

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)
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Strategic Initiatives

a.) <i>Develop and Implement Common Core and Job Skills Curriculum</i> Functional academics, job development and training	a.) <i>Provide Content-specific PD in Technology</i>	a.) <i>Provide Team Building for Students</i> Develop appropriate activities to establish commitment and respect for learning goals
b.) <i>Improve Transition Planning</i> Earlier assessment and communication; explore post-secondary options; travel training; community resources	b.) <i>Build Capacity Through Induction and Mentor Programs for Educators and Leaders, and Provide Leadership Opportunities</i>	b.) <i>Maintain Community Involvement</i> Identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners
c.) <i>Build Independence Through Community Activities</i> Role play and real life situations; vocational activities; practicing life skills	c.) <i>Provide PD Choice: Half Days</i>	c.) <i>Increase District Participation in Advisory Board Meetings</i> Communication; forecasting potential students and programs
d.) <i>Build Self Advocacy Skills</i> Encourage communication w/ peers, staff, employers, worksites, and connect the communication with natural outcomes	d.) <i>All staff: Participants evaluate professional development offerings.</i>	d.) <i>Increase and Maintain Student and Family Communication</i> Parent orientation; invite and inform; current events; website; email
e.) <i>Strengthen Self Actualization</i> Develop and provide choice opportunities for students' reflection in order to build confidence and awareness, and experience belonging	e.) <i>Establish Professional Learning Communities</i>	e.) <i>Develop and Share Best Practices</i> School and Collaborative-wide; Internal transition planning; communication
f.) Track student's/adult's progress on their annual IEP/ISP goals	f.) <i>Network to provide Opportunities to Work Collaboratively with School Districts and Collaboratives in the Northeast</i>	
g.) Administer Independence survey		
h.) Track Post-secondary Plan/Placement		

Outcomes

1.1 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.	2.1 Professional Development opportunities will receive an overall rating of "very good" on feedback evaluation forms 80% of the time by year five.	3.1 A minimum of one engagement initiative conducted annually, demonstrated through an artifact, targeting each group – students, adults, families, staff, districts, and community partners.
1.2 During the 2016-2017 school year, the Independence Survey will show a 10% increase in greater independence on the student's IEP/ISP goals	2.2 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% .
1.3 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 '15	Completed
Inventory curricula products	Karen Rowe Transition Specialist	Spring '16	Completed
Assess curricula strengths and areas needing further development through data analysis	Karen Rowe Transition Specialist	Fall '16	Completed
Make recommendations as appropriate	Karen Rowe Transition Specialist	Fall '16	Completed
Develop a program of studies for grades 9-12 (Valley Transitional High School – Sites 1 & 2)	Math/English Dept. Heads	Winter '16	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	Ongoing
Upload inventory on shared/google drive	Karen Rowe Transition Specialist	Winter '16	Completed
Create final recommendations/proposals	Karen Rowe Transition Specialist	Winter '16	Completed
Review and adjust program of studies	Karen Rowe Transition Specialist	Winter '16	Completed

Monitoring Progress:

Process Benchmark for Initiative 1a	Person Responsible	Date	Status
Develop Assessment Teams	Karen Rowe Transition Specialist	Nov '15	Completed-ongoing
Inventory assessments products	Karen Rowe Transition Specialist	Spring '16	Completed-ongoing
Assess assessment strengths and areas needing further development	Karen Rowe Transition Specialist	Fall '16	Completed
Make recommendations as appropriate	Karen Rowe Transition Specialist	Fall '16	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 '16	Completed
Create final recommendations and proposal to purchase new materials if needed	Karen Rowe Transition Specialist	Winter '16	In Progress

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 '17	Completed
Develop Work-Based Learning Plan for every student who has a vocational goal	Karen Rowe Principals	June '17	Completed
Develop Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe Principals	Sept '15	Completed
Implement Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe Principals	June '17	Completed
Collaborate with member district to customize programming for their students regarding Transition Service. Karen Rowe, Valley Transition Specialist, provided consulting services with Tyngsborough Public Schools regarding various assessment tools that would be appropriate to use with students functioning at various developmental stages. Heather Valcanas, Valley Adult Services Manager provides ongoing consulting services to Tewksbury Public Schools regarding transitioning planning for students who are moving on to adult services and navigating various agencies/resources. Valley also provides crossover programming to Tewksbury students with the same profile.	Karen Rowe and Heather Valcanas	Spring 17'	In Progress
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 17'	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 1b	Person Responsible	Date	Status
100% of applicable teachers/staff will be trained in using Career Cruising	Karen Rowe Principals	June '16	Completed
50% of high school and middle school students have an individual account	Karen Rowe Principals	June '17	Completed
Each student has a Work-Based Learning Plan	Karen Rowe Principals	June '17	In Progress
Meet with teachers to ensure that 70% of the PCPTTs are complete	Karen Rowe Principals	June '17	In Progress

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	
Identify gaps in curriculum	Karen Rowe Voc Coordinator, Matt Gentile	Winter/Spring 2017	
Explore and research residential space for ILS curriculum	Principals Dr. Scott, Heather Valcanas	2019-2020 School Yar	
Create a Google doc to capture current programming/activities			

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

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources

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.	Heather Valcanas Adult Services Manager/ Principals	2017- 2020	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	Heather Valcanas	March 17'	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.	Heather Valcanas	January 17'	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.	Heather Valcanas	August 17'	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	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	Spring 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
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Matt Gentile Guidance Counselor</p>	<p>2016- 2020</p>	<p>Completed and will now be ongoing</p>

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: <ul style="list-style-type: none"> ● Joia Mercurio ● Kari Morrin ● Judy Norton ● Nicole Noska ● Heather Valcanas 	PD Focus Group	9/30/15	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...”)			Completed
Administer the DESE’s TSAT (modified)		Winter 2016	Completed
Assess needs assessment data		Winter 2016	Completed
Prioritize identified areas of need			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 7 th 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 provide leadership opportunities

Monitoring Progress:

Process Benchmark for Initiative 2b	Person Responsible	Date	Status
Create formal Leadership Mentorship Program.	Kari, Joia, and Chris	Fall 16	In progress
Develop Educator Mentorship Program.	Kari and Joia	Fall 16	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 16	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 16	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 16	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	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 2b	Person Responsible	Date	Status
Schedule of Leadership Coffee Hours - to date, Valley has hosted two meetings	Karen Blackburn & Chris Scott	Fall 16	Completed
Schedule of Leadership meetings with Dr. Tony Bent	Karen Blackburn & Chris Scott	Fall 16	Completed
Schedule of FY17 Mentor and Induction Meetings	Kari Morrin & Joia Mercurio	Fall 16	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: <ul style="list-style-type: none"> ● Joia Mercurio ● Kari Morrin ● Judy Norton ● Nicole Noska ● Heather Valcanas 	PD Focus Group	9/30/15	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	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 TEM, English and Humanities, and Literacy	Joia Mercurio	Winter 16	Completed
Each Department Lead to establish a PLC in their discipline	Joia Mercurio	Summer 17	In progress
Each Department PLC to develop a schedule of meetings and goals and objectives for 2017-2018 school year	Department Leads	Fall 17	

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
Emails from Department Leads to Collaborative staff	Joia Mercurio	Fall 16	ongoing
Implementation of STMath in all appropriate programs	Glen Costello	ongoing	ongoing

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 16	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 16	completed
Scheduled list of NPEN Steering committee meetings	Kari Morrin & Joia Mercurio	Fall 16	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
<p>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.</p> <p>1. Develop a task committee to assess engagement of student and families at Valley Collaborative.</p> <p style="padding-left: 20px;">a. Develop meeting schedule</p>	Brian Mihalek Program Lead, Middle School	December 2015	Completed
<p>2. Committee meeting to discuss:</p> <p style="padding-left: 20px;">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</p>	Task Committee	Dec. 2, 2015	Completed
<p>3. Committee meeting to discuss:</p> <p style="padding-left: 20px;">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</p>	Task Committee	Dec. 16, 2015	Completed
<p>4. Committee meeting to discuss:</p> <p style="padding-left: 20px;">a. Rough draft of student survey</p> <p style="padding-left: 20px;">b. Rough draft of parent survey</p> <p style="padding-left: 20px;">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</p> <p style="padding-left: 20px;">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</p>	Task Committee	Jan 20, 2016	Completed
<p>5. Committee meeting to discuss:</p> <p style="padding-left: 20px;">a. "Sense of Belonging" definition</p> <p style="padding-left: 20px;">b. Discuss committee feedback on student and parent survey</p> <p style="padding-left: 20px;">c. Discuss modifications to different surveys for different populations</p> <p style="padding-left: 20px;">d. Discuss Google Doc survey as main method for student survey</p>	Task Committee	Feb. 10, 2016	Completed
<p>6. Committee meeting to discuss:</p> <p style="padding-left: 20px;">a. Final definition of "Sense of Belonging"</p> <p style="padding-left: 20px;">b. V. Drive for data collection</p> <p style="padding-left: 20px;">c. Final student/parent surveys</p> <p style="padding-left: 20px;">d. Communication plan for all staff</p> <p style="padding-left: 20px;">e. Determine implementation phase</p>	Task Committee	Mar. 9, 2016	Completed
<p>7. Final meeting before implementation of surveys</p>	Task	March 30,	Completed

	Committee	2016	
<p>8. Update on progress:</p> <ul style="list-style-type: none"> 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 6, 2016	Completed
<p>9. Committee meeting to discuss:</p> <ul style="list-style-type: none"> a. Define means of data analysis and collection b. Finalize parent survey 	Task Committee	May 4, 2016	Completed
<p>10. Committee meeting to discuss:</p> <ul style="list-style-type: none"> a. Data collected to date b. survey completion analysis 	Task Committee	May 31, 2016	Completed
<p>11. Committee meeting to discuss:</p> <ul style="list-style-type: none"> a. Next steps for identifying strengths/ areas of need, recommendations 	Task Committee	October 6, 2016	Completed
<p>12. Analyze Sense of Belonging Survey data to make recommendation for Community Involvement Activities</p>	Task Committee	October 27, 2016	In Progress
<p>13. Plan, develop, and implement one new community involvement engagement activity</p> <p>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.</p>	Task Committee	Spring 2017	In Progress
<p>14. Sense of Belonging Committee meeting to discuss:</p> <ul style="list-style-type: none"> • 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 6 2016	Completed
<p>15. Sense of Belonging Committee meeting to discuss:</p> <ul style="list-style-type: none"> • 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 16 th 2016	Completed
<p>16. Sense of Belonging Committee meeting to discuss:</p> <ul style="list-style-type: none"> • Finalize student, parent, adult surveys • Finalize site specific recommendation action plan with timeline • Start to generate staff survey questions 	Task Committee	December 12 th 2016	Completed

17. Sense of Belonging Committee meeting to discuss: <ul style="list-style-type: none"> Finalize Valley Collaborative recommendation action plan with timeline Create sub-committees to address collaborative wide recommendations Finalize cycle 2 timeline 	Task Committee	January 18 th 2017	Completed
18. Sense of Belonging Committee meeting to discuss: <ul style="list-style-type: none"> Review final site specific and collaborative wide recommendation action plan Finalize staff survey 	Task Committee	March 9 th 2017	Completed
19. Use existing <i>Sense of Belonging</i> 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	Spring 2017	In Progress
23. Gather program specific information for letter for the MS	MS Admin Team	Spring 2017/ongoing	In Progress
24. Send out first newsletter for the MS	MS Admin Team	August 2017	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	In Progress
26. Incorporate more hands-on, engaging, challenging lessons with the use of Google Classroom for the MS	MS Admin Team	Fall 2017	In Progress
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	Winter 2018	In Progress
28. Offer first afternoon activity for the MS students to participate in	MS Admin Team	Spring 2018	In Progress
29. Implement Sense of Student Survey <ol style="list-style-type: none"> April 2016 (baseline) April 2017 April 2018 	Task Committee	September 2017	In Progress
30. Implementation of Adult Survey <ol style="list-style-type: none"> April 2016 (baseline) April 2017 April 2018 	Task Committee	September 2017	In Progress
31. Implementation of Parent Survey <ol style="list-style-type: none"> April 2016 (baseline) April 2017 April 2018 	Task Committee	September 2017	In Progress
32. Analyze Data and make Recommendations <ol style="list-style-type: none"> Analyze 2015-2016 Data and make Recommendations 	Executive Director and	June 2016/2107	a. Completed b. in progress

b. Analyze 2016-2017 Data and make Recommendations	B. Mihalek		
33. Report Data to stake holders and Executive Board a. Report 2015-2016 Data to stake holders and Executive Board b. Report 2016-2017 Data to stake holders and Executive Board	Executive Director and B. Mihalek	June 2016/2107	a. Completed b. in progress
Report baseline data to stake holders and Executive Board	Executive Director and B. Mihalek	June 2016	Completed

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 MetrakasHigh School, Pam Walker, Elementary	Fall 2016	In Progress
The Valley Collaborative Human Rights Group will plan one engagement initiative regarding “Accessing Resources in the Community”	Collette Elliot, Adult Program	Spring 2017	In Progress
Develop Employee of the Month recognition initiative	Valley Principals	On going	In Progress
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	

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	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
2. Sense of Belonging survey will have a 50% completion rate for Families.	Principals	April 2016	In Progress
3. Sense of Belonging survey will have a 50% completion rate for Adults.	Principals	April 2016	Completed
4. Report Sense of Belonging baseline data to the Board of Directors	Executive Director	June 2016	Completed
5. A 10% increase in participation at PAG facilitated events	PAG facilitators	Fall 2017	In Progress

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
Google Survey
IT Consultation

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:

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	11/30/2015 & 11/14/2015	Completed
2 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	1/15/2016	Completed
3 Outreach committee and District teams will meet and discuss 5 year District Improvement Plan.	Outreach Committee and District Teams	4/1/2016	Completed
4 At the same meeting, Valley program offerings will be reviewed.	Outreach Committee and District Teams	4/1/2016	Completed
5 At the same meeting, Valley tuitions and services will be compared to other local Collaborative(s).	Outreach Committee and District Teams	4/1/2016	Completed
6 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	4/1/2016	Completed
7 At the same meeting, review of Valley student termination questionnaire.	Outreach Committee and District Teams	4/1/2016	Completed
8 Member District Special Education Department to fill out questionnaires and submit to Valley Team.	Member Districts Special Education Dept.	4/30/2016	Completed
9 Hold quarterly Special Education Advisory Meeting with member district Special Education Administrators co-chaired with Srah Lewenczuk, Tyngsborough's Special Education Director	Executive Director and Valley Team	Winter 17'	Completed
10 Invite member district Special Education Administrators to be a part of Valley's "Leadership Coffee Hour"	Executive Director and Valley Team	Winter 17'	Completed
11 Host DESE's Regional Special Education Meeting	Executive Director and Valley Team	May 8, 2017	Completed
12 Valley Team to analyze data from referral questionnaires	Executive	5/30/2016	Completed

	Director and Valley Team		
13 Valley Team makes recommendation for programming changes or enhancements to Board of Directors, if required.	Executive Director	June 2016 Board Meeting	Completed

Monitoring Progress:

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
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	In Progress
Input 2016/2017 SY referrals into database	MS Administration Team	Ongoing	In Progress
Review data from elementary school database and current enrollment for start of 17/18 SY	MS Administration Team	Ongoing	In Progress
Meet with Elementary admin to discuss projected upcoming student movement for ESY 2018	MS Administration Team	Ongoing	In Progress
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

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

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, and 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	Valley School Principal	2017-2018 School Year	
Identify appropriateness of technology based apps per site/school for parent communication from school to home	Valley School Principal	2017-2018 School Year	
Consult with Valley Technology Committee to research school/district website models and best practices for website maintenance	Valley Leadership Team	2017-2018 School Year	
Utilize Google for student email communications	Paul Donovan	2017-2018 School Year	

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

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources