Polk County Public Schools

Jean O'Dell Learning Center

2015-16 School Improvement Plan

Jean O'Dell Learning Center

1310 FLORAL AVE S, Bartow, FL 33830

http://schools.polk-fl.net/pllc

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	38%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	52%

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.

Table of Contents

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

With the belief that our students can achieve many things, Jean O'Dell Learning Center provides world class special education on a modern campus designed for student safety while producing breakthrough academic results.

Provide the school's vision statement

In partnership with our parents and the community, Jean O'Dell Learning Center will meet the academic, physical, health, and behavioral needs of its students head-on, ensuring that the individual educational needs of all students are met with robust and rigorous strategies.

School Environment

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

All students at JOLC have an Individual Education Plan (IEP) that drives the educational programming of the school. The IEP is devised in collaboration with Teachers, Parents, Therapists, Administrators. Each plan list the needs of the students and indicates the services that will be provided. Our school staffing plan designates a 3:1 student to staff ratio. Additionally, students may attend the school from age 3-21. Many students attend our school for most of their educational career. The small school setting and high staffing ratio automatically foster relationships between the teachers and the students.

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

Students at Jean O'Dell Learning Center must be supervised at all times. They are met by a staff member upon arrival at school and they are hand delivered to the bus at the end of the day. Every classroom has a teacher and two or more para-educators. Students are treated with dignity and respect. JOLC is a school where everyone knows your name! Our students feel welcomed and a part of the school team!

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

Behavior Strategies are implemented in our daily instructional program. Each classroom uses a behavior system that identifies and addresses behavior expectations and consequences. Staff receive annual training on classroom managed behavior versus office managed behavior. Classroom managed behavior can result in consequences such as: classroom timeout, loss of privileges, environmental change, parent call/note home. Office managed behaviors can result in consequences such as; office time out, seclusion, suspension, parent conference. When a behavior escalates to a serious incident the Crisis Team is called to attend to the student. The Crisis Team consists of staff that have received training in Non-Violent Crisis Intervention as well as Professional Crisis Management. The team members are identified as staff that have consistently utilized behavior training to de-escalate behavior. The student is removed from the environment and given an

opportunity to settle down.
Behavior Intervention Plans are developed and implemented for those students that have significant behavioral issues.

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

Students identified as having social emotional needs may receive individual or group counseling with a contracted mental health counselor. The counselor sets goals for the students and identifies coping skills for reducing anxiety and anger. Less significant social emotional needs are met through the interaction of classroom staff with the students. Individual Educational Plan also identifies and addresses social emotional goals for all of our students.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Leadership team will monitor attendance, tardy rates and discipline data monthly. The school social worker will assist in monitoring attendance contracts and will provide assistance to the parents on an as needed basis. The school RN will work with parents of medically fragile students in order to maintain documentation of medically related absences. The RN will work with the social worker to assist parents in obtaining services necessary to ensure the health of the students and school attendance.

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
	4	8	9	10	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	1	1	1	1	4
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level	Total
	8	
Students exhibiting two or more indicators	1	1

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

The school is working with a behavior analyst to identify strategies to work with the student to improve behavioral outbursts that warrant suspension from school. The school is working with a social worker to assist with improving the individual student attendance and the families to provide assistance with family needs.

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/195279.

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

Our school partners with several local businesses to improve our educational programming for our students. A large portion of our curriculum focuses on appropriate social interactions and employability skills. Our pre-vocational and vocational focus employs academic, communication, social/emotional, and career skills instruction. Our students learn best by doing, therefore, we partner with local businesses to provide social and work atmospheres for our students to practice thier skills. Students visit these off campus sites to practice learned skills such as; clocking in and out, following directions, appropriate office conversation, dress for success, quantity and quality of work, among other important career skills.

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
SUMNER, APRIL	Principal
Holland, Laura	Other
Sturgill, Lynn	Teacher, ESE
Wells, Kevin	Teacher, Career/Technical

Duties

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

The Leadership team meets monthly to discuss academic, behavioral/discipline, and attendance concerns. The team reviews the data collected from pre and post assessments for low cognitive students; reviews behavioral incidents and the response in order to plan for future incidents; reviews attendance concerns involving individual students and makes recommendations for improving attendance; plans activities to improve student skills involving academics, social, and career areas; works with parents to assist with support needs for the special population.

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

The school leadership works with District supervisors, other Principal collegues, school leaders, and support staff to plan for curriculum, scheduling, personnel, instructional strategies, behavioral strategies, and parent involvement activities. Personnell and budget levels are set by the District office. Once those items are identified and communicated to the school the Principal in collaboration with the Leadership team develops staff and student assignments. The Operating and Title 1 budget worksheets are completed following the Leadership team discussion regarding school needs. The SAC approves the final Title 1 budget. Professional development needs for staff are determined via a needs assessment review and based on staff evaluations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
April Sumner	Principal
Jeannie Mitchell	Parent
Karen Rickert	Parent
Tony Pipkins	Parent
Lisa Morgan	Parent
Karen Spencer	Parent
Alicia Hernandez	Parent
Nylidia Dejesus	Business/Community
Hazel Sellers	Business/Community
Carlos Lugo	Teacher
Sherina McKinzie	Education Support Employee
Liz Mulato	Education Support Employee
Francia Doble	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

SAC Committee reviewed the progress of 2015 SIP quarterly, ending in May 2015. The SAC committee learned about the progress of the new vision of the school administration. Input was gathered regarding parent concerns for thier children's educational programming. Plans for the 2016 school year were discussed based on the data collected during the 2014-15 school year.

Development of this school improvement plan

Parental input and School Advisory Council input was gathered during planning meetings for development of the SIP. Members reviewed the plan and provided input in regards to important skills the parents want to see thier children attain. Additionally, the Leadership team explained the Alternate

Assessment results and identified alternate means to rate student achievement, ie) Brigance and Communication Matrix.

Preparation of the school's annual budget and plan

The Annual budget is set by the District office based on projected student enrollment. Once the dollar amount is set the school Leadership team reviewed the suggested budget allocations made by the Principal and made recommendations for finalization of the budget. The majority of the funding was placed in the line item for classroom instructional supplies.

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

Funds from Operating budget were used to purchase classroom supplies that included low tech assistive technology; classroom manipulatives; supplemental academic materials; software for low prevalence populaitons. Total = $7,174
School Technology funds were expended to provide touch screen monitors in our physically challenged classrooms. Total = $0
Title 1 funds were used to purchase training oportunities, substitutes for PLC sessions, classroom supplies, student agendas for parent involvement, and computer hardware. Total = $10,735.00

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
SUMNER, APRIL	Principal
Andrews, Doug	Other
Holland, Laura	Other
Morgan, Alyssa	Teacher, ESE
Sturgill, Lynn	Teacher, ESE
Wells, Kevin	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Literacy for student at Jean O'Dell Learning Center is promoted through daily activities that include both the student's individual education plan goals and Access Points for the general curriculum. Lesson plans include small group instruction utilizing reading materials such as library books and periodicals. Due to the significant cognitive impairments of our students, JOLC uses Environmental Print as our reading curriculum, focusing on skills needed to function in the community.

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

New this year, our teachers have forty-five minutes of planning time before classes begin and 45 minutes during the school day. On Wednesdays we have collaborative planning time where three groups of teachers coordinated based on student abilities and grade level meet to plan lessons and assessment tools. We hold PLC periodically, where all teachers recieve professional development, are able to problem solve, and to discuss school events. Early release days are earmarked for PD for the support staff/teacher in order to improve upon their skills. Topics were selected based on staff recommendations for areas that need improving.

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

Adminstration participates in district sponsored recruitment process. Applicants are required to have ESE certification and Elementary Education Certification. Professional Development appropriate for the population served at JOLC is provided in order to provide teachers with the tools necessary to perform thier duties. Support staff assist with implementation of initiatives. A servant-leader philosophy is employed to assist with teacher retention.

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

When newly hired teachers or teachers new to the Center population are employed experienced staff are paired with the teacher to mentor and model teaching strategies. Time is provided to observe and collaborate with the mentor teacher in order to facilitate acclimation to the Center. Support staff provide assistance with writing Individual Education Plans and Behavior Intervention Plans. The Leadership Team also provides support for new teachers by modeling acceptable responses to behavior situations.

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

Our school's curriculum includes PCI reading curriculum and Unique Learning on-line curriculum that has been identified as alligning to Florida's Standards. We have an Academic Calendar for the core academic subjects that include a Scope and Sequence Focus, broken down by school quarters. Each unit identifies the topic overview, the aligned Access Points, and weekly assignment suggestions. During Collaborative Planning times the teachers develop lesson plans based on this Academic Calendar and determine what and how we will assess what students have learned. Addtionally, teachers utilize CPalms for further supplemental materials. Each teacher has an Academic Calendar for each grade level span and each academic topic related to their class schedule.

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

All students at JOLC have Individual Education Plans developed based on thier needs and academic skills. The IEP drives the instruction for the students. The goals are developed based on data collected from the Florida Alternate Assessment, Brighance Inventory of Skills, and The

Communication Matrix. Students work on Access Points for the State Standards until they graduate from 12th grade, after that point they work on Transition and Career skills.

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

Students eligible for Extended School Year are offered the opportunity to attend the program. The summer program focuses on each student's IEP goals as well as working on reading skills through the Unique Learning Curriculum.

Strategy Rationale

Students with significant cognitive disabilities tend to lose skills when school is out of session for long periods of time. ESY is offered to limit the lose of skills when identified as a need. Placement in ESY is a staffing committee decision.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
SUMNER, APRIL, april.sumner@polk-fl.net

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

Data is collected on IEP goal attainment during the ESY program and used to determine what level of mastery the student is performing academically. Future goals may be determined based on progress made or not made on the goal.

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 may attend our school from age 3-22. Classrooms are made up of mixed grade levels and transition from one level to the next is minimalized by this set up. When students are staffed to attend JOLC a staffing committee convenes to discuss the needs of the students. The parents and staff of the school then meet to discuss specific needs of the student. Due to our ratio of 3 students to 1 staff person, a great deal of attention is provided to students easing the transition into our environment. For students transitioning out of school at age 22, JOLC has informed and assisted the parents of the student regarding services available to the family post education. Beginning at age 13 transition IEPs are developed, where the focus shifts from academics to functional life and work readiness skills. Parents are teamed with State Agencies to develop plans for the students. In addition, an Agency Fair is provided annually, bringing multiple vendors in to advise parents of possible resources at thier disposal.

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 JOLC are working on standards towards a standard diploma. Our secondary focus is employability and life skills for our students in order to assist them in performing skills that most of us take for granted. After the age of 18 and upon graduation, student's education focuses on rudimentary job skills that are taught both on and off campus. JOLC partners with the Polk Education Foundation, the Polk County School Board, and with local agricultural businesses to provide employability skills training. We work with students on job skills such as reporting to work on time, clocking in, following directions, asking for help, taking breaks appropriately, appropriate social interactions, money skills, and access to transportation. Students participate in learning about daily living skills, such as, cleaning, cooking, laundry, grocery shopping, and hygiene skills. Students also experience Community Based Instruction through frequent trips off campus to local businesses and service agencies.

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

Due to our school population we do not offer industry certification. However, we do have a custodial training program and a recycling school enterprise that operates through student efforts. The students learn employability skills in order to prepare for entry into the workforce.

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

For JOLC we spend a large part of our time focusing on daily living skills, work skills, and vocabulary. We offer a comprehensive Ag program that provides experience working with plants and animals. We find that students learn better if the lessons are application based and the student can relate to the lesson.

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

NA

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:

- .

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. An Academic Leadership team will be developed as a resource to other teachers and administration for developing lesson plans, monitoring planning, and providing feedback and support.

G2. The Academic Leadership Team will meet weekly with assigned planning group to facilitate and monitor planning and instructional delivery. Administration will develop a weekly calendar of classroom visits, document observations and feedback, and provide follow up monitoring after support is provided.

G3. Teachers will develop lesson plans during collaborative planning time that utilizes adopted curriculum for daily instruction and data from Brigance, Communication Matrix, and IEP goals which will inform instruction across all content areas to improve student learning gains.

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. An Academic Leadership team will be developed as a resource to other teachers and administration for developing lesson plans, monitoring planning, and providing feedback and support. `1a`

G074758

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Willing staff to assist in a leadership role.

- Supportive administration.

Targeted Barriers to Achieving the Goal `3`

- Funding.

Plan to Monitor Progress Toward G1. `8`

Lesson plan checklist, reviews.

Person Responsible

APRIL SUMNER

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Feedback to teachers regarding lesson plans, data collected by teacher for student achievement on units.

G2. The Academic Leadership Team will meet weekly with assigned planning group to facilitate and monitor planning and instructional delivery. Administration will develop a weekly calendar of classroom visits, document observations and feedback, and provide follow up monitoring after support is provided. `1a`

🔍 G074759

Targets Supported `1b`

Indicator	Annual Target
FAA Reading Proficiency	46.0
FAA Mathematics Achievement	47.0

Resources Available to Support the Goal `2`

- District curriculum maps.

- Sample lesson plans from similar school in another district.

- Distributive Leadership team made up of Center Principals working together to improve the schools.

Targeted Barriers to Achieving the Goal `3`

- Lack of administrative staff to assist with behavioral outbursts of students.

Plan to Monitor Progress Toward G2. `8`

Weekly collaborative planning

Person Responsible
APRIL SUMNER

Schedule
Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion
Sign in sheets, agendas, minutes, classroom observations, feedback, year wide calendar.

G3. Teachers will develop lesson plans during collaborative planning time that utilizes adopted curriculum for daily instruction and data from Brigance, Communication Matrix, and IEP goals which will inform instruction across all content areas to improve student learning gains. `1a`

Targets Supported `1b`

🔍 G074760

Indicator	Annual Target
AMO Reading - SWD	43.0
AMO Math - SWD	45.0

Resources Available to Support the Goal `2`

- Staffing ratios
- Therapists
- Assistive Technology
- Curriculum
- Title 1 funding
- Crisis Team
- Extended School year

Targeted Barriers to Achieving the Goal `3`

- Low Expectations

Plan to Monitor Progress Toward G3. `8`

Once Brigance and Communication Matrix are administered to all students, the data from these instruments will be used to write IEP goals for individual students to improve the learning gains of the students.

Person Responsible
APRIL SUMNER

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

Evidence of Completion
Brigance data sheets, Communication Matrix, IEP progress reports

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. An Academic Leadership team will be developed as a resource to other teachers and administration for developing lesson plans, monitoring planning, and providing feedback and support. 1

🔍 G074758

G1.B1 Funding. 2

🔍 B195215

G1.B1.S1 Provide substitute budget for teacher duty leave, dividing the day between teachers to maximize the use of the budget. 4

🔍 S206834

Strategy Rationale

Our school is provided a very limited budget, and limited substitute budget. The substitute budget is not available for training purposes. Therefore the limited operational budget must cover the cost of a tda.

Action Step 1 5

Schedule assistance for the teachers that demonstrate the most need for support.

Person Responsible

APRIL SUMNER

Schedule

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

Evidence of Completion

TDA requests, minutes/feedback from the observation.

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

Improved Journey observations.

Person Responsible

APRIL SUMNER

Schedule

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

Evidence of Completion

Improved lesson planning as a result of model lessons and feedback will be evident as the year progresses, based on journey observations and lesson plans.

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

Feedback from teachers and ALT member.

Person Responsible

APRIL SUMNER

Schedule

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

Evidence of Completion

Lesson plans, team agendas, minutes, feedback.

G2. The Academic Leadership Team will meet weekly with assigned planning group to facilitate and monitor planning and instructional delivery. Administration will develop a weekly calendar of classroom visits, document observations and feedback, and provide follow up monitoring after support is provided. `1`

🔍 G074759

G2.B1 Lack of administrative staff to assist with behavioral outbursts of students. `2`

🔍 B195218

G2.B1.S1 Train para educators in regards to behavioral strategies, in order to allow for teachers to continue with uninterrupted planning. `4`

🔍 S206835

Strategy Rationale

Due to the needs of our student population, extreme disruptions can develop based on staff response to minor behaviors. Training staff to reduce attention seeking behavior will positively impact the collaborative planning sessions.

Action Step 1 `5`

Provide behavioral strategies training to non-instructional staff.

Person Responsible

APRIL SUMNER

Schedule

On 8/28/2015

Evidence of Completion

Sign in sheets, incident reports.

Action Step 2 `5`

Provide behavioral strategies training to non-instructional staff.

Person Responsible

APRIL SUMNER

Schedule

On 8/28/2015

Evidence of Completion

Sign in sheets, incident reports.

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

Referral documents, incident reports.

Person Responsible

APRIL SUMNER

Schedule

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

Evidence of Completion

Behavior intervention plans, behavioral referrals, crisis team logs.

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

Data/behavior team meetings to discuss behavior incidents.

Person Responsible

Laura Holland

Schedule

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

Evidence of Completion

Agendas and minutes from behavior team meetings.

G3. Teachers will develop lesson plans during collaborative planning time that utilizes adopted curriculum for daily instruction and data from Brigance, Communication Matrix, and IEP goals which will inform instruction across all content areas to improve student learning gains. `1`

`🔍 G074760`

G3.B6 Low Expectations `2`

`🔍 B195226`

G3.B6.S1 Teacher expectations of students are not data based. `4`

`🔍 S206836`

Strategy Rationale

Data from IEP goals were not kept with fidelity in some instances. Data analysis and use from Brigance and Communication Matrix was a new concept during the 2013-14 school year resulting lack of implementation of the data to drive instruction. Collaboration and skill building in relation to utilizing the data is necessary for the 2014-15 school year. Planning based upon that data needs attention.

Action Step 1 `5`

Provide a daily planning period for teachers and 90 minutes weekly for collaborative planning time.

Person Responsible

APRIL SUMNER

Schedule

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

Evidence of Completion

Developed lesson plans, minutes and sign in sheets.

Action Step 2 `5`

Creation of an Academic Leadership team.

Person Responsible

APRIL SUMNER

Schedule

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

Evidence of Completion

Agendas, minutes, sign in sheet.

Plan to Monitor Fidelity of Implementation of G3.B6.S1 `6`

Lesson Plans

Person Responsible

APRIL SUMNER

Schedule

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

Evidence of Completion

Collaborative planning minutes, lesson plans, rubrics, assessments, spreadsheet documenting calendar of visits and feedback.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 `7`

Lesson plans, IEP goal mastery, student grading rubrics, student portfolios.

Person Responsible

APRIL SUMNER

Schedule

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

Evidence of Completion

Schoolwide IEP goal Mastery, sample rubrics, portfolio documentation.

G3.B6.S2 Identified Expectations for Teachers need to be addressed. 4

S206837

Strategy Rationale

Deliberate, specific expectations of the Prinicpal of the teachers has not been provided to staff.

Action Step 1 5

School wide expectations for the teachers will be developed and disseminated.

Person Responsible

APRIL SUMNER

Schedule

On 10/31/2014

Evidence of Completion

Copy of JOLC School-wide Expectations.

Plan to Monitor Fidelity of Implementation of G3.B6.S2 6

Once Expectations are disseminated, implementation of the tasks will be documented in Journey, the teacher evaluation system.

Person Responsible

APRIL SUMNER

Schedule

On 6/4/2015

Evidence of Completion

Journey Overall Teacher Ratings

Plan to Monitor Effectiveness of Implementation of G3.B6.S2 `7`

Quarterly monitoring based on Classroom Walk-Throughs, Formal and Informal Observations.

Person Responsible

APRIL SUMNER

Schedule

On 6/4/2015

Evidence of Completion

Journey Evaluation Evidence

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Schedule assistance for the teachers that demonstrate the most need for support.	SUMNER, APRIL	8/24/2015	TDA requests, minutes/feedback from the observation.	6/3/2016 quarterly
G2.B1.S1.A1	Provide behavioral strategies training to non-instructional staff.	SUMNER, APRIL	8/21/2015	Sign in sheets, incident reports.	8/28/2015 one-time
G3.B6.S1.A1	Provide a daily planning period for teachers and 90 minutes weekly for collaborative planning time.	SUMNER, APRIL	8/24/2015	Developed lesson plans, minutes and sign in sheets.	6/3/2016 quarterly
G3.B6.S2.A1	School wide expectations for the teachers will be developed and disseminated.	SUMNER, APRIL	9/3/2014	Copy of JOLC School-wide Expectations.	10/31/2014 one-time
G2.B1.S1.A2	Provide behavioral strategies training to non-instructional staff.	SUMNER, APRIL	8/21/2015	Sign in sheets, incident reports.	8/28/2015 one-time
G3.B6.S1.A2	Creation of an Academic Leadership team.	SUMNER, APRIL	8/24/2015	Agendas, minutes, sign in sheet.	6/3/2016 biweekly
G1.MA1	Lesson plan checklist, reviews.	SUMNER, APRIL	9/14/2015	Feedback to teachers regarding lesson plans, data collected by teacher for student achievement on units.	6/3/2016 quarterly
G1.B1.S1.MA1	Feedback from teachers and ALT member.	SUMNER, APRIL	8/24/2015	Lesson plans, team agendas, minutes, feedback.	6/3/2016 quarterly
G1.B1.S1.MA1	Improved Journey observations.	SUMNER, APRIL	8/24/2015	Improved lesson planning as a result of model lessons and feedback will be evident as the year progresses, based on journey observations and lesson plans.	6/3/2016 annually
G2.MA1	Weekly collaborative planning	SUMNER, APRIL	8/31/2015	Sign in sheets, agendas, minutes, classroom observations, feedback, year wide calendar.	6/3/2016 weekly
G2.B1.S1.MA1	Data/behavior team meetings to discuss behavior incidents.	Holland, Laura	8/24/2015	Agendas and minutes from behavior team meetings.	6/3/2016 quarterly
G2.B1.S1.MA1	Referral documents, incident reports.	SUMNER, APRIL	8/24/2015	Behavior intervention plans, behavioral referrals, crisis team logs.	6/3/2016 daily
G3.MA1	Once Brigance and Communication Matrix are administered to all students, the data from these instruments will be used to write IEP goals for individual	SUMNER, APRIL	8/24/2015	Brigance data sheets, Communication Matrix, IEP progress reports	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
	students to improve the learning gains of the students.				
G3.B6.S1.MA1	Lesson plans, IEP goal mastery, student grading rubrics, student portfolios.	SUMNER, APRIL	8/24/2015	Schoolwide IEP goal Mastery, sample rubrics, portfolio documentation.	6/3/2016 monthly
G3.B6.S1.MA1	Lesson Plans	SUMNER, APRIL	8/24/2015	Collaborative planning minutes, lesson plans, rubrics, assessments, spreadsheet documenting calendar of visits and feedback.	6/3/2016 weekly
G3.B6.S2.MA1	Quarterly monitoring based on Classroom Walk-Throughs, Formal and Informal Observations.	SUMNER, APRIL	10/31/2014	Journey Evaluation Evidence	6/4/2015 one-time
G3.B6.S2.MA1	Once Expectations are disseminated, implementation of the tasks will be documented in Journey, the teacher evaluation system.	SUMNER, APRIL	10/31/2014	Journey Overall Teacher Ratings	6/4/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Teachers will develop lesson plans during collaborative planning time that utilizes adopted curriculum for daily instruction and data from Brigance, Communication Matrix, and IEP goals which will inform instruction across all content areas to improve student learning gains.

G3.B6 Low Expectations

G3.B6.S1 Teacher expectations of students are not data based.

PD Opportunity 1

Provide a daily planning period for teachers and 90 minutes weekly for collaborative planning time.

Facilitator

April Sumner

Participants

Teachers

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Schedule assistance for the teachers that demonstrate the most need for support.				$0.00
2	G2.B1.S1.A1	Provide behavioral strategies training to non-instructional staff.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0962 - Jean O'Dell Learning Center	General Fund		$500.00
			Notes: Notes			
3	G2.B1.S1.A2	Provide behavioral strategies training to non-instructional staff.				$0.00
4	G3.B6.S1.A1	Provide a daily planning period for teachers and 90 minutes weekly for collaborative planning time.				$0.00
5	G3.B6.S1.A2	Creation of an Academic Leadership team.				$0.00
6	G3.B6.S2.A1	School wide expectations for the teachers will be developed and disseminated.				$0.00
					Total:	$500.00