**Valley Collaborative’s District Improvement Plan**

Designed to achieve the Purpose and Objectives set forth in the Collaborative Agreement

2015-2020

Plan Overview

| **Valley Collaborative’s Articles of Agreement**  **ARTICLE II**  **Mission, Objectives, Focus, and Purpose** |
| --- |
| The mission of the Collaborative is to conduct educational programs and/or services for member districts in a cost-effective manner and to increase educational opportunities and to improve educational outcomes for its students. The purpose of the Collaborative is to provide high quality intensive educational, therapeutic and transitional programs and related services to individuals with disabilities referred by member districts, non-member districts and social service agencies, including both children and adults, and to provide professional development to educators. The focus of the Collaborative is the provision of special education, transitional, occupational, and therapeutic programs and services in the least restrictive environment and comprehensive professional development within the local communities of the member districts. The overall objectives of the Collaborative include improving the academic achievement and/or occupational skills of students and individuals with disabilities in the least restrictive environment through high quality programs and services; offering a variety of high quality professional development opportunities to general and special education teachers and related service providers; and offering its programs and services in a cost-effective manner. |
| ***Mission*** |
| To work collaboratively to create a structured learning environment that empowers individuals to lifelong learning and to navigate confidently and with optimal independence in their community. |
| ***Vision*** |
| Valley Collaborative partners with families, districts, and the community to provide innovative programming that empowers students and adults to discover their individual strengths, interests, and abilities. In doing so, students become responsible contributing members of society. |
| ***Theory of Action*** |
| *If we…*   * Identify students’ immediate and long-term individualized goals, strengths, and needs and provide support to meet them, and… * Build the capacity of, and invest in, our staff, and… * Invest in community building across the Collaborative, with all stakeholder groups,   *Then we will…*   * Increase student independence and prepare students for successful post-secondary placement and adult living * Increase staff professional capacity and the retention of certified staff * Improve the engagement of all stakeholders in the Collaborative community |

| ***Strategic Objectives*** | | |
| --- | --- | --- |
| ***1. All students and adults will be prepared for successful adult living*** | ***2. Valley Collaborative will provide professional development to build capacity and retain high quality staff*** | ***3. Valley Collaborative will foster a sense of belonging and engagement in the Collaborative community for all stakeholders (students, adults, families, staff, districts, community partners)*** |
| ***Strategic Initiatives*** | | |
| ***a.)*** *Develop and Implement Common Core and Job Skills Curriculum*  Functional academics, job development and training | ***a.)*** *Provide Content-specific PD in*  Technology | ***a.)*** *Provide Team Building for Students*  Develop appropriate activities to establish commitment and respect for learning goals |
| ***b.)*** *Improve Transition Planning*  Earlier assessment and communication; explore post-secondary options; travel training; community resources | ***b.)*** *Build Capacity Through Induction and Mentor Programs for Educators and Leaders, and Provide Leadership Opportunities* | ***b.)*** *Maintain Community Involvement* Identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners |
| ***c.)*** *Build Independence Through Community Activities*  Role play and real life situations; vocational activities; practicing life skills | ***c.)*** *Provide PD Choice: Half Days* | ***c.)*** *Increase District Participation in Advisory Board Meetings*  Communication; forecasting potential students and programs |
| ***d.)*** *Build Self Advocacy Skills*  Encourage communication w/ peers, staff, employers, worksites, and connect the communication with natural outcomes | ***d.)*** *All staff: Participants evaluate professional development offerings.* | ***d.)*** *Increase and Maintain Student and Family Communication*  Parent orientation; invite and inform; current events; website; email |
| ***e.)*** *Self Actualization:*  Create programming that promotes growth towards self-actualization for students and adults | e.) *Establish Professional Learning Communities* | ***e.)*** *Develop and Share Best Practices*  School and Collaborative-wide; Internal transition planning; communication |
| *f.)* Track student’s/adult’s progress on their annual IEP/ISP goals | *f.) Network to provide Opportunities to Work Collaboratively with School Districts and Collaboratives in the Northeast* |  |
| g.) Administer Independence survey |  |  |
| h.) Track Post-secondary Plan/Placement |  |  |
| ***Outcomes*** | | |
| * 1. By the 2019-2020 school year, each Valley student/adult who has been enrolled for a year or longer will receive a ‘met’ rating on his/her IEP/ISP goals a minimum of 70% of the time. | * 1. Professional Development opportunities will receive an overall rating of “very good” on feedback evaluation forms 80% of the time by year five. | * 1. A minimum of one engagement initiative conducted annually, demonstrated through an artifact, targeting each group – students, adults, families, staff, districts, and community partners. |
| * 1. During the 2016-2017 school year, the Independence Survey will show a 10% increase in greater independence on the student’s IEP/ISP goals | * 1. 50% of certified staff will still be employed at Valley Collaborative by the end of year 3 of this plan. | 3.2 Participation in Community  Involvement events will remain steady or increase by 10% . |
| * 1. By the 2019-2020 school year, 90% of Valley graduates will be entering a college, state agency program, and/or other career track. |  |  |

**Action Plan**

**Strategic Objective:**

**1.)** All students and adults will be prepared for successful adult living

**Initiative:**

**1a.)** *Develop and implement common core and job skills curriculum* – Functional academics,

job development and training

**Monitoring Progress:**

| **Process Benchmark for Initiative 1a** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Develop curricula Teams | Karen Rowe  Transition Specialist | Winter  2015 | Completed |
| Inventory curricula products | Karen Rowe  Transition Specialist | Spring  2016 | Completed |
| Assess curricula strengths and areas needing further development through data analysis | Karen Rowe  Transition Specialist | Fall  2016 | Completed |
| Make recommendations as appropriate | Karen Rowe  Transition Specialist | Fall  2016 | Completed |
| Develop a program of studies for grades 9-12 (Valley Transitional High School – Sites 1 & 2) | Math/English Dept. Heads | Winter  2016 | Completed |

**Measuring Impact**

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

| **Early Evidence of Change Benchmark for Initiative 1a** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Attendance at Curriculum meetings | Karen Rowe  Transition Specialist | Ongoing | Completed-  Ongoing |
| Upload inventory on shared/google drive | Karen Rowe  Transition Specialist | Winter 2016 | Completed |
| Create final recommendations/proposals | Karen Rowe  Transition Specialist | Winter 2016 | Completed |
| Review and adjust program of studies | Karen Rowe  Transition Specialist | Winter 2016 | Completed |

**Monitoring Progress:**

| **Process Benchmark for Initiative 1a** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Develop Assessment Teams | Karen Rowe  Transition Specialist | November  2015 | Completed-ongoing |
| Inventory assessments products | Karen Rowe  Transition Specialist | Spring  2016 | Completed-ongoing |
| Assess assessment strengths and areas needing further development | Karen Rowe  Transition Specialist | Fall  2016 | Completed |
| Make recommendations as appropriate | Karen Rowe  Transition Specialist | Fall  2016 | Completed-ongoing |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 1a** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Attendance at Assessment meetings | Karen Rowe  Transition Specialist | Ongoing | Completed - ongoing |
| Upload inventory on shared drive | Karen Rowe  Transition Specialist | Winter 2016 | Completed |
| Create final recommendations and proposal to purchase new materials if needed | Karen Rowe  Transition Specialist | Winter 2016 | Completed - ongoing |

**Action Plan**

**Strategic Objective:**

**1.)** All students and adults will be prepared for successful adult living

**Initiative:**

**1b.)** Improve transition planning: earlier assessment and communication; explore post-secondary options; travel training; community resources

**Monitoring Progress:**

| **Process Benchmark for Initiative 1b** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Implement Career Cruising curriculum in middle school and high school | Karen Rowe  Principals | June  2017 | Completed |
| Develop Work-Based Learning Plan for every student who has a vocational goal | Karen Rowe  Principals | June  2017 | Completed |
| Develop Person Centered Planning and Transition Tool (PCPTT) | Karen Rowe  Principals | Sept  2015 | Completed |
| Implement Person Centered Planning and Transition Tool (PCPTT) | Karen Rowe  Principals | June  2017 | Completed |
| Collaborate with member district to customize programming for their students regarding Transition Service. | Karen Rowe | Fall  2018 | TBD |
| Open new Site 2 classroom specifically designed for students of the Autism Spectrum who may not be a great fit for the other classrooms where there is a large outdoor education social component | Julie Fielding | Winter 2017 | Completed |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 1b** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| 100% of applicable teachers/staff will be trained in using Career Cruising | Karen Rowe  Principals | June  2016 | Completed |
| 50% of high school and middle school students have an individual account | Karen Rowe  Principals | June  2017 | Completed |
| Each student has a Work-Based Learning Plan | Karen Rowe  Principals | Fall  2018 | TBD |
| Meet with teachers to ensure that 70% of the PCPTTs are complete | Karen Rowe  Principals | Fall  2018 | TBD |

**Action Plan**

**Strategic Objective:**

**1.)** All students and adults will be prepared for successful adult living

**Initiative:**

**1c.)** Build Independence through community activities: role play and real life situations; vocational activities; practicing life skills

**Monitoring Progress**

| **Process Benchmark** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Identify current transitional skills curriculum collaborative wide | Karen Rowe  Voc Coordinator, Matt Gentile | Fall  2017 | Completed |
| Identify gaps in curriculum | Karen Rowe  Voc Coordinator, Matt Gentile | Winter/Spring  2017 | Completed |
| Explore and research space for ILS curriculum | Principals  Dr. Scott,  Adult Services Coordinator | 2019-2020  School Year | TBD |
| Create a Google doc to capture current vocational opportunities. | Kari Morrin, Transition Services Dept. | 2018-2019 School Year | TBD |
| Identify community-based experiences by functional domains. | Karen Rowe  Lia Metrakas  Nicole Noska  Kari Morrin | 2018-2019  School Year | TBD |
| Create a Google doc to capture community-based experiences by functional domains. | Kari Morrin  Karen Rowe  Lia Metrakas  Nicole Noska | 2018-2019 School Year | TBD |
| Identify an annual transition assessment to administer to all high school students and adults. | Kari Morrin Karen Rowe  Lia Metrakas  Nicole Noska | 2018-2019  School Year | TBD |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Utilizing a transition assessment tool to collect yearly data. | Karen Rowe | 2019-2020 School Year | TBD |
| Teachers and Job Coaches will utilize the functional domain Google doc to plan community-based experiences. | Principals  Adult Services Manager | 2019-2020 School Year | TBD |

**Action Plan**

**Strategic Objective:**

**1.)** All students and adults will be prepared for successful adult living

**Initiative:**

**1e.)** Self Actualization: Create programming that promotes growth towards self-actualization for students and adults

**Monitoring Progress**

| **Process Benchmark** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Each school will identify their current programming and the required enhancements needed to ensure students receive the supports required to develop the skills to self-actualize based on Maslow’s Hierarchy of Needs Pyramid. | Principals | October  2018 | TBD |
| Create a google doc that captures current programming and activities relevant to skills that help students and adults lead to self-actualization. | Adult Services Coordinator and Principals | October  2018 | TBD |
| Identify gaps in programming based on specific needs | Principals, & Adult Services Coordinator | January  2019 | TBD |
| Reconvene as a DIP Team to discuss next steps | DIP Team | March  2019 | TBD |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| 75% of Students’ who have a Valley IEP will meet their IEP goals | Principals  & IEP Teams | June  2019 | In Progress |
| Incorporate thoughtful self-actualization questions into the Sense of Belonging Survey for students, parents, and staff. | Sense of Belonging Committee | September  2018 | In Progress |
| Analyze the data from the Sense of Belonging student survey | Sense of Belonging Committee | November  2019 | In Progress |

**Action Plan**

**Strategic Objective:**

1. All students and adults will be prepared for successful adult living

**Initiative:**

**1f.)** Track student’s/adult’s progress on their annual IEP/ISP goals using a “met” and “not met” scale as measured by the progress reports.

**Monitoring Progress:**

| **Process Benchmark for Initiative 1f** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Weekly progress notes are completed for adults and information is compiled to make quarterly progress reports. A new ISP Goal Form for the Today and Tomorrow Program has been created. Additionally, Valley is working with a Google consultant to create a Google Sheet to capture the “met” and “not met” student data systematically. | Adult Services Coordinator/  Principals | 2017-2020  School Years | In Progress |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 1f** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| 100% of adult services staff have been trained in using ISP Goal Form | Adult Services Manager | March 2017 | Completed |
| Job Developer has been tasked with reviewing ISP Goal Forms and working with vocational coaches to capture all relevant information regarding progress towards meeting ISP goals. | Adult Services Manager | January 2017 | Completed |
| Using information gathered from ISP Goal Forms individuals have been given specific worksite modifications and tools to support them in achieving ISP goals more quickly. | Adult Services Coordinator | August 2019 | Ongoing |

**Action Plan**

**Strategic Objective:**

1. All students and adults will be prepared for successful adult living

**Initiative:**

**1g.)** Administer an Independence Survey

**Monitoring Progress:**

| **Process Benchmark for Initiative 1g** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Surveys have been developed, implemented, and completed by students/adults and families during the Spring of 2016 to collect baseline data on “Sense of Belonging”: independence, peer relationships, school culture, and impressions of staff. These surveys will be re-administered every Spring to work towards continuous improvement | Brian Mihalek  Program Lead,  Middle School | Spring 2016 and ongoing | Complete- In Progress |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 1g** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| By the end of the 2017/2018 survey cycle, the Sense of Belonging committee will analyze survey data derived from the “Sense of Belonging” student survey to identify 1 recommendation in order to receive an average of 60% ‘yes’ (approval) ratings in the area of independence by the end of the 2017/2018 school year. | Brian Mihalek & The Sense of Belonging  Committee | Fall  2018 | In Progress |

**Action Plan**

**Strategic Objective:**

1. All students and adults will be prepared for successful adult living

**Initiative:**

**1h.)** Track Post-secondary Plan/Placement

**Monitoring Progress:**

| **Process Benchmark for Initiative 1h** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| A database was implemented by Valley Transitional High School’s guidance counselor to track this information by student name, district, and post-secondary plan: college, trade school, work, military, other, as well as adult service agencies involved. With such a diverse student population, our graduating seniors are transitioning out into a number of different opportunities.  2015- 2016  On site one, we have 11 students going straight into the workforce, three students continuing their education in a trade school, and four students who plan on attending college in the fall. More than half of the graduating class from site one will be working with some form of state agency, from DMH to MRC, after graduation. On site two, nine of our graduating students have enrolled in college for the fall with the other two students choosing to go directly into the work force. On site three, all but one of the graduating students will be receiving state services such as DDS with 11 of them attending an adult services program, three students enrolling in college, two students going straight to work, and one student enrolling in a trade school.  2016-2017  Site 1 has 16 students graduating, all with their own specific plan. Four of these students plan to attend post-secondary institutions ranging from community college to four year universities to trade schools to hone a specific skill. Two of the students will be utilizing adult services through Valley or MRC. Nine of the students plan to go right into the work force, with four of them already securing employment. One graduating senior plans to travel for a year before committing to any sort of future education.  Site 2 has 18 graduating seniors. 12 of these students will be attending post-secondary education also ranging from University, community college, and trade school. Three students will be utilizing adult services either continued through Valley or through MRC. Three students plan on going straight into the work force with two of those students already securing employment. | Matt Gentile  Guidance Counselor | 2016-2020 School Years | Completed and will now be ongoing |

**Action Plan**

**Strategic Objective:**

**2.)** Valley Collaborative will provide professional development to build capacity and retain

high quality staff

**Initiative:**

**2a.)** Develop content specific PD in Technology

**Monitoring Progress***:*

| **Process Benchmark for Initiative 2a** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Identify PD Focus Group members:   * Joia Mercurio * Kari Morrin * Judy Norton * Nicole Noska * Heather Valcanas | PD Focus Group | September 2015 | Completed |
| Define Valley’s ‘technology’ uses and needs | Fall  2015 | Completed |
| Adopt/Modify needs assessment (i.e. DESE’s TSAT) for technology to collect baseline data (i.e. “How often do you use…”) | Fall  2015 | Completed |
| Administer the DESE’s TSAT (modified) | Winter 2016 | Completed |
| Assess needs assessment data | Winter 2016 | Completed |
| Prioritize identified areas of need | Winter 2016 | Completed |
| Modify current PD evaluation form to collect continued progress data | Spring 2016 | Completed |
| Create PD plan for 2016 -2017 school year | Summer 2016 | Completed |
| Provide Beginner Smart Board training for ELA and Humanities as well as Math and Science as a choice for October 7th early release PD Day | Fall  2016 | Completed |
| Provide Beginner and Advanced mandatory Smart Board training for all licensed staff during staff meeting times at the Elementary and Middle/High School level | Spring 2016 | Completed |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 2a** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| 60% return rate of needs assessment among all staff | PD Focus Group | Winter 2016 | Completed |
| Analyze results and identify top 3 high priority technology PD needs from needs assessment | Winter 2016 | Completed |

**Action Plan**

**Strategic Objective:**

**2.)** Valley Collaborative will provide professional development to build capacity and retain high quality

staff

**Initiative:**

**2b.)** Build Capacity through the Induction and Mentor Programs for Educators and Leaders and provideleadership opportunities

**Monitoring Progress***:*

| **Process Benchmark for Initiative 2b** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Create formal Leadership Mentorship Program. | Kari, Joia, and Chris | Spring  2018 | In progress |
| Develop Educator Mentorship Program. | Kari and Joia | Fall  2016 | Completed |
| Establish a Leadership PLC where people read the latest research on leadership, watch current videos and participate in leadership presentations facilitated by Dr. Tony Bent. | Dr. Tony Bent & Valley Leadership Team | Fall  2016 | Completed |
| Establish a Leadership Coffee Hour with distinguished leaders from across the state reflecting on their leadership experiences so that leaders can learn from them. | Chris Scott and Karen Blackburn | Fall  2016 | Completed |
| Create networking opportunities for Valley Leaders, Board Members who are new Superintendents, Member District Assistant Superintendents, Special Education Directors and Northeast Collaborative Executive Directors through Leadership Coffee Hours, regional meetings, social gatherings | Chris Scott and Regional Leaders | Fall  2016 | Completed |
| Highlight the restructuring efforts of the past 4 years as a case study presentation to MASS’s Assistant Superintendent group | Chris Scott | Spring 2017 | Completed |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 2b** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Schedule of Leadership Coffee Hours - to date, Valley has hosted two meetings | Karen Blackburn & Chris Scott | Fall  2016 | Completed |
| Schedule of Leadership meetings with Dr. Tony Bent | Karen Blackburn & Chris Scott | Fall  2016 | Completed |
| Schedule of FY17 Mentor and Induction Meetings | Kari Morrin & Joia Mercurio | Fall  2016 | Completed |

**Action Plan**

**Strategic Objective:**

**2.)** Valley Collaborative will provide professional development to build capacity and retain

high quality staff

**Initiative:**

**2c.)** Provide PD Choice: Half Days

**Monitoring Progress:**

| **Process Benchmark for Initiative 2c** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Identify PD Focus Group Members:   * Joia Mercurio * Kari Morrin * Judy Norton * Nicole Noska * Heather Valcanas | PD Focus Group | September  2015 | Completed |
| Develop survey of half day model | Fall  2015 | Completed |
| Analyze technology needs assessment priority outcomes | Winter 2016 | Completed |
| Administer Survey of Half Day Model | Winter 2016 | Completed |
| Develop a PD Schedule/ Catalogue of PD Offerings | Fall  2016 | Completed |
| Identify and secure providers/trainers for 2016 - 2017 school year | Fall  2016 | Completed |
| Work with NPEN (Northeast Professional Educators Network) to offer PD for Educators, and Related Service Providers in the Northeast Region on Election Day 2016 | Ongoing | Completed |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 2c** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| 60% return rate of needs assessment and half day model survey | PD Focus Group | Winter 2016 | Met |
| Provide PD Schedule of Offerings | Kari Morrin & Joia Mercurio | Winter 2017 | Completed |
| Provide schedule from October 7th half day offerings | Kari Morrin & Joia Mercurio | Winter 2017 | Completed |
| Provide schedule from NPEN day of Valley providers and in-district para trainings | Kari Morrin & Joia Mercurio | Winter 2017 | Completed |

**Action Plan**

**Strategic Objective:**

**2.)** Valley Collaborative will provide professional development to build capacity and retain

high quality staff

**Initiative:**

**2d.)** All staff: Participants evaluate professional development offerings.

**Monitoring Progress***:*

| **Process Benchmark for Initiative 2d** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Valley evaluates all professional development offerings. The evaluation scale has simply been agree or disagree in ten targeted areas and multiple open response questions. On average the evaluations have been favorable. In order to improve the Evaluation tool Valley’s PD department has asked Billerica Public Schools to see a copy of their Professional Development Feedback Form to use as a model in the redevelopment of this form. | Joia Mercurio  Assistant Director  Kari Morrin  Director of Student Services | 2015-2016 School Year | Completed |
| Valley has modified its professional development evaluation form as a Google form and has changed its questions to emulate Billerica Public School’s | Joia Mercurio  Assistant Director  Kari Morrin  Director of Student Services | Spring 2017 | Completed |

**Action Plan**

**Strategic Objective:**

**2.)** Valley Collaborative will provide professional development to build capacity and retain

high quality staff

**Initiative:**

**2e.)** Establish Professional Learning Communities (PLCs)

**Monitoring Progress***:*

| **Process Benchmark for Initiative 2e** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Appoint Department Leads in STEM, English and Humanities, and Literacy | Joia Mercurio | Winter 2016 | Completed |
| Each Department Lead to establish a PLC in their discipline | Department Leads | Fall  2018 | TBD |
| Each PLC to develop a schedule of meetings and goals and objectives for 2018-2019 school year | Department Leads | Fall  2018 | TBD |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 2e** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Department Leads will communicate to Collaborative staff via emails, events, newsletters, etc. | Joia Mercurio | Fall  2016 | Completed |
| Implementation of STMath in all appropriate programs | Glen Costello | Spring 2017 | Completed |

**Action Plan**

**Strategic Objective:**

**2.)** Valley Collaborative will provide professional development to build capacity and retain

high quality staff

**Initiative:**

**2f.)** Network to develop opportunities to work collaboratively with school districts and Collaboratives in the Northeast

**Monitoring Progress***:*

| **Process Benchmark for Initiative 2f** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Joint planning with districts: Northeast Professional Educators Network (NPEN) | Kari Morrin & Joia Mercurio | Fall  2016 | Completed-ongoing |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 2f** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Comparison of number of Valley presenters from FY16 to FY17 | Kari Morrin & Joia Mercurio | Fall  2016 | Completed |
| Scheduled list of NPEN Steering committee meetings | Kari Morrin & Joia Mercurio | Fall  2016 | Completed |

**Action Plan**

**Strategic Objective:**

**3.)** Valley Collaborative will foster a sense of belonging and engagement in the Collaborative community for all stakeholders (students, adults, families, staff, districts, community partners)

**Initiative:**

**3b.)** *Maintain Community Involvement:* Identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners

| **Monitoring Progress:Process Benchmark for Initiative 3b** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| In order to effectively assess community involvement and more specifically, understand how to maintain or increases community involvement, one must first understand their sense of belonging. Therefore, Valley Collaborative will need to collect baseline data regarding students’, adults', and families’ current sense of belonging.  1. Develop a task committee to assess engagement of student and families at Valley Collaborative.  a. Develop meeting schedule | Brian Mihalek  Program Lead,  Middle School | December 2015 | Completed |
| 2. Committee meeting to discuss:  a. Plan Overview, Action Plan Overview, types of information to be obtained from the survey, student and parent access to the survey, determine teams within the committee, brainstorm challenges/barriers to success | Task Committee | December 2015 | Completed |
| 3. Committee meeting to discuss:  a. Survey methods, questions for survey that address (happiness, safety, respect, acceptance, and engagement), adjust timeline in Action Plan Template, type of survey, brainstorm challenges/barriers to success | Task Committee | December 2015 | Completed |
| 4. Committee meeting to discuss:  a. Rough draft of student survey  b. Rough draft of parent survey  c. Define student engagement/sense of belonging in the following areas: independence, happiness, safety, respect, acceptance, and engagement, community, classroom, vocational, non-academic, and feelings towards school  d. Define family engagement in the following areas: independence, communication, involvement in school based activities, feelings about student program, feelings about student’s progress, feeling about school, and the feelings about student’s happiness | Task Committee | January  2016 | Completed |
| 5. Committee meeting to discuss:  a. “Sense of Belonging” definition  b. Discuss committee feedback on student and parent survey  c. Discuss modifications to different surveys for different populations  d. Discuss Google Doc survey as main method for student survey | Task Committee | February 2016 | Completed |

| 6. Committee meeting to discuss:  a. Final definition of “Sense of Belonging”  b. V. Drive for data collection  c. Final student/parent surveys  d. Communication plan for all staff  e. Determine implementation phase | Task Committee | March  2016 | Completed |
| --- | --- | --- | --- |
| 7. Final meeting before implementation of surveys | Task Committee | March  2016 | Completed |
| 8. Update on progress:  a. “Sense of Belonging” has been defined  b. Data has been set up to be collected on the V drive through a Google Doc survey  c. Final student survey was distributed beginning 4/6/16. Parent Survey has multiple drafts and will be finalized by May 16th  d. Team members have communicated the purpose and instructions of the student survey  e. Student survey will be completed by all students on 4/29/16 at which point the team will start to determine data analysis protocols  f. Next meeting date to be determined | Task Committee | April  2016 | Completed |
| 9. Committee meeting to discuss:  a. Define means of data analysis and collection  b. Finalize parent survey | Task Committee | May  2016 | Completed |
| 10. Committee meeting to discuss:  a. Data collected to date  b. survey completion analysis | Task Committee | May  2016 | Completed |
| 11. Committee meeting to discuss:  a. Next steps for identifying strengths/ areas of need, recommendations | Task Committee | October  2016 | Completed |
| 12. Analyze Sense of Belonging Survey data to make recommendation for Community  Involvement Activities | Task Committee | October 2016 | Completed |

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| 13. Plan, develop, and implement one new community involvement engagement  activity  Update on progress: Based on data derived from parent survey, Sense of Belonging committee identified areas of need within the parent base regarding trainings needed. In coordination with Sense of Belonging committee and Parent Advisory Council, a Parent Workshop Night has been scheduled to address these needs on May 11th, 2017. | Task Committee | Spring  2017 | Completed |
| 14. Sense of Belonging Committee meeting to discuss:   * Data entry for all surveys * Cycle 1 data analysis * Work with site specific teams to identify relative strengths and areas of need derived from data * Generate recommendations | Task Committee | October  2016 | Completed |
| 15. Sense of Belonging Committee meeting to discuss:   * Review all relative strengths and areas of need * Make modifications to cycle 2 student, parent and adult surveys * Create site specific and Collaborative wide recommendations * Discuss cycle 2 timeline | Task Committee | November  2016 | Completed |
| 16. Sense of Belonging Committee meeting to discuss:   * Finalize student, parent, adult surveys * Finalize site specific recommendation action plan with timeline * Start to generate staff survey questions | Task Committee | December  2016 | Completed |
| 17. Sense of Belonging Committee meeting to discuss:   * Finalize Valley Collaborative recommendation action plan with timeline * Create sub-committees to address collaborative wide recommendations * Finalize cycle 2 timeline | Task Committee | January  2017 | Completed |
| 18. Sense of Belonging Committee meeting to discuss:   * Review final site specific and collaborative wide recommendation action plan * Finalize staff survey | Task Committee | March  2017 | Completed |
| 19. Use existing *Sense of Belonging* data to identify MS program’s strengths and areas of need; develop a set of recommendations | MS Admin Team | Fall  2016 | Completed |
| 20. Develop and implement targeting/bullying procedure for the MS | MS Admin Team | Fall  2016 | Completed |
| 21. Install suggestion box to address student needs/concerns and review content in the MS | MS Admin Team | Fall 2016-  ongoing | Completed |
| 22. Develop format for a quarterly MS specific newsletter | MS Admin Team | Fall  2018 | In Progress |
| 23. Gather program specific information for newsletter for the MS | MS Admin Team | Fall  2018 | In Progress |
| 24. Send out first newsletter for the MS | MS Admin Team | Fall  2018 | In Progress |
| 25. Improve communication with parents/families-Identify most effective means of communication and gather that data schoolwide; distribute calendar of upcoming events in the MS | MS Admin Team | Fall  2017 | Completed -Ongoing |
| 26. Incorporate more hands-on, engaging, challenging lessons with the use of Google Classroom for the MS | MS Admin Team | Fall  2017 | Completed –  Ongoing |
| 27. Survey parents/students regarding afternoon activity choices for quarterly after school activity; coordinate details re: staff, cost, specific etc. for the MS | MS Admin Team | Fall  2018 | In Progress |
| 28. Offer first afternoon activity for the MS students to participate in | MS Admin Team | Spring  2019 | In Progress |
| 29. Implement Sense of Student Survey  a. April 2016 (baseline)  b. April 2017  c. April 2018 | Task Committee | September  2017 | Completed |
| 30. Implementation of Adult Survey  a. April 2016 (baseline)  b. April 2017  c. April 2018 | Task Committee | September  2017 | Completed |
| 31. Implementation of Parent Survey  a. April 2016 (baseline)  b. April 2017  c. April 2018 | Task Committee | September  2017 | Completed |
| 32. Analyze Data and make Recommendations   1. Analyze 2015-2016 Data and make Recommendations 2. Analyze 2016-2017 Data and make Recommendations | Executive Director and B. Mihalek | a. June  b. Fall 2018 | a. Completed  b. In progress |
| 33. Report Data to stake holders and Executive Board   * 1. Report 2015-2016 Data to stake holders and Executive Board   2. Report 2016-2017 Data to stake holders and Executive Board | Executive Director and B. Mihalek | June  2016/2017 | a. Completed  b. in progress |

| Report baseline data to stake holders and Executive Board | Executive Director and B. Mihalek | June  2016 | Completed |
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| **Process Benchmark for Initiative 3b** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| The Elementary, Middle and Highs School Valley Collaborative Parent Advisory Group (PAG), will plan one engagement initiative regarding “Rights and Responsibilities in Special Education” to all families of students K-12.  Middle School/High School presented on 11.17.15  Elementary and Middle School/High School scheduled to present on 5.11.17 | Brian Mihalek, Middle School Lia Metrakas High School, Pam Walker, Elementary | Fall 2016 | Completed - Ongoing |
| The Valley Collaborative Human Rights Group will plan one engagement initiative regarding “Accessing Resources in the Community” | Pat Evans, Adult Program | Spring 2017 | Completed - Ongoing |
| Develop Employee of the Month recognition initiative | Valley Principals | On going | Completed - Ongoing |
| Continue to include all member districts sped directors as well as other stakeholder representatives to the District Improvement Planning process | Chris A. Scott, Executive Director | Fall 2016 | Completed - Ongoing |

| **Process Benchmark for Initiative 3b** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| In response to the Sense of Belonging survey data, the Sense of Belonging Committee has collaborated with the PAG in order to identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners   1. Facilitators at Valley Elementary School and Valley Middle School/Transitional High School have held staff luncheons in addition to meetings on the following topics: transition planning, internet safety, and parents’ rights. Artifacts including agendas and sign-in sheets for these meetings have been collected. | Staff | 2015-2020  School Years | Completed/  Ongoing |

| **Group** | **Engagement Initiative** | **Artifact** | **Status** |
| --- | --- | --- | --- |
| Students | 1. School Play Performance  2. Student Trips  3. Class Trips (Overnight)  4. After School Activities (Recreation) | 1. Program  2. Permission Slips/Itineraries  3. Permission Slips  4. Schedules | Completed |
| Adults | 1. Valley Collaborative Dance  2. Human Rights Meetings (Quarterly) | 1. Flyer  2. Itineraries, Minutes, Sign-In Sheet | Completed |
| Families | 1. Open House  2. Parent Advisory Group  3. Spirit Fridays (Elementary) | 1. Sign-In Sheet  2. Meeting Minutes  3. Flyers/Invitations | Completed |
| Staff | 1. Staff Appreciation Day  2. School Spirit Contests | 1. Flyers  2. Prizes | Completed |
| Districts | 1. District Outreach Meetings  2. SPED Advisory Meetings | 1. Outreach Folders  2. Sign-In Sheet/Itineraries | Completed |
| Community Partners | 1. District Improvement Planning  2. The INDEPENDENCE Project  3. School Play Performance | 1. District Improvement Plan  2. Committee Meetings  3. Program | Completed |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| 1. Sense of Belonging survey will have an 80% completion rate for students | Principals | April  2016 | Completed |
| 1. Sense of Belonging survey will have a 50% completion rate for Families. | Principals | April  2016 | Completed |
| 1. Sense of Belonging survey will have a 50% completion rate for Adults. | Principals | April  2016 | Completed |
| 1. Report Sense of Belonging baseline data to the Board of Directors | Executive Director | June  2016 | Completed |
| 1. A 10% increase in participation at PAG facilitated events | PAG facilitators | Fall  2017 | Completed |

**Resources Supporting Implementation**

*The staff and financial resources allocated to support this initiative*

| **Resources** |
| --- |
| Google Survey |
| IT Consultation |

**Action Plan**

**Strategic Objective:**

1. Valley Collaborative will foster a sense of belonging and engagement in the Collaborative community for all stakeholders (students, adults, families, staff, districts, community partners)

**Initiative:**

**3c.)** Increase District Participation in Advisory Board Meetings: Communication; forecasting potential students and programs

**Monitoring Progress:**

| **Process Benchmark for Initiative 3c** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| 1a. Establish an Outreach committee (compromised of two Valley Board of Directors, one member District Special Education Director, Valley Collaborative Executive Director and Assistant Director)  1b. Establish Co-Chair for SPED Advisory Board, and one member District SPED | Executive Director | November 2015 | Completed |
| 1. The Outreach committee schedules a 60 minute meeting with the District teams. Each District team will be comprised of the Superintendent, the Special Education Director, and the district liaison(s). | Assistant Executive Director | January  2016 | Completed |
| 1. Outreach committee and District teams will meet and discuss 5 year District Improvement Plan. | Outreach Committee and District Teams | April  2016 | Completed |
| 1. At the same meeting, Valley program offerings will be reviewed. | Outreach Committee and District Teams | April  2016 | Completed |
| 1. At the same meeting, Valley tuitions and services will be compared to other local Collaborative(s). | Outreach Committee and District Teams | April  2016 | Completed |
| 1. At the same meeting, there will be a review of the Out of District referrals to non-Valley placements questionnaire. | Outreach Committee and District Teams | April  2016 | Completed |
| 1. At the same meeting, review of Valley student termination questionnaire. | Outreach Committee and District Teams | April  2016 | Completed |
| 1. Member District Special Education Department to fill out questionnaires and submit to Valley Team. | Member Districts Special Education Dept. | April  2016 | Completed |
| 1. Co-chair quarterly Special Education Advisory Meeting with member district Special Education Administrators | Executive Director and Valley Team | Winter  2017 | Completed - ongoing |
| 1. Invite member district Special Education Administrators to be a part of Valley’s “Leadership Coffee Hour” | Executive Director and Valley Team | Winter  2017 | Completed |
| 1. Host DESE’s Regional Special Education Meeting | Executive Director and Valley Team | May  2017 & April 2018 | Completed - ongoing |
| 1. Valley Team to analyze data from Google “Student Referral Survey” Form | Executive Director and Valley Team | May  2016 | Completed - ongoing |

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| 1. Valley Team makes recommendation for programming changes or enhancements to Board of Directors, if required. | Executive Director | June 2016 Board Meeting | Completed - ongoing |

| **Process Benchmark for Initiative 3c** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| 11. Create a Referral Database Committee: Joia Mercurio, Brian Mihalek, Nicole Noska, Annie Willis, Heather Valcanas, Sean Glavin, Kari Morrin, Julie Fielding, Chris Cowan, Kristine Bonsack, and Jessica Scalzi | Referral Database Committee | Winter 2017 | Completed |
| 12. Develop a Referral Google Form that feeds into a Google Sheet | Referral Database Committee | Spring  2017 | Completed |
| 13. Implement Referral Google Form | Referral Database Committee | Spring  2017 | Completed |

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| --- | --- | --- | --- |
| 14. Analyze current enrollment per MS classroom (program) | MS Administration  Team | Fall  2016 | Completed |
| Establish quarterly communication protocol with Elementary School admin to identify needs (# 6th grade referrals, student movement, etc.) | MS Administration  Team | Winter 2017 | Completed |
| Input 2016/2017 SY referrals into database | MS Administration  Team | Ongoing | Completed |
| Review data from elementary school database and current enrollment for start of 17/18 SY | MS Administration  Team | Ongoing | Completed |
| Meet with Elementary admin to discuss projected upcoming student movement for ESY 2018 | MS Administration  Team | Ongoing | Completed |
| Analyze and review data from referral database and meet with Executive Director regarding possible programmatic needs (additional classroom space, staff, etc.) | MS Administration  Team | Ongoing | In progress |
| Develop/adjust programming per recommendations from data gathered through referral database and elementary movement | MS Administration  Team | Ongoing | In progress |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark for Initiative 3c** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Meeting completed and attendance | Executive Director &  Co-Chair | April  2016 | Completed |
| Report out data, and add District Improvement Plan to website | Executive Director &  Co-Chair | June  2016 | Completed |

**Action Plan**

**Strategic Objective:**

**3.)** Valley Collaborative will foster a sense of belonging and engagement in the Collaborative community for all stakeholders (students, adults, families, staff, districts, community partners)

**Initiative:**

**3d.)** *Increase and Maintain Student and Family Communication:* Parent orientation; invite and inform; current events; website; email

**Monitoring Progress**

| **Process Benchmark** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Research technology based apps (i.e. Class Dojo) for parent communication from school to home  Status: Researched above apps. The Elementary School is currently using Class Dojo. MS/HS will look into Parent Link with Blackboard | Valley School Principal | Fall  2018 | TBD |
| Identify appropriateness of technology based apps per site/school for parent communication from school to home | Valley School Principal | 2018-2019 School Year | In progress |
| Consult with Valley Technology Committee to research school/district website models and best practices for website maintenance  Status: Will be moving forward with Blackboard Website Maintenance. End user training scheduled for August 2018. | Valley Leadership Team | August  2018 | TBD |
| Utilize Google for student email communications | Joia Mercurio & Technology Team | 2018-2019 School Year | TBD |

**Measuring Impact**

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

| **Early Evidence of Change Benchmark** | **Person Responsible** | **Date** | **Status** |
| --- | --- | --- | --- |
| Establish timeline for full implementation of Blackboard initiative | Technology Team | 2018-2019 School Year | TBD |