

Mt. Herman Ese Center



2015-16 School Improvement Plan

Mt. Herman Ese Center

1741 FRANCIS ST, Jacksonville, FL 32209

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	47%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	64%

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>.

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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	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

Our mission is to provide an environment that will maximize the potential of our students by providing challenging, realistic and functional goals in the areas of:

Academic Growth

Communication

Independent Functioning

Social Skills

We strive to cultivate awareness and acceptance and to provide a smooth transition into society that will improve the quality of life for students and their families.

Provide the school's vision statement

“Learning to Live Life and Live it Abundantly”

School Environment

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

Mt. Herman is a center school for students with intellectual disabilities who perform at the participatory level of academics. Each student has an individualized educational plan (IEP) and requires accommodations and modifications to participate in the school day. The teachers and paraprofessionals involved with each students collaborate in addressing their unique needs. In order to build relationships with our students, we must also communicate daily with the parents/guardians because the majority of the students have communication deficits.

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

We have created an environment where every students communication modality is respected and support, regardless of ability, through the use of research based programs. Small teacher-student ratio are to ensure students' needs are being met. When addressing students, they are spoken to at an age appropriate level.

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 provide positive behavioral support through the use of:

Zoning Plans

Daily picture schedules

Professional Development regarding communication and behavior

Implementation of assistive technology to make choices/communicate

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

Mt. Herman students' Social/Emotional needs are met through:
Individualized Educational Plan
Transition services for students ages 14 and up
Parent support groups

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

Mt. Herman Exceptional Student Center is a center school that serves students functioning at the Participatory Level (PLA) of the Intellectual Disabilities (InD) spectrum. All students attending Mt. Herman have Individualized Education Plans (IEPs) and all are served in an ESE self-contained classroom.

The severity of our students' disabilities can cause attendance fluctuations due to illness and medically necessary surgeries. When a student is projected to be out longer than 15 school days, the family is encouraged to apply for services through the Hospital Homebound program.

Suspensions are not required or needed with our student population. Managing student behavior is done through the IEP.

Students are administered the Florida Alternate Assessment and work towards their individualized goals in order to measure success.

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

If a student is absent more than 15 days due to medical reasons, the family is encouraged to apply for services through the Hospital Homebound program. This will enable the student to continue working towards their individualized goals either within the home or the hospital setting.

IEP's can be modified throughout the school year when the teacher or family feel the goals/objectives have been met or are not appropriate for meeting the student's academic success.

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

In order to build positive relationships with the family we do the follow:

Daily Communication notes

School Website

Bi-monthly newsletter

Annual IEP meetings

Parent support group meetings

Open House

Friends and Family Fun Day picnic

Art Festival

Special Olympics

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

Mt. Herman has a school based volunteer liaison who coordinates with businesses and local community resources.

Examples are:

Transition service providers in Jacksonville

Social interactions with non-disabled peers

Business Partners involvement in school activities (i.e. Graduation, Winter Celebration, Thanksgiving)

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
Cashen, Mark	Principal
Baine, Donna	Administrative Support
Take, Matthew	Instructional Coach
Brymer, Richard	Teacher, ESE
Todd, Yvonne	Guidance Counselor

Duties

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

Mark Cashen, Principal; Donna K. Baine, Administrative Lead Teacher; Richard Brymer, CSS Site Coach; Matthew Take, Instructional Coach; Yvonne Todd, Guidance Counselor
The Leadership Team monitors the development and implementation of the School Improvement Plan. It will be the responsibility of all members of this team to assist the Principal with monitoring the implementation of the School Improvement Plan.

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

Mt. Herman Exceptional Student Center is a center school in the Duval County Public School system that serves students functioning at the Participatory Level (PLA) of the Intellectual Disabilities (InD) spectrum. ALL students attending Mt. Herman have Individual Education Plans (IEPs), and all are served in ESE self-contained classrooms. As student progress is monitored through Task Data Sheets, Post Assessments, IEP Quarterly Progress Reports, and FAA results, a multidisciplinary team will meet to decide the continued appropriateness of this educational setting for students. Leadership Team - under the leadership of the principal, the team meets weekly to coordinate our work, solve problems and discuss alignment issues.

Design Team - under the leadership of the instructional coach and the principal, this team meets bi-monthly to address the alignment of the curriculum, instruction and assessment.

School Improvement Team (SIT)- under the leadership of the SIT chairperson, this team meets monthly to consider matters of school-based policies and procedures.

School Advisory Council - under the leadership of the SAC chairperson, this team meets quarterly in an advisory role regarding school budget, school improvement plan and improving the school culture. State funds are supplemented by Federal IDEIA funds in order to provide for the students' educational needs in this instructional environment as follows:

General Funds - FTE generated - 75% of the total school budget,

ESE Funds - to fund 3 nurses - 2% of the total school budget,

CSR Amendment 9 - to fund 3 teachers - 5% of the total school budget,

IDEIA Part B - To fund 1 site coach and 18 paraprofessionals - 18% of the total school budget.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mark Cashen	Principal
Donna K. Baine	Teacher
Renee Worley	Business/Community
Cindy Pickett	Parent
Tami Gressman	Parent
LaFonda Hayes	Education Support Employee
Ruth Banks	Parent
Chris Gabbard	Business/Community
Terry Harper	Parent
Florita Corrales	Business/Community
Rusty Horne	Business/Community
Norma Brice	Teacher
Harriet Hart	Teacher
Ann Huggins-Jones	Teacher
Brenda Nichols	Teacher
Brandon Callahan	Student
Priscilla Boston	Parent
Wendy Jones	Parent

Duties

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

Evaluation of last year's school improvement plan

The results of the last year's school improvement plan are presented during the first quarter of the school year.

Development of this school improvement plan

The SAC was involved in the development of this school improvement plan by offering advice on the goals and monitoring the implementation of the plan throughout the school year. Progress made on the school improvement plan is discussed along with the needs and recommendations for the upcoming school year.

Preparation of the school's annual budget and plan

During the second semester of each school year, the annual budget for the upcoming school year is reviewed and recommendations are made.

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

Based on the recommendations of the school advisory council, the school improvement funds (\$2,500.00) are designated for parental involvement/support.

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
Cashen, Mark	Principal
Take, Matthew	Instructional Coach
Silk, Diane	Teacher, ESE
Huggins-Jones, Ann	Teacher, ESE
Kapples, Debbie	Teacher, ESE
Blanchard, Laurie	Teacher, ESE
Roziers, Julie	Teacher, ESE
Carey, Nancy	Teacher, ESE
Brymer, Richard	Other

Duties

Describe how the LLT promotes literacy within the school

The Design Team is made up of a representative from each grade level group. The team meets once a month to review data and to guide the work of the PLC's. The PLC's also meet once a month, and are facilitated by their representative to the Design Team. This coordinated effort ensures that a school focus is maintained, while individual PLC's are able to problem solve within their own groups. Our continued focus will be on:

Reading: Increase Attention in Receptive and Expressive Communication through choice making

Math: Use quantitative concepts in daily routines (i.e. more, less, big, small)

Students in grades 6-12 served in this PLA setting are all in self-contained classrooms. Each teacher assumes responsibility for the reading instruction of their own students based on the curriculum provided and on the students' IEP's.

Public and Collaborative Teaching

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

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

Teachers are provided common planning time once a month for Professional Learning Communities. During this time, teachers collaborate on topics to include, but not limited to, curriculum, instruction (i.e. Lesson Study), meeting student needs (i.e. through the adaptation of equipment and technology), and professional development.

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

Utilize grade level Professional Learning Communities once a month. Provide teachers with information regarding district, local, and school based professional development opportunities which focuses on improving student performance and effective instructional strategies.

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

Qualified veteran teachers with similar teaching assignments are paired with novice teachers. Mentoring activities will include observations and feedback, participation in Grade Level PLC meetings, and the completion of the MINT Program. Monthly meeting will occur to provide support to 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

Mt. Herman reviews the curriculum guides to ensure that we are aligning instruction with the Florida Standards within the core content areas. Curriculum mapping at the school level is completed for courses that do not have the curriculum guides.

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

Mt. Herman ESC analyzes data from the Florida Alternate Assessment, PLA Assessment, student task data information, the Mt. Herman Post Assessment, and student IEP goals and objectives. Curriculum for Participatory Level of Academics is based on Florida Standards and instruction is guided by those standards and the student IEP's. Because of the diverse abilities of the Mt. Herman students, materials are adapted and modified to meet the individual student needs.

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

Strategy: Summer Program

Minutes added to school year: 5,400

Based on IDEIA, Extended School Year services are made available to students with disabilities as recommended on their IEP.

Strategy Rationale

Due to the nature and severity of the students' disabilities, Extended School Year (ESY) services are recommended on a student's IEP in order to maintain the current level of student skills beyond the 180 day school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cashen, Mark, cashenm@duvalschools.org

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

Progress reports at the end of ESY.

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

Mt. Herman is a center school that serves students with disabilities ages 3-22 (Prekindergarten through Post-Graduate).

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

The High School students served in this PLA setting are all served in self-contained classrooms. Each student's IEP identifies individual goals relevant to their future.

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

The High School students served in this PLA setting are all served in self-contained classrooms. Each student's IEP identifies individual goals relevant to their future.

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

Transition IEP's are written:

Beginning at age 14 - a statement of the transition service needs of the student under the applicable components of the IEP that focuses on the student's courses of study;

Beginning at age 16 - a statement of needed transition services for the student, including, when appropriate, a statement of the inter-agency responsibilities or any needed linkages;

Beginning at least one year before the student reaches the age of majority under state law, a statement that the student has been informed of his/her rights under this title, if any, and that will transfer to the student on reaching the age of majority.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Maintain/increase receptive and expressive communication, and quantitative concepts (i.e. more, less, big, small) through daily instruction and choice making opportunities.
- G2.** Create a culture for learning based on the needs of students with significant cognitive and physical disabilities.

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. Maintain/increase receptive and expressive communication, and quantitative concepts (i.e. more, less, big, small) through daily instruction and choice making opportunities. 1a

G071998

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	42.0

Resources Available to Support the Goal 2

- Leadership Team
- Instructional Coach
- School-based Teachers and Therapists
- CSS Site Coach
- Community Volunteers
- School-based Professional Development Opportunities
- District Designed Training
- High/Low Assistive Technology
- Student/Classroom Schedules
- Curricula: Unique Learning Systems (ULS), MEville to WEville, Every Move Counts, and M.O.V.E.

Targeted Barriers to Achieving the Goal 3

- Lack of choice-making opportunities and consistency in the presentation of quantitative concepts

Plan to Monitor Progress Toward G1. 8

Student performance on Mt. Herman Post Assessment and PLA Assessment will determine if choice-making opportunity strategies are effective.

Person Responsible

Donna Baine

Schedule

On 6/10/2016

Evidence of Completion

Review and analyze Mt. Herman Post Assessment sub-categories Communication and Mathematics and PLA Assessment to determine student growth.

G2. Create a culture for learning based on the needs of students with significant cognitive and physical disabilities. 1a

G071999

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	42.0

Resources Available to Support the Goal 2

- Leadership Team
- Instructional Coach
- School-based Teachers and Therapists
- CSS Site Coach
- School-based Professional Development Opportunities
- District Designed Training
- High/Low Assistive Technology
- Curricula: Unique Learning Systems (ULS), MEville to WEville, Every Move Counts, and M.O.V.E.

Targeted Barriers to Achieving the Goal 3

- Lack of specific procedures/guidelines/awareness for teaching students with significant cognitive disabilities

Plan to Monitor Progress Toward G2. 8

Student performance on the PLA Assessment and Mt. Herman Post Assessment will determine if instructional strategies were effective in teaching students with significant disabilities.

Person Responsible

Donna Baine

Schedule

Annually, from 9/15/2015 to 6/10/2016

Evidence of Completion

Review and analyze PLA Assessment and Mt. Herman Post Assessment to determine student growth.

Plan to Monitor Progress Toward G2. 8

Professional Development Reflections will provide feedback on the quality and applicability of professional development being offered and its impact on instruction.

Person Responsible

Donna Baine

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Review and analyze Professional Development and Professional Learning Communities reflections/notes and TNTP data to determine if quality professional development was provided throughout the school year to enhance instruction and student growth.

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. Maintain/increase receptive and expressive communication, and quantitative concepts (i.e. more, less, big, small) through daily instruction and choice making opportunities. **1**

 G071998

G1.B5 Lack of choice-making opportunities and consistency in the presentation of quantitative concepts **2**

 B187731

G1.B5.S1 Embed choice-making opportunities throughout daily routine instruction **4**

 S199244

Strategy Rationale

Increase communication opportunities in order to embed math concepts in the language used throughout the day.

Action Step 1 **5**

Provide continued professional development through Grade Level Professional Learning Communities.

Person Responsible

Matthew Take

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Professional Learning Community Agenda and Reflections, Design Team Agenda and Reflections, Classroom Walk Through and Mt. Herman Post Assessment

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Informal Classroom Walk-Throughs will be conducted and results will be discussed during Leadership and Design Team meetings.

Person Responsible

Donna Baine

Schedule

Semiannually, from 9/15/2015 to 6/10/2016

Evidence of Completion

Completed Classroom Walk-Through checklist to observe if choice making opportunities are being offered in order to develop receptive/expressive communication and quantitative concepts.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Grade Level and Classroom Professional Learning Communities, Student Portfolios, Task Data Sheets and Mt. Herman Post Assessment

Person Responsible

Donna Baine

Schedule

Quarterly, from 9/15/2015 to 6/10/2016


Evidence of Completion

Task Data Records, Quarterly Progress Reports, Mt. Herman Post Assessments, Florida Standards Alternate Assessment, PLA Assessment and Professional Learning Community Agendas and Reflections.

G2. Create a culture for learning based on the needs of students with significant cognitive and physical disabilities. 1

 G071999

G2.B6 Lack of specific procedures/guidelines/awareness for teaching students with significant cognitive disabilities 2

 B187742

G2.B6.S1 Provide quality professional development to faculty and staff throughout the school year. 4

 S199247

Strategy Rationale

Provide professional development opportunities to improve current procedures/guidelines/strategies/awareness to enhance professional growth and student instruction.

Action Step 1 5

Provide continued professional development throughout the school year.

Person Responsible

Donna Baine

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Ghost Boy Book Review, IPDP, Classroom PLC Agendas/Notes, TNTP Data, Grade Level PLC Agendas/Notes, Design Team Agendas/Notes, Professional Development Training Sign In.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Following professional development opportunities, classroom PLC's will complete a reflection and results will be discussed during Leadership Team meetings.

Person Responsible

Matthew Take

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Classroom PLC's will complete a reflection, describing the application of training to the classroom environment and how the training can be improved upon or enhanced to meet student needs.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Professional Development Opportunities, Grade Level and Classroom Professional Learning Communities, TNTP Data, Mt. Herman Post Assessment.

Person Responsible

Donna Baine

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Professional Development Reflections, Grade Level and Classroom Professional Learning Communities Agendas/Reflections, PLA Assessment, Mt. Herman Post Assessment, TNTP Data.

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.B5.S1.A1	Provide continued professional development through Grade Level Professional Learning Communities.	Take, Matthew	9/15/2015	Professional Learning Community Agenda and Reflections, Design Team Agenda and Reflections, Classroom Walk Through and Mt. Herman Post Assessment	6/10/2016 monthly
G2.B6.S1.A1	Provide continued professional development throughout the school year.	Baine, Donna	9/15/2015	Ghost Boy Book Review, IPDP, Classroom PLC Agendas/Notes, TNTP Data, Grade Level PLC Agendas/Notes, Design Team Agendas/Notes, Professional Development Training Sign In.	6/10/2016 quarterly
G1.MA1	Student performance on Mt. Herman Post Assessment and PLA Assessment will determine if choice-making opportunity strategies are effective.	Baine, Donna	9/15/2015	Review and analyze Mt. Herman Post Assessment sub-categories Communication and Mathematics and PLA Assessment to determine student growth.	6/10/2016 one-time
G1.B5.S1.MA1	Grade Level and Classroom Professional Learning Communities, Student Portfolios, Task Data Sheets and Mt. Herman Post Assessment	Baine, Donna	9/15/2015	Task Data Records, Quarterly Progress Reports, Mt. Herman Post Assessments, Florida Standards Alternate Assessment, PLA Assessment and Professional Learning Community Agendas and Reflections.	6/10/2016 quarterly
G1.B5.S1.MA1	Informal Classroom Walk-Throughs will be conducted and results will be discussed during Leadership and Design Team meetings.	Baine, Donna	9/15/2015	Completed Classroom Walk-Through checklist to observe if choice making opportunities are being offered in order to develop receptive/expressive communication and quantitative concepts.	6/10/2016 semiannually
G2.MA1	Student performance on the PLA Assessment and Mt. Herman Post Assessment will determine if instructional strategies were effective in teaching students with significant disabilities.	Baine, Donna	9/15/2015	Review and analyze PLA Assessment and Mt. Herman Post Assessment to determine student growth.	6/10/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA2	Professional Development Reflections will provide feedback on the quality and applicability of professional development being offered and its impact on instruction.	Baine, Donna	9/15/2015	Review and analyze Professional Development and Professional Learning Communities reflections/notes and TNTP data to determine if quality professional development was provided throughout the school year to enhance instruction and student growth.	6/10/2016 quarterly
G2.B6.S1.MA1	Professional Development Opportunities, Grade Level and Classroom Professional Learning Communities, TNTP Data, Mt. Herman Post Assessment.	Baine, Donna	9/15/2015	Professional Development Reflections, Grade Level and Classroom Professional Learning Communities Agendas/Reflections, PLA Assessment, Mt. Herman Post Assessment, TNTP Data.	6/10/2016 quarterly
G2.B6.S1.MA1	Following professional development opportunities, classroom PLC's will complete a reflection and results will be discussed during Leadership Team meetings.	Take, Matthew	9/15/2015	Classroom PLC's will complete a reflection, describing the application of training to the classroom environment and how the training can be improved upon or enhanced to meet student needs.	6/10/2016 quarterly

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. Maintain/increase receptive and expressive communication, and quantitative concepts (i.e. more, less, big, small) through daily instruction and choice making opportunities.

G1.B5 Lack of choice-making opportunities and consistency in the presentation of quantitative concepts

G1.B5.S1 Embed choice-making opportunities throughout daily routine instruction

PD Opportunity 1

Provide continued professional development through Grade Level Professional Learning Communities.

Facilitator

Mark Cashen and Matthew Take

Participants

Faculty and Support Staff

Schedule

Monthly, from 9/15/2015 to 6/10/2016

G2. Create a culture for learning based on the needs of students with significant cognitive and physical disabilities.

G2.B6 Lack of specific procedures/guidelines/awareness for teaching students with significant cognitive disabilities

G2.B6.S1 Provide quality professional development to faculty and staff throughout the school year.

PD Opportunity 1

Provide continued professional development throughout the school year.

Facilitator

Multiple Facilitators

Participants

Faculty and Staff

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B5.S1.A1	Provide continued professional development through Grade Level Professional Learning Communities.					\$11,970.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	General Fund		\$11,970.00	
			Notes: Substitutes for Teachers				
2	G2.B6.S1.A1	Provide continued professional development throughout the school year.					\$0.00
Total:						\$11,970.00	