

Year 4 Sustainability Plan for MCIU 2017-2018

**Considerations for Scale-Up**

**Increase the capacity of Pennsylvania schools to provide all students, including those with complex instructional needs, with maximum access and learning of the general education curriculum and the PA Core Standards.**

1. What strategies and activities are already in place in your LEA to support readiness for scale-up of Project MAX?

- The Office of Student Services has adopted the MAX mission as their own
- A mini-MAX presentation was provided to all administration in the MCIU Office of Students Services
- A two-year professional development plan for MAX for all school age staff is in place and began in 2016-17 school year
- Beginning in the summer of 2017, a curriculum committee of teachers and TAC will be curriculum mapping from K-12 to ensure that all standards are being addressed (aligning existing curriculum materials and supplementing where needed)
- Beginning in 2015, teachers began piloting different Assessments, most recently in the areas of math, with elementary teachers deciding on Brigance
- The Curriculum Framework tool is being utilized by all in the Office of Student Services school age staff to assist in standards-aligned grade level goal/objective writing
- Classroom coaching occurring in MAX classrooms at least biweekly (in person, virtually)

2. Consider information that was gathered when using these Project MAX tools and activities to develop your scale-up plan:

- Practice Profile Rubric
- Year 1 and 2 Implementation Plans
- Coaching Fidelity Checklist
- Classroom Characteristics Self-Assessment
- Educator Survey
- Student Characteristics Survey
- Instructional Observation Tool
- Year 2 Individual Scaling Up Plan
- Year 2 Team Scaling Up Plan

3. What is the long-range plan for your school district/IU program to ensure access to and learning of the general education curriculum and the PA Core Standards?

Year 4 Plan for expansion (2017-2018):

- Creation of an MCIU Office of Student Services curriculum committee to create ELA curriculum map (beginning summer 2017 and continuing as differentiated supervision projects): evaluate existing materials/resources to determine if addressing all standards, develop a scope-and-sequence to avoid materials/resource replication, and develop and/or purchase materials/resources for standards not addressed

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All MCIU school age have had PD exposure to PA Core Standards and access to/ learning of the general education curriculum

- a. **What special education programs are you currently operating?** Five multiple Disabilities Support (MDS) and one Life Skills Support (LSS) class
- b. **Do you want to target one specific program to expand across buildings?**  
Three Autistic Support (AS) classrooms
- c. **What additional team members will be added?** MDS HS teacher, 3 AS teachers, 1 Occupational Therapist (OT) and 1 Physical Therapists (PT) as MCIU will no longer be contracting these positions. Monthly regional specialist meetings will continue at the three schools housing the MDS classes. Monthly regional specialist meetings will be considered in January of 2018 depending on readiness of the AS classrooms
- d. **How many additional internal coaches will be added?** Teaming approach – M. Smith (TAC) and other TAC staff as needed
- e. **Do you want to target additional programs?** Autism Support
- f. **Do you want to target additional buildings?** N/A

- Continue Professional Development two-year cycle (PA Core standards/general education curriculum/standards aligned IEP's/progress monitoring)
- Continued emphasis on the Office of Student Services Mission statement (presumed competence, least great assumption) throughout year specifically at summer academy and other planned Professional development, meetings between supervisors and staff, induction meetings, etc.
- Pilot the Brigance Assessment at the secondary level in math and purchase Brigance for 8 elementary classrooms (due to successful pilot)

**Year 5 Plan for expansion (2018-2019):** tentative

- MCIU Office of Student Services curriculum committee create a Math curriculum map (summer 2018 and continuing as differentiated supervision projects): evaluate existing materials/resources to determine if addressing all standards, develop a scope-and-sequence to avoid materials/resource replication, and develop and/or purchase materials/resources for standards not addressed
- Continue MAX Professional Development two-year cycle. Differentiate MAX Professional Development for others to include using assessment, data and the *“Strategies for Instructional Access in General Education Classrooms: A Collaborative Framework”* for common language in selecting SDI’s and writing goals/objectives with more clear conditions
- Continued emphasis on the Office of Student Services Mission statement (presumed competence, least great assumption) throughout year specifically at summer academy and other planned Professional development, meetings between supervisors and staff, induction meetings, etc.
- Purchase the Brigance Assessment for 5 secondary classroom (if pilot is successful)

**4. What professional development will be provided for new team members?**

*Options to consider:*

- *Year 1 pre-recorded monthly PD modules*
- *PaTTAN trainings*
- *IU trainings*

2017-18 NEW - Freshman part 1/2  
J Mason (February only)  
E Martinez (SLP) (February only)  
MDS (TBD)  
OT (TBD)

**Who will provide the PD?** M. Smith/L. Brown (part 1/2), K. Martin/B. Morgan (part 2/2); other TAC as needed

M. G. Logan (Program administrator), T. Bechtel, and J. Amos provide SLP’s weekly PD. Weekly PD for vision staff will be considered.

**How will time be allotted for professional development activities for educators and related service personnel?**

	2017-2018 school year - differentiated		
	NEW: Freshman part 1/2:	Freshman part 2/2	Core Team
August 2017	• Elementary classroom Brigance (if applicable)	• Elementary classroom Brigance (if applicable)	• Elementary classroom

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PT (TBD)  
Any new hearing/vision/SLP's new to MAX classrooms

2017-18 Freshman part 2/2:  
A. Lance  
R. Michael  
J. Schmitt  
M. Hogan  
T. Lamb\*  
K. Martin\*  
J. Mason (SLP)  
M. Morris (Vision)  
P. Jones (hearing)  
D. Vela (hearing)  
J. Miles (August and November)  
E. Martinez (SLP) (November only)

Core Team  
D. Malloy  
S. Fine - SLP  
M. Gary – vision

\*not complete assignments for Freshman part 1/2

	<ul style="list-style-type: none"> <li>Project MAX Orientation 2 hours</li> <li>Multiple offerings</li> </ul>	<ul style="list-style-type: none"> <li>Multiple offerings</li> </ul>	Brigance (if applicable) <ul style="list-style-type: none"> <li>Multiple offerings</li> </ul>
November 7, 2017	Standards Aligned System-Curriculum Framework Tool – Guiding document Learning Targets Vocabulary	Flexible Instructional Materials Overcoming Barriers SAUPP Review	TBD
February 16, 2018	Formative Assessment Participation and Engagement Effective Instructional Practice	Standards Aligned Unit Plans workshop	TBD

2018-2019 school year – differentiated tentative			
	NEW: Freshman part 1/2:	Freshman part 2/2	Core Team and sophomores
August 2018	<ul style="list-style-type: none"> <li>Project MAX Orientation</li> <li>Science materials</li> </ul>	1/2 day CPI?	1/2 day CPI?
November 7, 2018	Standards Aligned System-Curriculum Framework Tool – Guiding document Mini orientation Learning Targets Vocabulary	Flexible Instructional Materials Overcoming Barriers SAUPP Review	Using assessment, data and the SAS toolkit for common language in selecting SDI's and writing goals/objectives with more clear conditions
February 16, 2019	Formative Assessment Participation and Engagement Effective Instructional Practice	Standards Aligned Unit Plans workshop	TBD

<b>Considerations for Scale-Up</b>	
<b>Increase the capacity of Pennsylvania schools to provide all students, including those with complex instructional needs, with maximum access and learning of the general education curriculum and the PA Core Standards.</b>	
	<p><b>How often will coaching be provided to support instructional design and delivery targeting the content of the professional development?</b> Biweekly support (minimally) for MCIU MAX classrooms which will include in-person, email, text/phone, other internet-based methods.</p> <p><b>Who will provide the coaching?</b> Spring-Ford and Souderton – technical assistance only (K. Martin) Upper Merion (4 days of professional development and minimally, monthly onsite coaching)- B. Morgan and/or M. Smith Perkiomen Valley MS West (4 Core team meetings over 2017-18 and minimally, monthly onsite coaching) - K. Martin and/or M. Smith MCIU MAX classrooms – T. Bechtel (as needed), L. Brown, M. Smith, K. Knight, C. Gardner, and other TAC staff as needed</p>
<p><b>5. What professional development will be provided for the existing team members?</b> <i>Options to consider:</i></p> <ul style="list-style-type: none"> <li>○ Customized activities</li> <li>○ PaTTAN trainings</li> <li>○ IU trainings</li> </ul> <p>Core team:</p> <p>L. Richter R. Baines M. G. Logan G. Kerry K. Martin B. Morgan L. Brown T. Bechtel M. Smith D. Michael S. Fine - SLP M. Gary – vision Consider adding a hearing support after February 2018</p>	<p><b>Who will provide the PD?</b> K. Martin/M. Smith</p> <p><b>How will time be allotted for professional development activities for educators and related service personnel?</b></p> <p>2017-18</p> <ul style="list-style-type: none"> <li>• TBD 2017 Core Team Action Plan items</li> <li>• TBD 2018 Core Team Action Plan items</li> <li>• TBD 2018 (full day) Practice Profile Team Scaling up MCIU sustainability plan Dates for 2018-2019</li> </ul> <p>2018-2019</p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><b>How often will coaching be provided to support instructional design and delivery targeting the content of the professional development?</b> Biweekly support (minimally) for MCIU MAX classrooms which will include in-person, email, text/phone, other internet-based methods.</p>

*MAXimizing Access and Learning: Pennsylvania Core Standards*

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<p>6. How often will the team meet to monitor progress of action planning and to revise goals to ensure growth toward optimized practice?</p> <p>Three times over 2017-18 school year with breakout committees working on Action Plan items</p>	<p>Who will lead the meetings and develop the agenda (i.e., internal coach, administrator)?</p> <p>M. Smith/K. Martin</p>
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	Barriers	Potential Solutions
	Time and schedules regarding coaching	Utilize all TACS depending on need.
	Administration connection with MAX classrooms	MAX as agenda item at quarterly MCIU Office of Student Services Program Administrator meetings  Scheduled meetings between TAC supporting classrooms and Program Administrators
	Paraprofessional support/lack of training /turnover	Create an Office of Student Services staff MAX “guide book” to proceduralize understood practices
	Competing methodologies (VB) ABA project autism initiative	Internal and External coaches work with Autism TAC (K. Knight) in progress

8. How will technical assistance be provided to additional administrative personnel (i.e., supervisors of additional programs, building leaders of additional schools, etc.) to increase their knowledge and skills related to the components of the Project MAX Practice Profile?

MAX questioning has been embedded into the MCIU hiring process  
 MAX as agenda item at quarterly MCIU Office of Student Services Program Administrator meetings  
 Components of MAX introduced to Early Intervention program via Early Intervention TAC (N. Ireland)  
 MAX presentation at the HELIX conference

**Other Considerations:**

Continue teacher evaluation/supervision visits to include MAX “Look for’s” (presumed competence) in MDS/LSS/AS classrooms

List team members:

Role	Name	Job Title	Email	Program
Central Office Personnel	XXX	Director of Office of Student Services (OSS)		OSS

*MAXimizing Access and Learning: Pennsylvania Core Standards*

Internal Coaches	XXX XXX Other TACs as needed	Training and Consulting specialist (TAC)		OSS - TAC OSS - TAC
External Coaches	XXX XXX XXX	Training and Consulting specialist (TAC)		OSS -TAC
Special Education Supervisors	XXX XXX	Program Administrator (OSS) Program Administrator (OSS)		OSS – school age OSS - EI
Administrators: (Principals, Assistant Principals, etc.)	--	--	--	--
General Educator(s)	XXX XXX XXX  Office of Professional Learning (OPL) - consult as needed	Training and Consulting specialists (TAC) – dually certified		OSS - TAC OSS - TAC OSS - TAC
Content Specialists	TACS and OPL consultants	As needed		
Special Educator(s)	XXX XXX XXX XXX XXX XXX XXX XXX XXX MDS (TBD)	MDS elementary teacher MDS middle school teacher MDS elementary teacher MDS high school teacher LSS elementary teacher AS elementary teacher AS high school teacher AS middle school teacher MDS high school teacher		OSS OSS OSS OSS OSS OSS OSS OSS OSS OSS
Related Services Personnel	XXX XXX XXX XXX XXX XXX XXX OT (TBD) PT (TBD)	Speech and Language Therapist Speech and Language Therapist Vision support specialist Vision support specialist Hearing support specialist Hearing Support specialist Speech and Language Therapist OT PT		OSS OSS OSS OSS OSS OSS OSS OSS OSS
Parents				
Other	XXX XXX XXX	Program Administrator (OSS) AT consultant PATTAN consult		OSS OSS PATTAN