



## Gretchen Everhart School

2750 MISSION RD, Tallahassee, FL 32304

[ no web address on file ]

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	48%

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Gretchen Everhart School  
Where Everyone is Exceptional!  
Striving for quality of life,  
one student,  
one success at a time.

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

We believe that each individual is unique, differing from all others in types of attributes and degree of endowment. Each individual should be allowed to grow and develop to his/her greatest potential intellectually, physically, socially and emotionally.

We believe that educational programming should be designed to meet the needs of each student as an individual rather than trying to fit the student into already established programs.

We believe that it is the joint responsibility of the home, school, and community to cooperatively provide the environment and experiences to enable each individual to develop his/her maximum potential.

#### School Environment

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

The school involves all families and students in the development of their individual educational plans at least once a year and often more frequently. The school uses a Student Planner where the school and families can communicate with one another daily. The staff diligently works on getting to know each student and their family to make the instruction provided meaningful and engaging to the students by referencing culture and building on the relationships that are established. The school provides ongoing enrichment activities that reference the cultures of our students and others throughout the year. The school provides written materials in native languages whenever possible and utilizes a translator to present the information in native languages when meetings are held.

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

The school is recognized as a model school in the State of Florida for providing Positive Behavior Supports. The school has clearly communicated School Expectations for Students and Staff and provides instruction on specific social skills weekly. The school has taken efforts to keep the school campus staff by utilizing gates that require all visitors to come in through the office when at the school. All visitors to the school sign in and are given a name badge based on their purpose at the school. All staff are trained in Crisis Prevention Intervention (C.P.I.) and some are also trained in T.E.A.C.H. so they can provide for the safe intervention with students who are a danger to themselves or others. The school documents the use of interventions used and meet monthly to review the effectiveness of interventions.

**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**

The school utilizes clear School Expectations for students and staff. The school provides weekly training to students on specific social skills as indicated on a school wide calendar. Those skills are also supported by resources at the school. The school has identified specific skills for specific settings and have them posted in the appropriate locations. There is a Behavior Support Team that meets monthly to review school wide implementation of Postive Behavior Supports. The school has implemented a blue card system to document behavior that needs to be addressed by specific interventions not covered by the classroom system in place. Many students have individual behavior plans that are implemented by all staff. There is ongoing training and clear protocols for how situations should be addressed.

**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**

The school has a school Guidance Counselor / Social Worker on site who provides time to meet with students who have social/emotional needs. The Guidance Counselor also provides weekly instruction to targeted students on social skills. The school also utilizes the Problem Solving Team to address issues that can be met through the use of district staff such as the Social Worker, Psychologist, ESE Staffing Specialist and Truancy Case Worker. The school has a team that meets monthly to address attendance concerns as well. The school has specialists employed that address services needed by students such as nursing services, vision/hearing, speech, language, physical and occupational therapy.

**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**

There is a school committee that meets monthly to review attendance. The group meets with the teacher(s) and families to resolve attendance issues. The group has utilized the district attendance officers to assist on occasion.

Each teacher reviews progress monitoring data and progress on goals and objectives on Individual Education Plans to determine students who are at a level 1 based on the state's definition of proficiency. Teachers meet with other professionals and monthly as a department to problem solve strategies that can be used to increase proficiency when applicable.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	3	2	1	1	1	0	5	2	2	5	3	15	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	5	0	4	3	4	5	4	2	0	31

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

Indicator	Grade Level							Total
	3	4	7	8	9	10	11	
Students exhibiting two or more indicators	1	1	3	2	2	4	2	15

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

The school will continue to track and monitor school attendance to ensure that students are healthy and in school receiving instruction as much as possible.

**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**

The school realizes the value of parental involvement in the development and implementation of individualized educational plans (I.E.P.). The school strives to have active involvement of the parents in the I.E.P. process.

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

The school has a Volunteer and Partner Coordinator that works with school staff to establish and maintain partnerships. The school has benefitted tremendously from the resources and time provided to the school through the network of partners and volunteers. The school is also supported by the Everhart Excellence Foundation which has supported the efforts of the school tremendously.

**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
Floyd-Bullen, Jane	Principal
Hamilton, Kent	Assistant Principal
Dixon - Agyapong, Carolyn	Dean
Droze, Victoria	SAC Member
Pittinger, Betsy	Instructional Media
Thompson, Lori	Guidance Counselor
Benedix, Courtney	Instructional Technology

## Duties

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

The school based MTSS Leadership team meets at least monthly and more frequently when needed. They work with the teacher(s) to identify strategies and interventions and get involved in the implementation of strategies when needed.

### ***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***

All of our students are Tier 3 students in all areas. The teachers maintain progress monitoring tools to document data in each area addressed by the School Improvement Plan. The P.B.S. Team monitors the behavioral data and oversees the school wide implementation of school expectations and interventions. The school attendance committee oversees the student attendance data for the school. The SITE team at the school oversees the effectiveness of core instruction, resource allocation, and teacher support systems through monthly meetings. The SITE is comprised of representatives from each department and includes the T.E.C. facilitator.

The school benefits from the support of the district Exceptional Student Education office and resources. The school is also able to access training through F.D.L.R.S. The district provides an E.S.E. Program and Staffing Specialist that helps ensure the school is providing appropriately for all of the students who qualify for Exceptional Student Education services.

The school also benefits from some Title I funds and programs especially the 21st Century E.D.E.P. program. The Title I office works with the school to make sure needs are met and the requirements tied to the funds are implemented appropriately.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Debra Taube	Business/Community
Jane Floyd Bullen	Principal
Victoria Droze	Teacher
Michael Williams	Education Support Employee
David Rae	Business/Community
Ron Brown	Business/Community
Lynn Renuad	Business/Community
Renee Gadson	Business/Community
Gabriel Otuonye	Parent
Debby Smith	Parent
Syed Haseeb	Parent
Katy McBride	Student
Keri Whitehead	Parent
Chassade Stokes	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 School Advisory Council met to review the mid year progress on the School Improvement Plan in February and met again in August to review the end of the year progress on the School Improvement Plan. The group reviewed the scores on the Florida Alternate Assessment that is on file based on the results from the year. The group was proud of the ongoing progress that has been made by the students and school. The results from the 2014 - 2015 school year progress along with the results from the AdvancEd Climate Survey helped the group to develop proposed goals for the 2015- 2016 school year.

*Development of this school improvement plan*

The School Advisory Council met to review and discuss proposed goals and strategies. The group reviewed progress on the previous plan, input from the school climate survey, and input from the school staff to determine goals and strategies for this School Improvement Plan. The S.A.C. invited comments on this proposed plan at the Public Hearing of the School Improvement Plan which was held in conjunction with the Open House held on September 24, 2015. The School Advisory Council voted on the final version of this S.I.P. on September 30, 2015.

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

The School Advisory Council will meet in December once the allocation from the state has been given. The S.A.C. will determine and vote on how to spend the S.I.P. allocation based on input from staff on how the allocation can support progress on the S.I.P. goals.

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

The School Advisory Council solicited input from the school community and school staff on how to spend the school improvement plan dollars that were available. The S.A.C. voted to use the dollars to

pay for stamps and supplies needed to inform parents of attendance and behavioral interventions. The group met again in August and decided to spend the remaining allocation on the reinforcers needed by staff to help students make progress on instructional and behavioral goals.

**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
Floyd-Bullen, Jane	Principal
Corrie, Lorrie	Instructional Coach
Benedix, Courtney	Instructional Technology
Pittinger, Betsy	Teacher, ESE
Harrison, Elaine	Teacher, ESE
Kiser, Alison	Teacher, ESE
Fulater, Christy	Teacher, ESE
Bennett, Joi	Teacher, ESE
Slupecki, Judy	Teacher, ESE
Droze, Victoria	SAC Member

**Duties**

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

The LLT will be instrumental in determining staff development plans and the recommendation and purchase of curriculum materials. They will continue to work on supporting the CORE instructional materials determined by grade level and will assist with the implementation of the new Health curriculum for the school. The group continually works on how to effectively progress monitor in all areas and how to use effective scoring rubrics.

**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 meet with their department at least once monthly in Navigational meetings to talk about curriculum and strategies and to share successes and to problem solve solutions to barriers. Each department has at least one member on the curriculum committee. The curriculum committee meets monthly to determine the instructional needs of the students at the school and the appropriate materials, strategies, and training that is needed to continue to make progress. Each department is also represented by their Department Chair who attends monthly SITE meetings. At the SITE meetings approval of purchases and training are conducted as well as addressing the other needs of the school.

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

1. Regular meetings are held with new teachers, their mentors, and the Principal - Principal
2. The school partners new teachers with veteran staff (to include committee assignments) - Mentor and Principal
3. There is extensive use of college practicum students and interns and volunteers from several universities. - Assistant Principal
4. The school is continually soliciting recommendations for new staff from our current employees and district staff. - Principal
5. Teachers meet together daily to support the work of the school and each other.- Teachers / Dept. Chairs

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

Amy Parnell is a veteran teacher on our staff that has been trained to be a mentor to our newest teachers. She is a highly effective teacher. She is able to share Marzano's effective instructional practices and how to effectively use the Leon LEADs instrument towards continual improvement. In addition another teacher is identified for each new teacher to help provide support. The school has developed a calendar of training opportunities to help teachers that are new to the school to be trained on all of the essential information they need to have to be successful. The Leon LEADs instrument is the focus of the monthly team meetings and faculty meetings. Release time is provided for required pre-observation conferences, classroom observations, and post observation feedback conferences. The mentor, mentee, and Principal meet as needed but no less than 1-2 times per nine weeks to provide ongoing support.

## **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***

The school, through the Curriculum Committee and SITE, determine if core instructional programs are aligned to the Florida Standards and their corresponding Access Points. The school has staff that are continually participating in state sponsored trainings to make sure the school is aligned to the Florida Standards and the Access Points that are designed for students with significant cognitive disabilities. Teachers reference Access Points in their lesson plans and provide instruction on the Access Points that are assessed through the Florida Alternate Assessment. The school (and district) uses Unique Learning Systems Curriculum as a base of instruction. The Curriculum Committee reviewed and continues to review the curriculum to ensure that all of the Access Points by grade level are being addressed during the course of the school year.

#### **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***

Teachers review results from the previous year assessments to determine appropriate instruction for all of the students in their classroom. Each teacher uses school created progress monitoring forms to progress monitor in all instructional areas and on the goals and objectives that are on each students' Individual Education Plans. Changes are made in instruction based on the results from progress

monitoring each nine weeks. Teachers discuss strategies during monthly navigational meetings to make sure appropriate instruction is being provided for each and every student.

**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 Day

**Minutes added to school year:** 180

The S.M.I.L.E. program provides instruction in core academic subjects in addition to enrichment activities and is available to all students from 7:00 - 8:30 and 3:00 - 6:00 for a fee. The program is able to run successfully especially when supported by the 21st Century Grant. When the program is a part of the 21st Century Grant program the SMILE Program hires teachers for 2 hours a day to provide quality instruction that supports the goals of the school.

The S.M.I.L.E. Program is also available in the summer months during the weeks of Extended School Year services.

### **Strategy Rationale**

The strategy provides reinforcement and enrichment to the academic program provided during the school day with staff that work at the school.

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

- Teacher collaboration, planning and professional development

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

Floyd-Bullen, Jane, floydj@leonschools.net

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

Data is collected in conjunction with the requirements of the DOE 21st Century Grant requirements when appropriate.

## **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**

The MTSS / RTI Team meets mid-year (if not before) on every PreK student that will be transitioning to kindergarten the following year to determine if there is a need for providing additional interventions or assessments to make sure the student has a successful transition. A meeting is held in the spring with the PreK teacher, parents/guardians and the receiving school the student will be attending in the fall to review progress, present level of skills, and suggestions for continued interventions to help the student's overall success. A passport to kindergarten is developed and given to each family to help with a successful transition.

Students at Gretchen Everhart School are placed in the Post Secondary Department one to two years prior to exiting the school system generally at age 20 - 22 years). The teachers and staff in that department focus instruction on helping students prepare for their post secondary placement through collaboration with agencies, parents, caregivers, and adult placement options. Students have an

opportunity for ongoing visits to their post secondary placement prior to graduation to help with their successful transition.

### College and Career Readiness

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

Students at Gretchen Everhart School are placed in the Post Secondary Department one to two years prior to exiting the school system generally at age 20 - 22 years). The teachers and staff in that department focus instruction on helping students prepare for their post secondary placement through collaboration with agencies, parents, caregivers, and adult placement options. Students have an opportunity for ongoing visits to their post secondary placement prior to graduation to help with their successful transition.

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

Students at age 14 (or sooner) begin developing Transition Plans through the I.E.P. process with the input from them, parents/guardians, agencies, teachers and staff. Four or more areas of instruction are targeted on these plans from 1. Post Secondary education/training, 2. vocational skills, 3. self management and daily living skills and 4. living arrangements and community access.

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

A 12 page "passport" (electronic and hard copy version) is developed for each student by teachers, staff, parents, caregivers, and the student to document strengths, weaknesses, likes, dislikes, interests, and best ways to communicate needs, wants, and displeasure. The Passport has been an excellent way for new people to acquaint themselves with our graduating students. 100% of the students that graduate from Gretchen Everhart School have an identified post secondary placement identified upon graduation. An exit conference is conducted for each student a month or two prior to their graduation to make sure appropriate plans are in place for the student.

***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***

Students who have chosen to continue their education in an Adult Community Education Program meet with the facility and staff prior to graduation from Gretchen Everhart School. The Everhart staff facilitate this transition to post secondary education programs in conjunction with guardians and the receiving school.

## 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.

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## 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.** 37% of the students tested on the F.A.A. in Reading will achieve a level 3 or higher. 85% of the students tested on the F.A.A. in Reading will achieve a level 2 or higher.
- G2.** 30% of the students tested on the F.A.A. in Math will achieve a level 3 or higher. 75% of the students tested on the F.A.A. in Math will achieve a level 2 or higher.
- G3.** 42% of the students tested on the F.A.A. in Writing will achieve a level 3 or higher. 77% of the students tested on the F.A.A. in Writing will achieve a level 2 or higher.

## 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.** 37% of the students tested on the F.A.A. in Reading will achieve a level 3 or higher. 85% of the students tested on the F.A.A. in Reading will achieve a level 2 or higher. 1a

G073406

**Targets Supported** 1b

Indicator	Annual Target
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AMO Reading - All Students

**Resources Available to Support the Goal** 2

- Use of school wide PIXON system implementation, Access to the Unique curriculum which provides a basis for reading in the content area for our students
- District support for implementing effective instructional strategies (through Marzano model) to help students make gains in instruction model.
- Support from state resources such as CPALMS and Access Project to provide information on effective strategies.

**Targeted Barriers to Achieving the Goal** 3

- It is challenging to find ways that all students can communicate and respond to instruction effectively.

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

Teachers will progress monitor in the area of Reading every nine weeks and will use Reading assessments and mastery on I.E.P. goals and objectives to document gains in Reading.

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

Progress monitoring forms for each student Updated progress on I.E.P.s in the area of Reading for each student Reading assessments for every student F.A.A. Reading results for students in grades 3rd -10th grade

**G2.** 30% of the students tested on the F.A.A. in Math will achieve a level 3 or higher. 75% of the students tested on the F.A.A. in Math will achieve a level 2 or higher. 1a

G073407

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	

**Resources Available to Support the Goal** 2

- iPads and computers in every classroom Smartboard that is shared by every department
- Assistive technology such as switches, head switches, word prediction software Online curriculums and resources
- Identification of appropriate math curriculum to use by grade levels
- Identification of Math skills taught throughout the day in daily routines by teachers at the school

**Targeted Barriers to Achieving the Goal** 3

- It is difficult to provide access to appropriate technology for some of our students.
- Finding appropriate ways to provide instruction on Math access points for all of the students
- Finding appropriate Math assessments for all students that can assist in progress monitoring
- It is hard to assess progress in math particularly for students that are not assessed with the F.A.A.

**Plan to Monitor Progress Toward G2.** 8

Teachers will progress monitor in the area of Math every nine weeks using school created progress monitoring tools and through progress on I.E.P. goals and objectives in the area of Math.

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

Progress monitoring forms for each student. Updated I.E.P.s for each student in the area of Math. F.A.A. Math results for students in grades 3rd - 10th. End of course exam results for each student.

**G3.** 42% of the students tested on the F.A.A. in Writing will achieve a level 3 or higher. 77% of the students tested on the F.A.A. in Writing will achieve a level 2 or higher. 1a

G073408

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	35.0

**Resources Available to Support the Goal** 2

- Word prediction software Text to talk software Computers in classrooms Computer lab Assistive technology Boardmaker and PIXON picture systems

**Targeted Barriers to Achieving the Goal** 3

- It is difficult to find ways for students to put thoughts in Writing through "alternate pencils".

**Plan to Monitor Progress Toward G3.** 8

Teachers will progress monitor in the area of Writing every nine weeks and will use Writing assessments and mastery on I.E.P. goals and objectives to document gains in Writing.

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

Quarterly, from 10/28/2015 to 6/3/2016

**Evidence of Completion**

Progress monitoring forms for each student. Updated I.E.P.s for each student. Writing samples every nine weeks for each student. F.A.A. Writing results for students in grades 4, 8, and 10.

## 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.** 37% of the students tested on the F.A.A. in Reading will achieve a level 3 or higher. 85% of the students tested on the F.A.A. in Reading will achieve a level 2 or higher. **1**

 G073406

**G1.B1** It is challenging to find ways that all students can communicate and respond to instruction effectively. **2**

 B191842

**G1.B1.S1** Teachers and staff will be trained on how to implement the PIXON system to aid in the students' abilities to communicate and respond to instruction. **4**

 S203274

### Strategy Rationale

we have seen an increase in students' response to instruction by utilizing communication systems

### Action Step 1 **5**

Ongoing training on how to use the PIXON system to aid in the students' abilities to communicate and respond to instruction

#### Person Responsible

Lorrie Corrie

#### Schedule

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

#### Evidence of Completion

Teachers will share with each other on how they are implementing PIXON, PIXON boards will be seen being utilized to help provide instruction

**Action Step 2** 5

PIXON Training will be offered throughout the year with support for implementation

**Person Responsible**

Lorrie Corrie

**Schedule**

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

**Evidence of Completion**

Teachers will be able to develop and implement a classwide or student specific system for communication

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

Teachers and staff will be implementing PIXON and/or other communication systems for students.

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

Documented use of communication systems during classroom walkthroughs and observations

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

Use of PIXON

**Person Responsible**

Lorrie Corrie

**Schedule**

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

**Evidence of Completion**

PIXON will be seen being utilized in classrooms with students

**G1.B1.S2** Teachers will provide 90 minutes of instruction in literacy using the Four Blocks method of reading instruction. 4

S203275

### Strategy Rationale

Our results indicate that adequate time spent on literacy instruction improves students' response to instruction

### Action Step 1 5

Ongoing training on effective literacy instruction will be provided

#### Person Responsible

Lorrie Corrie

#### Schedule

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

#### Evidence of Completion

Appropriate literacy instruction will be provided to all students as evidenced through classroom walk throughs and observations.

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

Staff will be observed providing appropriate literacy instruction

#### Person Responsible

Lorrie Corrie

#### Schedule

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

#### Evidence of Completion

Evidence documented through walk throughs and observations in iObservation

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

Effective literacy instruction will be provided to all students

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

Evidence will be documented through walkthroughs and observations captured in iObservation instrument.

**G1.B1.S3** Teachers and staff will continue to utilize Unique curriculum to provide instruction across academic areas to students in conjunction with PIXON and other communication systems that replicate how students will respond to test items on the F.A.A. (including E.C.T. Strategies and the use of the Communication Matrix and other best practices in communication) 4

 S203276

**Strategy Rationale**

We have discovered the the Unique Curriculum covers the access points by grade level for all of our students.

**Action Step 1** 5

Use of Unique curriculum in conjunction with effective communication strategies such as PIXON and ways to respond that replicate how students answer questions on the Florida Alternate Assessment (including E.C.T. Strategies and the use of the Communication Matrix and other best practices in communication)

**Person Responsible**

Courtney Benedix

**Schedule**

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

**Evidence of Completion**

Students will be able to communicate information effectively when utilizing the Unique curriculum

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

Students will learn and respond to instruction when utilizing the Unique curriculum

**Person Responsible**

Betsy Pittinger

**Schedule**

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

***Evidence of Completion***

Assessments in the Unique curriculum will show student growth

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

Growth in knowledge and skills will be evident

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

Quarterly, from 10/12/2015 to 6/3/2016

***Evidence of Completion***

Documentation of gains in knowledge in all areas will be evidenced through Unique assessments and teacher created data systems

**G1.B1.S4** Teachers will get ongoing information and feedback on effective instructional strategies through the Marzano model and the Leon LEADS instrument. 4

 S203277

### Strategy Rationale

The district is using the Marzano model to help support teachers on ongoing development of effective instruction leading to academic gains.

### Action Step 1 5

Teachers will continually learn more about effective instructional elements using the Marzano protocol and the Leon LEADS instrument.

#### Person Responsible

Jane Floyd-Bullen

#### Schedule

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

#### Evidence of Completion

Teachers will increase their effective use of targeted elements.

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

Evidence of growth in use of effective instructional strategies will be observed during classroom observations.

#### Person Responsible

Jane Floyd-Bullen

#### Schedule

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

#### Evidence of Completion

Results documented in the Leon LEADS instrument and in Deliberate Practice Plans

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

Evidence will be documented and feedback will be given by other teachers and administrators.

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

Results on Deliberate Practice Plans and minutes from Navigational meetings.

**G1.B1.S5** Teachers will use the resources from the state such as CPALMS and Access Project trainings to continually develop more effective instruction leading to academic gains. 4

 S203278

**Strategy Rationale**

The state has provided a wide variety of resources through CPALMS and Access Project trainings and webinars.

**Action Step 1 5**

Teachers will use the resources available from the state to improve instruction for students.

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

Teachers will attend appropriate trainings and will utilize state resources.

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Teachers will utilize resources and implement strategies during instruction.

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

***Evidence of Completion***

Follow up plans from training and Navigational meetings will be implemented

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5** 7

Effective strategies will be used with students

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

***Evidence of Completion***

Results from classroom observations and results indicated in student progress monitoring instruments such as IEPS.

**G2.** 30% of the students tested on the F.A.A. in Math will achieve a level 3 or higher. 75% of the students tested on the F.A.A. in Math will achieve a level 2 or higher. **1**

 G073407

**G2.B1** It is difficult to provide access to appropriate technology for some of our students. **2**

 B191843

**G2.B1.S1** Teachers and staff will continue to learn and discover additional ways to incorporate technology such as iPads and Smartboards and switch access to provide students access to math instruction. **4**

 S203279

### **Strategy Rationale**

Students have been able to learn so much more when given access to content through technology

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

Increase the use of technology with students to help provide instruction.

#### **Person Responsible**

Courtney Benedix

#### **Schedule**

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

#### **Evidence of Completion**

Students will be using technology appropriate to their needs.

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

Use of technology appropriate to the needs of students

#### **Person Responsible**

Courtney Benedix

#### **Schedule**

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

#### **Evidence of Completion**

Evidence will be noted in walkthroughs in classrooms and literacy lab

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

Use of appropriate technology for all students to help provide instruction

**Person Responsible**

Courtney Benedix

**Schedule**

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

**Evidence of Completion**

Appropriate technology will be used by all students in classrooms and in the literacy lab.

**G2.B2 Finding appropriate ways to provide instruction on Math access points for all of the students** 2

 B191844

**G2.B2.S1** School staff will collaborate with other schools that are similar to ours on appropriate curriculum materials and strategies through school visits and/or Skype or Microsoft Lync. 4

 S203280

**Strategy Rationale**

We have learned a great deal from collaboration with others throughout the state in addition to attending state sponsored training.

**Action Step 1** 5

Collaboration with other professionals on appropriate curriculum and strategies

**Person Responsible**

Betsy Pittinger

**Schedule**

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

**Evidence of Completion**

Information that is shared from other schools will be shared with teachers at faculty meetings and/or Navigational meetings.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

New ideas are incorporated into instruction for students

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

***Evidence of Completion***

New ideas are implemented as evidenced by discussions during Navigational meetings and as witnessed during walkthroughs and observations

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

New effective ideas are implemented

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

***Evidence of Completion***

Students will demonstrate increased skills in math as documented on IEP goal progress

**G2.B3** Finding appropriate Math assessments for all students that can assist in progress monitoring **2**

 B191845

**G2.B3.S1** School staff will collaborate with other schools that are similar to ours on appropriate ways to progress monitor through school visits and/or Skype or Microsoft Lync. **4**

 S203281

**Strategy Rationale**

We have learned a great deal from sharing and learning from other Center Schools in the state.

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

Ways to effectively progress monitor in the area of math

**Person Responsible**

Betsy Pittinger

**Schedule**

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

***Evidence of Completion***

Additional ways to progress monitor in the area of math will be discovered

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** **6**

Additional ways to progress monitor in math will be used at the school

**Person Responsible**

Betsy Pittinger

**Schedule**

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

***Evidence of Completion***

Documentation of student progress in math using tools that haven't been used before

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Progress in math will be documented

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

Student progress in math will be documented in an additional way

**G2.B3.S2** Teachers will use Pinpoint to help progress monitor the progress students are making in math.

4

 S203282

**Strategy Rationale**

Pinpoint is used by the district and will be a great way for teachers to manage data on student progress when tailored to their needs

**Action Step 1** 5

find effective ways to progress monitor in the area of math using Pinpoint Gradebook features

**Person Responsible**

Courtney Benedix

**Schedule**

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

**Evidence of Completion**

Teachers will add additional ways to monitor the progress made in math by assigning grades in Gradebook based on rubrics tied to learning goals as recommended by the school curriculum committee

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Assigning grades in Pinpoint will aid in progress monitoring

**Person Responsible**

Courtney Benedix

**Schedule**

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

**Evidence of Completion**

report grades and grades entered into Pinpoint give evidence of the progress students are making in instruction

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Gradebook will show evidence of student progress in math

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

Grades entered into Pinpoint and reflected on report cards

**G2.B3.S3** Teachers will further develop school progress monitoring tools to help progress monitor the progress students are making in the area of math. 4

 S203283

### Strategy Rationale

There is a need for better student progress monitoring tools.

### Action Step 1 5

Further discover more effective ways to progress monitor in the area of Math

#### Person Responsible

Betsy Pittinger

#### Schedule

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

#### Evidence of Completion

Minutes taken during Curriculum committee meetings and Navigational meetings

### Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Suggestions of additional ways to progress monitor in the area of math will be implemented

#### Person Responsible

Betsy Pittinger

#### Schedule

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

#### Evidence of Completion

Documentation of student progress in math will be maintained

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7**

Student progress in math will be clearly documented

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

Documentation will be available that will indicate progress in math

**G2.B4** It is hard to assess progress in math particularly for students that are not assessed with the F.A.A.

2

 B191846

**G2.B4.S1** Teachers will work in conjunction with one another and the district to possibly revise end of course exams for each course taught. 4

 S203284

**Strategy Rationale**

Teachers will refine and possibly use end of course exams and these exams can better assess student skills in math for their grade level utilizing the access points that are appropriate for the student.

**Action Step 1 5**

End of course exams will be developed in math

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

End of course exam may be used by each teacher in the area of math

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

End of course exams in math may be used by each teacher

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

On 6/3/2016

***Evidence of Completion***

Exam results will be made available to Principal and guardians

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Exams will document skills students have in the area of math based on grade level and access points

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

***Evidence of Completion***

Exam results for each student in math

**G3.** 42% of the students tested on the F.A.A. in Writing will achieve a level 3 or higher. 77% of the students tested on the F.A.A. in Writing will achieve a level 2 or higher. **1**

 G073408

**G3.B1** It is difficult to find ways for students to put thoughts in Writing through "alternate pencils". **2**

 B191847

**G3.B1.S1** Teachers and staff will be trained in Microsoft 365 and will use features of the program to help students put thoughts in Writing. **4**

 S203285

### **Strategy Rationale**

use of technology can provide the resources students need to develop writing

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

Use of the features of Microsoft 365 to assist students

#### **Person Responsible**

Courtney Benedix

#### **Schedule**

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

#### **Evidence of Completion**

Sign in logs will document training was conducted

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

Use of Microsoft 365

#### **Person Responsible**

Courtney Benedix

#### **Schedule**

Quarterly, from 10/12/2015 to 6/3/2016

#### **Evidence of Completion**

Students will be able to write documents on iPads and with other devices

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

features of Microsoft 365 will be used at the school

**Person Responsible**

Courtney Benedix

**Schedule**

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

**Evidence of Completion**

Students will write documents on iPads, staff will produce work samples utilizing Microsoft 365

**G3.B1.S2** Teachers and staff will use assistive technology tools and programs (such as word prediction) to help provide Writing opportunities for all students. 4

 S203286

**Strategy Rationale**

use of technology can provide the resources students need to develop writing

**Action Step 1 5**

Assistive technology use will be increased

**Person Responsible**

Courtney Benedix

**Schedule**

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

**Evidence of Completion**

Training on specific assistive technology tools will be conducted and will be implemented with students in a variety of settings to include classrooms and literacy lab

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

a variety of assistive technology will be utilized by students

**Person Responsible**

Jane Floyd-Bullen

**Schedule**

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

**Evidence of Completion**

student progress will be made that wasn't possible without assistive technology

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

assistive technology will be utilized

**Person Responsible**

Courtney Benedix

**Schedule**

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

**Evidence of Completion**

assistive technology will be seen being used in classrooms and in the literacy lab daily

**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	Ongoing training on how to use the PIXON system to aid in the students' abilities to communicate and respond to instruction	Corrie, Lorrie	8/17/2015	Teachers will share with each other on how they are implementing PIXON, PIXON boards will be seen being utilized to help provide instruction	6/3/2016 weekly
G1.B1.S2.A1	Ongoing training on effective literacy instruction will be provided	Corrie, Lorrie	8/17/2015	Appropriate literacy instruction will be provided to all students as evidenced through classroom walk throughs and observations.	6/3/2016 weekly
G1.B1.S3.A1	Use of Unique curriculum in conjunction with effective communication strategies such as PIXON and ways to respond that replicate how students answer questions on the Florida Alternate Assessment (including E.C.T. Strategies and the use of the Communication Matrix and other best practices in communication)	Benedix, Courtney	8/17/2015	Students will be able to communicate information effectively when utilizing the Unique curriculum	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A1	Teachers will continually learn more about effective instructional elements using the Marzano protocol and the Leon LEADs instrument.	Floyd-Bullen, Jane	8/17/2015	Teachers will increase their effective use of targeted elements.	6/3/2016 weekly
G1.B1.S5.A1	Teachers will use the resources available from the state to improve instruction for students.	Floyd-Bullen, Jane	8/17/2015	Teachers will attend appropriate trainings and will utilize state resources.	6/3/2016 weekly
G2.B1.S1.A1	Increase the use of technology with students to help provide instruction.	Benedix, Courtney	8/17/2015	Students will be using technology appropriate to their needs.	6/3/2016 weekly
G2.B2.S1.A1	Collaboration with other professionals on appropriate curriculum and strategies	Pittinger, Betsy	8/17/2015	Information that is shared from other schools will be shared with teachers at faculty meetings and/or Navigational meetings.	6/3/2016 monthly
G2.B3.S1.A1	Ways to effectively progress monitor in the area of math	Pittinger, Betsy	8/17/2015	Additional ways to progress monitor in the area of math will be discovered	6/3/2016 monthly
G2.B3.S2.A1	find effective ways to progress monitor in the area of math using Pinpoint Gradebook features	Benedix, Courtney	8/17/2015	Teachers will add additional ways to monitor the progress made in math by assigning grades in Gradebook based on rubrics tied to learning goals as recommended by the school curriculum committee	6/3/2016 monthly
G2.B3.S3.A1	Further discover more effective ways to progress monitor in the area of Math	Pittinger, Betsy	8/17/2015	Minutes taken during Curriculum committee meetings and Navigational meetings	6/3/2016 monthly
G2.B4.S1.A1	End of course exams will be developed in math	Floyd-Bullen, Jane	8/17/2015	End of course exam may be used by each teacher in the area of math	6/3/2016 annually
G3.B1.S1.A1	Use of the features of Microsoft 365 to assist students	Benedix, Courtney	8/17/2015	Sign in logs will document training was conducted	6/3/2016 quarterly
G3.B1.S2.A1	Assistive technology use will be increased	Benedix, Courtney	8/17/2015	Training on specific assistive technology tools will be conducted and will be implemented with students in a variety of settings to include classrooms and literacy lab	6/3/2016 monthly
G1.B1.S1.A2	PIXON Training will be offered throughout the year with support for implementation	Corrie, Lorrie	8/17/2015	Teachers will be able to develop and implement a classwide or student specific system for communication	6/3/2016 weekly
G1.MA1	Teachers will progress monitor in the area of Reading every nine weeks and will use Reading assessments and mastery on I.E.P. goals and objectives to document gains in Reading.	Floyd-Bullen, Jane	8/17/2015	Progress monitoring forms for each student Updated progress on I.E.P.s in the area of Reading for each student Reading assessments for every student F.A.A. Reading results for students in grades 3rd -10th grade	6/3/2016 weekly
G1.B1.S1.MA1	Use of PIXON	Corrie, Lorrie	8/17/2015	PIXON will be seen being utilized in classrooms with students	6/3/2016 weekly
G1.B1.S1.MA1	Teachers and staff will be implementing PIXON and/or other communication systems for students.	Floyd-Bullen, Jane	8/17/2015	Documented use of communication systems during classroom walkthroughs and observations	6/3/2016 weekly
G1.B1.S2.MA1	Effective literacy instruction will be provided to all students	Floyd-Bullen, Jane	8/17/2015	Evidence will be documented through walkthroughs and observations captured in iObservation instrument.	6/3/2016 weekly
G1.B1.S2.MA1	Staff will be observed providing appropriate literacy instruction	Corrie, Lorrie	8/17/2015	Evidence documented through walk throughs and observations in iObservation	6/3/2016 weekly
G1.B1.S3.MA1	Growth in knowledge and skills will be evident	Floyd-Bullen, Jane	10/12/2015	Documentation of gains in knowledge in all areas will be evidenced through Unique assessments and teacher created data systems	6/3/2016 quarterly
G1.B1.S3.MA1	Students will learn and respond to instruction when utilizing the Unique curriculum	Pittinger, Betsy	8/17/2015	Assessments in the Unique curriculum will show student growth	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.MA1	Evidence will be documented and feedback will be given by other teachers and administrators.	Floyd-Bullen, Jane	8/17/2015	Results on Deliberate Practice Plans and minutes from Navigational meetings.	6/3/2016 weekly
G1.B1.S4.MA1	Evidence of growth in use of effective instructional strategies will be observed during classroom observations.	Floyd-Bullen, Jane	8/17/2015	Results documented in the Leon LEADS instrument and in Deliberate Practice Plans	6/3/2016 weekly
G1.B1.S5.MA1	Effective strategies will be used with students	Floyd-Bullen, Jane	8/17/2015	Results from classroom observations and results indicated in student progress monitoring instruments such as IEPs.	6/3/2016 weekly
G1.B1.S5.MA1	Teachers will utilize resources and implement strategies during instruction.	Floyd-Bullen, Jane	8/17/2015	Follow up plans from training and Navigational meetings will be implemented	6/3/2016 monthly
G2.MA1	Teachers will progress monitor in the area of Math every nine weeks using school created progress monitoring tools and through progress on I.E.P. goals and objectives in the area of Math.	Floyd-Bullen, Jane	8/17/2015	Progress monitoring forms for each student. Updated I.E.P.s for each student in the area of Math. F.A.A. Math results for students in grades 3rd - 10th. End of course exam results for each student.	6/3/2016 quarterly
G2.B1.S1.MA1	Use of appropriate technology for all students to help provide instruction	Benedix, Courtney	8/17/2015	Appropriate technology will be used by all students in classrooms and in the literacy lab.	6/3/2016 weekly
G2.B1.S1.MA1	Use of technology appropriate to the needs of students	Benedix, Courtney	8/17/2015	Evidence will be noted in walkthroughs in classrooms and literacy lab	6/3/2016 weekly
G2.B2.S1.MA1	New effective ideas are implemented	Floyd-Bullen, Jane	8/17/2015	Students will demonstrate increased skills in math as documented on IEP goal progress	6/3/2016 monthly
G2.B2.S1.MA1	New ideas are incorporated into instruction for students	Floyd-Bullen, Jane	8/17/2015	New ideas are implemented as evidenced by discussions during Navigational meetings and as witnessed during walkthroughs and observations	6/3/2016 monthly
G2.B3.S1.MA1	Progress in math will be documented	Floyd-Bullen, Jane	8/17/2015	Student progress in math will be documented in an additional way	6/3/2016 quarterly
G2.B3.S1.MA1	Additional ways to progress monitor in math will be used at the school	Pittinger, Betsy	8/17/2015	Documentation of student progress in math using tools that haven't been used before	6/3/2016 monthly
G2.B4.S1.MA1	Exams will document skills students have in the area of math based on grade level and access points	Floyd-Bullen, Jane	8/17/2015	Exam results for each student in math	6/3/2016 annually
G2.B4.S1.MA1	End of course exams in math may be used by each teacher	Floyd-Bullen, Jane	8/17/2015	Exam results will be made available to Principal and guardians	6/3/2016 one-time
G2.B3.S2.MA1	Gradebook will show evidence of student progress in math	Floyd-Bullen, Jane	8/17/2015	Grades entered into Pinpoint and reflected on report cards	6/3/2016 quarterly
G2.B3.S2.MA1	Assigning grades in Pinpoint will aid in progress monitoring	Benedix, Courtney	8/17/2015	report grades and grades entered into Pinpoint give evidence of the progress students are making in instruction	6/3/2016 quarterly
G2.B3.S3.MA1	Student progress in math will be clearly documented	Floyd-Bullen, Jane	8/17/2015	Documentation will be available that will indicate progress in math	6/3/2016 quarterly
G2.B3.S3.MA1	Suggestions of additional ways to progress monitor in the area of math will be implemented	Pittinger, Betsy	8/17/2015	Documentation of student progress in math will be maintained	6/3/2016 monthly
G3.MA1	Teachers will progress monitor in the area of Writing every nine weeks and will use Writing assessments and mastery on I.E.P. goals and objectives to document gains in Writing.	Floyd-Bullen, Jane	10/28/2015	Progress monitoring forms for each student. Updated I.E.P.s for each student. Writing samples every nine weeks for each student. F.A.A. Writing results for students in grades 4, 8, and 10.	6/3/2016 quarterly
G3.B1.S1.MA1	features of Microsoft 365 will be used at the school	Benedix, Courtney	8/17/2015	Students will write documents on iPads, staff will produce work samples utilizing Microsoft 365	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Use of Microsoft 365	Benedix, Courtney	10/12/2015	Students will be able to write documents on iPads and with other devices	6/3/2016 quarterly
G3.B1.S2.MA1	assistive technology will be utilized	Benedix, Courtney	8/17/2015	assistive technology will be seen being used in classrooms and in the literacy lab daily	6/3/2016 monthly
G3.B1.S2.MA1	a variety of assistive technology will be utilized by students	Floyd-Bullen, Jane	8/17/2015	student progress will be made that wasn't possible without assistive technology	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.*

**G1.** 37% of the students tested on the F.A.A. in Reading will achieve a level 3 or higher. 85% of the students tested on the F.A.A. in Reading will achieve a level 2 or higher.

**G1.B1** It is challenging to find ways that all students can communicate and respond to instruction effectively.

**G1.B1.S1** Teachers and staff will be trained on how to implement the PIXON system to aid in the students' abilities to communicate and respond to instruction.

### PD Opportunity 1

Ongoing training on how to use the PIXON system to aid in the students' abilities to communicate and respond to instruction

#### Facilitator

FDLRS, Lorrie Corry, Cara Edenfield, Judy Slupecki, Robin Cave, Philip Schweigert,

#### Participants

Teachers and staff

#### Schedule

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

### PD Opportunity 2

PIXON Training will be offered throughout the year with support for implementation

#### Facilitator

Lorrie Corry, Cara Edenfield, Judy Slupecki, Robin Cave

#### Participants

Teachers Paraprofessionals Speech / Language Pathologists

#### Schedule

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

**G1.B1.S2** Teachers will provide 90 minutes of instruction in literacy using the Four Blocks method of reading instruction.

**PD Opportunity 1**

Ongoing training on effective literacy instruction will be provided

**Facilitator**

Literacy Coach, Technology Teacher, Administrators

**Participants**

Teachers, Paraprofessionals, SLPs,

**Schedule**

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

**G1.B1.S3** Teachers and staff will continue to utilize Unique curriculum to provide instruction across academic areas to students in conjunction with PIXON and other communication systems that replicate how students will respond to test items on the F.A.A. (including E.C.T. Strategies and the use of the Communication Matrix and other best practices in communication)

**PD Opportunity 1**

Use of Unique curriculum in conjunction with effective communication strategies such as PIXON and ways to respond that replicate how students answer questions on the Florida Alternate Assessment (including E.C.T. Strategies and the use of the Communication Matrix and other best practices in communication)

**Facilitator**

Unique Trainer, FDLRS Staff, Reading Coach, SLPs, Peers

**Participants**

Teachers

**Schedule**

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

**G2.** 30% of the students tested on the F.A.A. in Math will achieve a level 3 or higher. 75% of the students tested on the F.A.A. in Math will achieve a level 2 or higher.

**G2.B1** It is difficult to provide access to appropriate technology for some of our students.

**G2.B1.S1** Teachers and staff will continue to learn and discover additional ways to incorporate technology such as iPads and Smartboards and switch access to provide students access to math instruction.

**PD Opportunity 1**

Increase the use of technology with students to help provide instruction.

**Facilitator**

Courtney Benedix, FDLRS Staff,

**Participants**

Teachers and Paraprofessionals

**Schedule**

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

**G2.B2** Finding appropriate ways to provide instruction on Math access points for all of the students

**G2.B2.S1** School staff will collaborate with other schools that are similar to ours on appropriate curriculum materials and strategies through school visits and/or Skype or Microsoft Lync.

**PD Opportunity 1**

Collaboration with other professionals on appropriate curriculum and strategies

**Facilitator**

Jane Floyd Bullen, Lorrie Corry

**Participants**

Selected Teachers

**Schedule**

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

**G2.B3** Finding appropriate Math assessments for all students that can assist in progress monitoring

**G2.B3.S1** School staff will collaborate with other schools that are similar to ours on appropriate ways to progress monitor through school visits and/or Skype or Microsoft Lync.

**PD Opportunity 1**

Ways to effectively progress monitor in the area of math

**Facilitator**

T.E.C. Facilitator, Representatives from other schools., Technology Teacher

**Participants**

Selected teachers, Curriculum committee members

**Schedule**

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

**G2.B3.S2** Teachers will use Pinpoint to help progress monitor the progress students are making in math.

**PD Opportunity 1**

find effective ways to progress monitor in the area of math using Pinpoint Gradebook features

**Facilitator**

Gayle Dove, Courtney Benedix, district T.I.S. staff

**Participants**

Teachers who want to try using Pinpoint to aid in progress monitoring

**Schedule**

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

**G2.B3.S3** Teachers will further develop school progress monitoring tools to help progress monitor the progress students are making in the area of math.

**PD Opportunity 1**

Further discover more effective ways to progress monitor in the area of Math

**Facilitator**

Curriculum Committee Chair, Principal

**Participants**

Curriculum Committee members, all teachers

**Schedule**

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

**G2.B4** It is hard to assess progress in math particularly for students that are not assessed with the F.A.A.

**G2.B4.S1** Teachers will work in conjunction with one another and the district to possibly revise end of course exams for each course taught.

**PD Opportunity 1**

End of course exams will be developed in math

**Facilitator**

Judi O'Neil / Jiji Weidner / Gillian Gregory

**Participants**

All teachers

**Schedule**

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

**G3.** 42% of the students tested on the F.A.A. in Writing will achieve a level 3 or higher. 77% of the students tested on the F.A.A. in Writing will achieve a level 2 or higher.

**G3.B1** It is difficult to find ways for students to put thoughts in Writing through "alternate pencils".

**G3.B1.S1** Teachers and staff will be trained in Microsoft 365 and will use features of the program to help students put thoughts in Writing.

**PD Opportunity 1**

Use of the features of Microsoft 365 to assist students

**Facilitator**

Scott Whittle, Courtney Benedix

**Participants**

Teachers and staff

**Schedule**

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

**G3.B1.S2** Teachers and staff will use assistive technology tools and programs (such as word prediction) to help provide Writing opportunities for all students.

**PD Opportunity 1**

Assistive technology use will be increased

**Facilitator**

Courtney Benedix, Nancy Barnett, Marj Schroeder (LATS), SLPs

**Participants**

Teachers, Staff, Parents, and students when appropriate

**Schedule**

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

## Technical Assistance Items

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

**G1.** 37% of the students tested on the F.A.A. in Reading will achieve a level 3 or higher. 85% of the students tested on the F.A.A. in Reading will achieve a level 2 or higher.

**G1.B1** It is challenging to find ways that all students can communicate and respond to instruction effectively.

**G1.B1.S4** Teachers will get ongoing information and feedback on effective instructional strategies through the Marzano model.and the Leon LEADS instrument.

### PD Opportunity 1

Teachers will continually learn more about effective instructional elements using the Marzano protocol.and the Leon LEADS instrument.

#### Facilitator

Mark Rolewski / Jane Floyd Bullen

#### Participants

All teachers

#### Schedule

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

**G1.B1.S5** Teachers will use the resources from the state such as CPALMS and Access Project trainings to continually develop more effective instruction leading to academic gains.

### PD Opportunity 1

Teachers will use the resources available from the state to improve instruction for students.

#### Facilitator

ACCESS Project / Jane Floyd Bullen

#### Participants

All teachers

#### Schedule

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

## Budget

## Budget Data

1	G1.B1.S1.A1	Ongoing training on how to use the PIXON system to aid in the students' abilities to communicate and respond to instruction				\$0.00
2	G1.B1.S1.A2	PIXON Training will be offered throughout the year with support for implementation				\$0.00
3	G1.B1.S2.A1	Ongoing training on effective literacy instruction will be provided				\$0.00
4	G1.B1.S3.A1	Use of Unique curriculum in conjunction with effective communication strategies such as PIXON and ways to respond that replicate how students answer questions on the Florida Alternate Assessment (including E.C.T. Strategies and the use of the Communication Matrix and other best practices in communication)				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Gretchen Everhart School	Title II		\$2,000.00
			<i>Notes: Provide materials and stipends for continued training on effective communication strategies</i>			
5	G1.B1.S4.A1	Teachers will continually learn more about effective instructional elements using the Marzano protocol and the Leon LEADs instrument.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Gretchen Everhart School	Title II		\$3,000.00
			<i>Notes: Pay for Mark Rolewski to work with teachers</i>			
6	G1.B1.S5.A1	Teachers will use the resources available from the state to improve instruction for students.				\$0.00
7	G2.B1.S1.A1	Increase the use of technology with students to help provide instruction.				\$0.00
8	G2.B2.S1.A1	Collaboration with other professionals on appropriate curriculum and strategies				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Gretchen Everhart School	Title II		\$2,000.00
			<i>Notes: Continue the ECT Project with additional teams of staff that will receive stipends for their work</i>			
9	G2.B3.S1.A1	Ways to effectively progress monitor in the area of math				\$0.00
10	G2.B3.S2.A1	find effective ways to progress monitor in the area of math using Pinpoint Gradebook features				\$0.00
11	G2.B3.S3.A1	Further discover more effective ways to progress monitor in the area of Math				\$0.00
12	G2.B4.S1.A1	End of course exams will be developed in math				\$0.00
13	G3.B1.S1.A1	Use of the features of Microsoft 365 to assist students				\$0.00

### Budget Data

14	G3.B1.S2.A1	Assistive technology use will be increased	\$0.00
<b>Total:</b>			<b>\$7,000.00</b>