

Goal #6: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Professional development evaluations

Specific Targets: Professional staff surveys, professional evaluations within Domain IV (Professionalism), walk-through and classroom observation data related to professional learning opportunities.

Strategies:

Cohesive and Rigorous K-12 Curriculum

Description:

Instructional staff and administrators work collaboratively to implement a cohesive and rigorous K-12 curriculum aligned to the PA Core Standards that is delivered using effective instructional strategies and student achievement data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Student Data Used to Drive Instructional Decision Making

Description:

Instructional staff and administrators work collaboratively to ensure that student data is being used to drive instructional decision making and to guarantee all students are successful in appropriately challenging programs.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Communication Focused on K-12 Curriculum, Instruction, Assessment, and Professional Development

Description:

Communication focused on K-12 curriculum, instruction, assessment, and professional development will engage all district stakeholders in the learning process.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Evaluation process

Description:

Develop an on-going evaluation process that integrates multiple measures of data, including student learning, perceptual, demographics, and school processes.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Coordination and analysis of all student data

Description:

Instructional staff and administrators will systemically analyze all student data to effectively and efficiently inform instructional and curricular decision making at the school and district level.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Closing of Achievement Gap

Description:

District-wide staff actions result in closing of the achievement gap for students identified by the Pennsylvania Department of Education as historically underperforming students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Formalized Intervention Processes

Description:

Great Valley School District will review, revise, and adopt formalized intervention processes across all levels.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Cohesive, Research-Based K-12 ELD Curriculum

Description:

Instructional staff and administrators work collaboratively to implement cohesive, research-based K-12 English language development instruction aligned to the Pennsylvania Core Standards and the Pennsylvania English Language Development Standards for English Learners (ELD for ELs) that is delivered using effective instructional strategies and student achievement data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

K-12 STEAM initiative

Description:

Review the K-12 STEAM (Science, Technology, Engineering, Arts, and Math) implementation.

SAS Alignment: Standards, Curriculum Framework, Instruction

One-to-one Device Initiative

Description:

Monitor and evaluate the district's one-to-one initiative.

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

Online Learning

Description:

Develop and implement online learning opportunities.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Develop and implement annual communication plans

Description:

Develop and implement an annual communication plan to inform district stakeholders.

SAS Alignment: Safe and Supportive Schools

GVSD Partnerships

Description:

GVSD will continue to partner with families, community members, business members, and community organizations.

SAS Alignment: Safe and Supportive Schools

Engagement Opportunities for Feedback and On-going Communication

Description:

Provide engagement opportunities for feedback and on-going communication with all district stakeholders.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Transition

Description:

The Secondary Transition Task Force has committed to a number of PaTTAN, Intermediate Unit and In-District training initiatives to improve Transition Planning Practices across the District. Phase one includes reviewing the results data from the 2016-2017 "Back to Basics" Training that was facilitated by a PaTTAN Consultant in conjunction with the District to determine the future training and programming needed to increase student engagement within the Transition planning process of the IEP. While in Phase One, the District will participate in the 2017-2018 "Indicator 13: Successful Practices in Secondary Transition for Continuous Improvement toward Competitive Integrated Employment (SPSTCI) training that was conducted with the support of the Chester County Intermediate Unit Transition Consultant. Teachers in grades 7-12 will engage in the Indicator 13: Compliance Module Series; in addition to, submission of one IEP document per staff member who has written or contributed to an IEP for a student's 14-21.

Action Steps for 2018-2019 (Phase 1)

1. Review the post IEP surveys conducted from the 2016-2017 PaTTAN "Back to Basics" final IEP submission and determine any components that did not reach 100% compliance to plan future training for special education teachers and related service professionals.
2. Teachers of students who write or contribute to the IEP documents for students 14-21 will have participated in the "Indicator 13: Successful Practices in Secondary Transition for Continuous Improvement toward Competitive Integrated Employment (SPSTCI) training that was conducted with the support of the Chester County Intermediate Unit Transition Consultant. A team that includes the transition coordinator, secondary supervisor of special education, and teacher on special assignment would review IEPs in the Fall to determine the content and participants required for 1:1 consults for those that did not score 100% on all components. IEPs are selected from each of the participants at random in the Spring to determine the growth that was made between the Fall and the Spring.
3. Results of the Spring 2018 Indicator 13 IEP submission will be reviewed to determine ongoing training that is necessary during the 2018-2019 academic year.

Action Steps for 2019-2021 (Phase 2)

1. Conduct a self-assessment of the grade level transition assessment progression and determine whether assessment data is interpreted and utilized within the IEP.

2. Determine what activities are already occurring in the general education setting (academic classes, guidance, etc.) that would be appropriate to list in an IEP transition grid for a student with a disability
3. Target three topics that will be presented for the Student Services/Special Education Parent Advisory Council (SSEPAC) that are highlighted under the subcategories of the "PDE Planning for the Future Checklist" (Education/Training After High School, Employment, Community Living)
4. Investigate the option to offer a final "Transition Project" that would integrate the "Career Readiness Indicator for the Future Ready PA Index" for students

Start Date: 9/2/2018 **End Date:** 6/15/2021

Program Area(s): Special Education

Supported Strategies:

- Develop and implement annual communication plans
- Engagement Opportunities for Feedback and On-going Communication
- Formalized Intervention Processes
- Evaluation process
- Coordination and analysis of all student data
- Student Data Used to Drive Instructional Decision Making

Autism

Description:

The district will facilitate professional development opportunities for the 2018-19, 2019-2020, 2020-2021 school years for the following groups:

- Administrators: 1 training annually
- Autistic Support teachers: 1 full day monthly coaching sessions for through the PATTAN ABA Initiative, outside workshops & conferences, IU TaC support as needed.
- General Education teachers: 1 training annually plus BCBA Support weekly
- Paraprofessionals: 2 training annually via the PATTAN ABA Initiative consultants and ongoing development with the Internal Coaches, and BCBAs
- Parents: 1 workshop annually and individual training sessions as requested on both Evidence Based Practice and AAC communication.

The focus of staff development is that of Applied Behavior Analysis (ABA), Verbal Behavior (VB), Verbal Behavior Milestones Assessment and Placement Programs (VB-MAPP), the use of Evidence-based Practice with a focus on data analysis and using data to develop developmentally appropriate goals and Intensive Teaching models of instruction, and the use of Assistive Technology to support students with interactions and learning. In addition, focus for general education teachers

will be on supporting students with Autism in the general classroom setting. In its first year of implementation the High School Itinerant Autistic Support program has worked to support students and teachers as students are integrated into the General Education curriculum and environment. Social skills instruction as well as executive functioning and advocacy skills are directly taught as needed by student's individual programs. In addition, students check in with the Autistic Support teacher as needed to support their individual needs.

Verbal Behavior Therapy teaches communication using the principles of Applied Behavior Analysis. Verbal Behavior Therapy motivates a child, adolescent, or adult to learn language by connecting words with their purposes. The student learns that words can help obtain desired objects or other results. This intervention focuses on understanding why we use words. Verbal behavior involves social interaction between a speaker and a listener, and includes both vocal and non-vocal behavior. It analyzes the variables that control different types of verbal responses.

The Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays. There are five components of the VB-MAPP, and collectively they provide a baseline level of performance, a direction for intervention, a system for tracking skill acquisition, a tool for outcome measures and other language research projects, and a framework for curriculum planning. Each of the skills in the VB-MAPP is not only measurable and developmentally balanced, but they are balanced across the verbal operants and other related skills.

The five components of the VB-MAPP include:

- Milestones Assessment with over 170 measurable milestones that cover 16 skill areas and three developmental levels, 0-18 months, 18-30 months and 30-18 months.
- Barriers Assessment that assess 24 potential learning and language barriers.
- Transition Assessment that assess the child's readiness to move to the next educational setting.
- Task Analysis and Skills Tracking that provides a more thorough verbal behavior curriculum guide.
- Placement and IEP Goals. Note: these goals are based on the VB-MAPP and are found in the VB-MAPP guide.

The district has trained the four Autistic Support Teachers, and three Special Education Supervisors through the PATTAN ABA Initiative specifically on the VB-MAPP and DTT instruction. PATTAN consultants meet with the teachers at least once a month to discuss programming decisions and provide training as needed. The BCBA assigned to all four classrooms also serves as the internal coach and makes programming decisions with the teachers on a daily basis. This

work will continue as we move into the next three years of this special education plan.

Evidence: Teachers demonstrate competence in the use of the VB-MAPP as an assessment tool and as a resource for IEP goal development and on-going progress monitoring. This tool continues to afford teachers concrete evidence of student growth.

Evidence-based Practice according to IDEA (2004) and federal and state regulations employs systematic, empirical methods that draw on observation or experiment, involves rigorous data collection and analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn. Providing an effective education to students with Autism requires a data collection and analysis system to support the areas of social interaction, communication, behavior, academics and cognition. Evidence-based instruction strategies capitalize on learning strengths and interests to compensate for predictable learning problems. Intensive instruction is needed to address the multitude of needs and must be carefully matched to the student.

The district will utilize trainings offered by the Pennsylvania Training and Technical Assistance Network to support staff in the use of Intensive teaching practices. The district will work with contracted Behavior Specialists (BCBA's) and internal coaches as well as the Supervisors of Special Education to support training and programming decisions.

Evidence: Teachers will demonstrate competence in the use of an Intensive Teaching model to design and implement an instructional format that includes one-to-one instruction, small group instruction, student-initiated interactions, and play and peer-mediated interactions. Instructional and Goal development will be based on data analysis.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Closing of Achievement Gap
- Coordination and analysis of all student data
- Student Data Used to Drive Instructional Decision Making

Behavior Support

Description:

The District partnered with the CCIU to refine procedures for the development of functional behavior assessments and positive behavior support plans. These procedures allow for different tiers of intervention and expertise. These tiers include (Tier 1) Great Valley School team developed functional behavior assessments, (Tier 2) functional behavior assessments that are developed with the support of the CCIU TaC team and (Tier 3) functional behavior assessments that are developed with our 2.4 licensed BCBA consultants. The District provides professional development in all areas indicated above; as well as, de-escalation techniques and responses to behavior that may require immediate intervention. Additionally, we will need to continue to provide staff development in the area of de-escalation techniques.

2018-2021 school years

Implementation Step:

Increase understanding of PBSP/FBA procedures within the Child Study Team (CST) and CARE teams at the elementary and secondary level.

Indicator:

Continued staff training, and BCBA support at the Tier 1 and Tier 2 level for general education, specialist and principals.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Special Education, Student Services

Supported Strategies:

- Formalized Intervention Processes

Paraprofessional

Description:

All paraprofessionals will be highly qualified as demonstrated by the completion of 20 hours of professional development annually. Training opportunities will be provided by district and intermediate unit staff with a variety of topics related to their individual positions. The District uses CCIU TAC staff when conducting the paraprofessional training.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Develop and implement annual communication plans
- Closing of Achievement Gap

Reading NCLB #1**Description:**

The District recognizes the critical need for students to become proficient readers. The explicit teaching of reading strategies helps students to become increasingly skillful at interpreting, understanding, and analyzing text. As with any new skill, these reading strategies should be taught through a scaffolding method, which includes modeling the strategy, providing students with opportunities for guided practice with the strategy, and then having students independently apply the strategy. To support the evolving needs of our learners in English/Language Arts, the District has several teachers trained in research based programs such as Wilson Foundations, Just Words and Wilson Intensive Reading System. In addition, the District will continue provide training in both new research-based reading programs and the delivery of instructional strategies throughout the three-year plan.

2018-2021

The District will provide training in the existing research based reading programs (FUNdations, Just Words, Wilson Intensive, Read Naturally, and Readers/Writers Workshop). Teachers will be trained with their general education peers in the general education curriculum (Readers/Writers Workshop) and eligible content standard so that differentiation can occur.

The high school will continue the work started in 2017-18 of transitioning students from replacement curriculum to modified general education curriculum within the General Education English Language Arts classroom. General Education teacher training will be ongoing to support modifying and accommodating for the academic needs within the classroom.

The District currently has six teachers trained with Level 1 Wilson certification.

Training of all new staff in existing reading programs.

Continued implementation and coaching to ensure fidelity for all existing reading programs.

Review of student performance data in the reading to evaluate program effectiveness at each level (elementary, middle, high school).

Each year teachers and administrators will meet to analyze student data to ensure students are making meaningful progress in reading.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Closing of Achievement Gap

STEAM professional development

Description:

Provide high quality professional development to support teachers in the integration of the STEAM curriculum.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- K-12 STEAM initiative
- Communication Focused on K-12 Curriculum, Instruction, Assessment, and Professional Development

Development of professional learning opportunities

Description:

Through the Professional Learning Committee, comprised of representatives from all professional staff, design a process for staff to facilitate professional learning sessions using all delivery methods (in person or online) and plan professional learning opportunities a year in advance.

Start Date: 10/1/2019 **End Date:** 7/1/2020

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Engagement Opportunities for Feedback and On-going Communication
- Communication Focused on K-12 Curriculum, Instruction, Assessment, and Professional Development
- Online Learning

*Professional learning structure***Description:**

Develop a professional learning structure that provides greater choice and opportunity to individualize professional learning, opportunity to share and learn from one another, and focuses on learning technology for greater efficiency.

Start Date: 7/1/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Engagement Opportunities for Feedback and On-going Communication
- Communication Focused on K-12 Curriculum, Instruction, Assessment, and Professional Development
- Online Learning

*Teacher technology professional development***Description:**

Provide professional development for the integration of technology within classroom instruction and online courses.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- One-to-one Device Initiative
- Cohesive and Rigorous K-12 Curriculum

