

Duval County Public Schools

Alden Road Excep. Student Center



2015-16 School Improvement Plan

Alden Road Excep. Student Center

11780 ALDEN RD, Jacksonville, FL 32246

<http://www.duvalschools.org/ar>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	53%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	29
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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is The MISSION and commitment of Alden Road School, its families and the community to provide individualized instruction within a safe, respectful and positive learning environment that promotes self-determination, self-advocacy, self-esteem and skills for communication and life-long learning.

Provide the school's vision statement

The VISION of Alden Road is to instruct, mentor and support students in reaching their full potential as responsible and productive citizens within the community.

School Environment

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

At Alden Road, we create a positive environment where students and teachers are respectful of different backgrounds. Our teachers structure their teaching to acknowledge different perspectives. In a classroom the teachers structure learning groups that are diverse and devise activities that require each student to contribute to the group. In this way students learn that each person in a group can contribute and has something of value to say. The principal has a huge role in creating an environment where people respect the opinions of others and are open to multiple perspectives on any issue. This is modeled for students and in relationships with faculty and staff as well. Effective communication is essential for building relationships. It constitutes the foundation for all other forms of faculty, student and family involvement in education. Our staff works at getting to know our students as individuals and finding out their interests. The staff Initiates conversations with the students about sports, TV, school activities and provides feedback by complimenting them on the work and progress they are making. As staff keep the lines of communication open and listen to what's on the students' minds and also reflect on the meaning of behaviors and non-verbal communications, students interpret that to mean we have a staff that is genuinely interested in them.

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

Alden Road structures the educational environment to create an atmosphere that is safe, fair and respectful of students. Students feel safe both physically and psychologically at Alden due to the fact that the educational setting is attractive, comfortable and well kept. Students feel the classroom is a place worth being and they are worthy of the effort put forth. The rooms are arranged so that the teacher can monitor all students at the same time. Any type of verbal abuse, put downs, threatening behaviors or violence is not allowed. Components that help to develop a safe and positive educational environment that Alden has includes positive teacher student relationships, a nurturing atmosphere, clear and consistent expectations for behavior, routines and rituals, appropriate amounts of structure for specific situations/needs, and proactive intervention of problems.

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

We use positive behavior supports throughout the campus utilizing a "Dolphin Dollar" token economy system for all students. Individual behavior plans are made for students who made need extra support. The Dolphin Dollars behavior incentive allows teachers to develop a plan for their class/ students to earn and spend Dolphin Dollars based on achievement of specific behavioral goals and expectations. All students are afforded the opportunity to earn \$1 per day. Teachers schedule a visit once a week to a participating school enterprise (Dolphin Diner, Finny's Coffee shop) to exchange earnings for a product reward. Students may also spend Dolphin Dollars on preferred interest activities set up by the teacher or support staff.

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

Implementing daily a set of school-wide core beliefs ensures the social emotional needs of all of our students are being met. We believe the focus on student success drives all decisions at Alden Road School. We believe it is our responsibility to provide a safe and cooperative learning environment that enhances self-esteem, self-determination, optimizes student potential and promotes mutual respect and social responsibility. It is the school's responsibility to assist in the successful transition of students into adult living. All students are the responsibility of all teachers and staff. All students are provided a supportive learning environment at various levels of support.

On staff we have an ESE Lead, nurse and classes that specifically target daily living skills that include the social-emotional and self-advocacy needs of all students. Each student has an Individual Educational Plan (IEP) that addresses the social-emotional needs and priority goals for each student. Employed are also 2 Behaviorists, a Job Developer, 4 Job Coaches, and a CSS Site coach to provide the needed support to meet student goals and needs.

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

Regular attendance is stressed to all parents and guardians to help ensure student success. Because of the unique and special needs of our student population, attendance may not be as regular as we would like for some students because medical and behavior issues may interfere. Despite these variables, average absences is only 1%. When students do miss for extended lengths of time, teachers make every effort to keep the students effected and their parents or guardians involved and updated on the work they have missed. This is done through parent conferences, home notes, phone calls, emails and student work packs.

All of our students are assessed on the FAA (Florida Alternate Assessment). Because of their severe and profound intellectual disabilities, the typical pattern for an early warning system is not reliably applicable to our students. Their delayed level of intellectual functioning is biological in nature and not something that can be addressed in the same manner as a typically developing peer. Every attempt is made to review the data and instruct in such a manner to show growth and student gains, if even in the smallest of measurement. The external and internal variables sometimes outweigh the efforts made.

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
	6	7	8	9	10	11	
Attendance below 90 percent	0	0	0	0	1	0	1
One or more suspensions	0	0	0	1	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	2	1	2	0	5	5	15

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

All teachers and staff make every instructional attempt to provide the physical, verbal, visual and tangible prompts needed to promote student growth in learning. Our students are provided access to the State Standards through Access Points on each grade level. Teachers are expected to use specially designed and selected curricula that addresses the access points as well as make any modifications and/or adaptations needed for students as they work towards those expectations. Teachers are expected to follow the district protocol for math and language arts standards and assess those standards through the district CGAs (Curriculum Guide Assessments). All students are assessed in the content areas and instruction is developed and guided based on that data. Levels of instruction are differentiated to meet the various needs of all students in each classroom setting. Progress is monitored and instruction is modified based on student work out comes.

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

We are currently working on an email distribution list in effort to further open communication lines and increase parent involvement in at least one or more school functions that support and lead to enhancing student learning. These events may include, but not be limited to: meetings, conferences, PTA, SAC, volunteering, business partners, donations, special school events or programs, tutoring, etc.

We also have a monthly newsletter, a school website that is updated on a regular basis, a marquee that has pertinent information noted, an automated phone system to send out information and take advantage of talking daily to our parents that drop off their students. We invite parents to all school events on a regular basis as the events are scheduled.

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

By inviting the community into our school, we are sustaining valuable partnerships. We continually solicit community members to actively participate on the SAC board and other committees to give input regarding school affairs through open dialogue about practices that are currently working as well as where we might have challenges and need solutions. We engage community partnerships in the use of data and what that data means in response to student learning and family/community involvement. We reach out to students, their families and community residents in many unique ways. For example, during Open House, we invited community agencies that might assist our families come and share pertinent information. We utilize partnerships such as Civitan as a networking agent to help support classroom needs and advocate for our school and its students. CBVE (Community Based Vocational Education) has become a viable network for which our students gain access to supported employment and transition skills needed for post-grad success. Alden Road establishes formal relationships and collaborative structures to engage all stakeholders. We are uniquely equipped to develop our students into educated and informed citizens who are ready and able to give back to their communities in productive ways.

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
Smith, Stephanie	Principal
Tucker, Susan	Instructional Coach
Comberg, Lorrie	Other
Grice, Jaci	Administrative Support
McVay, Monica	Teacher, ESE
Edmunds, Laura	Teacher, Career/Technical

Duties

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

Members of the school's leadership teams work in conjunction with the classroom teachers and support staff to be sure that students are working towards expected goals. Members of these teams are responsible for creating and monitoring behaviors and classroom environments to best meet student needs. Methods for assessing needs include: focus walks geared towards specific instructional components; mentoring teachers and staff; providing training and/or in class support; designing plans of action and next steps to support progress towards school improvement goals. Teams members include the Principal; ESE Lead; Instructional Coach; Behavior Specialists; CSS-Communication Social Skills Coach; and Job Developer.

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

Alden Road is a Center School serving students with Intellectual Disabilities functioning within the PLA and SLA range of complexity. They require a most restrictive and structured setting to work towards meeting the expected standards and so the general education MTSS plan does not typically apply. We are essentially a full scale setting of RtI or Tier 3 students who work towards Access Point Standards and have needs greater than can be met in a comprehensive setting. There are several forms of assessments that align with monitoring student progress and the effectiveness of core instruction, resource allocations and teacher supports systems that assist in meeting unique individual student needs. This process includes IEP goals and progress monitoring, curriculum assessments, pre-post CAST assessments, state assessment (FAA), employability skills assessments, behavioral data and planned monitoring (FBAs, contracts), medical monitoring. In effort to meet the unique instructional needs of special student population, State funds are supplemented by Federal IDEIA funds in this manner:

General funds: FTE generated portion of total budget

ESE funds: funds 1 full time school nurse

CSR Amendment 9: funds 3 teachers

IDEIA Part B: funds 1 CSS site coach; 1 Job Developer; 4 Job Coaches; 2 Classroom Paras; 29 School focused paras; 4 Interpreters.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Laura Edmunds	Teacher
Anita Haller	Business/Community
Bryan Thomas	Business/Community
Lynne Baldwin	Business/Community
Florita Corrales	Business/Community
Stephanie Smith	Principal
Thomas Ayala	Business/Community
Temple Scott	Parent
	Student

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

SAC will review and advise on the School Improvement Plan goals, implementation, and monitoring. They will provide input on the instructional components of the schools curriculum programming to best meet individual needs and levels of students requiring credits through transition age. The SAC will review the vision and mission from last year and have a voice on carrying them over to this year.

Development of this school improvement plan

The role of the School Advisory Council with respect to the School Improvement Plan will include: reviewing, advising and assisting in the development, implementation, and evaluation monitoring process of the plan. All committee members will be given the opportunity to review school data and a

draft of the School Improvement Plan goals and offer input prior to submitting the final draft. After the SIP is finalized, a summary data form will be created from which the SAC may review and monitor the progress of School Improvement Goals at each meeting.

Preparation of the school's annual budget and plan

The school district provides us with a school budget. We review what is provided and make decisions on a school based level on how the budget is used to meet school needs. Staffing is determined by how many positions we have open. We allocate resources where student needs are a priority.

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

Our School improvement funds are \$2169.95 and will be utilized to enhance the School Wide Positive Behavior Support plan.

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
Tucker, Susan	Instructional Coach
McVay, Monica	Other
Edmunds, Darrell	Teacher, ESE
Huffman, Sonia	Teacher, Career/Technical
Butler, Dana	Teacher, ESE
Hill, April	Teacher, ESE
Smith, Stephanie	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will meet monthly to discuss instructional strategies used to enhance school wide literacy implementation, fidelity of curriculum use and instructional presentation, assessment data and training needs of school staff. Information and input will be shared through PLC groups, Shared Decision Making team, training presentations and in the Administration's weekly newsletter that is sent to all staff.

Curricula used will include PCI Reading, Environmental Print, Unique Learning System, Failure Free Reading, supplemental resources and the use of technology or visual supports tied to literacy instruction and communication skills. Functional and everyday literacy components will be embedded in daily routines, vocational, resource and transition classes. The entire school will participate in an array of activities during Literacy Week. Visual supports, language masters, audio books and other strategies will be embedded in instruction to scaffold reading and literacy development for non-readers. The school's media center will also serve as a resource for additional ties to literacy activities, technology and information.

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

Positive staff relationships begin with building a safe and supportive work environment that fosters open channels of communication and opportunities to respectfully voice opinions and be heard. Through PLCs, Shared Decision Making committee reps, leadership roles and various school-wide committees, teachers and staff are encouraged to share their skills within areas of interest where they may serve as leaders and collegial team players.

The school has also developed a process for rolling out collaborative teacher interactions on several other professional levels. Common planning times have been designed to: assemble teachers for small group training, questioning and sharing of current policies and instructional expectations; to meet monthly in small groups with the administration to attain and give input into current and best practices, review data and discuss ways the school as a whole can raise the needle with instruction and produce greater student gains; to visit each others' classrooms and reflect on what might be used to improve their own instructional plan. Periodic sessions of collaborative coaching with common content teachers will be utilized to provide, share, develop and refine teaching skills and programs for academic as well as vocational and resource instruction. Building a sense of shared comradery and ownership in the development of instructional programs, practices and student goals will create a more collaborative and shared support of helping all students reach targeted standard benchmarks.

All staff participate in a monthly ceremony that involves public recognition of a job well done. Staff members select a colleague to recognize with the presentation of a Golden Dolphin. Four staff members are commended every two weeks for what their peers recognize as exhibiting the school's mission through their positive actions.

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

For recruitment of highly qualified teachers...

- our administrative staff and CET certified teachers work with the local Universities and Teach for America in providing opportunities for pre-service teachers to attain in-service hours, hands on experience and internships in our school setting.

- our school instructional support staff observes and makes note of quality substitutes with the proper credentials who may be seeking full time employment in our area of instruction.

- leadership team interviews qualified applicants

To retain highly qualified teachers...

- the leadership team provides all new teachers with in-house mentors and the supports needed to successfully complete the district's MINT program for new teachers

- the administration, leadership team, school support staff (instructional Coach, Behavior Specialists, CSS Coach, and Technology Team) provide on-going training and support to teachers through efforts of PLC collaboration teams, instructional coaching, behavioral support plans, district support and mentoring for all teachers.

- the administration provides the necessary tools needed for teaching the curriculum and required standards with fidelity and appropriate rigor.

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

All new teachers are assigned a mentor who is well versed with their particular instructional setting and student population. Mentoring activities include: guidance with daily operations of the school and district policies, procedures and tasks (IEPs, gradebook, lesson plans, etc.); observation and feedback of

lessons and classroom quality indicators; preparing a plan for successfully completing the district's MINT program for new teachers.

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

Great care is taken to review and select the appropriate state and district adopted courses for our students, all of whom meet the criteria for working towards the Access Point Standards.

- A set of classroom Quality Indicators is provided to all teachers as a guide for reviewing classroom and instructional expectations within a PLA/S/CSS classroom setting. These standards include instructional rigor and assessment.
- Teachers are provided trainings and web links to the Florida Standards Access Points and resource supports. The trainings paired with collaborative coaching sessions and PLC team discussions focus on strategies for teaching to the standards.
- Teachers are provided access to the district online roll out of curriculum guides and year at a glance calendars that support work towards the Access Points.
- Curriculum materials are researched and reviewed to ensure their components are aligned to the standards.
- Teacher lesson plans are reviewed and focus walks scheduled to ensure standards are being addressed.

Instructional Strategies

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

The school annually uses data to shape its instructional focus. Using TNTP, Gallup Survey, FAA and other forms of instructional/school performance data, it was decided that our instructional focus for this year would support increased levels of rigor and parental support to increase assessment scores. This aligns with the district's strategic plan. Each teacher has their student's individual data, which they will disaggregate in order to help guide progress towards meeting the student's IEP goals and instructional focus within their classrooms. Using the FAA data, District CGAs, and completing a gap analysis, the teacher will dig deeper to determine the areas in which students need to develop new skills or strengthen and refine previously acquired skills in order to perform better on the state assessment.

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: 6,120

Students that have been identified within their Individualized Educational Plans (IEP) as needing Extended School Year (ESY) instruction and/or services will be provided the opportunity to attend an extra 4 weeks of school during the summer break.

Strategy Rationale

ESY services are individualized special education and/or related services (such as speech/ language therapy or occupational therapy) that are uniquely designed to provide a free appropriate public education (FAPE) to a student with disabilities (as mandated by IDEA). Need for ESY services is determined by the student's IEP team who designate specific areas of academic, behavioral, social and independent functioning for development. ESY services are provided beyond the normal school year of a school district that includes both the days of the school year and the hours of the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Stephanie , smiths1@duvalschools.org

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

Data chats will be preformed between the administration and educators to ensure that teachers are tracking and using their data. Also, the school district is supplying CGA assessments to help track student academic growth.

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

Alden Road serves students whose instruction is based on their cognitive, medical, physical, social and emotional needs. Each student requires varying levels of support for success. An IEP team meets at least annually to discuss and determine IEP priority goals, instructional supports, services, modifications/ accommodations, functioning level, personal needs and interests in order to secure the most appropriate classroom setting or schedule of instruction. For new students, school tours are provided along with information regarding the classes and opportunities available to students and families of Alden Road.

As students graduate and return as post grads, their skills are assessed to determine which level of post grad/transition program might best fit their needs, interests, vocational and life skills training.

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

Alden Road serves students whose instruction is based on their cognitive, medical, physical, social and emotional needs. Each student requires varying levels of support for success. In effort to offer the

most personal and meaningful plan of instruction, the IEP team process is utilized. Each student's present level of functioning is evaluated, strengths and personal interests are considered, and priority goals are set. With input from members of the IEP team (teacher, parent, student, LEA, support staff, agencies), a course of study is developed that will provide the student with the skills and training needed to reach his/her goals as well as build a capacity for life skills, vocational or employability skills and transitioning into adulthood. Each year the course of study is reviewed and adjustments are made as warranted to meet all needs. This course of study may include CBI excursions, CVBE job training opportunities and/or participation in a school based enterprise where the focus of instruction is on life skills, self-advocacy, communication and employability skills training.

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

Teachers and other instruction support staff work collaboratively to develop educational programs and lessons that link all learning with skills of daily living and real life opportunities. Each students' course of study is reviewed and designed to not only address IEP goals and objectives, but to provide for and infuse areas of interests and build on individual student strengths. Within the core program, lessons focus on functional skills and training and preparation for real life activities, job preparation and increasing levels of independence and communication. Electives such as art, music, and physical education are offered in conjunction with enrichment and extra curricular activities such as Special Olympics, Sign Choir and Color Guard. School Based Enterprises, Community Based Instruction and Community Based Vocational Educational opportunities and training offer students at every level preparation for everyday adult living and transitions into the community and workforce.

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 Data Report: NO DATA AVAILABLE

All Alden Road students are eligible to continue their education until the age of twenty two. From middle school on, a plan for transitioning into adulthood is prepared and a statement of the transition service needs is included in the IEP. During these years, students participate in a transition course of study that includes a deeper focus on functional life skills, vocational and employability skills and increasing levels of independence and self-advocacy. Students are offered access to several instructional programs that take into consideration skill levels, needs and interests. A full time school based job developer and three job coaches are on staff to provide support and real life community based employment opportunities for students who are eligible at various work sites. The job developer works closely with community agencies to provide students with transition services and gainful employment after graduation. Students are referred to Vocational Rehabilitation by the age of fourteen. During the school year, parent conferences and trainings are provided by various community agencies offering transition services. Parents are made aware of the importance of making application to ADP and are encouraged to complete the application and submit it to APD each year during the IEP meeting. The School Job Developer also assists with this process along with the district Transition Support Staff in effort to ensure the process has been completed before exiting school.

Other opportunities such as School Based Enterprises are utilized for teaching students job skills and appropriate work habits, social skills, interpersonal relationships and self-advocacy skills. Community based instruction outings also offer students training in how to access, utilize and make transactions with community business and agencies.

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

No data is available for our student population.

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.** If school staff identify agencies that will participate in IEP meetings, then we can improve individual post-school outcomes by ensuring agency linkage and/or assisting with vocational linkage.

- G2.** If we provide training to teachers on the use district/core curriculums and strategies for differentiation, then we will increase the % of students scoring at proficiency levels 4, 5, 6, 7 in Reading, Writing, Math & Science.

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. If school staff identify agencies that will participate in IEP meetings, then we can improve individual post-school outcomes by ensuring agency linkage and/or assisting with vocational linkage. 1a

G071805

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	10.0

Resources Available to Support the Goal 2

- Previous IEP's can be reviewed to identify possible agency linkage.

Targeted Barriers to Achieving the Goal 3

- It is difficult to communicate with families to determine current agency involvement.

Plan to Monitor Progress Toward G1. 8

IEP goals, attendance records for CBVE, and daily assessments for CBVE will be monitored.

Person Responsible

Stephanie Smith

Schedule

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

Evidence of Completion

IEP goals, attendance records for CBVE, and daily assessments for CBVE will be monitored.

G2. If we provide training to teachers on the use district/core curriculums and strategies for differentiation, then we will increase the % of students scoring at proficiency levels 4, 5, 6, 7 in Reading, Writing, Math & Science. 1a

G071806

Targets Supported 1b

Indicator	Annual Target
FAA Mathematics Achievement	1.0

Resources Available to Support the Goal 2

- District Access Point Curriculum guides and assessments
- Core Academic curriculums and assessments; supplemental materials
- District and School-based training on differentiation and instructional strategies such as direct instruction, visual supports, assistive technology, errorless learning and choice making.
- Instructional support staff: Instructional Coach, Behaviorists, CSS Coach, Technology Team, Therapists, Mentors
- Administrative focus walks and feedback
- Lesson studies to demonstrate planning, addressing standards skills with consistency and fidelity and teaching of model lessons

Targeted Barriers to Achieving the Goal 3

- Teachers' deeper understanding of the core content skills, curriculums and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs.

Plan to Monitor Progress Toward G2. 8

Monitor Access Point Curriculum assessments and data collection
Monitor FAA administration

Person Responsible

Stephanie Smith

Schedule

Quarterly, from 9/22/2015 to 6/3/2016

Evidence of Completion

Of students assessed on the FAA, the percentage of students collectively scoring within the proficient levels of 4, 5, 6, will increase by 3% those scoring in the Level 7 range will increase by 1%.

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. If school staff identify agencies that will participate in IEP meetings, then we can improve individual post-school outcomes by ensuring agency linkage and/or assisting with vocational linkage. **1**

 G071805

G1.B1 It is difficult to communicate with families to determine current agency involvement. **2**

 B187194

G1.B1.S1 The school will schedule parent support group meetings during the school day and after school, in which families can share resources and information with each other. **4**

 S198651

Strategy Rationale

Families need the opportunity to hear from others regarding the benefits of agency linkage and the services that can be provided..

Action Step 1 **5**

Schedule quarterly parent meetings and invite agency supports.

Person Responsible

Monica McVay

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent sign in sheets

Action Step 2 5

Ensure that current agency involvement is represented at IEP meetings.

Person Responsible

Lorrie Comberg

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Students will be evaluated to be placed in CBVE opportunities

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

Attendance is checked by job coach and students will get a daily assessment

Person Responsible

Laura Edmunds

Schedule

On 6/5/2015

Evidence of Completion

Attendance and daily assessment records.

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

CBI- Teachers plan instruction based on student need and attendance.

Person Responsible

Stephanie Smith

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans will include this evidence.

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

IEP progress is reported for goals that are employment related.

Person Responsible

Lorrie Comberg

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

If students are meeting their IEP goals that are employment related.

G2. If we provide training to teachers on the use district/core curriculums and strategies for differentiation, then we will increase the % of students scoring at proficiency levels 4, 5, 6, 7 in Reading, Writing, Math & Science.

1

G071806

G2.B1 Teachers' deeper understanding of the core content skills, curriculums and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs. 2

B187195

G2.B1.S1 Provide teachers with monthly and individual training, mentoring and /or coaching and feedback based on their instructional needs to cover the Access Point Curriculum Guide content, core curriculum content, planning and pacing of systematic instruction, and differentiation to meet varying functional levels of students in all academic areas: Reading, Writing, Math and Science. Trainings and conversations will include use of manipulatives, visual supports and technology that might enhance learning and student performance growth. 4

S198653

Strategy Rationale

Once teachers are provided training in Curriculum Guides, they will be able to plan more effectively.

Action Step 1 5

Teachers will participate in monthly and individual teacher training, mentoring and/or coaching sessions for a deeper understanding of Access Point skills and planning of instructional and differentiated implementation of the Access Points and core curriculum components for reading, writing, math and science to meet individual student needs. Trainings will include use of manipulatives, visual supports and technology that might enhance learning and student performance growth.

Person Responsible

Stephanie Smith

Schedule

Monthly, from 9/5/2014 to 5/6/2015

Evidence of Completion

Administrative focus walk logs and feedback; Lesson Plans, Training reflection forms; Mentor logs; Instructional Support logs/notes; Leadership meeting minutes

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

Participation in professional development opportunities related to better understanding the District Access Points curriculums, core curriculums and differentiated instruction strategies that will aid in addressing all functioning levels and all academic subjects.

Person Responsible

Laura Edmunds

Schedule

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

Evidence of Completion

Training logs and reflection forms Mentoring feedback logs Administrative focus walk logs
 Lesson plans Assessments

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

Classroom walk-throughs and mentoring logs
 District Pre-Post assessments scores
 Curriculum Assessment Scores
 Lesson Plans
 Leadership Meeting Minutes
 Formal/Informal Observations

Person Responsible

Stephanie Smith

Schedule

On 6/3/2016

Evidence of Completion

District Curriculum guide pre-post assessments Curriculum end of unit assessments Skills
 data records

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	Schedule quarterly parent meetings and invite agency supports.	McVay, Monica	8/18/2014	Parent sign in sheets	6/5/2015 quarterly
G2.B1.S1.A1	Teachers will participate in monthly and individual teacher training, mentoring and/or coaching sessions for a deeper understanding of Access Point skills	Smith, Stephanie	9/5/2014	Administrative focus walk logs and feedback; Lesson Plans, Training reflection forms; Mentor logs;	5/6/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and planning of instructional and differentiated implementation of the Access Points and core curriculum components for reading, writing, math and science to meet individual student needs. Trainings will include use of manipulatives, visual supports and technology that might enhance learning and student performance growth.			Instructional Support logs/notes; Leadership meeting minutes	
G1.B1.S1.A2	Ensure that current agency involvement is represented at IEP meetings.	Comberg, Lorrie	8/18/2014	Students will be evaluated to be placed in CBVE opportunities	6/5/2015 daily
G1.MA1	IEP goals, attendance records for CBVE, and daily assessments for CBVE will be monitored.	Smith, Stephanie	8/24/2015	IEP goals, attendance records for CBVE, and daily assessments for CBVE will be monitored.	6/3/2016 quarterly
G1.B1.S1.MA1	IEP progress is reported for goals that are employment related.	Comberg, Lorrie	8/18/2014	If students are meeting their IEP goals that are employment related.	6/5/2015 quarterly
G1.B1.S1.MA1	Attendance is checked by job coach and students will get a daily assessment	Edmunds, Laura	8/11/2014	Attendance and daily assessment records.	6/5/2015 one-time
G1.B1.S1.MA2	CBI- Teachers plan instruction based on student need and attendance.	Smith, Stephanie	8/18/2014	Lesson plans will include this evidence.	6/5/2015 weekly
G2.MA1	Monitor Access Point Curriculum assessments and data collection Monitor FAA administration	Smith, Stephanie	9/22/2015	Of students assessed on the FAA, the percentage of students collectively scoring within the proficient levels of 4, 5, 6, will increase by 3% those scoring in the Level 7 range will increase by 1%.	6/3/2016 quarterly
G2.B1.S1.MA1	Classroom walk-throughs and mentoring logs District Pre-Post assessments scores Curriculum Assessment Scores Lesson Plans Leadership Meeting Minutes Formal/ Informal Observations	Smith, Stephanie	8/24/2015	District Curriculum guide pre-post assessments Curriculum end of unit assessments Skills data records	6/3/2016 one-time
G2.B1.S1.MA1	Participation in professional development opportunities related to better understanding the District Access Points curriculums, core curriculums and differentiated instruction strategies that will aid in addressing all functioning levels and all academic subjects.	Edmunds, Laura	8/24/2015	Training logs and reflection forms Mentoring feedback logs Administrative focus walk logs Lesson plans Assessments	6/3/2016 monthly

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.

G2. If we provide training to teachers on the use district/core curriculums and strategies for differentiation, then we will increase the % of students scoring at proficiency levels 4, 5, 6, 7 in Reading, Writing, Math & Science.

G2.B1 Teachers' deeper understanding of the core content skills, curriculums and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs.

G2.B1.S1 Provide teachers with monthly and individual training, mentoring and /or coaching and feedback based on their instructional needs to cover the Access Point Curriculum Guide content, core curriculum content, planning and pacing of systematic instruction, and differentiation to meet varying functional levels of students in all academic areas: Reading, Writing, Math and Science. Trainings and conversations will include use of manipulatives, visual supports and technology that might enhance learning and student performance growth.

PD Opportunity 1

Teachers will participate in monthly and individual teacher training, mentoring and/or coaching sessions for a deeper understanding of Access Point skills and planning of instructional and differentiated implementation of the Access Points and core curriculum components for reading, writing, math and science to meet individual student needs. Trainings will include use of manipulatives, visual supports and technology that might enhance learning and student performance growth.

Facilitator

Administration, Instructional Support Staff, District Support Staff

Participants

All instructional staff

Schedule

Monthly, from 9/5/2014 to 5/6/2015

Technical Assistance Items

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