

Bay District Schools

# Margaret K. Lewis In Millville



2015-16 School Improvement Plan

## Margaret K. Lewis In Millville

203 N EAST AVE, Panama City, FL 32401

[ no web address on file ]

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	24%

### School Grades History

Year  
Grade

### School Board Approval

This plan is pending approval by the Bay 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>.

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## 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	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Margaret K. Lewis School, in cooperation with families and the community, will effectively educate and empower each student to achieve an independent, purposeful, and fulfilling life.

##### Provide the school's vision statement

Margaret K. Lewis School will be a nationally recognized model site for innovative programs for students with disabilities.

1. Student achievement is our primary focus and the learning environment will reflect a commitment to instruction and safety.
2. Students will be given the same educational and social opportunities as non-disabled peers.
3. Students will experience instruction in the environments in which they are expected to live, work, and play.
4. Each learner's curriculum will be motivating, individualized, outcome based, and consistent throughout their school career.
5. All students will have access to appropriate materials, methodologies, resources, equipment, therapies, and technologies needed to reach their potential.
6. The transition process will begin the day the student enters MKL and drive their IEP until the day they leave MKL.
7. Positive Behavior Supports will be a vital component of each educational program.
8. Families will be provided with meaningful and appropriate opportunities and training to be actively involved in the educational process.
9. All staff will work together as a team promoting mutual respect, personal dignity, professional development, and shared learning and decision making to meet the needs of our students, families, professionals, and community members.
10. All MKL staff will be provided training and given the appropriate tools necessary to facilitate successful learning.

#### School Environment

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

Each year, we survey the entire school community including students, families, teachers and community members (to include our School Advisory Council and Business Partners) to receive feedback about our school. We use this feedback to better meet the needs of our students. The responses are quite positive, especially in the area of communication, positive relationships, safety, and our academic focus. One area we continue to work on is opportunities for Parent Involvement. Community Involvement is vitally important to Margaret K. Lewis School. Our School Advisory Council is comprised of staff, students, parents, and community partners. This group helps to plan our budget and develop our School Improvement Plan.

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



Margaret K. Lewis School is beginning its tenth year as a Positive Behavior Supports School. PBS gives people a new way to think about behavior. On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines.

PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. The PBS team meets on the third Tuesday of every month. MKL focuses on the following adopted expectations: "I am successful and do my best, I am optimistic about myself and others, I am ambitious and work hard, and I am responsible for my actions. I am an MKL SOARing Eagle." The team hosts a series of events throughout the year for students who have demonstrated "expectation behavior". Students also have the opportunity to be nominated for "Eagle of the Month" throughout the school year.

MKL School employs a full-time Behavior Analyst to assist school-wide. She brings her expertise to facilitate positive support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a safe, positive school environment.

The full time guidance counselor, Alicia Harris has been trained in bully prevention pro-active guidelines and serves as a contact for reporting. The staff at MKL implements a school-wide anti-bullying curriculum. Referrals to outside agencies for counseling and mentoring are also completed as needed by the guidance counselor.

The faculty implements a social-emotional curriculum called "Standing Up for Me" that supports and teaches self-determination skills. Additionally, students receive instruction in the Circles Curriculum that focuses on relationships with others. A mental health counselor visits our school once each week to meet with students who require individual counseling.

**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**

Margaret K. Lewis School is in its tenth year of implementation of providing Positive Behavior Supports (PBS). We have served as a Model School for the state of Florida for the previous six years! The mission of the PBS Team is to provide school-wide behavioral supports to empower each student and staff member to be Successful, Optimistic, Ambitious and Responsible.

PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. The PBS Team meets on the third Tuesday of every month.

Students and staff are encouraged to recite a pledge that describes what is expected of them.

I promise to SOAR like an MKL EAGLE.

I am Successful and do my best.

I am Optimistic about myself and others.

I am Ambitious and work hard.

I am Responsible for my actions.

I am an MKL SOARing EAGLE.

The PBS Team will be hosting a series of events throughout the year for students who have demonstrated SOARing behavior. To be admitted to the event, each student will have to earn four wooden nickels. Each nickel represents a school-wide expectation - Successful, Optimistic, Ambitious or Responsible. Additionally, students will have the opportunity to be selected as the "Eagle of the Month" throughout the school year. Students nominated for this prestige must SOAR in the classroom environment as well as throughout the school. Dates for the PBS school-wide events and the Eagle of the Month Assemblies will be included in the school calendar.

Each staff member is trained annually in PBS philosophy, protocols and school-wide procedures. Discipline referrals document loss of instructional time for students. This information is shared with administration, the behavior analyst, teachers and parents. The data is analyzed for patterns to determine appropriate intervention/strategies needed for each individual student.

**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**

MKL School employs a full-time Behavior Analyst to assist school-wide. She brings her expertise to support positive support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a safe, positive school environment. The full time guidance counselor, Alicia Harris has been trained in bully prevention pro-active guidelines and serves as a contact for reporting. Referrals to outside agencies for counseling and mentoring are also completed as needed by the guidance counselor. The faculty implements a social-emotional curriculum called "Standing Up for Me" that supports and teaches self-determination skills. Additionally, students receive instruction in the Circles Curriculum that focuses on relationships with others. A mental health counselor visits our school once each week to meet with students who require individual counseling. School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of the students. Our staff coordinates with other professionals within the district as well as outside agencies to meet the needs of students.

**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**

MKL tracks loss of instructional time due to behavior. Students are not suspended from this center school.

Attendance is monitored by Guidance Counselor, Data Clerk and Parent Liaison. Parents are contacted to determine reason for absence. If a pattern of truancy develops, the administration is alerted to work with parents and contact district support if warranted.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	1	5	4	4	4	2	6	3	1	3	3	8	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level	Total
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**

The Parent Liaison contacts parents each day that a student is absent. If a pattern of non-attendance develops, the Guidance Counselor and the Parent Liaison work together with the parent to provide resources to help the student attend school. Often, student absences are due to verified medical issues. In this case, the MKL nurses and Guidance Counselor work with the family to ensure the student can return to school as soon as possible. If needed, Hospital Homebound arrangement are made for the student to continue to receive instruction while safely recuperating at home.

## 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?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/50958>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

One area we continue to work on is opportunities for Parent Involvement. Community Involvement is vitally important to Margaret K. Lewis School. Our School Advisory Council is comprised of staff, students, parents, and community partners. This group helps to plan our budget and develop our School Improvement Plan. We have many community business partners that help financially and by volunteering for events at MKL. The Naval Support Station in Panama City has been a community partner for many years and visits MKL each month to celebrate our "Eagle of the Month". Other community partners are the Panama City Garden Club, Tyndall Air Force Base, The Bay County Extension Office, The Bubba Nelson Foundation, the Gulf Power Transformers, Hiland Park Baptist Church, Kiwanis Club and Smitty's Barbecue.

## 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
Hast, Lori	Principal
Crowell, Ruth	Other
Campos, Tiffany	Other
Felty, Cathy	Instructional Media
Harris, Alicia	Guidance Counselor
Watson, Lisa	Teacher, ESE
Poiroux, Crystal	Other
Kimball, Gina	Teacher, ESE
Armstrong, Keri	Teacher, ESE
Dixon, Deborah	Assistant Principal
Hunter, Brooke	Teacher, K-12
Elden-Weisberg, Tobi	Teacher, K-12
Carlson, Rita	Teacher, K-12

### Duties

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

MKL School is a special education/special day school for students with significant intellectual disabilities. As there are no general education supports or programs available on this campus, all services and supports offered are part of our exceptional education program and do not meet the criteria established for Multi-Tiered System of Supports operations.

MKL views the development of the school improvement plan as an ongoing process. The SAC approves the plan once a year, however, involvement and development is ongoing. The SAC meets monthly to discuss the current status of the SIP. From there SAC gives feedback, discusses strengths and concerns and helps to continually update the Parent Involvement piece of the SIP. The school improvement leadership team members serve as liaisons to fellow faculty members. They work as a team to analyze data, bring feedback to the committee from instructional and staff members and report committee information to faculty and staff. All information is considered and used for the ongoing development of the SIP. Each instructional member brings a specific perspective to the committee. MKL serves a student population ranging from age 3 to 22. It is important that the leadership committee members bring perspective to the table serving in shared problem-solving and planning to meet the needs of all students. Additionally, our Leadership Team meets monthly and complies with all policies, procedures, laws and regulations and functions as a cohesive unit. The Leadership Team consistently protects, supports and respects school leadership to accomplish goals and the management of the daily operations of the school. The leaders at MKL consistently communicate effectively with stakeholder groups and provide opportunities for them to share feedback. School leadership is proactive and persistent and works collaboratively with stakeholders to achieve measurable results. There is truly a strong sense of community at our school and a high level of positive engagement.

***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***

MKL School is a special education/special day school for students with significant intellectual disabilities. As there are no general education supports or programs available on this campus, all services and supports offered are part of our exceptional education program and do not meet the criteria established for Multi-Tiered System of Supports operations.

#### Title I, Part A

School level Title I, Part A funds are being used to support instructional technology and parental involvement at Margaret K. Lewis School. Our Title I allocation this year is \$40,538.

#### Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title II

The Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement. The Bay District Schools Office of Staff Development also provides Staff Training Specialists to deliver staff development for instructional staff and administrators.

#### Title III

Services are provided through the district for education materials and ELL support services to improve the education of immigrant and English Language Learners. Translation services are available through the district, if needed.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Violence Prevention Programs

The Bay District School Board has an approved policy on “Bullying, Harassment, or Cyberstalking” (Policy 7.2.7). This policy is reviewed annually, during Pre School Inservice by the administrative and instructional staff at each school. Each school has a Character Education Plan in place. Character Education Plans support the prevention of violence and foster a drug free learning environment. Margaret K. Lewis School is a Positive Behavior Supports, PBS, school. As a PBS school a variety of strategies and data are reviewed monthly by the PBS team to address bullying as well as other disruptive behaviors.

#### Nutrition Programs

All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site.

#### Head Start

There are two pre-K Head Start classrooms located on MKL in Millville’s site. These programs provide early intervention for four-year old students from the Millville Community. Students from outside the community will be accepted from a waiting list. In addition, a Headstart program serving two-three year olds is housed on our campus.

#### Adult Education

District provides Adult Education Services via Haney Vocational School.

#### Career and Technical Education

Bay District Schools in conjunction with a grant from Vocational Rehabilitation fund a Job Coach position to be used at Margaret K. Lewis School. This position will assist with job training and placement of students into jobs and careers of their preference and abilities.

#### Job Training

Students in our MKL Academy (18-22 years old) who have received their special diploma or a standard diploma through Florida Standards Access Points who have deferred receipt of their diploma, apply for and work in positions in our school and in the district’s main office. Some of the jobs they have done are laundry, clerical assistant, custodial and grounds keeping.

### **School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Susan Barthelemy	Business/Community
Lori Hast	Principal
Deborah Dixon	Principal
Judy Riera	Business/Community
Davenie Deutsch	Parent
Carolyn Modawell	Parent
Inia Jean Plumb	Business/Community
Lakessia Kilgore	Teacher
Lisa Watson	Teacher
Diane Nowaczyk	Teacher
Cathy Felty	Teacher
Daniel Modawell	Student
Abby Vaden	Student
Kathy Vaden	Parent
Karen Vargas	Parent
Tobi Elden-Weisberg	Teacher
Brooke Hunter	Teacher

**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 MKL SAC will meet each month during the 2015-16 school year. The SAC will review and approve the SIP for the 201-165 school year.

The SIP will update the SAC each month on status of each action step and goal from the SIP. The SAC will be provided a curriculum update on a core curriculum area during these meetings. The SAC will also assist in professional development activities by way of Professional learning Communities.

In addition, the MKL SAC will monitor the effectiveness of a school uniform program.

*Development of this school improvement plan*

The MKL SAC will receive a DRAFT copy of the proposed 2015-16 MKL School Improvement Plan. Upon approval by the MKL SAC, the SIP will undergo a Plus 2 review with a representative team within Bay District Schools. Any significant modifications to the plan or its intent will result in the plan being resubmitted to the MKL SAC for review and approval prior to submission to the School Board of Bay County, Florida.

*Preparation of the school's annual budget and plan*

Each month, the SAC is updated on the status of the Title One budget and initiatives. With the input of the members of the SAC, the Title One budget is planned for the upcoming school year.

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



Funds will be released in late September or early October. At this time there is not any money in our SIP account.

Upon release of the budget, it is recommended that the money be used to support professional development and resources to assist in accomplishing the goals within this plan. The SAC will vote on these expenditures during its monthly meetings.

**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
Hast, Lori	Principal
Campos, Tiffany	Other
Poiroux, Crystal	Other
Armstrong, Keri	Teacher, ESE
Kimball, Gina	Teacher, ESE
Felty, Cathy	Instructional Media
Carlson, Rita	Teacher, K-12
Elden-Weisberg, Tobi	Teacher, K-12
Watson, Lisa	Teacher, K-12
Hunter, Brooke	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiative of the LLT will be the PreK - Grade 12 alignment of curriculum resource materials. The LLT meets monthly during grade group chair meetings to discuss and review student data as well as other issues related to literacy within the school. The LLT will work cooperatively with our MKL SAC Community of Learners to identify and help sponsor literacy training for teachers during the 2015-16 school year. School administration will be responsible for conducting classroom walkthroughs of all classes to monitor the implementation of reading strategies and literacy development in all classes within the school. This data will be shared with teachers during conferences and staff meetings.

The LLT will work collaboratively to evaluate the effectiveness of ELA curriculum (SRA, Edmark reading, Don Johnson Writing Curriculum) by using student data results. Decision will be made regarding future curriculum needs and ELA professional development needs based on this data.

**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**

MKL School embraces the district initiative to implement Professional Learning Communities that collaborate about key questions associated with learning. Teachers become transformational leaders who make decisions as a group about curriculum, assessment, best practices and targets that support the school vision and mission. The PLC groups at MKL are committed to action research and to following through with action steps that will continue to improve student learning and teacher performance.

In addition to serving as a part of a PLC, all teachers are actively involved in two support committees that assist in building a sense of team and purpose for all stakeholders. (some examples are PBS, Academy committee, transitions team, MTSS, etc.)

Teachers of classes from middle and high school at MKL support shared instruction. Students rotate to different teachers by subject matter supported by integrated curriculum.

The staff at MKL has a process to review, revise and communicate our school purpose. This process is formalized and implemented each year at the beginning of the school term. The faculty, school improvement team and School Advisory Council are all involved in this process. The MKL purpose statement focuses on student success for life. The staff has a commitment to shared values and beliefs about teaching and learning. Staff systematically maintain and use data on student performance to drive goals and instruction. We survey teachers and paraprofessionals throughout the year. We continually monitor data from IEP goals, classroom data and assessment data. Data chats are held in grade level meetings and grade chair meetings with administration to monitor fidelity of instruction and progress of students.

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

1. Principal will meet regularly with new teachers.
2. New teachers will be partnered with veteran staff.
3. New teachers will participate in Bay District's New Teacher Induction Program.-
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives.
- 5 Teachers will participate in instructional strategies professional development sessions.
6. Teachers will meet in professional learning communities/like grade groups with school administrators to discuss instructional strategies, challenges, and discuss student performance data.
7. Teachers and administrators will meet to review/discuss curriculum resources and alignment to Florida Standards Access Points for students pursuing a Diploma.
8. In accordance with Bay District School policy on Differentiated Pay, Margaret K. Lewis teachers and support staff receive a 5% supplement for level of job performance difficulties.

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

Support will be provided in areas of the classroom teacher's specific needs. In addition, because we are an all ESE school, our new teachers will be trained in Enrich (our county's IEP software); the development and maintenance of student IEPs; Crisis Prevention/Intervention(CPI); the implementation of instructional resources to support the curriculum (Unique Learning Systems); Edmark Reading, Equals Math Curriculum and the Positive Behavior Supports (PBS). New teachers will complete the district led "New Teacher Training Program".

## **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***

Instructional staff received training in the Florida Standards Access Points during pre-school in-service in 2014. In 2014-15, instructional staff worked in PLC's to develop common planning tools that are aligned with the FS AP. Each teacher now uses Plan Book.com and adheres to a staff agreed upon (district approved) lesson plan essentials list. Research was conducted into new/improved instructional resources that are aligned to the Florida Standards Access Points. Edmark Reading, SRA Reading and Equals math curriculum kits were purchased for MKL. Additionally, professional development was provided for each new curriculum during pre-school in-service training in August 2015. The primary curriculum used for content area reading instruction is Unique Learning. This is a web based program that focuses on content area reading through Science and Social Studies. In addition, News to You, a web based program on current events is taught in elementary, middle and high school grades. Edmark is used for Reading instruction in Elementary and Middle grades and Wonders Reading is used in high school grades. The only math curriculum available for students with severe disabilities is Equals Math. This curriculum is used in Elementary, Middle and High School.

## 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***

Baseline data: Brigance and Florida Alternate Assessment (and other assessments for speech, OT, PT as needed) and data collected to support IEP goals and objectives.

Faculty was trained on expected FAA changes during pre-school in-service. All students at Margaret K. Lewis have individualized education plans that have been developed based on assessment to include present level functioning skills and address strengths and weaknesses of the student. The IEP team develops the individualized plan and determines any specific additional resources to include occupational, physical and speech therapy if a student qualifies. A vision specialist is available to provide services for students who qualify. Augmentative technology is supported by the Media Specialist and District Technology staff who support students by maintaining equipment and providing training for staff. All teachers participate in student data collection and integration of Standards/ Access Points in instruction. The on-going data collection provides for data based decision making. The Positive Behavior Support Team provides data and feedback on Loss of Instructional Time and behavior data with staff on a monthly basis.

Most teachers use common grading practices and procedures and stakeholders are aware of the policies and procedures. Because of the unique nature of our classes and the needs of our students, it would not be practical for all teachers to use the same procedures for grading.

### ***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:** Extended School Year

**Minutes added to school year:** 2,700

Extended School Year (ESY) is available to all students at Margaret K. Lewis School. The decision is based on student need and determination. The instruction is driven by individual student IEP goals and objectives. The goals are aligned with the Florida Standards Access Points.

### **Strategy Rationale**

The rationale for ESY is to allow students the opportunity to maintain and further develop academic skills that are aligned to the Florida Standards Access Points.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Hast, Lori, hastll@bay.k12.fl.us

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

Individual student IEP Goal data

## **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**

At the age of 14, students meet with their IEP team for their Transition IEP. The team plans for the secondary needs of the student to ensure a smooth transition from Middle School to High School. As students "age-out" of the Academy program at MKL, the staff works with students individually to assist with their transition into the community.

A full time job coach assists Academy students with job skills for paid and voluntary positions in the community.

### **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**

At the age of 14, students meet with their IEP team for their Transition IEP. High school and Academy students complete career exploration activities. They complete The Reading Free Interest Inventory and take Community Based Experience Trips off campus. The High School and Academy classes have developed work stations for career and functional skill instruction. Students use these centers to develop pre-vocational work skills. The Academy teachers, in conjunction with the job coach, work with community business partners to develop off campus work/volunteer opportunities for students to learn vocational skills.

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

At the age of 14, students meet with their IEP team for their Transition IEP. The team plans for the secondary needs of the student to ensure a smooth transition from Middle School to High School. In grades 9-12 and in the four years the student can attend the MKL Academy, the students continue to work on transition skills, career exploration and functional life skills. As students "age-out" of the Academy program at MKL, the staff works with students individually to assist with their transition into the community. A full time job coach assists Academy students with job skills for paid and voluntary positions in the community.

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

High school and Academy students complete career exploration activities. They complete The Reading Free Interest Inventory and take Community Based Experience Trips off campus. The Academy course code standards in conjunction with information gained from student interest inventories, is used to drive career and vocational instruction. The High School and Academy classes have developed work stations for career and functional skill instruction. Students use these centers to develop pre-vocational work skills. The Academy teachers, in conjunction with the job coach, work with community business partners to develop off campus work/volunteer opportunities for students to learn vocational skills.

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

Not applicable

## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the number of students who perform at the proficient level by a minimum of 5% in the area of Math as measured by the Florida Standards Alternate Assessment.

## Strategic Goals Detail

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

**G1.** Increase the number of students who perform at the proficient level by a minimum of 5% in the area of Math as measured by the Florida Standards Alternate Assessment. 1a

G071541

**Targets Supported** 1b

Indicator	Annual Target
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AMO Math - All Students

**Resources Available to Support the Goal** 2

- Attend district Math Frameworks Training.
- Participate in the Master Math Teacher program with Bay District Schools.
- District level Math Coach assigned to MKL.
- School-wide adoption of Equals Math curriculum designed for students with disabilities (ages Pre-K to post-grad)

**Targeted Barriers to Achieving the Goal** 3

- Limited specialized professional development in the area of Math instruction for students with disabilities.
- Time for teachers to collaborate as a team to plan for math instruction that is aligned with the Florida Standards Access Points.
- Multiple (almost individual) math levels preventing groupings of students for teachers to maximize their time with each student to instruct math.
- Lack of understanding and continuity of test administration for the Florida Standards Alternate Assessment.

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

Equals Curriculum assessments and/or Brigance math assessment

**Person Responsible**

Lori Hast

**Schedule**

Semiannually, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Assessment data report

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase the number of students who perform at the proficient level by a minimum of 5% in the area of Math as measured by the Florida Standards Alternate Assessment. **1**

 G071541

**G1.B1** Limited specialized professional development in the area of Math instruction for students with disabilities. **2**

 B186459

**G1.B1.S1** Implementation of a Master Math teacher (Math Liaison) on site who will serve as a professional development facilitator. **4**

 S197844

### Strategy Rationale

The master math teacher (Math Liaison) will be an on-site resource who is familiar with the students at MKL and will bridge the gap between district math curriculum and exceptional student needs.

### Action Step 1 **5**

Select a Master Math Teacher (math liaison) to participate in district Master Math Teacher Program.

#### Person Responsible

Lori Hast

#### Schedule

On 8/18/2015

#### Evidence of Completion

Record of attendance at Master Math teacher training

**Action Step 2** 5

Trainer will model instruction for teachers and act as an on-site resource for Math instruction.

**Person Responsible**

Lakessia Kilgore

**Schedule**

Weekly, from 9/15/2015 to 5/27/2016

**Evidence of Completion**

Sign in sheets

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

Instructional staff participation in Math Liaison facilitated professional development.

**Person Responsible**

Lakessia Kilgore

**Schedule**

Every 6 Weeks, from 10/1/2015 to 5/27/2016

**Evidence of Completion**

Sign in sheets, video footage, observations, walk-throughs

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

A survey of teachers for feedback on effectiveness of professional development by Math Liaison.

**Person Responsible**

Lakessia Kilgore

**Schedule**

On 5/27/2016

**Evidence of Completion**

Survey summary

**G1.B1.S2** Implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points. 4

 S197845

### Strategy Rationale

The implementation of PLC's will promote collaboration and increase continuity and instructional rigor by aligning instructional resources with Florida Standards Access Points.

### Action Step 1 5

Determine composition of PLC's

#### Person Responsible

Lori Hast

#### Schedule

On 8/21/2015

#### Evidence of Completion

meeting notes

### Action Step 2 5

PLC's will collaborate to plan instruction aligned with Florida Standards Access Points

#### Person Responsible

Deborah Dixon

#### Schedule

Weekly, from 8/26/2015 to 5/27/2016

#### Evidence of Completion

Minutes from meeting



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

Review meeting notes and agendas of PLC's (observations)

**Person Responsible**

Deborah Dixon

**Schedule**

Weekly, from 8/26/2015 to 5/27/2016

**Evidence of Completion**

Minutes of PLC meetings, norms, observations

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

Review of PLC minutes, Deliberate Practice plans, with adjustments as needed.

**Person Responsible**

Deborah Dixon

**Schedule**

Weekly, from 8/26/2015 to 5/27/2016

**Evidence of Completion**

PLC meeting minutes/agendas and Deliberate Practice plans

**G1.B1.S3** The addition of an instructional specialist for math who will serve as a resource for teachers.

4

 S197846

**Strategy Rationale**

The instructional specialist for math will be an on-site resource who is familiar with teachers and support staff at MKL and can provide support for effective math instruction for students with disabilities.

**Action Step 1** 5

District provided Math Coach to work with teachers at MKL.

**Person Responsible**

Louise Crawford

**Schedule**

Weekly, from 8/18/2015 to 5/27/2016

**Evidence of Completion**

Math Coach calendar/schedule and observation notes

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

Monitor math coach schedule/observe math coach interaction with classroom teachers

**Person Responsible**

Lori Hast

**Schedule**

Weekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Math Coach schedule, teacher walk-throughs and observations

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

Survey of teachers regarding the effectiveness of Math Coach assistance/intervention

**Person Responsible**

Louise Crawford

**Schedule**

On 5/20/2016

**Evidence of Completion**

Survey summary

**G1.B1.S4** Provide professional development in Equals math curriculum which is specifically designed for students with disabilities. 4

 S197847

**Strategy Rationale**

Professional development in Equals is provided to ensure fidelity of instruction across all grade levels (Pre-k through post-grad).

**Action Step 1** 5

Professional Development in Equals Math Curriculum which is designed for students with disabilities. Workshop Day for planning with Equals and ongoing support as needed throughout the school year.

**Person Responsible**

Lori Hast

**Schedule**

Weekly, from 8/4/2015 to 5/27/2016

**Evidence of Completion**

Sign in sheets and agenda for training.

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

Require attendance of all classroom teachers for Equals Professional Development

**Person Responsible**

Lori Hast

**Schedule**

On 8/31/2015

**Evidence of Completion**

Sign in sheets from training, observation of teacher participation

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

Administration will complete observations and walk-throughs during lessons where teachers implement the Equals math curriculum.

**Person Responsible**

Lori Hast


**Schedule**

Every 2 Months, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Copies of completed walk-through forms or observation notes

**G1.B2** Time for teachers to collaborate as a team to plan for math instruction that is aligned with the Florida Standards Access Points. **2**

 B186460

**G1.B2.S1** Teachers will collaborate during weekly Professional Learning Community meetings. **4**

 S197848

### **Strategy Rationale**

To ensure fidelity of instruction and adherence to Florida Standards Access Points.

### **Action Step 1** **5**

Establish dates for all Professional Learning Community meetings for the 2015-16 school year.

#### **Person Responsible**

Lori Hast

#### **Schedule**

On 8/18/2015

#### **Evidence of Completion**

Google calendar and Plan Book.com calendar

### **Action Step 2** **5**

Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.

#### **Person Responsible**

#### **Schedule**

Weekly, from 8/26/2015 to 5/27/2016

#### **Evidence of Completion**

PLC minutes, administration observations, Deliberate Practice documentation

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administration will observe all meetings and collect attendance, minutes/agendas and Deliberate Practice evidence

**Person Responsible**

Lori Hast

**Schedule**

Weekly, from 8/26/2015 to 5/27/2016

***Evidence of Completion***

PLC meeting agendas/minutes, observation notes and completed Deliberate Practice plans.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administration will review and score Deliberate Practice reflections.

**Person Responsible**

Deborah Dixon


**Schedule**

Semiannually, from 12/1/2015 to 4/29/2016


***Evidence of Completion***

Deliberate Practice mid-year and end of year reflection to be completed by each individual teacher.

**G1.B3** Multiple (almost individual) math levels preventing groupings of students for teachers to maximize their time with each student to instruct math. 2

 B186461

**G1.B3.S1** Title One Math paraprofessional to provide additional interventions and enrichment for students daily. (small group and individualized) 4

 S197849

### Strategy Rationale

Paraprofessional will provide more flexibility for differentiation of Math instruction.

### Action Step 1 5

Selection of Title One paraprofessional who will be provided with training, as appropriate.

#### Person Responsible

Lori Hast

#### Schedule

On 5/27/2016

#### Evidence of Completion

paraprofessional schedule and sign in sheets

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Title One paraprofessional schedule and observations

#### Person Responsible

Lori Hast

#### Schedule

Weekly, from 9/1/2015 to 5/27/2016

#### Evidence of Completion

Sign in sheets, para schedule, administrative observation notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Survey of teachers regarding the effectiveness of interventions provided by the Title One paraprofessional.

**Person Responsible**

Lori Hast

**Schedule**

On 5/16/2016

**Evidence of Completion**

Survey Summary

**G1.B3.S2** Implementation of a "hybrid" class structure (a combination of self contained and departmentalized classes) in middle school and high school classes to meet the needs of the students based on independence level and ability. 4

 S197850

**Strategy Rationale**

"Hybrid" class structure (a combination of self contained and departmentalized classes) will provide more flexibility for differentiation of Math instruction.

**Action Step 1 5**

Establish and implement middle school and high school class lists and schedules

**Person Responsible**

Lori Hast

**Schedule**

Daily, from 8/18/2015 to 6/1/2016

**Evidence of Completion**

Lesson plans, class lists and master schedule



**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Master schedule will be developed (that is aligned with bell schedule) and shared with staff. Administration will monitor adherence to the schedule.

**Person Responsible**

Deborah Dixon

**Schedule**

Daily, from 8/18/2015 to 6/1/2016

***Evidence of Completion***

Complete classroom walk-through forms and observation notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Teachers will provide input at the end of the year on the effectiveness of the master schedule utilizing a hybrid (a combination of self contained and departmentalized classes) schedule for middle school and high school classes.

**Person Responsible**

**Schedule**

On 5/27/2016

***Evidence of Completion***

Google survey and summary from teachers regarding the effectiveness of hybrid schedule.

**G1.B4** Lack of understanding and continuity of test administration for the Florida Standards Alternate Assessment. **2**

 B186462

**G1.B4.S1** Professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity. **4**

 S197851

**Strategy Rationale**

Professional development will increase standardization of administration of the Florida Standards Alternate Assessment.

**Action Step 1** **5**

Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.

**Person Responsible**

Bonnie Hernandez

**Schedule**

Semiannually, from 1/20/2016 to 2/10/2016

**Evidence of Completion**

Sign in sheets, agenda

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

Administration and instructional staff will attend face to face training on how to administer the Florida Standards Alternate Assessment.

**Person Responsible**

Bonnie Hernandez

**Schedule**

On 2/10/2016

**Evidence of Completion**

Sing in sheets, agenda, notes and questions from teachers regarding proper FSAA test administration procedures.

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

Resource teacher, Math Coach and proctors will observe and monitor test administration to ensure fidelity.

**Person Responsible**

Lori Hast

**Schedule**

Annually, from 2/1/2016 to 2/29/2016

**Evidence of Completion**

Observation notes and feedback provided to teachers.

**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	Select a Master Math Teacher (math liaison) to participate in district Master Math Teacher Program.	Hast, Lori	8/18/2015	Record of attendance at Master Math teacher training	8/18/2015 one-time
G1.B1.S2.A1	Determine composition of PLC's	Hast, Lori	8/21/2015	meeting notes	8/21/2015 one-time
G1.B1.S3.A1	District provided Math Coach to work with teachers at MKL.	Crawford, Louise	8/18/2015	Math Coach calendar/schedule and observation notes	5/27/2016 weekly
G1.B1.S4.A1	Professional Development in Equals Math Curriculum which is designed for students with disabilities. Workshop Day for planning with Equals and ongoing support as needed throughout the school year.	Hast, Lori	8/4/2015	Sign in sheets and agenda for training.	5/27/2016 weekly
G1.B2.S1.A1	Establish dates for all Professional Learning Community meetings for the 2015-16 school year.	Hast, Lori	8/18/2015	Google calendar and Plan Book.com calendar	8/18/2015 one-time
G1.B3.S1.A1	Selection of Title One paraprofessional who will be provided with training, as appropriate.	Hast, Lori	8/18/2015	paraprofessional schedule and sign in sheets	5/27/2016 one-time
G1.B3.S2.A1	Establish and implement middle school and high school class lists and schedules	Hast, Lori	8/18/2015	Lesson plans, class lists and master schedule	6/1/2016 daily
G1.B4.S1.A1	Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.	Hernandez, Bonnie	1/20/2016	Sign in sheets, agenda	2/10/2016 semiannually
G1.B1.S1.A2	Trainer will model instruction for teachers and act as an on-site resource for Math instruction.	Kilgore, Lakessia	9/15/2015	Sign in sheets	5/27/2016 weekly
G1.B1.S2.A2	PLC's will collaborate to plan instruction aligned with Florida Standards Access Points	Dixon, Deborah	8/26/2015	Minutes from meeting	5/27/2016 weekly
G1.B2.S1.A2	Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.		8/26/2015	PLC minutes, administration observations, Deliberate Practice documentation	5/27/2016 weekly

**Bay - 0281 - Margaret K. Lewis In Millville - 2015-16 SIP**

*Margaret K. Lewis In Millville*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Equals Curriculum assessments and/or Brigance math assessment	Hast, Lori	9/30/2015	Assessment data report	5/27/2016 semiannually
G1.B1.S1.MA1	A survey of teachers for feedback on effectiveness of professional development by Math Liaison.	Kilgore, Lakessia	5/27/2016	Survey summary	5/27/2016 one-time
G1.B1.S1.MA1	Instructional staff participation in Math Liaison facilitated professional development.	Kilgore, Lakessia	10/1/2015	Sign in sheets, video footage, observations, walk-throughs	5/27/2016 every-6-weeks
G1.B2.S1.MA1	Administration will review and score Deliberate Practice reflections.	Dixon, Deborah	12/1/2015	Deliberate Practice mid-year and end of year reflection to be completed by each individual teacher.	4/29/2016 semiannually
G1.B2.S1.MA1	Administration will observe all meetings and collect attendance, minutes/agendas and Deliberate Practice evidence	Hast, Lori	8/26/2015	PLC meeting agendas/minutes, observation notes and completed Deliberate Practice plans.	5/27/2016 weekly
G1.B3.S1.MA1	Survey of teachers regarding the effectiveness of interventions provided by the Title One paraprofessional.	Hast, Lori	5/16/2016	Survey Summary	5/16/2016 one-time
G1.B3.S1.MA1	Title One paraprofessional schedule and observations	Hast, Lori	9/1/2015	Sign in sheets, para schedule, administrative observation notes	5/27/2016 weekly
G1.B4.S1.MA1	Resource teacher, Math Coach and proctors will observe and monitor test administration to ensure fidelity.	Hast, Lori	2/1/2016	Observation notes and feedback provided to teachers.	2/29/2016 annually
G1.B4.S1.MA1	Administration and instructional staff will attend face to face training on how to administer the Florida Standards Alternate Assessment.	Hernandez, Bonnie	1/20/2016	Sing in sheets, agenda, notes and questions from teachers regarding proper FSAA test administration procedures.	2/10/2016 one-time
G1.B1.S2.MA1	Review of PLC minutes, Deliberate Practice plans, with adjustments as needed.	Dixon, Deborah	8/26/2015	PLC meeting minutes/agendas and Deliberate Practice plans	5/27/2016 weekly
G1.B1.S2.MA1	Review meeting notes and agendas of PLC's (observations)	Dixon, Deborah	8/26/2015	Minutes of PLC meetings, norms, observations	5/27/2016 weekly
G1.B3.S2.MA1	Teachers will provide input at the end of the year on the effectiveness of the master schedule utilizing a hybrid (a combination of self contained and departmentalized classes) schedule for middle school and high school classes.		5/16/2016	Google survey and summary from teachers regarding the effectiveness of hybrid schedule.	5/27/2016 one-time
G1.B3.S2.MA1	Master schedule will be developed (that is aligned with bell schedule) and shared with staff. Administration will monitor adherence to the schedule.	Dixon, Deborah	8/18/2015	Complete classroom walk-through forms and observation notes	6/1/2016 daily
G1.B1.S3.MA1	Survey of teachers regarding the effectiveness of Math Coach assistance/intervention	Crawford, Louise	5/20/2016	Survey summary	5/20/2016 one-time
G1.B1.S3.MA1	Monitor math coach schedule/observe math coach interaction with classroom teachers	Hast, Lori	9/1/2015	Math Coach schedule, teacher walk-throughs and observations	5/27/2016 weekly
G1.B1.S4.MA1	Administration will complete observations and walk-throughs during lessons where teachers implement the Equals math curriculum.	Hast, Lori	9/1/2015	Copies of completed walk-through forms or observation notes	5/27/2016 every-2-months
G1.B1.S4.MA1	Require attendance of all classroom teachers for Equals Professional Development	Hast, Lori	8/4/2015	Sign in sheets from training, observation of teacher participation	8/31/2015 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.** Increase the number of students who perform at the proficient level by a minimum of 5% in the area of Math as measured by the Florida Standards Alternate Assessment.

**G1.B1** Limited specialized professional development in the area of Math instruction for students with disabilities.

**G1.B1.S1** Implementation of a Master Math teacher (Math Liaison) on site who will serve as a professional development facilitator.

### **PD Opportunity 1**

Select a Master Math Teacher (math liaison) to participate in district Master Math Teacher Program.

#### **Facilitator**

Lakessia Kilgore

#### **Participants**

Instructional staff at MKL

#### **Schedule**

On 8/18/2015

### **PD Opportunity 2**

Trainer will model instruction for teachers and act as an on-site resource for Math instruction.

#### **Facilitator**

Lakessia Kilgore

#### **Participants**

MKL instructional staff

#### **Schedule**

Weekly, from 9/15/2015 to 5/27/2016

**G1.B1.S2** Implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points.

**PD Opportunity 1**

PLC's will collaborate to plan instruction aligned with Florida Standards Access Points

**Facilitator**

PLC Leaders

**Participants**

Teachers

**Schedule**

Weekly, from 8/26/2015 to 5/27/2016

**G1.B1.S3** The addition of an instructional specialist for math who will serve as a resource for teachers.

**PD Opportunity 1**

District provided Math Coach to work with teachers at MKL.

**Facilitator**

Louise Crawford

**Participants**

Teachers/paraprofessionals

**Schedule**

Weekly, from 8/18/2015 to 5/27/2016

**G1.B1.S4** Provide professional development in Equals math curriculum which is specifically designed for students with disabilities.

**PD Opportunity 1**

Professional Development in Equals Math Curriculum which is designed for students with disabilities. Workshop Day for planning with Equals and ongoing support as needed throughout the school year.

**Facilitator**

Equals Webinar/Ablenet on-line resources

**Participants**

Teachers/paraprofessionals

**Schedule**

Weekly, from 8/4/2015 to 5/27/2016

**G1.B2** Time for teachers to collaborate as a team to plan for math instruction that is aligned with the Florida Standards Access Points.

**G1.B2.S1** Teachers will collaborate during weekly Professional Learning Community meetings.

**PD Opportunity 1**

Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.

**Facilitator**

PLC Leaders

**Participants**

Teachers

**Schedule**

Weekly, from 8/26/2015 to 5/27/2016



**G1.B3** Multiple (almost individual) math levels preventing groupings of students for teachers to maximize their time with each student to instruct math.

**G1.B3.S1** Title One Math paraprofessional to provide additional interventions and enrichment for students daily. (small group and individualized)

**PD Opportunity 1**

Selection of Title One paraprofessional who will be provided with training, as appropriate.

**Facilitator**

Bonnie Hernandez/Cathy Anderson

**Participants**

Title One paraprofessional

**Schedule**

On 5/27/2016

**G1.B4** Lack of understanding and continuity of test administration for the Florida Standards Alternate Assessment.

**G1.B4.S1** Professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity.

**PD Opportunity 1**

Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.

**Facilitator**

Bonnie Hernandez

**Participants**

Teachers and staff who administer the FSAA

**Schedule**

Semiannually, from 1/20/2016 to 2/10/2016

## 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	Select a Master Math Teacher (math liaison) to participate in district Master Math Teacher Program.	\$0.00
2	G1.B1.S1.A2	Trainer will model instruction for teachers and act as an on-site resource for Math instruction.	\$0.00
3	G1.B1.S2.A1	Determine composition of PLC's	\$0.00
4	G1.B1.S2.A2	PLC's will collaborate to plan instruction aligned with Florida Standards Access Points	\$0.00
5	G1.B1.S3.A1	District provided Math Coach to work with teachers at MKL.	\$0.00
6	G1.B1.S4.A1	Professional Development in Equals Math Curriculum which is designed for students with disabilities. Workshop Day for planning with Equals and ongoing support as needed throughout the school year.	\$0.00
7	G1.B2.S1.A1	Establish dates for all Professional Learning Community meetings for the 2015-16 school year.	\$0.00
8	G1.B2.S1.A2	Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.	\$0.00
9	G1.B3.S1.A1	Selection of Title One paraprofessional who will be provided with training, as appropriate.	\$0.00
10	G1.B3.S2.A1	Establish and implement middle school and high school class lists and schedules	\$0.00
11	G1.B4.S1.A1	Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.	\$0.00
<b>Total:</b>			<b>\$0.00</b>