

Lake County Schools

Lake Hills School



2015-16 School Improvement Plan

Lake Hills School

909 S LAKESHORE BLVD, Howey In The Hills, FL 34737

<http://lake.k12.fl.us/lhe>

School Demographics

School Type

Combination

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

71%

Alternative/ESE Center

Yes

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

38%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Lake 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	19
Action Plan for Improvement	30
Appendix 1: Implementation Timeline	86
Appendix 2: Professional Development and Technical Assistance Outlines	101
Professional Development Opportunities	102
Technical Assistance Items	124
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To foster a school culture that believes all students can learn and that the possibilities are endless.

Provide the school's vision statement

To provide students opportunities to reach their full potential by providing a comprehensive education designed to meet their individual needs through personalized learning experiences.

School Environment

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

Teachers, students, and parents are a vital part of our school culture. Together, we are involved in an annual individual education planning meeting that is designed to establish, build, and/or maintain relationships with all involved parties. The IEP process is very detailed and involves a collaborative team effort to gather information on the student's social/emotional, medical, and academic history, as well as current information in all domain areas (academic, independent functioning, social/emotional, health, communication).

In addition, Lake Hills School hosts an annual Meet-the-Teacher night and Open House where families are highly encouraged bring their child to continue the relationship building process.

Teachers and students work collaboratively in many different projects throughout the year. Such projects include Book Fairs, Howey Parade, Lake Hills holiday play, Graduation ceremony, Prom, and Community-Based Instructional work opportunities through such establishments as The Mission Inn and the Eustis Public Library.

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

Lake Hills School has a proactive approach to maintaining safety and respect on our school campus. We evaluate the school environment throughout each day, reporting any concerns to administration. Some of the ways we create and maintain a positive and safe school environment are through:

Safety Committee and Crisis Management Team

Red Ribbon Week

Character building is infused within our curricular activities

Positive Behavior Supports

Howey Police Department

County Fire and Rescue

Code Blue Team

Nursing Team

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

Lake Hills School utilizes Positive Behavioral Supports (PBS) to maintain a high level of student engagement during all learning activities. High levels of student engagement and Positive Behavioral

Support system prevents many maladaptive behaviors from occurring. PBS is infused throughout the day. All staff are trained in Crisis Prevention Institute (CPI) strategies therefore all teachers and teacher assistants can assist with verbal de-escalation of students who may be showing increased signs of agitation.

The Code Blue Team assists when there is a breakdown in the verbal de-escalation process and physical aggression becomes more of a concern. The Team is trained in Advanced CPI techniques to provide appropriate support to maintain student and staff safety at all times.

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

Lake Hills School is able to maintain a 3:1 student to teacher ratio. This allows our teachers and teacher assistants to develop and maintain a high level of rapport with each student. Administration, Nursing staff, Behavior Team and the School Counselor are all involved with ensuring the social/emotional needs of the students are met.

Educational meetings are held when there is an immediate concern, at which time, our counselor involves Student Services to assist with the coordination of services from community agencies. Follow-up meetings or phone calls are made to further assist as necessary.

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

NA

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

NA

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

Lake Hills School will continue the parent training program and student/parent social events. We will offer parents a variety of workshops specifically designed for caring for children with significant cognitive disabilities including ASD. Workshops include:

1. Guardianship
2. Transition Planning
3. Behavior Management

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

Lake Hills School welcomes any opportunity to participate in community events. Administration is often requested to speak with different community organizations to bring disability awareness to the community. As a result of those speaking engagements, many Lake County organizations have supported our students in a variety of ways. These groups are as follows:

Philip Delong Retire Marine Corps Unit, The Villages

TOYS for TOTS

The Mission Inn

The Eustis Library

Real Life Christian Church

Dragon Boat Racing Team, The Villages

Harbor Hills Ladies Charities

Howey Men's Club

Howey Garden Club

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:

Name	Title
Meyers, Robin	Principal
Stedelin, Debbie	Assistant Principal
Walker, Melissa	Guidance Counselor
Kotz, Rikki	Teacher, ESE
Hass, David	Teacher, ESE
Tautiva, Vilmary	Teacher, ESE
Noel, Becky	Teacher, ESE
Lerner, Robert	Teacher, ESE

Duties

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

The Leadership Team consists of:

Robin Meyers-Principal, Debbie Stedelin-Assistant Principal, Melissa Walker-Guidance Counselor, Vilmary Tautiva-ESE Teacher, David Hass-ESE Teacher, Rikki Kotz-ESE Teacher, Becky Noel and Robert Lerner.

The Leadership Team meets bi-weekly to discuss and evaluate the on-going needs and concerns of the educational process at Lake Hills School. The team reviews data to determine course of actions as it relates to Instructional Practices and Student Achievement, IEP Goal Mastery and Positive Behavioral Supports. In addition, the Leadership Team addresses concerns from Department Meetings and monitors the effectiveness of the Curriculum Framework to problem solve and continuously improve the culture and climate of the school.

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

The Leadership Team meets to evaluate data collected in order to identify problem areas, develop hypotheses and create plans to deliver strategies that will assist in student success. We involve all stakeholders in the process and utilization of all available resources to achieve student success.

Teams utilized to address student achievement in instructional, curricular and behavioral areas are:

Assessment Writing Team-

Vilmary Tautiva, ESE Teacher--David Hass, ESE Teacher--Kristen Kasha, ESE Teacher

Curriculum Writing Team-

Vilmary Tautiva, ESE Teacher--David Hass, ESE Teacher--Kristen Kasha, ESE Teacher

Professional Learning Communities-Robin Meyers, Principal

Lesson Study Teams-Robin Meyers, Principal

IEP Teams-Corey Lott, ESE School Specialist

The District ESE office distributes IDEA Funds for district ESE programs each year. The IDEA funds allocated to Lake Hills School are utilized to increase student achievement through purchases of adaptive equipment, communication devices and supports, assistive technology, specialized curriculum, and staff development as determined by the Leadership Team and other teams as necessary.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Troy Singer	Business/Community
Sable Fulmore	Parent
Doreen Blake	Parent
David Hass	Teacher
Krysta Avery	Teacher
Kevin Castellanos	Teacher
Samantha Jimenez	Parent
Katherine Nobles	Parent
Sarah Gray	Parent
Rebekah Knight	Parent
John Ernest	Business/Community
Erica Haynes	Education Support Employee
Thomas Johnson	Teacher
Vilmary Tautiva	Teacher
Rob Lerner	Teacher
Dawn Ward	Parent
Robin Meyers	Principal

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 reviews the prior year's SIP at the beginning of each year. Suggestions are made and the new Plan is drafted and approved by the SAC prior to being submitted to the District.

Development of this school improvement plan

After reviewing the prior year's SIP, FAA data and behavioral data, the committee participates in discussions, giving suggestions for improvement and other initiatives they would like to see implemented through availability of funds.

Preparation of the school's annual budget and plan

Lake Hills annual school budget, various funding resources and planned expenditures are shared with SAC members during the first meeting and up-dated throughout the year.

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

There were no SAC fund expenditures for the 2014-2015 school year.

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:

Name	Title
Meyers, Robin	Principal
Stedelin, Debbie	Assistant Principal
Hass, David	Teacher, ESE
Kasha, Kristin	Teacher, ESE
Tautiva, Vilmary	Teacher, ESE
Vigrass, Janine	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

- (1) Continued development of Florida Continuous Improvement Model (FCIM) including the Florida Standards, Focus Calendars, Common Board Configuration, Blueprints and Marzano elements.
- (2) Encouraging our teachers for continued implementation of the FCIM including the Florida Standards, Focus Calendars, Common Board Configuration, Blueprints, and Marzano elements.
- (3) Continued transition from using a specialized Curricula for SwSCD to preparing our teachers to utilize the mainstream curriculum being used throughout the district.
- (4) Implementation of Environmental Communication Training (ECT) for all teachers.

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

Teachers participate in Professional Learning Communities and Lesson Studies on a frequent and regular basis to encourage and enhance positive working relationships. In addition, each PLC has a designated 90-minute common planning time on a specific day each week to allow them the opportunity to further collaborate with their colleagues.

In addition, Lake Hills School received supplementary funding from the Access Project which made it possible to schedule an additional 3 complete days of collaborative planning time for each PLC during the month of September.

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

1. Utilize the district SearchSoft system to screen for qualified applicants.
2. Provide customized staff development for teachers to address the unique learning needs of students with significant cognitive disabilities. Professional development includes but is not limited to, writing IEPs, providing related and support services, and professional crisis management.
3. Provide support to teachers from each department and school support staff (i.e., Behavior, OT/PT, Speech/Language, Assistive Technology) to address challenges they may have experience with students in the classroom.
4. All new teachers are provided an intensive 5-day training program through Lake Hills prior to the

beginning of the school year. In addition, new teachers are required to attend the New Beginnings Training and are supported through the TOPS program where applicable.

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

Molly Howell (beginning teacher) - David Hass
 Morgan Howell (beginning teacher) - Vilmary Tautiva
 Casey Maines (beginning teacher) - Becky Noel
 Derrell Hunter (beginning teacher)- Becky Noel
 Nastassia Mills (beginning teacher) - Rikki Kotz
 Jason Moose (beginning teacher) - David Hass
 Lauri Wright (beginning teacher) - Bryan Wilcoxson
 Robert Etheredge (beginning teacher) - David Hass
 Phillip Mahan (beginning teacher) - Becky Noel
 Sarah Gubler (new to Lake Hills) - Rikki Kotz
 Wendy Bridges (new to Lake Hills) - Vilmary Tautiva
 Donielle Diem (new to Lake Hills) - Barbara Fairsevice

The new teachers are paired with veteran teachers who can most appropriately assist with their particular type of classroom and student. In addition, the new teachers participate in a 5-day "Beginning Teachers Summer Training Series" during the month of August, 2015. The training series was especially designed to train our new teachers on the school-wide systems management approach for teaching students with significant cognitive disabilities. The training included:

August 5 & 6 – Florida Standards Access Points / Lake Hills Instructional Framework / Instructional Strategies (Instructors: Hass, Tautiva, Kotz, Meyers)

August 10 – Environmental Communication / ACC /Assistive Technology (Instructors: Vigrass, Meyers)

August 13 – How to write an Individual Education Plan (IEP) – (Lott, Meyers)

August 14 – Behavior Management (Hopkins, Meyers)

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

Using the Writing Team format, a group of teachers led by Mrs. Meyers, spent the past three years writing and implementing the Instructional Framework for the Access Points. The team has developed and continues to modify the Focus Calendars, Instructional Blueprints, Scales and Assessments based on the Florida Standards and Access Points for Students with Severe Cognitive Disabilities (SwSCD).

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

Academic and IEP Data Points are taken on a weekly basis and evaluated regularly. We utilize the Lesson Study Process and Professional Learning Communities to assist with developing more appropriate instruction for our students through increasingly effective teaching strategies.

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: 5,040

During ESY, teachers instruct students on a daily basis using the curriculum offered throughout the school year. In addition, IEP (Individual Education Plan) goals are worked on, as well. Data is recorded at least twice a week and parents are informed of progress being made.

While not all of our students attend summer school, most of them do. In addition, we accept eligible students from around our district to join us for summer school. We run a full school both during the school year and for the summer program.

Strategy Rationale

Research shows large breaks of time for Students with Severe Cognitive Disabilities (SwSCD) is detrimental to their educational process. Due to this, we offer Extended School Year (ESY) each summer.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Meyers, Robin, meyersr@lake.k12.fl.us

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

Both Academic and IEP data is collected on a regular basis throughout summer school. All data is reported to the student's home school and the parents at the end of the ESY session.

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

N/A

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

Lake Hills has implemented a multi-phase vocational program for these 30+ students. This program will also serve other students as they "age into" a need for such services.

The phases are as follows:

1. Pre-Vocational- This service includes training in activities of daily living, practical and applied mathematics (sign identification, budgeting), cooperation with others, attention to task, and following directions.
2. Work Adjustment- Building upon the academically and socially related skills taught in the Pre-Vocational Phase, students will participate in a variety of work and work-related activities within the school setting. Work Adjustment teaches the value and purpose of meaningful work, whatever the work is. It is taught by the example of family and teachers and reinforced by exposure to actual,

though school-based work experiences. In this phase, students are supervised and trained by vocational teachers and teacher assistants in a variety of simulated and real work settings created in the school. These include, but are not limited to:

- a) A teaching kitchen designed to build upon the family food preparation skills taught in the Pre-Vocational Phase. This kitchen also focuses upon more commercial food service applications including work stations for dish washing, salad preparation, vegetable preparation, table service and busing and other related functions.
- b) A school small "store" program of small food items but adds such functions as shelf-stocking, stock rotation, cash register operation and appropriate behavior with customers.
- c) Mobile work crews, within the school which teach janitorial services, mail sorting, and delivery and message delivery.

Each of the above work settings within the school teaches the specific skills related to the job category but, more importantly, they teach the importance of dependability, the value of work and the usefulness and satisfaction of a job well-done. Related behaviors such as time and attendance, appropriate relations with supervisors, co-workers and customers are emphasized. An important part of work adjustment is consultation and information-sharing with parents and care-givers that need to understand the importance of assisting students to move into the most integrated setting possible upon graduation.

3. Sheltered Employment- For some students, their support needs will not permit them to work within an integrated setting in the community. For these students, the school will seek sheltered employment positions with established providers in the community. The school will develop transition plans to assure that students can move into these settings upon graduation.

4. Volunteer Worksites in the Community- Students who successfully participate in the Work Adjustment Phase will move into this more integrated phase. Here, vocational teachers and teacher assistants will supervise small groups of students or individual students in community volunteer jobsites within not-for-profit agencies. These are volunteer positions for which anyone in the community can volunteer. Such volunteer work will expose students, with constant staff supervision, to real work experiences that currently include The Mission Inn resort and a local library. These community services will help students to shift from a role of dependency to one of contribution and value.

5. Supported Employment- Students who successfully participate in the Work Adjustment and Volunteer Worksite Phases will move into this phase which is defined as paid, integrated employment in the community. This phase itself has several possible integration techniques, all of which require the initial full-time supervision of school staff as job coaches and onsite trainers. These techniques follow the models described above in the Work Adjustment Phase but move the training location into the community with local employers. This is our Enclave phase where small groups of students will work, under school staff supervision, at a community employer's site but will remain at the one site to complete a specific job function. An example, and there are many, would be a group of student workers who actually operate all or part of an employer's mail sorting function at the employer's worksite.

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

Lake Hills School provides complete educational services to students whose physical and developmental needs exceed their appropriate integration into the general school population. Many of these students have been in integrated school settings in the past however, that setting was unable to meet their behavioral, medical, mobility and educational requirements. All of these students present significant, and often multiple, disabilities. Their current school program has been designed to meet all mandated educational requirements including academics, independent living, and socialization with adaptations which encompass and complement each student's special needs.

The Lake Hills School has identified approximately 30+ students who are aged 18 to 21 who can benefit from a fully-developed vocational program. While these students will remain in the school until the mandated age of 22, the school and the Lake County School District recognizes its responsibility

to help these students to attain a meaningful transition into adulthood to include significant aspects of community involvement and employment as appropriate to the individual needs and potential. While the intensive physical and medical needs of other older students in the school will require transition into adulthood with an essential emphasis upon respite care and medical support, these 45 students can aspire to a variety of vocational opportunities with appropriate training and support.

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

All students at Lake Hills School have Individual Education Plan. Academic and career planning goals are incorporated into every student's Individual Education Plan and monitored by daily IEP data collection.

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** During the 2015-2016 school year, students will participate in on-going social skills building and a variety of activities allowing them to display socially appropriate communication and behavior. Due to our student population, "bullying" is not an area we address as their behaviors are a manifestation of their disability.
- G2.** Teachers and Para-Professional staff members will successfully implement Environmental Communication Teaching (ECT) Framework within various school settings, to include classroom, cafeteria, PE/Specials areas, and extra-curricular activities.
- G3.** During the 2015-2016 school year, new teachers will acquire a Highly Qualified Status and the necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the school year.
- G4.** During the 2015-2016 school year, we would like to decrease the number of restraints and seclusions by 20%. Lake Hills met the Safety Goal last year by decreasing the number of student restraints and seclusions by 88% during the 2014-2015 school year (the goal was 30%).
- G5.** The number of students achieving learning gains in Reading on the 2015-2016 FAA will increase from 34% to 36%. Lake Hills did not meet the 2014-2015 goal of 48% of our students achieving learning gains, however we did score 48% on raw score gains. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.
- G6.** The number of students achieving learning gains in Math on the 2015-2016 FAA will increase from 36% to 38%. Lake Hills did not meet the 2014-2015 goal of 52% of our students achieving learning gains, however we did score 47% on raw score gains. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.
- G7.** The number of students achieving proficiency in Writing on the 2015-2016 FAA will increase from 28% to 30%. Last year, Lake Hills met the goal of 21% of our students achieving proficiency when our 28% of our students scored at proficiency on the 2014-2015 FAA.

- G8.** The number of students achieving proficiency in Science on the 2015-2016 FAA will increase from 40% to 42%. Last year, Lake Hills met the goal of 24% of our students achieving proficiency when our 40% of our students scored at proficiency on the 2014-2015 FAA.

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. During the 2015-2106 school year, students will participate in on-going social skills building and a variety of activities allowing them to display socially appropriate communication and behavior. Due to our student population, "bullying" is not an area we address as their behaviors are a manifestation of their disability. **1a**

 G071206

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	

Resources Available to Support the Goal **2**

- Purposeful opportunities created to practice social skills being taught.
- Red Ribbon Week
- Character Development lessons
- CPI Training for all staff
- Positive Behavior Support

Targeted Barriers to Achieving the Goal **3**

- Level of personal disability

Plan to Monitor Progress Toward G1. **8**

Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.

CPI Strategies for de-escalation

Positive Behavior Support/ Reinforcements based on the student Behavior Plan

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.

G2. Teachers and Para-Professional staff members will successfully implement Environmental Communication Teaching (ECT) Framework within various school settings, to include classroom, cafeteria, PE/Specials areas, and extra-curricular activities. 1a

 G071207

Targets Supported 1b

Indicator	Annual Target
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Instructional Minutes

Resources Available to Support the Goal 2

- Environmental Communication Teaching (ECT) Training Framework

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and training opportunities with Environmental Communication Teaching (ECT) Framework

Plan to Monitor Progress Toward G2. 8

Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

Person Responsible

Janine Vigrass

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt heirarchy.

G3. During the 2015-2016 school year, new teachers will acquire a Highly Qualified Status and the necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the school year. 1a

 G071208

Targets Supported 1b

Indicator	Annual Target
Highly Qualified Teachers	100.0

Resources Available to Support the Goal 2

- 1. District-level Coach
- 2. School-assigned Mentor
- 3. District training opportunities
- 4. Lake Hills School Professional Development

Targeted Barriers to Achieving the Goal 3

- Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

Plan to Monitor Progress Toward G3. 8

District TOPS-New Teacher Orientation Program
 Lake Hills School Professional Development Plan
 FDLRS Trainings/Workshops

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/5/2015 to 6/3/2016

Evidence of Completion

New Teachers will implement the new techniques they have learned through the District TOPS Program, Lake Hills School Professional Development Plan, and FDLRS Trainings/Workshops within their classroom environment to assist with increased student achievement.

G4. During the 2015-2016 school year, we would like to decrease the number of restraints and seclusions by 20%. Lake Hills met the Safety Goal last year by decreasing the number of student restraints and seclusions by 88% during the 2014-2015 school year (the goal was 30%). 1a

 G071209

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- 1. Crisis Prevention Intervention Training and up-dates for each employee
- 2. Annual Lake Hills School Behavior Strategies Training
- 3. Positive Behavior Supports
- 4. Code Blue Team

Targeted Barriers to Achieving the Goal 3

- 1. Parent Support
- 2. Newer staff members require appropriate crisis management training, as well as training in positive behavioral support.

Plan to Monitor Progress Toward G4. 8

Staff members will receive initial and up-dated training on an annual basis.
 Behavior Strategies and Interventions Training provided to all staff members throughout the year.
 Provide District-level Parent Training (Behavior Serves a Function)
 Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.

Person Responsible

Melissa Walker

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification. Sign-in sheet documentation and MIP points are given. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors. With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

G5. The number of students achieving learning gains in Reading on the 2015-2016 FAA will increase from 34% to 36%. Lake Hills did not meet the 2014-2015 goal of 48% of our students achieving learning gains, however we did score 48% on raw score gains. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade. 1a

 G071210

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	36.0

Resources Available to Support the Goal 2

- 1. Florida Access Standards
- 2. Instructional Framework (Blueprints, Weekly Activities, Scales, Assessments).
- 3. Reading Wonders
- 4. Safari Montage
- 5. Weekly 90 minute Common Planning through Professional learning Communities (PLCs)
- 6. Unique Learning Systems
- 7. Environmental Communication Training

Targeted Barriers to Achieving the Goal 3

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students based on the Florida Access Standards.

Plan to Monitor Progress Toward G5. 8

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Academic Services:

C2 Collaborative Cohort

Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunitis for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

G6. The number of students achieving learning gains in Math on the 2015-2016 FAA will increase from 36% to 38%. Lake Hills did not meet the 2014-2015 goal of 52% of our students achieving learning gains, however we did score 47% on raw score gains. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade **1a**

 G071211

Targets Supported **1b**

Indicator	Annual Target
Math Gains	38.0

Resources Available to Support the Goal **2**

- 1. Florida Access Standards
- 2. Instructional Framework (Blueprints, Scales, Assessments, etc.).
- 3. Growing with Mathematics
- 4. Teaching to the Standards: Math
- 5. Safari Montage
- 6. Go Math
- 7. Weekly Common Planning Time

Targeted Barriers to Achieving the Goal **3**

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

Plan to Monitor Progress Toward G6. 8

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Academic Services:

C2 Collaborative Cohort

Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunitites for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

G7. The number of students achieving proficiency in Writing on the 2015-2016 FAA will increase from 28% to 30%. Last year, Lake Hills met the goal of 21% of our students achieving proficiency when our 28% of our students scored at proficiency on the 2014-2015 FAA. **1a**

 G071212

Targets Supported **1b**

Indicator	Annual Target
FAA Writing Proficiency	30.0

Resources Available to Support the Goal **2**

- 1. Florida Standards
- 2. Instructional Framework (Blueprints, Scales, Assessments, etc.).
- 3. Weekly Common Planning Time

Targeted Barriers to Achieving the Goal **3**

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

Plan to Monitor Progress Toward G7. **8**

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Academic Services:

C2 Collaborative Cohort

Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunites for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

G8. The number of students achieving proficiency in Science on the 2015-2016 FAA will increase from 40% to 42%. Last year, Lake Hills met the goal of 24% of our students achieving proficiency when our 40% of our students scored at proficiency on the 2014-2015 FAA. **1a**

 G071213

Targets Supported **1b**

Indicator	Annual Target
FAA Science Proficiency	42.0

Resources Available to Support the Goal **2**

- 1. Florida Standards
- 2. Instructional Framework (Blueprints, Scales, Assessments, etc.).
- 3. Teaching to Standards:Science
- 4. SRA Snapshots:Simply Science
- 5. Content Essentials:Science
- 6. Safari Montage
- 7. Weekly Common Planning Time

Targeted Barriers to Achieving the Goal **3**

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

Plan to Monitor Progress Toward G8. 8

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Academic Services:

C2 Collaborative Cohort

Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunites for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

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. During the 2015-2106 school year, students will participate in on-going social skills building and a variety of activities allowing them to display socially appropriate communication and behavior. Due to our student population, "bullying" is not an area we address as their behaviors are a manifestation of their disability. **1**

 G071206

G1.B1 Level of personal disability **2**

 B185766

G1.B1.S1 Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity. **4**

 S197173

Strategy Rationale

These lessons will help our students understand how to care about and treat themselves as well as others around them.

Action Step 1 **5**

Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.

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

Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.

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

Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.

G1.B1.S2 CPI Strategies for de-escalation 4

 S197174

Strategy Rationale

Providing these strategies will assist students with behavior issues, which will further support student achievement.

Action Step 1 5

CPI Strategies for de-escalation

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.

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

CPI Strategies for de-escalation

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.

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

CPI Strategies for de-escalation

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.

G1.B1.S3 Positive Behavior Support/ Reinforcements based on the student Behavior Plan 4

 S197175

Strategy Rationale

Providing these supports and reinforcements will assist students with behavior issues, which will further support student achievement.

Action Step 1 5

Positive Behavior Support/ Reinforcements based on the student Behavior Plan

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Providing these supports and reinforcements will assist students with behavior issues, which will further support student achievement.

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

Positive Behavior Support/ Reinforcements based on the student Behavior Plan

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Providing these supports and reinforcements will assist students with behavior issues, which will further support student achievement.

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

Positive Behavior Support/ Reinforcements based on the student Behavior Plan

Person Responsible

Debbie Stedelin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Providing these supports and reinforcements will assist students with behavior issues, which will further support student achievement.

G2. Teachers and Para-Professional staff members will successfully implement Environmental Communication Teaching (ECT) Framework within various school settings, to include classroom, cafeteria, PE/Specials areas, and extra-curricular activities. **1**

 G071207

G2.B1 Lack of knowledge and training opportunities with Environmental Communication Teaching (ECT) Framework **2**

 B185767

G2.B1.S1 Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals **4**

 S197176

Strategy Rationale

By providing this in-depth training on Environmental Communication Teaching (ECT), Teachers and Para-Professionals will learn strategies to support student communication using a "least to most" prompt hierarchy.

Action Step 1 **5**

Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

Person Responsible

Janine Vigrass

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teachers and Para-Professionals will learn and put into practice strategies to support student communication using a "least to most" prompt hierarchy.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

Person Responsible

Janine Vigrass

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt hierarchy.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

Person Responsible

Janine Vigrass

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt heirarchy.

G3. During the 2015-2016 school year, new teachers will aquire a Highly Qualified Status and the necessary skills and techniques to assist in student acheivement by participating in all scheduled trainings and workshops throughout the school year. 1

 G071208

G3.B1 Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

2

 B185768

G3.B1.S1 District TOPS-New Teacher Orientation Program 4

 S197177

Strategy Rationale

Appropriate District Training models better prepare all teachers for instruction and classroom management.

Action Step 1 5

District TOPS-New Teacher Orientation Program

Person Responsible

Debbie Stedelin

Schedule

Biweekly, from 8/5/2015 to 6/3/2016

Evidence of Completion

Successful completion of the District TOPS Program

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

District TOPS-New Teacher Orientation Program

Person Responsible

Debbie Stedelin

Schedule

Biweekly, from 8/5/2015 to 6/3/2016

Evidence of Completion

Successful completion of the District TOPS Program

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

District TOPS-New Teacher Orientation Program

Person Responsible

Debbie Stedelin


Schedule

Biweekly, from 8/5/2015 to 6/3/2016

Evidence of Completion

Successful completion of the District TOPS Program

G3.B1.S2 Lake Hills School Professional Development 4

 S197178

Strategy Rationale

Lake Hills School Professional Development gives teachers more in-depth Academic, Behavioral and IEP training for their specific classroom population and level of instruction.

Action Step 1 5

Lake Hills School Professional Development

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/5/2015 to 6/3/2016

Evidence of Completion

Successful completion of all Lake Hills Professional Development..

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lake Hills School Professional Development

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/5/2015 to 6/3/2016

Evidence of Completion

Successful completion of all Lake Hills Professional Development.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Lake Hills Professional Development

Person Responsible

Robin Meyers


Schedule

Weekly, from 8/5/2015 to 6/3/2016

Evidence of Completion

Successful completion of all Lake Hills Professional Development.

G3.B1.S3 FDLRS Trainings/Workshops 4

 S197179

Strategy Rationale

FDLRS Trainings/Workshops offer specific training related to Students with Severe Cognitive Disabilities.

Action Step 1 5

FDLRS Trainings/Workshops

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/5/2015 to 6/3/2016

Evidence of Completion

Successful completion of FDLRS trainings /workshops

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

FDLRS Trainings/Workshops

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/5/2015 to 6/3/2016

Evidence of Completion

Successful completion of FDLRS trainings /workshops

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

FDLRS Trainings/Workshops

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/5/2015 to 6/3/2016


Evidence of Completion

Successful completion of FDLRS trainings /workshops

G4. During the 2015-2016 school year, we would like to decrease the number of restraints and seclusions by 20%. Lake Hills met the Safety Goal last year by decreasing the number of student restraints and seclusions by 88% during the 2014-2015 school year (the goal was 30%). 1

 G071209

G4.B1 1. Parent Support 2

 B185769

G4.B1.S1 Offer Parent Trainings/Workshops throughout the year to provide strategies to parents for assisting in the reshaping of maladaptive behaviors. 4

 S197180

Strategy Rationale

To provide families with effective behavioral strategies that will allow successful reshaping of maladaptive behavior to promote increased student success.

Action Step 1 5

Provide District-level Parent Training (Behavior Serves a Function)

Person Responsible

Melissa Walker

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Provide District-level Parent Training (Behavior Serves a Function)

Person Responsible

Melissa Walker

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Provide District-level Parent Training (Behavior Serves a Function)

Person Responsible

Melissa Walker

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.

G4.B1.S2 School Counselor will assist in coordination of district and community services available to families for Behavior Support. 4

 S197181

Strategy Rationale

By coordinating district and community services, families will be able to help alleviate the stressors that prevent more positive Family-School and/or Family-Community relationships.

Action Step 1 5

Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.

Person Responsible

Melissa Walker

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

Action Step 2 5

Work closely with other District departments to coordinate appropriate community services for students and families with behavioral support needs.

Person Responsible

Melissa Walker

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.

Person Responsible

Melissa Walker

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.

Person Responsible

Melissa Walker

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

G4.B2 2. Newer staff members require appropriate crisis management training, as well as training in positive behavioral support. 2

 B185770

G4.B2.S1 Provide all staff members with the appropriate level of annual Crisis Prevention Institute (CPI) training. 4

 S197182

Strategy Rationale

Staff members will be adequately equipped to assist with and de-escalate inappropriate and/or behaviors with the appropriate level of annual Crisis Prevention Institute (CPI) training.

Action Step 1 5

Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.

Person Responsible

Melissa Walker

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Staff members will receive initial and up-dated training on an annual basis.

Person Responsible

Melissa Walker

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Staff members will receive initial and up-dated training on an annual basis.

Person Responsible

Melissa Walker

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification.

G4.B2.S2 Provide all staff members with on-going training in positive behavioral support. 4

 S197183

Strategy Rationale

Staff members will be adequately equipped to assist with and de-escalate inappropriate and/or behaviors with on-going training in positive behavioral support.

Action Step 1 5

Behavior Strategies and Interventions Training provided to all staff members throughout the year.

Person Responsible

Melissa Walker

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheet documentaiton and MIP points are given.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Behavior Strategies and Interventions Training provided to all staff members throughout the year.

Person Responsible

Melissa Walker

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheet documentation and MIP points are given.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Behavior Strategies and Interventions Training provided to all staff members throughout the year.

Person Responsible

Melissa Walker

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Sign-in sheet documentation and MIP points are given.

G5. The number of students achieving learning gains in Reading on the 2015-2016 FAA will increase from 34% to 36%. Lake Hills did not meet the 2014-2015 goal of 48% of our students achieving learning gains, however we did score 48% on raw score gains. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade. 1

 G071210

G5.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students based on the Florida Access Standards. 2

 B185771

G5.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. 4

 S197184

Strategy Rationale

Through Lesson Study, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

This Professional Learning Community process will continue to support student achievement and increase student learning gains. as well as provide additional Professional Development opportunities for our Faculty.

90-Minute COMMON PLANNING SCHEDULE:

PLC 1 (Mondays 12:30-2:00) HASS, Abreu, Kasha, Muruaga, Avery, Tautiva, Noel

PLC 2 (Tuesdays 12:30-2:00) TAUTIVA, Mahan, Kissee, McLaughlin, Howell, Diem, Kotz

PLC 3 (Wednesdays 9:30-11:00) HASS, Bridges, Howell, Moose, Gubler, Wright, Charanza, Etheredge

PLC 4 (Thursdays 12:30-2:00) NOEL, Hunter, Helmes, Fairservice, Mallona, Maines, Mills

Action Step 1 **5**

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

The purpose of our Lesson Study Process for 2015-2016 is:

*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities.

*To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework

*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson studies empower teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

Action Step 2 **5**

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.

Action Step 3 5

An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

During the 3-Day professional development session the PLCs will participate in a Lesson Study Process and will utilize the Scope & Sequence as the foundation of the process. The purpose is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Study Data Questions analysis Academic Data Collection on a regular basis
Successful development and implementation of Instructional Framework

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers


Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.

G5.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2015-2016 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics. 4

 S197185

Strategy Rationale

This process will continue to support student achievement, as well as provide additional Professional Development opportunities for our Faculty.

Action Step 1 5

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

Action Step 2 5

C2 Collaborative School-based Cohort Trainings

Person Responsible

Robin Meyers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

G5.B1.S3 The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards. 4

 S197186

Strategy Rationale

The Instructional Framework and BluePrints will support goal progress and student achievement.

Action Step 1 5

School Writing Team:

The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The Instructional Framework and BluePrints will support goal progress and student achievement.

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

The school's writing team will continue to develop and align the Instructional Framework and BluePrints in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The Instructional Framework and BluePrints will support goal progress and student achievement.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

The principal will meet with PLC teams to monitor and support the effectiveness of continued use of Instructional Framework and BluePrints.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC notes, student data.

G5.B1.S4 Lake Hills School Plan for use of Access Project Funds for additional PLC planning time. 4

 S197187

Strategy Rationale

The long term goal of the PLC's at Lake Hills School is to coordinate the K – 12 academic programs through effective leadership and support of teachers in the areas of curriculum development and alignment, instructional planning, assessment, and research-based best practices. The programs and practices that our teachers implement are designed to meet individual learning styles in order to promote access and equity for all students with disabilities.

Action Step 1 5

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

Action Step 2 5

Provide Professional Development within the PLC Framework through ACCESS PROJECT to engage in the Lesson Study Process

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.

Action Step 3 5

Provide two 3-hour trainings on Design to Learn which is an environmental inventory to help teachers design learning opportunities for children with disabilities.

Person Responsible

Robin Meyers

Schedule

On 10/23/2015

Evidence of Completion

Development of a classroom-wide approach to promoting learning and independence for children who have pervasive developmental disorders, including autism.

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 7

Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

G6. The number of students achieving learning gains in Math on the 2015-2016 FAA will increase from 36% to 38%. Lake Hills did not meet the 2014-2015 goal of 52% of our students achieving learning gains, however we did score 47% on raw score gains. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade **1**

 G071211

G6.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students. **2**

 B185772

G6.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. **4**

 S197188

Strategy Rationale

Through PLC and Lesson Study, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

This Professional Learning Community process will continue to support student achievement and increase student learning gains. as well as provide additional Professional Development opportunities for our Faculty.

90-Minute COMMON PLANNING SCHEDULE:

PLC 1 (Mondays 12:30-2:00) HASS, Abreu, Kasha, Muruaga, Avery, Tautiva, Noel

PLC 2 (Tuesdays 12:30-2:00) TAUTIVA, Mahan, Kissee, McLaughlin, Howell, Diem, Kotz

PLC 3 (Wednesdays 9:30-11:00) HASS, Bridges, Howell, Moose, Gubler, Wright, Charanza, Etheredge

PLC 4 (Thursdays 12:30-2:00) NOEL, Hunter, Helmes, Fairservice, Mallona, Maines, Mills

Action Step 1 5

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

The purpose of our Lesson Study Process for 2015-2016 is:

*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities.

*To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction).

*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson studies empower teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

Action Step 2 5

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. In addition, the PLC promotes development of professional relationships and comraderies.

Action Step 3 5

An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

During the 3-Day professional development session the PLCs will participate in a Lesson Study Process and will utilize the Scope & Sequence as the foundation of the process. The purpose is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Study Data Questions analysis Academic Data Collection on a regular basis
Successful development and implementation of Instructional Framework

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunites for student growth and success.

G6.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2015-2016 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics. 4

 S197189

Strategy Rationale

This process will continue to support student achievement, as well as provide additional Professional Development opportunities for our Faculty.

Action Step 1 5

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

Action Step 2 5

C2 Collaborative School-based Cohort Trainings

Person Responsible

Robin Meyers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

G6.B1.S3 The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards. 4

 S197190

Strategy Rationale

The Instructional Framework and BluePrints will support goal progress and student achievement.

Action Step 1 5

School Writing Team:

The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The Instructional Framework and BluePrints will support goal progress and student achievement.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

The school's writing team will continue to devleop and align the Instructuional Framework and BluePrints in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The Instructional Framework and BluePrints will support goal progress and student achievement.

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

The principal will meet with PLC teams to monitor and support the effectiveness of continued use of Instructional Framework and BluePrints.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC notes, student data.

G6.B1.S4 Lake Hills School Plan for use of Access Project Funds for additional PLC planning time. 4

 S197191

Strategy Rationale

The long term goal of the PLC's at Lake Hills School is to coordinate the K – 12 academic programs through effective leadership and support of teachers in the areas of curriculum development and alignment, instructional planning, assessment, and research-based best practices. The programs and practices that our teachers implement are designed to meet individual learning styles in order to promote access and equity for all students with disabilities.

Action Step 1 5

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

Plan to Monitor Fidelity of Implementation of G6.B1.S4 6

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

Plan to Monitor Effectiveness of Implementation of G6.B1.S4 7

Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

G7. The number of students achieving proficiency in Writing on the 2015-2016 FAA will increase from 28% to 30%. Last year, Lake Hills met the goal of 21% of our students achieving proficiency when our 28% of our students scored at proficiency on the 2014-2015 FAA. 1

 G071212

G7.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students. 2

 B185773

G7.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. 4

 S197192

Strategy Rationale

Through Lesson Study, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

This Professional Learning Community process will continue to support student achievement and increase student learning gains. as well as provide additional Professional Development opportunities for our Faculty.

90-Minute COMMON PLANNING SCHEDULE:

PLC 1 (Mondays 12:30-2:00) HASS, Abreu, Kasha, Muruaga, Avery, Tautiva, Noel

PLC 2 (Tuesdays 12:30-2:00) TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz

PLC 3 (Wednesdays 9:30-11:00) HASS, Bridges, Howell, Moose, Gubler, Wright, Charanza, Etheredge

PLC 4 (Thursdays 12:30-2:00) NOEL, Hunter, Helmes, Fairservice, Mallona, Maines, Mills

Action Step 1 **5**

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

The purpose of our Lesson Study Process for 2015-2016 is:

*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities.

*To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework

*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

Action Step 2 **5**

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.

Action Step 3 5

An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT

Person Responsible

Robin Meyers

Schedule

On 10/30/2015

Evidence of Completion

During the 3-Day professional development session the PLCs will participate in a Lesson Study Process and will utilize the Scope & Sequence as the foundation of the process. The purpose is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Study Data Questions analysis Academic Data Collection on a regular basis
Successful development and implementation of Instructional Framework

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers


Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.

G7.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2015-2016 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics. 4

 S197193

Strategy Rationale

This process will continue to support student achievement, as well as provide additional Professional Development opportunities for our Faculty.

Action Step 1 5

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

Action Step 2 5

C2 Collaboration Cohort School-based Trainings

Person Responsible

Robin Meyers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

C2 Collaborative Cohort

Person Responsible

Robin Meyers


Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

G7.B1.S3 The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards. 4

 S197194

Strategy Rationale

The Instructional Framework and BluePrints will support goal progress and student achievement.

Action Step 1 5

School Writing Team:

The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The Instructional Framework and BluePrints will support goal progress and student achievement.

Plan to Monitor Fidelity of Implementation of G7.B1.S3 6

The school's writing team will continue to develop and align the Instructional Framework and BluePrints in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The Instructional Framework and BluePrints will support goal progress and student achievement.

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7

The principal will meet with PLC teams to monitor and support the effectiveness of continued use of Instructional Framework and BluePrints.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC notes, student test data.

G7.B1.S4 The Instructional Framework and BluePrints will support goal progress and student achievement. **4**

 S197195

Strategy Rationale

The long term goal of the PLC's at Lake Hills School is to coordinate the K – 12 academic programs through effective leadership and support of teachers in the areas of curriculum development and alignment, instructional planning, assessment, and research-based best practices. The programs and practices that our teachers implement are designed to meet individual learning styles in order to promote access and equity for all students with disabilities.

Action Step 1 **5**

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

Plan to Monitor Fidelity of Implementation of G7.B1.S4 **6**

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

Plan to Monitor Effectiveness of Implementation of G7.B1.S4 7

Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

G8. The number of students achieving proficiency in Science on the 2015-2016 FAA will increase from 40% to 42%. Last year, Lake Hills met the goal of 24% of our students achieving proficiency when our 40% of our students scored at proficiency on the 2014-2015 FAA. 1

 G071213

G8.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students. 2

 B185774

G8.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. 4

 S197196

Strategy Rationale

Through Lesson Study, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

This Professional Learning Community process will continue to support student achievement and increase student learning gains. as well as provide additional Professional Development opportunities for our Faculty.

90-Minute COMMON PLANNING SCHEDULE:

PLC 1 (Mondays 12:30-2:00) HASS, Abreu, Kasha, Muruaga, Avery, Tautiva, Noel

PLC 2 (Tuesdays 12:30-2:00) TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz

PLC 3 (Wednesdays 9:30-11:00) HASS, Bridges, Howell, Moose, Gubler, Wright, Charanza, Etheredge

PLC 4 (Thursdays 12:30-2:00) NOEL, Hunter, Helmes, Fairservice, Mallona, Maines, Mills

Action Step 1 **5**

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

The purpose of our Lesson Study Process for 2015-2016 is:

*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities.

*To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework

*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

Action Step 2 **5**

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.

Action Step 3 5

An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

During the 3-Day professional development session the PLCs will participate in a Lesson Study Process and will utilize the Scope & Sequence as the foundation of the process. The purpose is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Study Data Questions analysis Academic Data Collection on a regular basis
Successful development and implementation of Instructional Framework

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers


Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.

G8.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2015-2016 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics. 4

 S197197

Strategy Rationale

This process will continue to support student achievement, as well as provide additional Professional Development opportunities for our Faculty.

Action Step 1 5

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

Action Step 2 5

C2 Collaborative School-based Cohort Trainings

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 7

C2 Collaborative Cohort

Person Responsible

Robin Meyers


Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

G8.B1.S3 The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards. 4

 S197198

Strategy Rationale

The Instructional Framework and BluePrints will support goal progress and student achievement.

Action Step 1 5

School Writing Team:

The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The assessments will monitor goal progress and student achievement.

Plan to Monitor Fidelity of Implementation of G8.B1.S3 6

The school's writing team will continue to develop and align the Instructional Framework and BluePrints in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The Instructional Framework and BluePrints will support goal progress and student achievement.

Plan to Monitor Effectiveness of Implementation of G8.B1.S3 7

The principal will meet with PLC teams to monitor and support the effectiveness of continued use of Instructional Framework and BluePrints.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC notes, student test data.

G8.B1.S4 Lake Hills School Plan for use of Access Project Funds for additional PLC planning time. 4

 S197199

Strategy Rationale

The long term goal of the PLC's at Lake Hills School is to coordinate the K – 12 academic programs through effective leadership and support of teachers in the areas of curriculum development and alignment, instructional planning, assessment, and research-based best practices. The programs and practices that our teachers implement are designed to meet individual learning styles in order to promote access and equity for all students with disabilities.

Action Step 1 5

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

Plan to Monitor Fidelity of Implementation of G8.B1.S4 6

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

Plan to Monitor Effectiveness of Implementation of G8.B1.S4 7

Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework

Person Responsible

Robin Meyers

Schedule

On 9/30/2015

Evidence of Completion

Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.

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	Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.	Stedelin, Debbie	8/24/2015	Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.	6/3/2016 weekly
G1.B1.S2.A1	CPI Strategies for de-escalation	Stedelin, Debbie	8/24/2015	Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.	6/3/2016 weekly
G1.B1.S3.A1	Positive Behavior Support/ Reinforcements based on the student Behavior Plan	Stedelin, Debbie	8/24/2015	Providing these supports and reinforcements will assist students with behavior issues, which will further support student achievement.	6/3/2016 weekly
G2.B1.S1.A1	Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals	Vigrass, Janine	8/24/2015	Teachers and Para-Professionals will learn and put into practice strategies to support student communication using a "least to most" prompt heirarchy.	6/3/2016 weekly
G3.B1.S1.A1	District TOPS-New Teacher Orientation Program	Stedelin, Debbie	8/5/2015	Successful completion of the District TOPS Program	6/3/2016 biweekly
G3.B1.S2.A1	Lake Hills School Professional Development	Meyers, Robin	8/5/2015	Successful completion of all Lake Hills Professional Development..	6/3/2016 weekly
G3.B1.S3.A1	FDLRS Trainings/Workshops	Meyers, Robin	8/5/2015	Successful completion of FDLRS trainings /workshops	6/3/2016 quarterly
G4.B1.S1.A1	Provide District-level Parent Training (Behavior Serves a Function)	Walker, Melissa	8/24/2015	Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.	6/3/2016 annually
G4.B1.S2.A1	Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.	Walker, Melissa	8/24/2015	With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.	6/3/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A1	Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.	Walker, Melissa	8/24/2015	Data reflects staff members and their level of training. Participants receive a CPI certification.	6/3/2016 quarterly
G4.B2.S2.A1	Behavior Strategies and Interventions Training provided to all staff members throughout the year.	Walker, Melissa	8/24/2015	Sign-in sheet documentaiton and MIP points are given.	6/3/2016 quarterly
G5.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.	Meyers, Robin	8/24/2015	Lesson studies empower teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.	6/3/2016 quarterly
G5.B1.S2.A1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.	6/3/2016 quarterly
G5.B1.S3.A1	School Writing Team: The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.	Meyers, Robin	8/24/2015	The Instructional Framework and BluePrints will support goal progress and student achievement.	6/3/2016 quarterly
G5.B1.S4.A1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G6.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and	Meyers, Robin	8/24/2015	Lesson studies empower teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.				
G6.B1.S2.A1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.	6/3/2016 quarterly
G6.B1.S3.A1	School Writing Team: The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.	Meyers, Robin	8/24/2015	The Instructional Framework and BluePrints will support goal progress and student achievement.	6/3/2016 quarterly
G6.B1.S4.A1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G7.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.	Meyers, Robin	8/24/2015	Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meet the needs of every student.	6/3/2016 quarterly
G7.B1.S2.A1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				it back to our teachers for further training related to specific topics.	
G7.B1.S3.A1	School Writing Team: The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.	Meyers, Robin	8/24/2015	The Instructional Framework and BluePrints will support goal progress and student achievement.	6/3/2016 quarterly
G7.B1.S4.A1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G8.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.	Meyers, Robin	8/24/2015	Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meet the needs of every student.	6/3/2016 quarterly
G8.B1.S2.A1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.	6/3/2016 quarterly
G8.B1.S3.A1	School Writing Team: The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.	Meyers, Robin	8/24/2015	The assessments will monitor goal progress and student achievement.	6/3/2016 quarterly
G8.B1.S4.A1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G4.B1.S2.A2	Work closely with other District departments to coordinate appropriate community services for students and families with behavioral support needs.	Walker, Melissa	8/24/2015	With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.	Meyers, Robin	8/24/2015	Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.	6/3/2016 weekly
G5.B1.S2.A2	C2 Collaborative School-based Cohort Trainings	Meyers, Robin	8/24/2015	Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.	6/3/2016 monthly
G5.B1.S4.A2	Provide Professional Development within the PLC Framework through ACCESS PROJECT to engage in the Lesson Study Process	Meyers, Robin	9/1/2015	Our goal is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.	9/30/2015 one-time
G6.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this	Meyers, Robin	8/24/2015	Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. In addition, the PLC promotes development of professional relationships and comraderies.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	data; and defining next steps based upon what they have learned.				
G6.B1.S2.A2	C2 Collaborative School-based Cohort Trainings	Meyers, Robin	8/24/2015	Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.	6/3/2016 monthly
G7.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.	Meyers, Robin	8/24/2015	Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.	6/3/2016 weekly
G7.B1.S2.A2	C2 Collaboration Cohort School-based Trainings	Meyers, Robin	8/24/2015	Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.	6/3/2016 monthly
G8.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.	Meyers, Robin	8/24/2015	Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.	6/3/2016 weekly
G8.B1.S2.A2	C2 Collaborative School-based Cohort Trainings	Meyers, Robin	9/18/2014	Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.	6/5/2015 quarterly
G5.B1.S1.A3	An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT	Meyers, Robin	9/1/2015	During the 3-Day professional development session the PLCs will participate in a Lesson Study Process and will utilize the Scope & Sequence as the foundation of the process. The purpose is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study	9/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.	
G5.B1.S4.A3	Provide two 3-hour trainings on Design to Learn which is an environmental inventory to help teachers design learning opportunities for children with disabilities.	Meyers, Robin	9/23/2015	Development of a classroom-wide approach to promoting learning and independence for children who have pervasive developmental disorders, including autism.	10/23/2015 one-time
G6.B1.S1.A3	An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT	Meyers, Robin	9/1/2015	During the 3-Day professional development session the PLCs will participate in a Lesson Study Process and will utilize the Scope & Sequence as the foundation of the process. The purpose is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.	9/30/2015 one-time
G7.B1.S1.A3	An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT	Meyers, Robin	9/1/2015	During the 3-Day professional development session the PLCs will participate in a Lesson Study Process and will utilize the Scope & Sequence as the foundation of the process. The	10/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				purpose is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.	
G8.B1.S1.A3	An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT	Meyers, Robin	9/1/2015	During the 3-Day professional development session the PLCs will participate in a Lesson Study Process and will utilize the Scope & Sequence as the foundation of the process. The purpose is to engage in an in depth study of a lesson based on our instructional framework using the following guidelines: 1. The Lesson Study process (lesson development, observation and data questions) will focus on the following: purpose, student engagement, curriculum & pedagogy, assessment for student learning, classroom environment & culture. 2. The core ideas of the lesson study process will include: • Equity – each and every student • Student role in their learning: Agency and ownership • Student independence with the learning task • Rigorous intellectual work 3. Lesson Study teacher observations will be used to ground their discussion of instruction and to build their expertise as observers. 4. The observation process will provide an authentic environment for teachers to further develop their expertise. 5. When observing, teachers will gather evidence of what is occurring related to the instructional core – evidence will be descriptive and nonjudgmental. 6. After observing instruction, teachers will surface what evidence is related to the area of focus and develop authentic discussion and feedback.	9/30/2015 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	Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity. CPI Strategies for de-escalation Positive Behavior Support/ Reinforcements based on the student Behavior Plan	Stedelin, Debbie	8/24/2015	Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.	6/3/2016 weekly
G1.B1.S1.MA1	Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.	Stedelin, Debbie	8/24/2015	Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.	6/3/2016 weekly
G1.B1.S1.MA1	Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.	Stedelin, Debbie	8/24/2015	Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.	6/3/2016 weekly
G1.B1.S2.MA1	CPI Strategies for de-escalation	Stedelin, Debbie	8/24/2015	Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.	6/3/2016 weekly
G1.B1.S2.MA1	CPI Strategies for de-escalation	Stedelin, Debbie	8/24/2015	Teacher Lesson Plans and Behavior Data will be collected and analyzed to show improvement in student behaviors.	6/3/2016 weekly
G1.B1.S3.MA1	Positive Behavior Support/ Reinforcements based on the student Behavior Plan	Stedelin, Debbie	8/24/2015	Providing these supports and reinforcements will assist students with behavior issues, which will further support student achievement.	6/3/2016 weekly
G1.B1.S3.MA1	Positive Behavior Support/ Reinforcements based on the student Behavior Plan	Stedelin, Debbie	8/24/2015	Providing these supports and reinforcements will assist students with behavior issues, which will further support student achievement.	6/3/2016 weekly
G2.MA1	Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals	Vigrass, Janine	8/24/2015	Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt heirarchy.	6/3/2016 weekly
G2.B1.S1.MA1	Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals	Vigrass, Janine	8/24/2015	Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt heirarchy.	6/3/2016 weekly
G2.B1.S1.MA1	Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals	Vigrass, Janine	8/24/2015	Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt heirarchy.	6/3/2016 weekly
G3.MA1	District TOPS-New Teacher Orientation Program Lake Hills School Professional Development Plan FDLRS Traings/ Workshops	Meyers, Robin	8/5/2015	New Teachers will implement the new techniques they have learned through the District TOPS Program, Lake Hills School Professional Development Plan, and FDLRS Trainings/Workshops within their classroom environment to assist with increased student acheivement.	6/3/2016 weekly
G3.B1.S1.MA1	District TOPS-New Teacher Orientation Program	Stedelin, Debbie	8/5/2015	Successful completion of the District TOPS Program	6/3/2016 biweekly
G3.B1.S1.MA1	District TOPS-New Teacher Orientation Program	Stedelin, Debbie	8/5/2015	Successful completion of the District TOPS Program	6/3/2016 biweekly
G3.B1.S2.MA1	Lake Hills Professional Development	Meyers, Robin	8/5/2015	Successful completion of all Lake Hills Professional Development.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Lake Hills School Professional Development	Meyers, Robin	8/5/2015	Successful completion of all Lake Hills Professional Development.	6/3/2016 weekly
G3.B1.S3.MA1	FDLRS Trainings/Workshops	Meyers, Robin	8/5/2015	Successful completion of FDLRS trainings /workshops	6/3/2016 quarterly
G3.B1.S3.MA1	FDLRS Trainings/Workshops	Meyers, Robin	8/5/2015	Successful completion of FDLRS trainings /workshops	6/3/2016 quarterly
G4.MA1	Staff members will receive initial and up-dated training on an annual basis. Behavior Strategies and Interventions Training provided to all staff members throughout the year. Provide District-level Parent Training (Behavior Serves a Function) Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.	Walker, Melissa	8/24/2015	Data reflects staff members and their level of training. Participants receive a CPI certification. Sign-in sheet documentation and MIP points are given. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors. With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.	6/3/2016 annually
G4.B1.S1.MA1	Provide District-level Parent Training (Behavior Serves a Function)	Walker, Melissa	8/24/2015	Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.	6/3/2016 annually
G4.B1.S1.MA1	Provide District-level Parent Training (Behavior Serves a Function)	Walker, Melissa	8/24/2015	Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.	6/3/2016 annually
G4.B2.S1.MA1	Staff members will receive initial and up-dated training on an annual basis.	Walker, Melissa	8/24/2015	Data reflects staff members and their level of training. Participants receive a CPI certification.	6/3/2016 quarterly
G4.B2.S1.MA1	Staff members will receive initial and up-dated training on an annual basis.	Walker, Melissa	8/24/2015	Data reflects staff members and their level of training. Participants receive a CPI certification.	6/3/2016 quarterly
G4.B1.S2.MA1	Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.	Walker, Melissa	8/24/2015	With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.	6/3/2016 annually
G4.B1.S2.MA1	Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.	Walker, Melissa	8/24/2015	With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.	6/3/2016 annually
G4.B2.S2.MA1	Behavior Strategies and Interventions Training provided to all staff members throughout the year.	Walker, Melissa	8/17/2015	Sign-in sheet documentation and MIP points are given.	6/3/2016 quarterly
G4.B2.S2.MA1	Behavior Strategies and Interventions Training provided to all staff members throughout the year.	Walker, Melissa	8/24/2015	Sign-in sheet documentation and MIP points are given.	6/3/2016 quarterly
G5.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework . Academic Services: C2 Collaborative Cohort Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework	Meyers, Robin	8/24/2015	Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				of academic performance. The data collection program provides continues summative performance levels on every student.	
G5.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/24/2015	Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.	6/3/2016 weekly
G5.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/24/2015	Lesson Study Data Questions analysis Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework	6/3/2016 weekly
G5.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student	6/3/2016 quarterly
G5.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/3/2016 quarterly
G5.B1.S3.MA1	The principal will meet with PLC teams to monitor and support the effectiveness of continued use of Instructional Framework and BluePrints.	Meyers, Robin	8/24/2015	PLC notes, student data.	6/3/2016 quarterly
G5.B1.S3.MA1	The school's writing team will continue to devleop and align the Instructuional Framework and BluePrints in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.	Meyers, Robin	8/24/2015	The Instructional Framework and BluePrints will support goal progress and student achievement.	6/3/2016 quarterly
G5.B1.S4.MA1	Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G5.B1.S4.MA1	Provide Professional Development within the PLC Framework through	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based	9/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	ACCESS PROJECT focusing on the Access Points Instructional Framework			best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	
G6.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework . Academic Services: C2 Collaborative Cohort Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework	Meyers, Robin	8/24/2015	Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/3/2016 monthly
G6.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/24/2015	Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.	6/3/2016 weekly
G6.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/24/2015	Lesson Study Data Questions analysis Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework	6/3/2016 weekly
G6.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student	6/3/2016 quarterly
G6.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/3/2016 quarterly
G6.B1.S3.MA1	The principal will meet with PLC teams to monitor and support the effectiveness	Meyers, Robin	8/24/2015	PLC notes, student data.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	of continued use of Instructional Framework and BluePrints.				
G6.B1.S3.MA1	The school's writing team will continue to develop and align the Instructional Framework and BluePrints in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.	Meyers, Robin	8/24/2015	The Instructional Framework and BluePrints will support goal progress and student achievement.	6/3/2016 quarterly
G6.B1.S4.MA1	Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G6.B1.S4.MA1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G7.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework . Academic Services: C2 Collaborative Cohort Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework	Meyers, Robin	8/24/2015	Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continuous summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous summative performance levels on every student.	6/3/2016 weekly
G7.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/24/2015	Data is taken daily on every student regarding their level of performance. The data collection program provides continuous summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.	6/3/2016 weekly
G7.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/24/2015	Lesson Study Data Questions analysis Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework	6/3/2016 weekly
G7.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student	
G7.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/3/2016 quarterly
G7.B1.S3.MA1	The principal will meet with PLC teams to monitor and support the effectiveness of continued use of Instructional Framework and BluePrints.	Meyers, Robin	8/24/2015	PLC notes, student test data.	6/3/2016 quarterly
G7.B1.S3.MA1	The school's writing team will continue to develop and align the Instructional Framework and BluePrints in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.	Meyers, Robin	8/24/2015	The Instructional Framework and BluePrints will support goal progress and student achievement.	6/3/2016 quarterly
G7.B1.S4.MA1	Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G7.B1.S4.MA1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G8.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework . Academic Services: C2 Collaborative Cohort Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework	Meyers, Robin	8/24/2015	Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/24/2015	Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.	6/3/2016 weekly
G8.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/24/2015	Lesson Study Data Questions analysis Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework	6/3/2016 weekly
G8.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/3/2016 quarterly
G8.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	8/24/2015	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/3/2016 quarterly
G8.B1.S3.MA1	The principal will meet with PLC teams to monitor and support the effectiveness of continued use of Instructional Framework and BluePrints.	Meyers, Robin	8/24/2015	PLC notes, student test data.	6/3/2016 quarterly
G8.B1.S3.MA1	The school's writing team will continue to develop and align the Instructional Framework and BluePrints in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.	Meyers, Robin	8/24/2015	The Instructional Framework and BluePrints will support goal progress and student achievement.	6/3/2016 quarterly
G8.B1.S4.MA1	Provide Professional Development within the PLC Framework through PROJECT ACCESS focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 one-time
G8.B1.S4.MA1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework	Meyers, Robin	9/1/2015	Our goal is to provide a full-day training to these teachers on Access Points Scope and Sequences, research based best practices for SwSCD, academic progress monitoring and maintaining student portfolio.	9/30/2015 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 Opportunities

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

G1. During the 2015-2106 school year, students will participate in on-going social skills building and a variety of activities allowing them to display socially appropriate communication and behavior. Due to our student population, "bullying" is not an area we address as their behaviors are a manifestation of their disability.

G1.B1 Level of personal disability

G1.B1.S1 Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.

PD Opportunity 1

Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.

Facilitator

Debbie Stedelin

Participants

Lake Hills teachers and students

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G1.B1.S2 CPI Strategies for de-escalation

PD Opportunity 1

CPI Strategies for de-escalation

Facilitator

Debbie Stedelin

Participants

Lake Hills teachers and students

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G1.B1.S3 Positive Behavior Support/ Reinforcements based on the student Behavior Plan

PD Opportunity 1

Positive Behavior Support/ Reinforcements based on the student Behavior Plan

Facilitator

Debbie Stedelin

Participants

Lake Hills teachers and students

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G2. Teachers and Para-Professional staff members will successfully implement Environmental Communication Teaching (ECT) Framework within various school settings, to include classroom, cafeteria, PE/Specials areas, and extra-curricular activities.

G2.B1 Lack of knowledge and training opportunities with Environmental Communication Teaching (ECT) Framework

G2.B1.S1 Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

PD Opportunity 1

Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

Facilitator

Janine Vigrass

Participants

Teachers and Para-Professionals

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G3. During the 2015-2016 school year, new teachers will acquire a Highly Qualified Status and the necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the school year.

G3.B1 Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

G3.B1.S1 District TOPS-New Teacher Orientation Program

PD Opportunity 1

District TOPS-New Teacher Orientation Program

Facilitator

Debbie Stedelin, Assistant Principal Academic Services Department; Elizabeth Feld

Participants

All new teachers

Schedule

Biweekly, from 8/5/2015 to 6/3/2016

G3.B1.S2 Lake Hills School Professional Development

PD Opportunity 1

Lake Hills School Professional Development

Facilitator

Robin Meyers Debbie Stedelin David Hass Vilmary Tautiva Kristen Kasha Janine Vigrass

Participants

All new teachers

Schedule

Weekly, from 8/5/2015 to 6/3/2016

G3.B1.S3 FDLRS Trainings/Workshops

PD Opportunity 1

FDLRS Trainings/Workshops

Facilitator

FDLRS

Participants

All new teachers

Schedule

Quarterly, from 8/5/2015 to 6/3/2016

G4. During the 2015-2016 school year, we would like to decrease the number of restraints and seclusions by 20%. Lake Hills met the Safety Goal last year by decreasing the number of student restraints and seclusions by 88% during the 2014-2015 school year (the goal was 30%).

G4.B2 2. Newer staff members require appropriate crisis management training, as well as training in positive behavioral support.

G4.B2.S1 Provide all staff members with the appropriate level of annual Crisis Prevention Institute (CPI) training.

PD Opportunity 1

Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.

Facilitator

Melissa Walker and District personnel

Participants

All staff members

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G4.B2.S2 Provide all staff members with on-going training in positive behavioral support.

PD Opportunity 1

Behavior Strategies and Interventions Training provided to all staff members throughout the year.

Facilitator

Melissa Walker

Participants

Lake Hills Staff

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G5. The number of students achieving learning gains in Reading on the 2015-2016 FAA will increase from 34% to 36%. Lake Hills did not meet the 2014-2015 goal of 48% of our students achieving learning gains, however we did score 48% on raw score gains. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.

G5.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students based on the Florida Access Standards.

G5.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

PD Opportunity 1

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 3

An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona **additional teachers from other schools will be selected to participate as well (chosen by ESE Program Specialist)

Schedule

On 9/30/2015

G5.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2015-2016 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

PD Opportunity 1

C2 Collaborative Cohort

Facilitator

Academic Services

Participants

Debbie Stedelin, AP Vilmary Tautiva, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

C2 Collaborative School-based Cohort Trainings

Facilitator

Debbie Stedelin, AP Vilmary Tautiva, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Participants

Classroom Teachers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G5.B1.S3 The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

PD Opportunity 1

School Writing Team: The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

Facilitator

David Hass, Vilmary Tautiva, Kristen Kasha

Participants

Lake Hills Teachers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G5.B1.S4 Lake Hills School Plan for use of Access Project Funds for additional PLC planning time.

PD Opportunity 1

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Facilitator

Meyers, Robin

Participants

Lake Hills Teachers and selected teachers from around the district.

Schedule

On 9/30/2015

PD Opportunity 2

Provide Professional Development within the PLC Framework through ACCESS PROJECT to engage in the Lesson Study Process

Facilitator

Meyers, Robin

Participants

Lake Hills Teachers and selected teachers from around the district.

Schedule

On 9/30/2015

PD Opportunity 3

Provide two 3-hour trainings on Design to Learn which is an environmental inventory to help teachers design learning opportunities for children with disabilities.

Facilitator

Schweigert, Phillip

Participants

Lake Hills Teachers and selected teachers from around the district.

Schedule

On 10/23/2015

G6. The number of students achieving learning gains in Math on the 2015-2016 FAA will increase from 36% to 38%. Lake Hills did not meet the 2014-2015 goal of 52% of our students achieving learning gains, however we did score 47% on raw score gains. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade

G6.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

G6.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

PD Opportunity 1

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 3

An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona **additional teachers from other schools will be selected to participate as well (chosen by ESE Program Specialist)

Schedule

On 9/30/2015

G6.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2015-2016 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

PD Opportunity 1

C2 Collaborative Cohort

Facilitator

Academic Services

Participants

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

C2 Collaborative School-based Cohort Trainings

Facilitator

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Participants

Classroom Teachers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G6.B1.S3 The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

PD Opportunity 1

School Writing Team: The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

Facilitator

Jordan Bombard

Participants

David Hass, Vilmary Tautiva, Kristen Kasha

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G6.B1.S4 Lake Hills School Plan for use of Access Project Funds for additional PLC planning time.

PD Opportunity 1

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Facilitator

Meyers, Robin

Participants

Lake Hills Teachers and selected teachers from around the district.

Schedule

On 9/30/2015

G7. The number of students achieving proficiency in Writing on the 2015-2016 FAA will increase from 28% to 30%. Last year, Lake Hills met the goal of 21% of our students achieving proficiency when our 28% of our students scored at proficiency on the 2014-2015 FAA.

G7.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

G7.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

PD Opportunity 1

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 3

An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona **additional teachers from other schools will be selected to participate as well (chosen by ESE Program Specialist)

Schedule

On 10/30/2015

G7.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2015-2016 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

PD Opportunity 1

C2 Collaborative Cohort

Facilitator

Academic Services

Participants

Debbie Stedelin, AP Vilmary Tautiva, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

C2 Collaboration Cohort School-based Trainings

Facilitator

Debbie Stedelin, AP Vilmary Tautiva, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Participants

Classroom Teachers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G7.B1.S3 The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

PD Opportunity 1

School Writing Team: The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

Facilitator

David Hass, Vilmary Tautiva, Kristen Kasha

Participants

Lake Hills Teachers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G7.B1.S4 The Instructional Framework and BluePrints will support goal progress and student achievement.

PD Opportunity 1

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Facilitator

Meyers, Robin

Participants

Lake Hills Teachers and selected teachers from around the district.

Schedule

On 9/30/2015

G8. The number of students achieving proficiency in Science on the 2015-2016 FAA will increase from 40% to 42%. Last year, Lake Hills met the goal of 24% of our students achieving proficiency when our 40% of our students scored at proficiency on the 2014-2015 FAA.

G8.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

G8.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

PD Opportunity 1

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Kasha, Perri, Lower, Fairservice GROUP 2- HAY, Abreu, Charanza, Patterson, Anderson, Castellanos, GROUP 3- BOMBARD, Johnson, Muruaga, Wilcoxson, McClam, Vucic, Kissee, Lerner GROUP 4 - MCCLAUGHLIN, Helmes, Werking, Reynolds, Hall, Kotz

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 3

An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT

Facilitator

GROUP 1- David Hass GROUP 2- Vilmary Tautiva GROUP 3- David Hass GROUP 4- Becky Noel

Participants

GROUP 1- HASS, Abreu, Kasha, Avery, Tautiva, Noel, Muruaga GROUP 2- TAUTIVA, Mahan, Kisse, McLaughlin, Howell, Diem, Kotz GROUP 3- HASS, Bridges, Gubler, Moose, Howell, Charanza, Wright, Etheredge GROUP 4- NOEL, Hunter, Helmes, Fairservice, Mills, Maines, Mallona **additional teachers from other schools will be selected to participate as well (chosen by ESE Program Specialist)

Schedule

On 9/30/2015

G8.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2015-2016 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

PD Opportunity 1

C2 Collaborative Cohort

Facilitator

Academic Services

Participants

Debbie Stedelin, AP Vilmary Tautiva, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

C2 Collaborative School-based Cohort Trainings

Facilitator

Debbie Stedelin, AP Vilmary Tautiva, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Participants

Classroom Teachers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

G8.B1.S3 The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

PD Opportunity 1

School Writing Team: The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

Facilitator

David Hass, Vilmary Tautiva, Kristen Kasha

Participants

Lake Hills Teachers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G8.B1.S4 Lake Hills School Plan for use of Access Project Funds for additional PLC planning time.

PD Opportunity 1

Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework

Facilitator

Meyers, Robin

Participants

Lake Hills Teachers and selected teachers from around the district.

Schedule

On 9/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Red Ribbon Week and Character Development Lessons infused throughout the year promoting treating themselves and others with respect and dignity.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1140		0533 - Lake Hills School			\$400.00
Notes: Provided by Safe Schools Department						
2	G1.B1.S2.A1	CPI Strategies for de-escalation				\$0.00
3	G1.B1.S3.A1	Positive Behavior Support/ Reinforcements based on the student Behavior Plan				\$0.00
4	G2.B1.S1.A1	Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals				\$0.00
5	G3.B1.S1.A1	District TOPS-New Teacher Orientation Program				\$0.00
6	G3.B1.S2.A1	Lake Hills School Professional Development				\$0.00
7	G3.B1.S3.A1	FDLRS Trainings/Workshops				\$0.00
8	G4.B1.S1.A1	Provide District-level Parent Training (Behavior Serves a Function)				\$0.00
9	G4.B1.S2.A1	Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.				\$0.00
10	G4.B1.S2.A2	Work closely with other District departments to coordinate appropriate community services for students and families with behavioral support needs.				\$0.00
11	G4.B2.S1.A1	Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$400.00
Notes: Discretionary Funds						
12	G4.B2.S2.A1	Behavior Strategies and Interventions Training provided to all staff members throughout the year.				\$0.00
13	G5.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what				\$500.00

Budget Data

		they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.				
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0533 - Lake Hills School	Other		\$500.00
			Notes: Discretionary Funds			
14	G5.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0533 - Lake Hills School	Other		\$1,250.00
			Notes: SAI Funds to purchase Mimios for classrooms			
15	G5.B1.S1.A3	An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT				\$0.00
16	G5.B1.S2.A1	C2 Collaborative Cohort				\$0.00
17	G5.B1.S2.A2	C2 Collaborative School-based Cohort Trainings				\$0.00
18	G5.B1.S3.A1	School Writing Team: The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$300.00
			Notes: SAI Funds			
19	G5.B1.S4.A1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework				\$0.00
20	G5.B1.S4.A2	Provide Professional Development within the PLC Framework through ACCESS PROJECT to engage in the Lesson Study Process				\$0.00
21	G5.B1.S4.A3	Provide two 3-hour trainings on Design to Learn which is an environmental inventory to help teachers design learning opportunities for children with disabilities.				\$0.00

Budget Data

22	G6.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$500.00
			Notes: Discretionary Funds			
23	G6.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.				\$0.00
24	G6.B1.S1.A3	An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0533 - Lake Hills School	Other		\$20,000.00
			Notes: Funds donated through the State ACCESS Project.			
25	G6.B1.S2.A1	C2 Collaborative Cohort				\$0.00
26	G6.B1.S2.A2	C2 Collaborative School-based Cohort Trainings				\$0.00
27	G6.B1.S3.A1	School Writing Team: The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.				\$0.00
28	G6.B1.S4.A1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework				\$0.00
29	G7.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data				\$500.00

Budget Data

		based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.				
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$500.00
			Notes: Discretionary Funds			
30	G7.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.				\$0.00
31	G7.B1.S1.A3	An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT				\$0.00
32	G7.B1.S2.A1	C2 Collaborative Cohort				\$0.00
33	G7.B1.S2.A2	C2 Collaboration Cohort School-based Trainings				\$0.00
34	G7.B1.S3.A1	School Writing Team: The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.				\$0.00
35	G7.B1.S4.A1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework				\$0.00
36	G8.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2015-2016 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.				\$500.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$500.00
			Notes: Discretionary Funds			
37	G8.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.				\$0.00
38	G8.B1.S1.A3	An additional 3-day "think tank" for PLC groups provided by the ACCESS PROJECT				\$0.00
39	G8.B1.S2.A1	C2 Collaborative Cohort				\$0.00
40	G8.B1.S2.A2	C2 Collaborative School-based Cohort Trainings				\$0.00
41	G8.B1.S3.A1	School Writing Team: The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.				\$0.00
42	G8.B1.S4.A1	Provide Professional Development within the PLC Framework through ACCESS PROJECT focusing on the Access Points Instructional Framework				\$0.00
					Total:	\$24,350.00