Sidney Lanier Center

2014-15 School Improvement Plan

Sidney Lanier Center

312 NW 16TH AVE, Gainesville, FL 32601

http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sidney Lanier School will ensure that students with disabilities learn authentic skills in a safe environment to be productive and integrated into their home, community, leisure and work.

Provide the school's vision statement

We believe...
...That all students with disabilities can reach their highest possible standard of achievement.
...That students with disabilities can become contributing members or our community.
...That special education programs will reflect only the finest in research-based practices.
...That ongoing staff development will focus on the refinement of instructional practices that reflect the unique needs of our students.
...That all special education activities will be meaningful, authentic, and engaging for our students.
...That all Sidney Lanier Special Educators will be a model of excellence in their field.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Ensure that relationship-building is a clear priority;
• Identify and foster school community stakeholders such as parents, students, teachers and school counselors, to assess the current state of the cultural awareness and student-teacher relationships (through data-based decision making). Identify on-campus leaders to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and build on the development of programs that meet the needs of students with severe disabilities.
• Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher, students and parents.
• Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures.
• Teachers will participate in the process of discussing students of concern and providing valuable information through student BIP (behavior intervention plan) along with their behavioral expectations.
• Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings.
• Promote the use of effective strategies using Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.
• Attend District provided Professional Development on multicultural offerings.
• Schedule and plan school wide multicultural projects.
In addition to the implementation of the strategies, progress monitoring will occur by the leadership team to ensure validity of the program. This data will be collected and shared with the team.

Describe how the school creates an environment where students feel safe and respected before, during and after school

• Sidney Lanier will provide a safe nurturing student friendly environment to the students it serves. The school is dedicated to creating a positive, caring and supportive school community. Supports will

be derived of instructional and external guidance through supplemental direct and indirect supports.
• The development of a dedicated system of student services where students with severe disabilities can thrive. Supports based on academic and behavioral resources will be provided the use of school, local and University resources will provide a varied and differentiated outlook for each student.
• Continue to develop and demonstrate the specific practices that reflect the application of the school's SwPBS program to create a contexts students will encounter before/during/after school.
• Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

• Ensure teachers are trained in Classroom management strategies (CHAMPS, CPI, etc.)
• SwPBS team reviews classroom data to ensure maximum participation in SwPBS.
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
• Make references to school academic and behavioral expectations when providing students with positive feedback. Class meetings will occur on a frequent basis to include student feedback.
• Promote and continue to develop the School-wide recognition system
• Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Intervention Plans, Learning Strategies, Self-Management Skills, and Social Skills that contribute to student achievement and behavior changes.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

• Student Services team will meet regularly to discuss students with barriers to academic and social success.
• Referral to the UF partner groups (Iwata, Vollmer) for behavioral interventions
• Instruction and various campus activities that address social/emotional needs of students;
• Connect students and families to outside agencies who have Cooperative Agreements with the district or school.
• Support and improve the comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
• Provide identified staff (i.e. school counselor, student services team members) support to improve the school's differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

• Use of district data systems to identify students who have attendance, behavioral or academic concerns.
• Create a data decision structure to identify and differentiate students with excessive absences from students who are absent due to medical needs.
• Eliminate OSS and process/ refer behavior problems using multiple resources on site.
• Ensure teachers are aware of and part of the decision rules and procedures for notification after students are identified as meeting one of the data decision rules
• Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, behavior, and providing support for teachers to carry out student accommodations through the individual IEP.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level											Total
	K	2	3	4	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	0	2	1	4	3	2	4	2	16	36
One or more suspensions	1	0	0	0	0	1	0	0	0	0	2	4
Course failure in ELA or Math	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	4	1	1	1	2	0	0	9
	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	6	7	10	12	
Students exhibiting two or more indicators	1	1	2	2	1	7

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

• Continue to use student services meetings to identify students of concern. Use school student services referral model for teams to identify and refer students. Student services team will be responsive to problem solve and create action plans for students of concern.
• Planned Discussions, Goal Setting for identified student.
• Notification procedures for parents, UF teams, school, agency and community outreach programs as needed.
• Coordinate and assess the school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate intensive (individual) interventions, connecting students and their families to needed school-based and community resources.
• Use evidence-based interventions to close student need gaps related to early warning system.
Ex. Functional Behavior Assessments through referral process with District/ UF teams. Aligning specific strategies that are evidence based using established, emerging, and unestablished categories

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.
• During Open House, Meet the Teacher and various extra-curricular activities, use a non-threatening methods of introducing parents to teachers and administrators.
• Communicate classroom and school news to parents.
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.
• Positive notes, letters, phone calls home.
• Coordinate the school newsletter to involve parent led groups such as, The PTA, SAC, and business partners in the support and facilitation of school activities such as Special Olympics.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The method in which resources are secured from community partnerships are coordinated through the PTA, SAC and our booster club The Friends of Lanier which is made up of several business partners and community members. This group helps the school raise monies and resources which in turn help support large school academic initiatives and projects..

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Kamman, Royce	Principal
Dotts-Hoehnle, Kim	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal- coordinate and facilitate the dialogue, assure resources, guide the process
Assistant Principal-behavior intervention, resource development, data relative to behavior, intervention strategies, observations,
Guidance Counselor-oversight of IEP, evaluation options, procedures and resources in community, historical knowledge of the student and family situation.

Data Base - attendance tracking

Nursing staff- medical resources, historical, patterns, contacts, family information, medical / nursing care, information

Teachers- observations, data, feedback, family/parent communication, resources,

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Student Services Team meets weekly to address needs of students, consider referral to support programs, need for additional services, etc. Regular Data Chats are conducted to review academic data related to literacy. These teams include the Principal, Assistant Principal, Guidance Counselor, Nursing Staff, Data Base / Attendance, and teachers. Following discussion of concerns and brainstorming, a plan is developed.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Royce G. Kamman	Principal
Lori Dew	Parent
Victoria Aragon	Parent
Wanda Moffet	Student
Shannon Dennis	Teacher
Kathy Costello	Business/Community
Leslie Suskin	Business/Community
Frankie Young	Education Support Employee
Angie Kimbler	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC for the 2014-15 school year met and voted in new members. This year Leslie Suskin will serve as SAC chair and Kathy Costello will serve as Secretary.

The SAC team reviewed the SIP plan and planned to meet quarterly for review to review progress on goals and school based initiatives. The SAC also reviewed the progress of last years goals and the consensus was that the plan was on track with the improvement in reaching school goals.

The SAC TEAM will continue to support professional development and parent involvement, materials, supplies and curriculum related to early intervention, literacy and transition services for students age 3 through 22.

Development of this school improvement plan

SAC members participated in needs assessments during the Spring of 2013 in conjunction with parents, faculty, staff and students. The results of these surveys were discussed during the May and June 2013 meetings and recommendations prioritized. The plan was drafted with input by all stakeholders, including faculty, staff, parents, volunteers, and students and reviewed by the School Advisory Council prior to be approved.

Preparation of the school's annual budget and plan

The 2014-15 budget has been allocated and approved. The budget plan is in progress.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds will be utilized to provide professional development, parent involvement, materials, supplies and curriculum related to early intervention, literacy and transition for ages 3 through 22.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Kamman, Royce	Principal
Dotts-Hoehnle, Kim	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Increased literacy on Florida Alternate Assessment and / or Benchmark testing, including non-FAA tested students.
The use of Unique and N2Y curriculum to assess and monitor progress will be tied to student progression.
Reduce incidents of problematic, destructive or disruptive repetitive behavior through enhanced behavior programming and increase student engagement.
This group of professionals is comprised of leaders in literacy. This team will include a literacy leader from each ESE team, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The establishment of a monthly calendar will provide a greater opportunity for collaboration and training on school goals and initiatives.

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Attend local job fair(s) hosted by the District. Interview applicants who are qualified and experienced to teach students with pervasive disabilities.

Seek to fill para professional vacancies with qualified certified teachers when possible and utilizing substitutes for teachers and para professionals on regular basis.

Provide internships, practicum experiences and volunteering opportunities for qualified college students and adults.

Encourage teachers to participate in staff development. Offer training in areas pertinent to their teaching assignment (i.e.,non-violent crisis intervention, content area curriculum and instruction, FAA, etc.)

Partner teachers new-to-the-school with veteran staff (i.e.,department chairs).

Implement electronic snapshots to provide immediate feedback to teachers on quality instruction

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Alachua County's formal program of support for newly hired educators. Systems of support include a district mentor support coach, staff development opportunities, observations, conferences, and written and oral feedback

Teachers who are new to Lanier are paired with a veteran teacher from their quad level team. The mentoring teacher must have demonstrated highly effective skills in the classroom, good communication with parents, peers and others as well as professional practices. When possible, the mentoring teacher will have received training in clinical education.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Alternative Assessment and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

We stand by the belief that all students can learn. Our goal is to provide various opportunities for all of our student to experience growth in social educational and life-long experiences.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school can describe the RtI process, the use of tutorials, the use of intensive reading, and the use of small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

• Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Unique and N2Y curriculum.

• Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

• Creating a schedule with an uninterrupted 90 minute reading block

• Creating a schedule with an additional 60 minute math block

• Providing instruction based on student needs

• Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

• Administering assessments which measure instructed standards

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 8,640

Unique Learning Systems and N2Y Curriculum designed for Students with severe disabilities.The distribution of time will be tied to the following initiatives:
• Extended School Day
• Extended School Year
• After School Program
• Summer Program

Strategy Rationale

• Core Academic Instruction
• Enrichment
• Teacher Collaboration, Planning, and Professional Development

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Dotts-Hoehnle, Kim, kimdh@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre/Post Tests built into the Unique Learning Systems Curriculum

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students participating in the Pre-Kindergarten program are assessed three times annually and during the spring semester of the year prior to entering Kindergarten, an IEP will be held to discuss needs and services to determine appropriate supports and coordinate the transition to Kindergarten. In addition, families will be encouraged to participate in Kindergarten Round up.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students and families participate in Transition IEP's beginning at the age of 14. During a students final year of school (prior to turning 22), a Life Planning meeting is conducted where agencies providing supports for adults with disabilities meet with the IEP team to prepare a plan for post secondary programs.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students participate in ACCESS courses

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students in the transition ages of 16 - 22 participate in Career Readiness and Career Experiences with job training. Currently, the school is developing additional programs / contracts for students to develop work related skills.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

See above.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan. 1a

G050094

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	65.0

Resources Available to Support the Goal 2

- Highly qualified veteran staff
- Federal Funding (Exceptional Student Education)
- Low Student to Staff ratio

Targeted Barriers to Achieving the Goal 3

- Low student achievement scores
- Attendance
- Need for increased student engagement in classroom
- Limited opportunities in post secondary education

Plan to Monitor Progress Toward G1. 8

Increase proficiency of scores on pre/post tests and benchmark tests

Person Responsible
Kim Dotts-Hoehnle

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Test scores and data chats

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan. 1

🔑 G050094

G1.B1 Low student achievement scores 2

🔑 B125454

G1.B1.S1 Professional development in high yield instructional strategies (i.e. Marzano, Kagan, Workstation) 4

🔑 S137347

Strategy Rationale

Professional development strategies will be ties to "best practices " and evidence based practices.

Action Step 1 5

In service on high yield strategies

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

Sign in sheets, classroom walk through, and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Implementation of strategies during instruction

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

Lesson plans, data chats, and classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

On going benchmark testing

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

Pre/Post tests and data chats

G1.B1.S2 Implement ACCESS courses 4

S137348

Strategy Rationale

With the change in graduation options, the course descriptions will fall under access courses. This change will require a schedule that will provide a valid path to graduation.

Action Step 1 5

In service and implementation common core/ACCESS content

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/18/2015

Evidence of Completion

Sign in sheets, Class room walk through, and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Implementation of ACCESS curriculum

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

Lesson plans, data chats, and classroom snapshots

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Ongoing progress monitoring, pre/post tests and benchmark testing

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

Student data

G1.B1.S3 Ongoing progress monitoring with data chats `4`

🔑 S137349

Strategy Rationale

The data chats will provide a snapshot for collaborative work throughout each team. The data will not only show student growth but will provide information on struggling students.

Action Step 1 `5`

On going progress monitoring

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

Data chats using results of Unique and N2Y assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Data chats to monitor student progress

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

Data chats and data notebooks

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Gains on benchmark tests and Florida Alternate Assessment

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

Gains in test scores.

G1.B1.S4 Staff will participate in Community of Practice for ACCESS/Common Core for students with significant cognitive disabilities 4

Strategy Rationale

S137350

Continual training on community based training will provide faculty with information on changes in graduation requirements and place a structure for meeting the needs of each student through best practices.

Action Step 1 5

Access to Common Core for Exceptional Student Success Project (i.e. webinars, edmoto)

Person Responsible

Royce Kamman

Schedule

On 6/4/2015

Evidence of Completion

Follow-up activities as assigned by project facilitator

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

participant records

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

follow-up activities as assigned

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Gain scores

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/4/2015

Evidence of Completion

Benchmark testing 3 times a year and Florida Alternate Assessment once a year.

G1.B4 Limited opportunities in post secondary education `2`

🔑 B125457

G1.B4.S1 Increase vocational opportunities `4`

🔑 S137351

Strategy Rationale

The application for multiple grants to provide a menu of transitional school based services for students to tie into real world employment opportunities

Action Step 1 `5`

Increase job training opportunities on/off campus

Person Responsible

Royce Kamman

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Number of students participating and locations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Student attendance and participation in work related programs

Person Responsible

Royce Kamman

Schedule

On 6/4/2015

Evidence of Completion

Lesson plans, student observations, Unique Learning Systems benchmark testing for
Transition

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Student observations and job placement/volunteer opportunities upon graduation

Person Responsible

Royce Kamman

Schedule

On 6/4/2015

Evidence of Completion

Job placement and volunteer opportunities

G1.B4.S2 Participation in structured Community Based Instruction 4

S137352

Strategy Rationale

With increased partnerships with local businesses, we have increased the number of opportunities for our transition students.

Action Step 1 5

Focused community trips correlated to ACCESS curriculum

Person Responsible

Kim Dotts-Hoehnle

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Lesson plans identifying targeted standards

Person Responsible

Kim Dotts-Hoehnle

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Transition benchmark testing

Person Responsible

Kim Dotts-Hoehnle

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Completed benchmark tests

G1.B4.S3 Developing skills for independent or supported living `4`

`S137353`

Strategy Rationale

The goal is to revamp the transition program through real and current building level application.The vision is to build a relevant infrastructure that will assist students making the switch from school to work.

Action Step 1 `5`

Increase opportunities and participation in functional home living and personal home skills

Person Responsible

Royce Kamman

Schedule

On 6/4/2015

Evidence of Completion

Schedules and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Student participation and assessment using data from faculty assessment and job compatibility.

Person Responsible

Royce Kamman

Schedule

On 6/4/2015

Evidence of Completion

Lesson plans, snapshots

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Teacher observations

Person Responsible

Royce Kamman

Schedule

On 6/4/2015

Evidence of Completion

Classroom based assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	In service on high yield strategies	Dotts-Hoehnle, Kim	8/18/2014	Sign in sheets, classroom walk through, and lesson plans	6/4/2015 one-time
G1.B1.S2.A1	In service and implementation common core/ACCESS content	Dotts-Hoehnle, Kim	8/18/2014	Sign in sheets, Class room walk through, and lesson plans	6/18/2015 one-time
G1.B1.S3.A1	On going progress monitoring	Dotts-Hoehnle, Kim	8/18/2014	Data chats using results of Unique and N2Y assessments.	6/4/2015 one-time
G1.B1.S4.A1	Access to Common Core for Exceptional Student Success Project (i.e. webinars, edmoto)	Kamman, Royce	8/18/2014	Follow-up activities as assigned by project facilitator	6/4/2015 one-time
G1.B4.S1.A1	Increase job training opportunities on/off campus	Kamman, Royce	8/25/2014	Number of students participating and locations	6/4/2015 daily
G1.B4.S2.A1	Focused community trips correlated to ACCESS curriculum	Dotts-Hoehnle, Kim	8/18/2014	Lesson plans	6/4/2015 biweekly
G1.B4.S3.A1	Increase opportunities and participation in functional home living and personal home skills	Kamman, Royce	8/18/2014	Schedules and lesson plans	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Increase proficiency of scores on pre/ post tests and benchmark tests	Dotts-Hoehnle, Kim	8/18/2014	Test scores and data chats	6/4/2015 quarterly
G1.B1.S1.MA1	On going benchmark testing	Dotts-Hoehnle, Kim	8/18/2014	Pre/Post tests and data chats	6/4/2015 one-time
G1.B1.S1.MA1	Implementation of strategies during instruction	Dotts-Hoehnle, Kim	8/18/2014	Lesson plans, data chats, and classroom walk throughs	6/4/2015 one-time
G1.B4.S1.MA1	Student observations and job placement/volunteer opportunities upon graduation	Kamman, Royce	8/18/2014	Job placement and volunteer opportunities	6/4/2015 one-time
G1.B4.S1.MA1	Student attendance and participation in work related programs	Kamman, Royce	8/18/2014	Lesson plans, student observations, Unique Learning Systems benchmark testing for Transition	6/4/2015 one-time
G1.B1.S2.MA1	Ongoing progress monitoring, pre/post tests and benchmark testing	Dotts-Hoehnle, Kim	8/18/2014	Student data	6/4/2015 one-time
G1.B1.S2.MA1	Implementation of ACCESS curriculum	Dotts-Hoehnle, Kim	8/18/2014	Lesson plans, data chats, and classroom snapshots	6/4/2015 one-time
G1.B4.S2.MA1	Transition benchmark testing	Dotts-Hoehnle, Kim	9/1/2014	Completed benchmark tests	6/4/2015 monthly
G1.B4.S2.MA1	Lesson plans identifying targeted standards	Dotts-Hoehnle, Kim	8/18/2014	Lesson plans	6/4/2015 biweekly
G1.B1.S3.MA1	Gains on benchmark tests and Florida Alternate Assessment	Dotts-Hoehnle, Kim	8/18/2014	Gains in test scores.	6/4/2015 one-time
G1.B1.S3.MA1	Data chats to monitor student progress	Dotts-Hoehnle, Kim	8/18/2014	Data chats and data notebooks	6/4/2015 one-time
G1.B4.S3.MA1	Teacher observations	Kamman, Royce	8/18/2014	Classroom based assessments	6/4/2015 one-time
G1.B4.S3.MA1	Student participation and assessment using data from faculty assessment and job compatibility.	Kamman, Royce	8/18/2014	Lesson plans, snapshots	6/4/2015 one-time
G1.B1.S4.MA1	Gain scores	Dotts-Hoehnle, Kim	8/18/2014	Benchmark testing 3 times a year and Florida Alternate Assessment once a year.	6/4/2015 one-time
G1.B1.S4.MA1	participant records	Dotts-Hoehnle, Kim	8/18/2014	follow-up activities as assigned	6/4/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

G1.B1 Low student achievement scores

G1.B1.S1 Professional development in high yield instructional strategies (i.e. Marzano, Kagan, Workstation)

PD Opportunity 1

In service on high yield strategies

Facilitator

Administration

Participants

Instructional and Non instructional staff

Schedule

On 6/4/2015

G1.B1.S2 Implement ACCESS courses

PD Opportunity 1

In service and implementation common core/ACCESS content

Facilitator

FLDOE ACCESS Project

Participants

Instructional Staff

Schedule

On 6/18/2015

G1.B1.S4 Staff will participate in Community of Practice for ACCESS/Common Core for students with significant cognitive disabilities

PD Opportunity 1

Access to Common Core for Exceptional Student Success Project (i.e. webinars, edmoto)

Facilitator

Project Facilitator

Participants

Administration and Instructional Staff

Schedule

On 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

G1.B1 Low student achievement scores

G1.B1.S3 Ongoing progress monitoring with data chats

PD Opportunity 1

On going progress monitoring

Facilitator

Administration, District training through use and development of Unique and N2Y programs

Participants

Faculty

Schedule

On 6/4/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.	19,100
Grand Total	**19,100**

Goal 1: Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.		
Description	**Source**	**Total**
B1.S1.A1	School Improvement Funds	300
B1.S2.A1	Other	300
B1.S3.A1 - Purchase or Unique and N2Y Curriculum software.	General Fund	6,000
B1.S4.A1 - Funding has been approved by The SAC.	School Improvement Funds	1,500
B4.S1.A1 - We have applied for grants to enhance the opportunities for our transition students.	School Improvement Funds	5,000
B4.S2.A1	IDEA	1,000
B4.S3.A1 - Application for grants and the Wal-Mart home living grant	Other	5,000
Total Goal 1		**19,100**