive technology tools for staff and students.

2.5

Students participate in high-quality service learning at the local, national, and/or international levels.

- Create a common definition of service learning and develop a way to share high-quality service learning experiences.

- Create a district-wide service learning program and support system.

- Evaluate effectiveness of the district-wide service learning program.

2015-2018 STRATEGIC PLAN AT A GLANCE

GRADES 6-12 | Goals, Objectives, and Strategies



GOAL 1 | PERFORMANCE: Every UA student attains academic excellence.

OBJECTIVES

2015-2016

2016-2017

2017-2018

1.1

Students learn through instructional practices that are grade-, subject-, and student-appropriate.

- Define clear learning and teaching targets and ensure understanding and depth of knowledge within each academic content standards.
- Establish the need for clear learning targets to be evident in classrooms.

- Provide professional development on formative instructional practices and common assessments.

- Apply formative instructional practices to assess students.
- Develop high-quality common assessments.

- Show evidence of clear learning targets in classrooms.

- Use Progress Monitoring system (STAR) in reading and math and improve over time.

1.2

All subsets of student populations, schools, and the district at large, earn above-average student growth results.

- Initiate the development of an effective Response to Intervention (RTI) process by offering elective training in the RTI process to establish a core team to be implemented 2016-2017.
- Provide professional development on IDEA requirements to general education staff members including the need for intervention prior to the referral process.
- Conduct data analysis as part of the review of gifted services.
- Analyze student data outcomes to define instructional techniques to better meet the needs of all students in ELA and math.

- Complete development of RTI Process and provide training district wide.
- Develop communication strategy for promoting the RTI process.
- Provide professional development on identifying and implementing effective accommodations and interventions.

- Fully implement RTI process, evaluate implementation effectiveness, and amend as needed.
- Communicate RTI process to parents and staff.
- Continue to provide professional development on identifying and implementing effective accommodations and interventions to differentiate instruction.

- Offer professional development for general education teachers to support gifted learners in their classrooms.

- Provide training for paraprofessionals.

1.3

Students attain the desired characteristics of a complex thinker, communicator, collaborator, critical thinker, innovator, global citizen, and self-directed individual.

- Begin to embed 21st century skills into instruction and assessment.

- More deeply embed district 21st century learning rubrics and develop relevant impact measures for learning experiences such as capstone and service learning.

1.4

All buildings and the district rank among the top 5% on national and international benchmarks for success.

- Ensure the core elements of the Quality Profile focus on key measures around academic achievement, learning opportunities, and community engagement.

- Ensure the core elements of the Quality Profile focus on key measures around academic achievement, learning opportunities, and community engagement using college and career readiness measures, such as SAT and ACT data, as a guide.

- Attain Performance Index ratings in the top 5% in Ohio.
- Ensure that each building aligns its performance goals to the Quality Profile.



GOAL 2 | PERSONALIZATION: All UA students experience a personalized learning environment that maximizes time and resources to support their success.

OBJECTIVES

2015-2016

2016-2017

2017-2018

2.1

Students have direct one-to-one access to a technological device that supports/ maximizes learning.

- Maximize the capabilities and use of existing digital resources (Schoology, Google) by offering professional development in digital curricular resources.
- Provide direct access to devices.
- Improve technology reliability.

- Maximize the capabilities and use of existing digital resources (Schoology, Google, iCurio) and investigate new digital resources to maximize learning in all classrooms.

- Maximize the capabilities and use of digital resources and continue to offer professional development to enhance learning in all classrooms.

- Ensure consistent use of devices by students, across settings, to maximize learning.
- Improve and enhance technology reliability.

2.2

Educators personalize instruction by leveraging technological resources and engaging in well-structured and meaningful collaborative planning time.

- Design professional learning and technology plans individualized to meet the needs of each teacher to facilitate lesson planning individualized to the learner.
- Maximize the capacity of standards-aligned curriculum resources and software to support personalized instruction (Schoology, Google, iCurio, Digits).
- Develop daily instructional schedules and provide professional learning around instructional strategies to reduce interruptions.
- Provide professional development on standards-aligned curriculum resources for secondary teachers and establish grade-level benchmark expectations to ensure standardized use across the district.
- Plan for implementation of research and development lab at the high school level.

- Utilize professional learning and technology plans individualized to meet the needs of each teacher to facilitate lesson planning individualized to the learner.

- Investigate alternate daily instructional schedules and provide professional learning around instructional strategies to maximize student engagement and learning.
- Maximize the capacity of standards-aligned curriculum resources and software to support personalized instruction (Schoology, Google, iCurio, Digits).
- Implement research and development lab at the high school.

- Implement revised daily instructional schedules and provide professional learning around instructional strategies.
- Monitor the use and provide ongoing professional development to maximize the capacity of standards-aligned curriculum resources and software to support personalized instruction (Schoology, Google, iCurio, Digits).
- Monitor and increase participation in research and development lab at the high school.

- Provide training on adaptive technology tools for staff and students.

2.3

Students participate in practical learning experiences.

- Create 15- and 30-semester-hour college credit pathways for students.
- Increase classroom guidance accessibility and activities.
- Facilitate career activities for freshmen to augment existing shadowing program.

- Increase awareness and enrollment in early-college coursework.

- Discuss career options with all sophomores through classroom guidance and small-group meetings with school counselors.

- Use SAT and ACT data to inform juniors and seniors of college and career options.

2.4

Students have access to various extra- and co-curricular activities that capture their interests.

- Develop a system to identify students who are not participating in activities and help them find activities in which they are interested.

- Implement a system to identify students who are not participating in activities to help them find activities in which they are interested.

- Monitor and adjust the system to identify students who are not participating in activities to help them find activities in which they are interested.

2.5

Throughout elementary, middle, and high school, students participate in high-quality service learning at the local, national, and/or international levels.

- Improve the data monitoring system for service learning and capstone experiences.

- Monitor middle and high school service learning, IB CAS, Odyssey, and Capstone experiences to reinforce high-quality service learning experiences and provide opportunities for all students.



GOAL 3 | ACCOUNTABILITY: The UA Quality Profile provides a transparent, sensible, and reliable accountability framework to measure and communicate academic performance, learning opportunities, and community engagement.

| OBJECTIVES | 2015-2016 | 2016-2017 | 2017-2018 |
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- 3.1** 80% or more of surveyed community members view the Quality Profile as a valuable accountability tool.
 - Use and refine the Quality Profile annually. Engage the public around the profile through regular community forums and an interactive web portal.
 - Conduct ongoing, systemic professional development around the Quality Profile’s value and use.
 - Engage departments and schools in setting goals aligned to Quality Profile metrics.
 - Ensure strategic plan goals align with Quality Profile metrics.
- Integrate the Quality Profile in the monitoring and decision-making routines of the UA Board of Education, the superintendent, the treasurer, and all buildings.



GOAL 4 | EFFICIENCY: UA Schools manage resources efficiently and effectively, prioritized to meet strategic goals and performance expectations.

| OBJECTIVES | 2015-2016 | 2016-2017 | 2017-2018 |
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- 4.1** The district’s bottom line improves by at least \$4.5M by the end of 2016–2017 through enhanced operational efficiencies. The \$4.5M is added to a separate Budget Stabilization Fund.
 - Investigate, and when appropriate, implement cost-saving measures from the Productivity and Efficiency Briefing Paper.
 - Ensure sustainable employee salary and benefits.
- 4.2** Measurable long-term efficiency in operations and facilities is a top priority and essential to the sustainability of the strategic plan.
 - Engage the community in a facilities master planning process.
- 4.3** 75% or more of the community surveyed reports that the district does a good or excellent job of managing its finances.
 - Create an annual financial report.
 - Enhance financial information on district website.
 - Create an external budget document.
- 4.4** Implementing measurable timesaving and cost-effective performance and information systems ensures operational excellence.
 - Improve operational excellence by adopting proven business improvement methodologies.
 - Investigate, and when appropriate, implement cost-saving measures from the Productivity and Efficiency Briefing Paper.



GOAL 5 | OWNERSHIP: UA Schools use clear, honest, open, and interactive communication to build ownership of the strategic plan.

| OBJECTIVES | 2015-2016 | 2016-2017 | 2017-2018 |
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- 5.1** There is a strong and broad community understanding of the strategic plan vision, mission, values, goals, objectives, and strategies—as evident through the district’s ongoing efforts to share specific practices and benefits aligned to the plan.
 - Strategies for Objectives 5.1–5.4:
 - Promote ongoing, open, and two-way communication among all stakeholders to maintain a culture of respect, integrity, and inclusion.
 - Use the Quality Profile as a communication and engagement vehicle.
 - Use all district communication tools to provide strategic plan timelines and progress updates on a regular basis.
 - Design and adopt building and department procedures to engage all staff in the implementation of the strategic plan.
- 5.2** Employees have ownership of and are engaged in implementing the strategic plan to ensure student success.
 - Identify and provide opportunities to increase parent, business, and community participation to support every student’s personal and intellectual success so that he or she can be uniquely accomplished.
- 5.3** Parents and students are aware of, and engaged in, the important roles they play in achieving the strategic plan’s goals around personalization, student success skills, and maximizing learning time.
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- 5.4** The business community and citizens without children in the district are aware of, and ready to engage in, support of the district’s strategic initiatives.
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2015 – 2018 Strategic Plan at a Glance

Grades K-12 | Goals, Objectives, and Strategies



GOAL 1 | PERFORMANCE: Every UA student attains academic excellence.

GOAL 2 | PERSONALIZATION: All UA students experience a personalized learning environment that maximizes time and resources to support their success.

| OBJECTIVES | 2015-2016 | 2016-2017 | 2017-2018 |
|--|--|--|---|
| <p>1.2 All subsets of student populations, schools, and district at large, earn above-average student growth results.</p> | <p>Update and begin implementing an effective Response to Intervention (RTI) process by offering elective training in the RTI process to establish a core team.</p> <p>Provide professional development on Individuals with Disabilities Education Act (IDEA) requirements to general education staff members including the need for intervention/differentiation prior to the referral process.</p> <p>Analyze student data outcomes to determine why students with disabilities did not meet the Annual Measurable Objective (AMO) for reading and math.</p> <p>Conduct data analysis as part of the review of gifted services.</p> <p>Provide ongoing training for paraprofessionals.</p> <p>BEGIN WITH LEADERS</p> <ol style="list-style-type: none"> 1. Develop a strategic communication process implementing tools for improving communication and awareness of the need for positive outcomes for all students, defining the mission of challenging and supporting every student, every step of the way. 2. Reorganize the District Leadership Team (DLT) with regard to services like English Language Learners (ELL), Section 504, Response to Intervention (RTI), gifted, and special education. 3. Begin to adjust building schedules to support strategic planning initiatives. <p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Determine lead person or team of lead people for prioritizing and implementing recommendations outlined in the Program Review. 2. Gather team to plan communication of program review process, themes, and recommendations. Determine timeline for communication as well as mode to reach all UA audiences. <ol style="list-style-type: none"> a. Develop specific scripts for messaging to ensure consistent messaging. b. Promote shared ownership of students across general and special education programs. c. Tie messaging to UA Strategic Plan and Mission of challenging and supporting every student every step of the way ensuring that staff are “designing to the edges”. d. Develop plan for communicating direction with community members. 3. Review roles and responsibilities across the District Leadership Team (DLT) and support positions to determine places for reorganization of like programs and responsibilities. <ol style="list-style-type: none"> a. Review position responsibilities. b. Determine timelines for implementing recommended changes. c. Develop communication for staff regarding changes. 4. Meet with Building Leadership Teams (BLTs) to review school, team, and class schedules to determine needed changes to include time for collaboration, planning, and procedures such as RTI. <ol style="list-style-type: none"> a. Prioritize a place to begin this review – whether it is secondary or elementary BLTs. b. Set up a timeline over the next two years to make the needed changes. c. Develop messages around these changes to share across the district with staff. | <p>Complete implementation of RTI process.</p> <p>Develop communication strategy for promoting the RTI process.</p> <p>Provide professional development on identifying and implementing effective accommodations and interventions to differentiate instruction.</p> <p>Offer professional development for general education teachers to support gifted learners in the classroom.</p> <p>BEGIN WITH LEADERS</p> <ol style="list-style-type: none"> 1. Implement data warehouse providing professional development for staff on data collection and usage. 2. Continue adjustment of schedules to support strategic plan initiatives. | <p>Evaluate effectiveness of RTI implementation and amend as needed.</p> <p>Communicate RTI process to parents and staff.</p> <p>Continue to provide professional development on identifying and implementing effective accommodations and interventions to differentiate instruction.</p> <p>Continue to offer professional development for general education teachers to support gifted learners in their classrooms.</p> <p>BEGIN WITH LEADERS</p> <ol style="list-style-type: none"> 1. Continuously review effectiveness and district match of data warehouse. 2. Continuously review and revise strategic communication processes. 3. Complete district-wide building, team, and classroom schedule adjustment to support strategic plan initiatives. |

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Grades K-12 | Goals, Objectives, and Strategies



GOAL 1 | PERFORMANCE: Every UA student attains academic excellence.

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| OBJECTIVES | 2015-2016 | 2016-2017 | 2017-2018 |
|--|---|--|--|
| <p>1.2 All subsets of student populations, schools, and district at large, earn above-average student growth results.</p> | <ol style="list-style-type: none"> Determine lead responsibility for the Response to Intervention (RTI) process at the district level and within each school building. Develop a UA Response to Intervention (RTI) process. Train all appropriate staff on the RTI process. Develop a communication strategy for staff and community with regard to RTI in UA. <p>ACTION STEPS:</p> <ol style="list-style-type: none"> Designate a team to evaluate the current RTI processes, what is working and what is not across the district to ensure that each child is challenged and supported every step of the way, and that staff are “designing to the edges”. As UA works with the District Leadership Team (DLT) to better align programming, consider moving RTI from a special education responsibility to a general education responsibility at the district level. As a UA RTI process is developed ensure that the role of the EIS at the elementary level is reviewed to determine what duties related to RTI fall under their responsibility. Develop a connected UA Tiers of Support aligning the RTI and Positive Behavioral Interventions and Supports (PBIS) processes creating a comprehensive system of supporting and challenging every child every step of the way. <ol style="list-style-type: none"> Provide multiple means of representation (the “what” of learning) <ol style="list-style-type: none"> Perception; language, expression, and symbols; comprehension Provide multiple means of action and expression (the “how” of learning) <ol style="list-style-type: none"> Physical action; expression and communication; executive function Provide multiple means of engagement (the “why” of learning) <ol style="list-style-type: none"> Recruiting interest; sustaining effort and persistence; self-regulation Determine how UA will implement the UA Tiers of Support process consistently across building. Designate a lead person or team of people for this implementation. Ensure appropriate staff have representation at the RTI table. Revise all forms and ensure access to forms for all staff. Develop professional development to share the new process with staff. Develop UA messaging for the RTI process complete with a UA specific name to ensure ownership to share with the community. | <ol style="list-style-type: none"> Revise building schedules to accommodate time for the RTI process. Develop online training so that new staff are equipped with the UA RTI process. Assess implementation of the new UA RTI process and revise as needed. Develop Tier 1, Tier 2 and Tier 3 resources for staff and parents. Provide professional development to staff on use of Tier 1, Tier 2, and Tier 3 resources. <p>ACTION STEPS:</p> <ol style="list-style-type: none"> Mirroring what is being done with other district goals, review school building, team, and classroom schedules to ensure there is time for implementation of the new RTI procedures. Utilize the team established in year one to revise and enhance the UA professional development on RTI to fit the online environment. <ol style="list-style-type: none"> Determine timeline for implementation of online professional development for staff on RTI process. Establish a team for development of Tier 1, Tier 2, and Tier 3 supports at all grade levels ensuring representation from staff to support and challenge all students every step of the way, and that staff “design to the edges”. <ol style="list-style-type: none"> Develop a website, or use another structure such as Schoology as a central point of access for the resources. Prioritize needs and develop a timeline for development and dissemination of resources over the next two years. Design and develop professional development for staff on accessing resources and matching resources to the unique needs of each student. Determine a method to assess the level of implementation, and the consistency of implementation of the new UA RTI process across the district. Develop a timeline and process for continuous evaluation of the process. | <ol style="list-style-type: none"> Provide continuous monitoring and updating of the Tier 1, Tier 2, and Tier 3 resources. Evaluate effectiveness of the UA RTI process. <p>ACTION STEPS:</p> <ol style="list-style-type: none"> Utilize team assembled in year two to determine a schedule of revising and timeline for revising and updating the Tier 1, Tier 2, and Tier 3 resources to support RTI. <ol style="list-style-type: none"> In addition, this team would update the professional development needed to support use of the resources. Utilizing the assessment method developed in year two, continue ongoing assessment of the UA RTI process ensuring that staff are challenging and supporting every student, every step of the way, and that staff continue to “design to the edges”. |

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Grades K-12 | Goals, Objectives, and Strategies



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| OBJECTIVES | 2015-2016 | 2016-2017 | 2017-2018 |
|--|--|---|---|
| <p>1.2 All subsets of student populations, schools, and district at large, earn above-average student growth results.</p> | <ol style="list-style-type: none"> 1. Review roles of the elementary instructional specialist (EIS) and the intervention specialist (IS) for overlap and gaps related to challenging and supporting every child, every step of the way. 2. Evaluate use and training of paraprofessionals within UA to develop a plan for training and alternative interventions for addressing the needs of students with disabilities. 3. Review district processes for educational identification of students having a specific learning disability to increase consistency. 4. Analyze student data outcomes to determine why students with disabilities did not meet the AMO for Reading and Math. 5. Develop collaborative professional development for general and special education staff on special education processes and the Individuals with Disabilities Education Improvement Act (IDEA 2004) requirements, including requirements for interventions prior to referrals (see RTI goals). Appoint a person and create process for systematically reviewing special education forms for timeliness and accuracy. <p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Gather team to review the roles of the EIS and IS at the elementary level for overlap and gaps. 2. Review the role of the IS in relation to the UA Tiers of Supports processes being developed, addressing consistency in role definition across the district. <ol style="list-style-type: none"> a. Develop a plan and timeline for action steps to develop consistency across buildings and grade levels with regard to IS duties and responsibilities. b. As the schedule is reviewed at the building, team, and classroom level, work to ensure that a continuum of services is available and there is consistency across buildings – not specific person dependent, but designed with supporting every student, every step of the way and “designing to the edges” as the focal point. 3. Assemble a team working with the ESC of Central Ohio to evaluate current training options for paraprofessionals and change paraprofessional name to “Independence Coach”. <ol style="list-style-type: none"> a. Develop a plan to address paraprofessional training needs. 4. Gather a team to review the students with disabilities data in the areas of Reading and Math. Based on results of review, develop a plan and timeline for intervention. 5. Determine essential information that needs to be communicated to staff (both general and special education) regarding IDEA 2004 requirements. <ol style="list-style-type: none"> a. Assemble a team to determine what training needs to be developed, when it will be delivered, and how it will be delivered to staff. 6. Gather a team, including school psychologists and related service providers to review the district practices for educational identification of students with special learning disabilities. <ol style="list-style-type: none"> a. Develop plan to increase consistency. 7. Appoint a person and create process for systematically reviewing special education forms for timeliness and accuracy. | <ol style="list-style-type: none"> 1. Implement plan for training for “independence coaches” developed in year one. 2. Design professional development for general and special education staff in Reading and Math to ensure they are “designing to the edges” to address issues students with disabilities are having with Reading and Math. 3. Implement plan for increasing consistency on educational identification for special education services of students with specific learning disabilities. 4. Provide collaborative professional development to general and special educators focusing on IDEA requirements, including requirements for interventions prior to referrals. 5. Implement plan for systematically reviewing special education forms for timeliness and accuracy. <p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Assemble team from year one to implement plan for training of the “independence coaches” in UA developed in year one. 2. Gather team from year one to develop the professional development for general and special educators in Reading and Math. 3. Assemble team from year one to: <ol style="list-style-type: none"> a. Develop training for special education staff including school psychologists and related services professionals on the educational identification of students with learning disabilities to increase consistency. b. Develop timeline for implementation. 4. Implement process for review of special education documents. | <ol style="list-style-type: none"> 1. Develop onboarding and online training for independence coaches. 2. Continue with the review special education forms for timeliness and accuracy. 3. Develop online training on IDEA requirements, including requirements for interventions prior to referrals (in collaboration with UA Tiers of Support initiatives). <p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Work with ESC of Central Ohio to develop online training for independence coaches. Determine timeline for delivery and plan for dissemination. 2. Implement process for review of special education documents. |