

Polk County Public Schools

Karen M. Siegel Academy



2015-16 School Improvement Plan

Karen M. Siegel Academy

935 EVENHOUSE RD, Lake Alfred, FL 33850

<http://schools.polk-fl.net/kmsa>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	61%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Polk 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We establish a safe secure environment to serve the unique needs of students with complex disabilities and their families. Those entrusted to us will be provided with a personalized life enriching curriculum that includes skills for functional living and an improved quality of life. Our graduates will confidently and actively participate as valued members of their community.

Provide the school's vision statement

Our graduates will confidently and actively participate as valued members of their community.

School Environment

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

Students are placed at Karen M. Siegel Academy based on the recommendation of an Individual Educational Plan (IEP). The IEP team membership is composed of parents, teachers, local education agency representatives and other appropriate personnel such as speech and language therapists, occupational and physical therapists. Parents are a driving force in the design and implementation of their child's educational program. The staff at Karen M. Siegel Academy believes that through the demonstration of dignity and respect fosters meeting the unique needs of students with significant disabilities.

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

Karen M. Siegel Academy provides constant supervision of our students throughout the school day. Student to staff ratio of 1 to 3. All staff receive annual Health and Safety Training that is specific to our students unique needs. Our school has the follow expectations for both staff and students.

1. Cooperate
2. Participate
3. Communicate
4. Be Kind.

We teach what the expectations mean; we demonstrate each of these expectations in a variety of settings such as classrooms, assemblies, play ground and dining hall.

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

Since our students range in age from 3 to 22 and have a variety of significant disabilities the reinforcement strategies that are implemented are uniquely designed to match the needs of the student. Other positive supports programs are less a process of selecting interventions to modify behavior and more a construction of a comprehensive set of procedures that include changing the environment to make the problem or behavior inefficient and reaching more appropriate replacement behaviors.

We have a team certified in Professional Crisis Management.

This is a complete and fully integrated system designed to manage crisis situations effectively, safely and with dignity.

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

Relationship building that is founded in trust and respect is the foundation of our Social Emotional curriculum. Staff and students have the same specific expectations of behavior on our campus. We work in conjunction with mental health counselors, social workers, and other therapists to provide our students with a comprehensive social-emotional program that meets their specific needs of the student as well as their family.

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

N/A

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182516>.

Description

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

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

We partner with local businesses, churches, agencies that provide services to people with disabilities to create partnerships that support our individual students and the school community as a whole. We work very hard to connect parents with agencies that provide services specifically for our student population. These agencies include: Winter Haven Behavioral Health, Agencies for Persons with Disabilities, Social Security Administration, Peace River, Vocational Rehabilitation, United Way, HARTH, and ABC Behavioral Concepts.

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
SWINDLE, DONNA	Principal
Richard, Darlene	Other
Hodges, Kenny	Instructional Coach
Reynolds, Maggie	Assistant Principal
LeBlanc, Lori	Teacher, ESE
Young, Chad	Teacher, ESE
John, Higgins	Teacher, ESE
Wilson, Elizabeth	Teacher, ESE

Duties

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

Maggie Reynolds, Assistant Principal
 Collaborative Planning Chairpersons, Kenny Hodges, John Higgins, Elizabeth Wilson, Lori LeBlanc
 House Chair Persons, Jancie Tucker, Kenny Hodges, Chad Young
 We have an Administrative Team that meets weekly to review class loads, operational concerns, Guidance Report, up-coming events, special projects, safety issues and facility issues.
 Multi-Tier Support System Committee; Meets monthly to identify, review, and plan interventions for students at risk; both instructional and behavioral concerns are reviewed. Data collection and review is an integral part of this process.
 The Collaborative Planning Chairpersons oversee weekly group curriculum planning and works closely with Administration with the content of upcoming Professional Learning Community Meetings. These individuals also work to ensure that the presented lessons are standards-based and differentiated to meet the individual needs of students in each teacher's classroom.
 The House Chairpersons are responsible for the operations of their building such as emergency procedures, upkeep and maintenance.

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

Administration in conjunction with SAC, the Administrative Leadership Team and input from Faculty and staff continuously oversee and monitor resources. The Assistant Principal oversees the use of Title I funding with the assistance of the financial secretary (on-going). This process, including the Operational Budget and Internal Accounts is reviewed and monitored by the Principal and SAC on a quarterly basis.

The Administrative Team meets weekly to evaluate the needed resources and barriers to ensure quality instruction takes place for all students. The Assistant Principal is also responsible for the inventory and conservation of our Curriculum and Technological Resources. The Assistant Principal is also responsible for the oversight of the Network Manager who manages the electronic and technological resources as well as all physical assets over \$750 dollars in value.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Donna Swindle	Principal
Jennifer Gillett	Business/Community
Jose Arroyo	Business/Community
Kristine Cloud	Parent
Leslie Allore	Education Support Employee

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 evaluation and development of the SIP at KMSA is a continuous process evaluation flows into the development of the next years plans.

In May, the Principal meets with each grade cluster to review the current years' SIP. The process involves evaluating the goals and strategies of the SIP to determine what is working, what needs work, and what strategies are not working. In this process there is continuous building to determine the goals, strategies and professional development that will be in the 2015-2016 SIP. Throughout this process, parent input is sought through various means, parent conferences, parent involvement meeting and PTO meetings. At the first SAC meeting of the new year this process is reviewed with the SAC Committee.

Development of this school improvement plan

In May, the Principal meets with each grade cluster to review the current years' SIP. The process involves evaluating the goals and strategies of the SIP to determine what is working, what needs work, and what strategies are not working. In this process there is continuous building to determine the goals, strategies and professional development that will be in the 2015-2016 SIP. Based on this evaluation process, goals, professional development initiatives, and strategies are established for the 2015-16 school year. Also, directions and initiatives received from the Department of Education and the School Board are included in the plan. Throughout this process, parent input is sought through various means, parent conferences, parent involvement meeting and PTO meetings. At the first SAC meeting of the new year this process is reviewed with the SAC Committee.

Preparation of the school's annual budget and plan

The District determines our annual budget based on the projected FTE. Schools no longer receives flex funds in their operational budget. Therefore, our budget is minimal and the majority of the funds cover:

- 1) Operations of the school
- 2) Adaptive equipment for students with physical disabilities. Our district IDEA funds are not available to assist in purchasing adaptive equipment.
- 3) Some instructional materials that are researched based for students with significant cognitive disabilities.
- 4) Providing a safe, secure environment for students and staff.
- 5) Maintenance and repair of student equipment.

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

Karen M. Siegel Academy did not receive any School Improvement funds last year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
SWINDLE, DONNA	Principal
Reynolds, Maggie	Assistant Principal
LeBlanc, Lori	Teacher, ESE
Hodges, Kenny	Teacher, ESE
Richard, Darlene	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Administrative Team also functions as the Literacy Team. This team meets weekly to identify, review, and plan interventions for students at risk; both instructional and behavioral concerns are reviewed. Data collection and review is an integral part of this process.

The major initiatives of the LLT this year includes:

1. Monitoring the consistent use of an appropriate reading program for students with significant cognitive disabilities;
2. Developing and evaluating effective communication programs for students using a Communication Matrix with a focus on those students at the awareness or pre-symbolic level;
3. Implementing an appropriate augmentative system for each student;
4. Identifying students who require a more intensive instructional program; and
5. Determining the effectiveness of the intensive instructional programs.

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

Karen M. Siegel Academy is committed to embedding learning communities throughout the school. The school as a whole is one professional learning community that formally morphs into formal grade collaborative planning communities, mentorships and IEP teams that informally flow into teacher to teacher collegial relationships.

There are experts among our professional staff that teach one another and learn from one another. We are a team that includes parents/caregivers whose sole purpose is to provide effective educational services and programs to students with significant cognitive disabilities.

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

There are very few highly qualified special educators who desire to teach students with significant cognitive disabilities. Successful recruitment strategies have been to mentor and support Para Educators as they seek higher education. These individuals have a realistic understanding of the student population and are dedicated both to Karen M. Siegel Academy and to the philosophy that all students can learn.

In addition, Karen M. Siegel Academy has partnered with Southeastern University to allow their ESE educational students to complete their required field study hours at our school. During an exit interviews, the principal talks with each student about their experience and the possibility of future career opportunities at our school.

The Administrators at KMSA are dedicated to being servant leaders. The servant leader is servant first. The servant leader is sharply different than the leader first. The difference manifests itself in the care taken by the servant; first to make sure that other people's highest priorities are being served. The best test is: do those served persons grow as persons? Do they, while being served, become healthier, wiser, freer, more likely themselves to come servants? The Servant as Leader by Robert K. Greenleaf

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

Karen M. Siegel's mentoring program is an integral part of the collaborative and collegial learning environment at the school. All teachers new to Karen Siegel Academy, regardless of their years of experience, are carefully paired with experienced teacher leaders who are experts in their field. They, together with their Grade Clusters, provide support, guidance and oversight in order to foster the highest quality learning environment and outcomes for every student. Additionally, through the mentoring process, the teacher leaders grow and develop as they strive to achieve continuous improvement.

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

Each student is provided with an individualized educational program to meet their unique needs. Family members play an integral part in the design of the student's educational experience. Major curriculum domains are: communication, independent functioning, curriculum/instruction and social emotional development.

We offer modified standards based instruction for students in the K-12 grades. Instructional programs used are research based on students with significant cognitive disabilities such as Picture Exchange Communication System, Unique Learning, Early Learning Science, Early Numeracy, PCI reading

program, Me-Ville to We-Ville reading program, Touch Math, Able-Net Math and Handwriting without Tears. However, a major emphasis is placed on development of communication skills and independent functioning.

For this school year, students with significant mental health issues are being provided educational services on our campus. At this time, we are working to determine how to best meet the educational and mental health needs of these students. Some of these students are currently working on general education standards.

Communication is the foundation of all our instructional efforts. To support and facilitate the communication programs for our students, Karen M. Siegel Academy has two full-time Speech and Language Pathologists and speech assistants. Our faculty is thoroughly trained and competent in the area of augmentative communication systems and assistive technology.

Augmentative communication is an alternative way to help students and adults with language disorders to use expressive language or receptive language. Augmentative Communication can be accomplished through assistive technology devices such as computers or hand held devices. Low technology such as picture communication systems can also be used as augmentative communication.

Instructional Strategies

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

The data that we use to differentiate instruction is based on IEP data that is taken and analyzed every 4.5 weeks and Communication Matrix data that is taken three times a year .

This data determines how we will deliver instruction and differentiate for each student and determines how the students will respond to instruction. Examples of how we modify instruction based on IEP data could be that the condition of the goal or objective may change; another example would be that we could determine from the data if we should use more or less physical or verbal prompting. Based on the assessment results of the communication matrix the methods of instructional delivery will be determined and the method of students response will be known.

Common unit assessments are being developed for each unit of instruction based on the modified state standards (Access Points). Once these assessments have been given, the teacher along with the Collaborative Planning group will analyze the outcomes and determine the effectiveness of the assessment and the lessons presented during that unit of instruction. These assessments will become part of the student's portfolio.

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

Strategy: Extended School Year

Minutes added to school year: 10,800

All students with significant cognitive disabilities receive Extended School Year instruction as defined in their Individual Educational Plan(IEP). ESY is based upon the students IEP Goals and Objectives as well working on reading and math using the Unique Learnings curriculum.

Strategy Rationale

Students with intellectual disabilities lose skills that are not practiced continuously.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Richard, Darlene, darlene.richard@polk-fl.net

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

IEP determines progress or lack thereof on the IEP Goals. The ESY Program, curriculum and oversight is conducted by the Polk County District ESE Office.

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

Students are placed at KMSA based upon the recommendation of an IEP team. We serve students from Pre-K through 22 years of age. The school is small and provides continuous supervision and support to our students. The staff is very sensitive to the needs of our student population as they transition from one environment to another. This is an area of expertise for KMSA staff.

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

All students by the age of 14 years old have a Transition Individual Educational Plan developed. This plan includes post secondary goals based on input provided by the student's parent/guardian on a Parent Transitional Survey, student aptitude and desires. The IEP identifies transition activities such as community experience, employment, instruction, training, and post adult living, Students and families are linked to adult agencies as appropriate.

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

KMSA has established the Leaders at Work Adult Transition Program for students who have exited the high school program. This academy is a transition program whose purpose is to prepare students and their families for their post school life.

There are two paths within the transition program. Path one focuses on the development of life skills, employ ability skills, transition portfolio development, maximizing the levels of students' use of

independent functioning skills and communication skills by providing authentic campus based experiences and enterprises such as:

1. Bistro - sandwich and coffee shop
2. Clerical Services
3. Housekeeping
4. Grounds Maintenance
5. Greeting Card Production
6. Take Flight Cafe

The second path of the Adult Program emphasizes the mastery of self-help, daily living and communication skills maximizing each student's ability to be an active participant in their home and community life with minimal supports.

All students in the Leaders at Work program are exposed to a wide variety of leisure activities. Students are encouraged to choose those leisure activities they prefer to further develop independence in engagement of the activity.

In both paths, families are connected with agencies that provide services for adults with disabilities. Our goal is that each student who exits our transition program will be connected to adult post school programs.

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

Karen M. Siegel Academy is dedicated to the successful transition of its students into their new lives as participating, contributing adults in the community. The Adult Program curriculum is entirely career based. Access Courses for 9-12 students all require a "real world component" with their instruction and includes reading, financial literacy, and citizenship. This is an integral part of the instructional curriculum at Karen M. Siegel Academy. Students participate in Career Prep courses through our Leader's at Work Program; they participate in FAA curriculum that is focused on careers in Agriculture, including events, competitions and sales of goods they have produced. Students go out into the Community on Community Based Instruction (CBI) Experiences in order to better prepare them for real world interactions, including work related activities.

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

We develop a transition IEP beginning at the age of 14 that addresses the preparation of our students for real world situations.

Karen M. Siegel Academy is not reflected in the High School Feedback Report.

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.

N/A

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.

N/A

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.** At least 20% of our students will score proficient (level 3 or 4 on the school-wide scoring rubric) on the common unit assessments for Mathematics (excluding those students who are exempt from the Florida Alternate Assessment (FAA)).
- G2.** At least 20% of our students will score proficient (level 3 or 4 on the school-wide scoring rubric) on the common unit assessments for Language Arts (excluding those students who are exempt from the Florida Alternate Assessment (FAA)).
- G3.** 85% of the students will master 3 skills on the Brigance Inventory in the Daily Living Skills or Social/Emotional domain based on the identified need of each student.
- G4.** 80% of our students will increase Mastery of 2 or more skill sets within a Communication Level on the Communication Matrix or move at least 1 Level on the Communication Matrix.

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. At least 20% of our students will score proficient (level 3 or 4 on the school-wide scoring rubric) on the common unit assessments for Mathematics (excluding those students who are exempt from the Florida Alternate Assessment (FAA)). 1a

G074526

Targets Supported 1b

Indicator	Annual Target
FAA Mathematics Level 4	31.0

Resources Available to Support the Goal 2

- Designated collaborative planning time of 90 minutes per week.
- Participation in Lesson Study cycles through the collaborative planning team meetings.

Targeted Barriers to Achieving the Goal 3

- Teachers are inexperienced in the development of common unit assessments.

Plan to Monitor Progress Toward G1. 8

Student performance on the common unit assessments

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 10/15/2015 to 5/31/2016

Evidence of Completion

Summary of student performance by classroom and by school on each common unit assessment

G2. At least 20% of our students will score proficient (level 3 or 4 on the school-wide scoring rubric) on the common unit assessments for Language Arts (excluding those students who are exempt from the Florida Alternate Assessment (FAA)). 1a

G074527

Targets Supported 1b

Indicator	Annual Target
FAA Reading Level 4	31.0

Resources Available to Support the Goal 2

- Designated collaborative planning time of 90 minutes per week.
- Participation in Lesson Study cycles through the collaborative planning team meetings.

Targeted Barriers to Achieving the Goal 3

- Teachers are inexperienced in the development of common unit assessments.

Plan to Monitor Progress Toward G2. 8

Student performance on the common unit assessment

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 10/15/2015 to 5/31/2016

Evidence of Completion

Summary of student performance by class and by school

G3. 85% of the students will master 3 skills on the Brigance Inventory in the Daily Living Skills or Social/Emotional domain based on the identified need of each student. 1a

G074528

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	20.0

Resources Available to Support the Goal 2

- Occupational and Physical Therapists, Murdock Task Analysis and the Brigance Inventory.

Targeted Barriers to Achieving the Goal 3

- Over 50% of the student body have multiple disabilities.

Plan to Monitor Progress Toward G3. 8

Present level of performance determined by Brigance scores. Mid year a review of the task analysis by teacher by student. Brigance Inventory post results.

Person Responsible

Maggie Reynolds

Schedule

Semiannually, from 9/1/2015 to 6/9/2016

Evidence of Completion

Pre and post assessment Brigance Inventory

G4. 80% of our students will increase Mastery of 2 or more skill sets within a Communication Level on the Communication Matrix or move at least 1 Level on the Communication Matrix. 1a

G074529

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	20.0

Resources Available to Support the Goal 2

- Speech and language pathologies, PECS and Augmentative Communication Systems and devices, Communication Matrix,

Targeted Barriers to Achieving the Goal 3

- Over 50% of our Students are functioning at or below the pre-symbolic level of communication and 80% of our students are non-verbal.

Plan to Monitor Progress Toward G4. 8

Communication Matrix will be the progress monitoring tool. To be administered 3x a year.

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Pre data and mid-term data will be compared by student by teacher on the communication matrix. Midterm data will be compared to end of year post assessment data by student by teacher.

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. At least 20% of our students will score proficient (level 3 or 4 on the school-wide scoring rubric) on the common unit assessments for Mathematics (excluding those students who are exempt from the Florida Alternate Assessment (FAA)). **1**

 G074526

G1.B2 Teachers are inexperienced in the development of common unit assessments. **2**

 B194642

G1.B2.S1 Teachers would participate in a Lesson Study Cycle as part of their work in their Collaborative Planning team. **4**

 S206196

Strategy Rationale

In order to understand the new modified state standards and develop common unit assessments, teachers need designated professional development on developing common unit assessments as part of the Lesson Study Cycle in an effort to increase student achievement.

Action Step 1 **5**

Schedule weekly 90 minute collaborative planning sessions by grade cluster.

Person Responsible

DONNA SWINDLE

Schedule

Semiannually, from 10/1/2015 to 5/31/2016

Evidence of Completion

Quarterly portfolio reviews.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2. At least 20% of our students will score proficient (level 3 or 4 on the school-wide scoring rubric) on the common unit assessments for Language Arts (excluding those students who are exempt from the Florida Alternate Assessment (FAA)). 1

G074527

G2.B2 Teachers are inexperienced in the development of common unit assessments. 2

B194646

G2.B2.S1 Teachers would participate in a Lesson Study Cycle as part of their work in their Collaborative Planning team. 4

S206197

Strategy Rationale

In order to understand the new modified state standards and develop common unit assessments, teachers need designated professional development on developing common unit assessments as part of the Lesson Study Cycle in an effort to increase student achievement.

Action Step 1 5

Schedule 2 Lesson Study Cycles for each grade cluster during the 2015-16 school year

Person Responsible

DONNA SWINDLE

Schedule

Semiannually, from 10/1/2015 to 5/31/2016

Evidence of Completion

Qualities of a Good Lesson are evident in teacher's lesson plans

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

Lesson Plan Review

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Qualities of a Good Lesson elements are incorporated into the teacher's lesson plans

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

Results of common assessment administration by classroom and by school

Person Responsible

Maggie Reynolds

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Each teacher will analyze student performance of each common assessment and then the individual classroom data will be aggregated and reported by grade cluster and as the overall school performance.

G3. 85% of the students will master 3 skills on the Brigance Inventory in the Daily Living Skills or Social/Emotional domain based on the identified need of each student. 1

 G074528

G3.B1 Over 50% of the student body have multiple disabilities. 2

 B194649

G3.B1.S1 During Professional Learning Communities teachers will modify Murdock Task Analysis to meet individual student needs. 4

 S206198

Strategy Rationale

Our students have multiple disabilities. Murdock TA based on people with cognitive disabilities.

Action Step 1 5

Professional Development

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Using Murdock Task Analysis Data, teachers will identify students individual needs and then design targeted instruction to improve outcomes. These specific strategies will be analyzed and modified, if needed, after each administration of the Brigance.

Action Step 2 5

Professional Development

Person Responsible

DONNA SWINDLE

Schedule

Weekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

The Academic Instructional Coaches will assist the teacher in the selection, administration, analysis, and modifications required in the selected task analysis.

Action Step 3 5

Professional Development

Person Responsible

DONNA SWINDLE

Schedule

Weekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Teachers will be provided 90 minutes for collaborative planning to gain an understanding of the new ELA Access Points for grades K-12, develop common lesson plans, and develop common formative assessments per instructional unit which are maintained in a student file.

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

Professional Learning Communities

Person Responsible

Maggie Reynolds

Schedule

Every 2 Months, from 8/17/2015 to 8/17/2015

Evidence of Completion

The data will be analyzed and assessed by Maggie Reynolds; the interventions for targeted instruction will be monitored through weekly Lesson Plan Reviews, classroom observations, Progress Monitoring every 4.5 weeks, and Portfolio Reviews of each student's work product and common assessments.

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

Administration will monitor student outcomes through quarterly administrations of the Brigance, progress monitoring every 4.5 weeks, portfolio reviews and classroom observations

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 9/12/2014 to 9/10/2015

Evidence of Completion

Brigance data will be analyzed for growth; during the Professional Learning Communities, instructors will take that data to assess growth, develop strategies and modify instruction as indicated by the data.

G3.B1.S2 Collaborative Planning 4

 S206199

Strategy Rationale

During weekly collaborative planning sessions teachers will consider goals for student learning and long-term development and identify gaps between these long term goals and current reality; identify a pressing issue in student learning, examine research and curriculum related to that issue and collaboratively choose advance instruction with respect to this issue; conduct the lesson, share & discuss the data gathered during the lesson and work toward continuous improvement of future lessons.

Action Step 1 5

Teachers will engage in collaborative planning to increase effectiveness and impact on learning goals.

Person Responsible

DONNA SWINDLE

Schedule

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

Evidence of Completion

Evidence is obtained through the collection of data through student portfolios and common assessments.

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

Oversight of the Collaborative planning process by the facilitator; multiple common assessment completed and data collected in conjunction with the data from the Brigance.

Person Responsible

DONNA SWINDLE

Schedule

Semiannually, from 9/12/2014 to 5/29/2015

Evidence of Completion

It is a large process that includes formulating involves long term goals, studying student responses to an actual lesson and revising the approach to instruction.

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

It is a large process that includes formulating long terms goals, studying student responses to an actual lesson and revising the approach to instruction.

Person Responsible

DONNA SWINDLE

Schedule

Semiannually, from 9/12/2014 to 5/29/2015

Evidence of Completion

The data evolves from the collaborative planning process.

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.B2.S1.A1	Schedule weekly 90 minute collaborative planning sessions by grade cluster.	SWINDLE, DONNA	10/1/2015	Quarterly portfolio reviews.	5/31/2016 semiannually
G2.B2.S1.A1	Schedule 2 Lesson Study Cycles for each grade cluster during the 2015-16 school year	SWINDLE, DONNA	10/1/2015	Qualities of a Good Lesson are evident in teacher's lesson plans	5/31/2016 semiannually
G3.B1.S1.A1	Professional Development	SWINDLE, DONNA	9/1/2015	Using Murdock Task Analysis Data, teachers will identify students individual needs and then design targeted instruction to improve outcomes. These specific strategies will be analyzed and modified, if	5/30/2016 quarterly

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Karen M. Siegel Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				needed, after each administration of the Brigance.	
G3.B1.S2.A1	Teachers will engage in collaborative planning to increase effectiveness and impact on learning goals.	SWINDLE, DONNA	9/1/2015	Evidence is obtained through the collection of data through student portfolios and common assessments.	5/27/2016 weekly
G3.B1.S1.A2	Professional Development	SWINDLE, DONNA	9/1/2015	The Academic Instructional Coaches will assist the teacher in the selection, administration, analysis, and modifications required in the selected task analysis.	5/30/2016 weekly
G3.B1.S1.A3	Professional Development	SWINDLE, DONNA	9/1/2015	Teachers will be provided 90 minutes for collaborative planning to gain an understanding of the new ELA Access Points for grades K-12, develop common lesson plans, and develop common formative assessments per instructional unit which are maintained in a student file.	5/30/2016 weekly
G1.MA1	Student performance on the common unit assessments	Reynolds, Maggie	10/15/2015	Summary of student performance by classroom and by school on each common unit assessment	5/31/2016 quarterly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G2.MA1	Student performance on the common unit assessment	Reynolds, Maggie	10/15/2015	Summary of student performance by class and by school	5/31/2016 quarterly
G2.B2.S1.MA1	Results of common assessment administration by classroom and by school	Reynolds, Maggie	10/1/2015	Each teacher will analyze student performance of each common assessment and then the individual classroom data will be aggregated and reported by grade cluster and as the overall school performance.	5/31/2016 monthly
G2.B2.S1.MA1	Lesson Plan Review	Reynolds, Maggie	10/1/2015	Qualities of a Good Lesson elements are incorporated into the teacher's lesson plans	5/31/2016 quarterly
G3.MA1	Present level of performance determined by Brigance scores. Mid year a review of the task analysis by teacher by student. Brigance Inventory post results.	Reynolds, Maggie	9/1/2015	Pre and post assessment Brigance Inventory	6/9/2016 semiannually
G3.B1.S1.MA1	Administration will monitor student outcomes through quarterly administrations of the Brigance, progress monitoring every 4.5 weeks, portfolio reviews and classroom observations	Reynolds, Maggie	9/12/2014	Brigance data will be analyzed for growth; during the Professional Learning Communities, instructors will take that data to assess growth, develop strategies and modify instruction as indicated by the data.	9/10/2015 quarterly
G3.B1.S1.MA1	Professional Learning Communities	Reynolds, Maggie	8/17/2015	The data will be analyzed and assessed by Maggie Reynolds; the interventions for targeted instruction will be monitored through weekly Lesson Plan Reviews, classroom observations, Progress Monitoring every 4.5 weeks, and Portfolio Reviews of each student's work product and common assessments.	8/17/2015 every-2-months
G3.B1.S2.MA1	It is a large process that includes formulating long terms goals, studying student responses to an actual lesson and revising the approach to instruction.	SWINDLE, DONNA	9/12/2014	The data evolves from the collaborative planning process.	5/29/2015 semiannually
G3.B1.S2.MA1	Oversight of the Collaborative planning process by the facilitator; multiple common assessment completed and	SWINDLE, DONNA	9/12/2014	It is a large process that includes formulating involves long term goals, studying student responses to an	5/29/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	data collected in conjunction with the data from the Brigance.			actual lesson and revising the approach to instruction.	
G4.MA1	Communication Matrix will be the progress monitoring tool. To be administered 3x a year.	SWINDLE, DONNA	9/1/2015	Pre data and mid-term data will be compared by student by teacher on the communication matrix. Midterm data will be compared to end of year post assessment data by student by teacher.	5/30/2016 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. At least 20% of our students will score proficient (level 3 or 4 on the school-wide scoring rubric) on the common unit assessments for Mathematics (excluding those students who are exempt from the Florida Alternate Assessment (FAA)).

G1.B2 Teachers are inexperienced in the development of common unit assessments.

G1.B2.S1 Teachers would participate in a Lesson Study Cycle as part of their work in their Collaborative Planning team.

PD Opportunity 1

Schedule weekly 90 minute collaborative planning sessions by grade cluster.

Facilitator

Maggie Reynolds

Participants

All ESE Teachers who teach students in grades K-12 (including Adult Program teachers)

Schedule

Semiannually, from 10/1/2015 to 5/31/2016

G3. 85% of the students will master 3 skills on the Brigance Inventory in the Daily Living Skills or Social/Emotional domain based on the identified need of each student.

G3.B1 Over 50% of the student body have multiple disabilities.

G3.B1.S1 During Professional Learning Communities teachers will modify Murdock Task Analysis to meet individual student needs.

PD Opportunity 1

Professional Development

Facilitator

Donna Swindle, Kenny Hodges, John Higgins, Elizabeth Wilson, Maggie Reynolds

Participants

Faculty

Schedule

Quarterly, from 9/1/2015 to 5/30/2016

PD Opportunity 2

Professional Development

Facilitator

Kenny Hodges, John Higgins, Elizabeth Wilson

Participants

Faculty

Schedule

Weekly, from 9/1/2015 to 5/30/2016

PD Opportunity 3

Professional Development

Facilitator

Maggie Reynolds, Donna Swindle

Participants

Faculty

Schedule

Weekly, from 9/1/2015 to 5/30/2016

G3.B1.S2 Collaborative Planning

PD Opportunity 1

Teachers will engage in collaborative planning to increase effectiveness and impact on learning goals.

Facilitator

Kenny Hodges, Maggie Reynolds

Participants

Faculty

Schedule

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

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B2.S1.A1	Schedule weekly 90 minute collaborative planning sessions by grade cluster.				\$0.00
2	G2.B2.S1.A1	Schedule 2 Lesson Study Cycles for each grade cluster during the 2015-16 school year				\$0.00
3	G3.B1.S1.A1	Professional Development				\$0.00
4	G3.B1.S1.A2	Professional Development				\$0.00
5	G3.B1.S1.A3	Professional Development				\$0.00
6	G3.B1.S2.A1	Teachers will engage in collaborative planning to increase effectiveness and impact on learning goals.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1140	140-Substitute Teachers	0661 - Karen M. Siegel Academy	Other		\$12,000.00
			<i>Notes: Funded Florida Access Project - for substitute teachers</i>			
					Total:	\$12,000.00