

Valley Collaborative: District Plan Overview 2015-2020

<i>Mission</i>		
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.		
<i>Vision</i>		
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.		
<i>Theory of Action</i>		
<p><i>If we...</i></p> <ul style="list-style-type: none"> 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, <p><i>Then we will...</i></p> <ul style="list-style-type: none"> 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 		
<i>Strategic Objectives</i>		
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. All stakeholders (students, adults, families, staff, districts, community partners) will be fully engaged in the Collaborative community
<i>Strategic Initiatives</i>		
a.) Develop and Implement Common Core and Job Skills Curriculum Functional academics, job development and training	a.) Provide Content-specific PD Technology; professional learning communities (LASW); team building; joint planning with districts	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 Program, and Provide Leadership Opportunities	b.) Maintain Community Involvement Identify, develop, and maintain community involvement for students and community partners (elementary, middle, high school levels)
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.) Increase and Maintain Student and Family Communication Parent orientation; invite and inform; current events; website; email
e.) Strengthen Self Actualization Develop and provide choice opportunities for students' reflection in order to build confidence and awareness, and experience belonging		e.) Develop and Share Best Practices School and Collaborative-wide; Internal transition planning; communication
		f.) Implement Referral Database



OUTCOMES

The Collaborative currently does not have trend data on many of the variables that the District Improvement Plan targets. As such, the objectives will be measured with the intent to achieve the outcomes within five years.

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

Outcomes will be measured by determining how successful students/adults have been in meeting their IEP/ISP goals to ensure they continue on as lifelong learners and achieve optimal independence.

Outcomes:

1. 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. Target: In five years, 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. Timeline: 2017-2020
2. Independence Survey: administered to the students/adults and the parents/guardians to determine how successful the student has been in achieving greater independence on his/her IEP/ISP goals. This survey will be administered at least once to determine if it provides additional information that enhances the meet and does not meet scale referenced above.
3. Track Post-secondary Plan/Placement: 90% of Valley graduates will be entering a college, state agency program, and/or other career track. Timeline: 2016-2020

Objective #2: Valley Collaborative will provide professional development to build capacity and retain high quality and certified staff.

Outcomes:

1. All staff: Participants evaluate professional development offerings. Target: An overall rating of very good 80% of the time by year five. Timeline: 2015-2020
2. Certified staff: Measure annually the retention of certified staff with the goal that 50% of certified staff will still be employed at Valley Collaborative by the end of year 3 of this plan. Timeline: 2015-2020

Objective #3: All stakeholders (students, adults, families, staff, districts, community partners) will be fully engaged in the Collaborative community.

Outcomes:

1. A minimum of one engagement initiative conducted annually, demonstrated through an artifact, targeting each group – students, adults, families, staff, districts, and community partners. Timeline: 2015-2020

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 Benchmarks: What will be done, when, and by whom

Process Benchmark for Initiative 1a	Person Responsible	Date	Status
Develop curricula Teams	Math/English Dept. Head Literacy Coach – Elementary School	Winter '15	
Inventory curricula products	Math/English Dept. Head Literacy Coach – Elementary School	Spring '16	
Assess curricula strengths and areas needing further development	Math/English Dept. Head Literacy Coach – Elementary School	Fall '16	
Make recommendations as appropriate	Math/English Dept. Heads Literacy Coach – Elementary School	Fall '16	
Develop a program of studies for grades 9-12	Math/English Dept. Heads	Winter '16	

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 Curricula meetings	Math/English Dept. Heads	ongoing	
Upload inventory on shared drive	Math/English Dept. Heads	Winter '16	
Create final recommendations/proposal to	Math/English Dept. Heads	Winter '16	
Create draft program of study	Math/English Dept. Heads	Winter '16	

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark for Initiative 1a	Person Responsible	Date	Status
Develop Assessment Teams	Kari Morrin Assessment Team	Nov '15	Met
Inventory assessments products	Kari Morrin Assessment Team	Spring '16	
Assess assessment strengths and areas needing further development	Kari Morrin Assessment Team	Fall '16	
Make recommendations as appropriate	Kari Morrin Assessment Team	Fall '16	

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	Kari Morrin Assessment Team	ongoing	
Upload inventory on shared drive	Kari Morrin Assessment Team	Winter '16	
Create final recommendations and proposal to purchase new materials if needed	Kari Morrin Assessment Team	Winter '16	

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 Benchmarks: What will be done, when, and by whom

Process Benchmark for Initiative 1b	Person Responsible	Date	Status
Implement Career Cruising curriculum in middle school and high school	Transition Specialist Principals	June '17	
Develop Work-Based Learning Plan for every student who has a vocational goal	Transition Specialist Principals	June '17	
Develop Person Centered Planning and Transition Tool (PCPTT)	Transition Specialist	Sept '15	Met
Implement Person Centered Planning and Transition Tool (PCPTT)	Transition Specialist Principals	June '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 1b	Person Responsible	Date	Status
100% of applicable teachers/staff will be trained in using Career Cruising	Transition Specialist Principals	June '16	
50% of high school and middle school students have an individual account	Transition Specialist Principals	June '17	
Each student has a Work-Based Learning Plan	Transition Specialists Principals	June '17	
Meet with teachers to ensure that 70% of the PCPTTs are complete	Transition Specialist Principals	June '17	

Action Plan

Strategic Objective:

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

Initiative:

- 2a.) Provide Content Specific PD: Technology

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

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 • Melissa McKenzie • Ken Wedge 	PD Focus Group	9/30/15	Met		
Define Valley's 'technology' uses and needs		PD Focus Group	Fall 2015		
Adopt/Modify needs assessment (i.e. DESE's TSAT) for technology to collect baseline data (i.e. "How often do you use...")					
Administer the DESE's TSAT (modified)				Winter 2016	
Assess needs assessment data				Winter 2016	
Prioritize identified areas of need				Spring 2016	
Modify current PD evaluation form to collect continued progress data				Spring 2016	
Create PD plan for 2016 -2017 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 for Initiative 2a	Person Responsible	Date	Status
60% return rate of needs assessment among all staff	PD Focus Group	Winter 2016	
Analyze results and identify top 3 high priority technology PD needs from needs assessment		Winter 2016	

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 Benchmarks: What will be done, when, and by whom

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 • Melissa McKenzie • Ken Wedge 	PD Focus Group	9/30/15	Met
Develop survey of half day model		Fall 2015	
Analyze technology needs assessment priority outcomes		Winter 2016	
Administer Survey of Half Day Model		Winter 2016	
Develop a PD Schedule/ Catalogue of PD Offerings		Spring 2016	
Identify and secure providers/trainers for 2016 - 2017 school year		Spring 2016	
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	

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	

Action Plan

Strategic Objective:

- 3.) All stakeholders (students, adults, families, staff, districts, community partners) will be fully engaged in the Collaborative community

Initiative:

- 3b.) Maintain Community Involvement: identify, develop, and maintain community involvement for students and community partners (elementary, middle, high school levels)

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark for Initiative 3b	Person Responsible	Date	Status
1. Develop a task committee to assess engagement of student and families at Valley Collaborative. a. Develop meeting schedule	B. Mihalek	December 2015	
2. Develop Student/Family Survey to measure student's sense of belonging to Valley Collaborative (Pre & Post) a. Define student engagement in the following areas: examples are community, classroom, vocational, non-academic, and feelings towards school b. Define family engagement in the following areas: examples are 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	March 2016	
3. Implement Survey (baseline) a. Trial Run i. June 2016 ii. September 2016 iii. April 2017	Task Committee	June 2016 Sept. 2016 April 2017	
4. Analyze Data and make recommendations	Task Committee, Executive Director, and Principals	Spring 2017	
5. Report Data to stake holders and Executive Board	Executive Director and B. Mihalek	Spring 2017	

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 3b	Person Responsible	Date	Status
1. Student survey participation rate at 80%	Principals	April 2017	
2. Parent/Guardian survey participation rate at 50%	Principals	April 2017	
3. Report Data to Executive Board	Executive Director	June 2017	

Action Plan

Strategic Objective:

- 3.) All stakeholders (students, adults, families, staff, districts, community partners) will be fully engaged in the Collaborative community

Initiative:

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

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

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	
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	
3 Outreach committee and District teams will meet and discuss 5 year District Improvement Plan.	Outreach Committee and District Teams	4/1/2016	
4 At the same meeting, Valley program offerings will be reviewed.	Outreach Committee and District Teams	4/1/2016	
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	
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	
7 At the same meeting, review of Valley student termination questionnaire.	Outreach Committee and District Teams	4/1/2016	
8 Member District Special Education Department to fill out questionnaires and submit to Valley Team.	Member Districts Special Education Dept.	4/30/2016	
9 Valley Team to analysis data.	Executive Director and Valley Team	5/30/2016	
10 Valley Team makes recommendation for programming changes or enhancements to Board of Directors, if required.	Executive Director	June 2016 Board Meeting	

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	
Report out data, and add District Improvement Plan tab to website	Executive Director & Co-Chair	June 2016	