Alden Road Excep. Student Center

2016-17 Schoolwide Improvement Plan

Alden Road Excep. Student Center

11780 ALDEN RD, Jacksonville, FL 32246

http://www.duvalschools.org/ar

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	54%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	56%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Alden Road Excep. Student Center

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

At Alden Road, we create a positive environment where students and teachers are respectful of different backgrounds and cultures. Our teachers structure their teaching to acknowledge different perspectives. In a classroom the teachers structure learning groups that are diverse and devise activities that require each student to contribute to the group. In this way students learn that each person in a group can contribute and has something of value to say. The principal plays a huge role in creating an environment where people respect the opinions of others and are open to multiple perspectives on any issue. This is modeled for students and in relationships with faculty and staff as well.

Effective communication is essential for building relationships. It constitutes the foundation for all other forms of faculty, student and family involvement within the educational process. Our staff uses every opportunity to build relationships and get to know our students as individuals. The staff Initiates conversations with students about their likes, dislikes, interests, school and community events. They provide feedback on questions and concerns and compliment them on the their work and the progress they are making. They reflect on the communicative meaning of behaviors and non-verbal actions. Reflecting and acting on all these forms of communication show students that our staff is genuinely interested in them and are there for support..

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

Alden Road structures the educational environment to create an atmosphere that is safe, fair and respectful of students, both physically and psychologically. The educational setting is attractive, comfortable and well kept, alluding a sense of pride and self-worth. Students feel the classroom is a place of value and designed with them in mind. The rooms are arranged so that the teacher can monitor all students as a whole and monitor behaviors with praise, correction or redirection as needed. All classrooms participate in positive classroom behavior plans and utilize incentives to promote positive behaviors in all activities. To further instill a positive and safe environment, the school staff strive to build positive student - staff relationships; offer a mature but nurturing atmosphere; provide clear and consistent expectations for behavior, rituals and routines; offer appropriate amounts of structure for specific situations/needs, and are proactive with the intervention of problems.

c. 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.

Alden uses positive behavior supports throughout the campus and during all instructional activities. "Dolphin Dollars" is the token economy system used school-wide. The Dolphin Dollars incentives allow teachers to develop a plan for their class/students to earn and spend "money" based on achievement of specific behavioral and academic goals and expectations. All students are afforded the opportunity to earn $1 per day. Teachers schedule a visit once a week to a participating school enterprise (Dolphin Diner, Finny's Coffee Shop or the Counter-top Cafe) to exchange earnings for a product reward. Students may also spend Dolphin Dollars on preferred interest activities set up by the teacher or support staff. Individual behavior plans are also made for students who may need extra behavioral support. Contracts are also in place for students who need them.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

3. 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).

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	1	2	1	3	0	6	4	17

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Our staff uses several means to keep lines of communication open with parents and families about school events and student progress. Some of these venues include: an email distribution list, monthly newsletter with calendar, a school website that is updated on a regular basis, a marquee that has pertinent information noted, an automated phone system to send out robo calls with current information. We take advantage of talking daily to parents who drop off or pick up their students. We also send home flyers to invite parents to all scheduled school events. These events may include, but not be limited to: meetings, conferences, PTA, SAC, volunteering, business partners, donations, special school events or programs, tutoring, etc. Quarterly progress reports and report cards are sent

home to inform parents of instructional progress. Many teachers also send home daily home notes reflecting information of the day's activities.

PTA takes an active role in offering parents information, training and participation in school wide events that support school programs. Volunteers are sought on a regular basis for many school events. Our special event days and Special Olympics are also a big draw for parent and community participation.

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

By inviting the community into our school, we are sustaining valuable partnerships. We continually solicit community members to actively participate on the SAC board and other committees to give input regarding school affairs through open dialogue. We present and discuss current practices that are working as well as where we might have challenges and need solutions. We engage community partnerships in the use of data and what that data means in response to student learning and family/community involvement.

We reach out to students, their families and community residents in many unique ways. For example, during Open House, we invite community agencies that might assist our families to come and share pertinent information. We utilize partnerships such as Civitan as a networking agent to help support classroom needs and advocate for our school and its students. CBVE (Community Based Vocational Education) has become a viable network for which our students gain access to supported employment and transition skills needed for post-grad success. Alden Road establishes formal relationships and collaborative structures to engage all stakeholders. We are uniquely equipped to develop our students into educated and informed citizens who are ready and able to give back to their communities in productive ways.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Blitch, Joseph	Principal
Tucker, Susan	Other
Comberg, Lorrie	Other
Baine, Donna	Assistant Principal
McVay, Monica	Other
Edmunds, Laura	Teacher, Career/Technical

b. Duties

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

Members of the school's leadership team work in conjunction with classroom teachers and support staff to ensure students are working towards expected goals. Members of these teams are responsible for creating and monitoring behaviors and classroom environments to best meet student

needs. Methods for assessing needs include: focus walks geared towards specific instructional components; mentoring teachers and staff; providing training and/or in class support; PLC discussions and collaborative planning; designing plans of action and next steps to support progress towards school improvement and instructional goals. Team members include: Principal; Assistant Principal, ESE Lead Teacher, Instructional Lead Teacher, 2 Behavior Interventionists; CSS (Communication Social Skills) Coach, Job Developer, PLC teams, SDM committee.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

In effort to meet the unique instructional needs of this special student population, State funds are supplemented by Federal IDEIA funds in this manner:

General funds: FTE generated portion of total budget
ESE funds: funds 2 full time school nurses
CSR Amendment 9: funds 3 teachers
IDEIA Part B: funds 1 CSS site coach; 1 Job Developer; 4 Job Coaches; 2 Classroom Paras; 29 School focused paras; 4 Interpreters.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Laura Edmunds	Teacher
Florita Corrales	Business/Community
Joseph Blitch	Principal
Temple Scott	Parent
Theresa White	Parent
Bridgett Cashen	Business/Community
Denise Torres	Business/Community
Rose Rickert	Parent
Tammy Farlow	Business/Community
Donna Baine	Education Support Employee
Susan Tucker	Education Support Employee
David Morris	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The role of the School Advisory Council with respect to the School Improvement Plan will include: reviewing, advising and assisting in the development, implementation, evaluation and monitoring process of the plan. All committee members will be given the opportunity to review school data and a draft of the School Improvement Plan goals and offer input prior to submitting the final draft. After the SIP is finalized, a summary data form will be created from which the SAC may review and monitor the progress of School Improvement Goals at each meeting.

c. Preparation of the school's annual budget and plan

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

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

Our School improvement funds were $2169.95 and were used to purchase items directly related to enhancing the School Wide Positive Behavior Support plan.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Tucker, Susan	Teacher, ESE
Huffman, Sonia	Teacher, Career/Technical
Butler, Dana	Teacher, ESE
Blitch, Joseph	Principal
Baine, Donna	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Instructional Literacy Team will meet monthly to discuss instructional strategies used to enhance school wide literacy implementation, fidelity of curriculum use and instructional presentation, assessment data and training needs of school staff. Information and input will be shared through PLC groups, Shared Decision Making team, training presentations and in the Administration's weekly newsletter that is sent to all staff.
Curricula used will include PCI Reading, Environmental Print, Unique Learning System, Teaching to Standards Language Arts, Writing with a Purpose, supplemental resources and the use of technology and visual supports tied to literacy instruction and communication skills. Functional and everyday literacy components will be embedded in daily routines, vocational, resource and transition classes. The entire school will participate in an array of activities during Literacy Week. Visual supports, language masters, audio books and other strategies will be embedded in instruction to scaffold reading and literacy development for non-readers. The school's media center will also serve as a resource for additional ties to literacy activities, technology and information.

D. 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).

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

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

The school has also developed a process for rolling out collaborative teacher interactions on several other professional levels. Common planning times have been designed to: assemble teachers for small group training, questioning and sharing of current policies and instructional expectations; to meet monthly in small groups with the administration to attain and give input into current and best practices, review data and discuss ways the school as a whole can raise the bar with instruction and produce greater student gains; to visit each others' classrooms and reflect on what might be used to improve their own instructional plan. Periodic sessions of collaborative coaching with common content teachers will be

utilized to provide, share, develop and refine teaching skills and programs for academic as well as vocational and resource instruction. Building a sense of shared comradery and ownership in the development of instructional programs, practices and student goals will create a more collaborative and shared support of helping all students reach targeted standard benchmarks.

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

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

For recruitment of highly qualified teachers...
-our administrative staff and CET certified teachers work with the local Universities and Teach for America in providing opportunities for pre-service teachers to attain in-service hours, hands on experience and internships in our school setting.
-our school instructional support staff observes and makes note of quality substitutes with the proper credentials who may be seeking full time employment in our area of instruction.
-leadership team interviews qualified applicants
To retain highly qualified teachers...
-the leadership team provides all new teachers with in-house mentors and the supports needed to successfully complete the district's beginning teacher program for new teachers
-the administration, leadership team, school support staff (Lead Teachers, Behavior Interventionists, CSS Coach, and Technology Team) provide on-going training and support to teachers through efforts of PLC collaboration teams, instructional coaching, behavioral support plans, district support and mentoring for all teachers.
-the administration provides the necessary tools needed for teaching the curriculum and required standards with fidelity and appropriate rigor.

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

All new teachers are assigned a mentor who is well versed with their particular instructional setting and student population. Mentoring activities include: guidance with daily operations of the school and district policies, procedures and tasks (IEPs, gradebook, lesson plans, etc.); observation and feedback on lessons and classroom quality indicators; preparing a plan for successfully completing the district's New Teacher Development program. New teacher PLCs have also been designed to meet in small group setting to discuss specific topics of interest and need.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Great care is taken to review and select the appropriate state and district adopted courses for our students, all of whom meet the criteria for working towards the Access Point Standards.
- A set of classroom Quality Indicators is provided to all teachers as a guide for reviewing classroom and instructional expectations within a PLA/SLA/CSS classroom setting. These standards include instructional rigor and assessment.

- Teachers are provided trainings and web links to the Florida Standards Access Points and resource supports. The trainings, paired with collaborative coaching sessions and PLC team discussions, focus on strategies for teaching to the standards.
- Teachers are provided access to the district online roll out of curriculum guides and year at a glance calendars that support work towards the Access Points.
- Curriculum materials are researched and reviewed to ensure their components are aligned to the standards.
- Teacher lesson plans are reviewed and focus walks scheduled to ensure standards are being addressed.

b. Instructional Strategies

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

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

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

Strategy: Extended School Year
Minutes added to school year: 6,120

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Comberg, Lorrie, combergl@duvalschools.org

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

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

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

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

b. College and Career Readiness

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

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

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

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

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

High School Data Report: NO DATA AVAILABLE
All Alden Road students are eligible to continue their education until the age of twenty two. From middle school on, a plan for transitioning into adulthood is prepared and a statement of the transition service needs is included in the IEP. During these years, students participate in a transition course of study that includes a deeper focus on functional life skills, vocational and employability skills and increasing levels of independence and self-advocacy. Students are offered access to several instructional programs that take into consideration skill levels, needs and interests. A full time school based job developer and three job coaches are on staff to provide support and real life community based employment opportunities for students who are eligible at various work sites. The job developer works closely with community agencies to provide students with transition services and gainful employment after graduation. Students are referred to Vocational Rehabilitation by the age of fourteen. During the school year, parent conferences and trainings are provided by various community agencies offering transition services. Parents are made aware of the importance of making application to ADP and are encouraged to complete the application and submit it to APD each year during the IEP meeting. The School Job Developer also assists with this process along with the district Transition Support Staff in effort to ensure the process has been completed before exiting school.
.
Other opportunities such as School Based Enterprises are utilized for teaching students job skills and appropriate work habits, social skills, interpersonal relationships and self-advocacy skills. Community based instruction outings also offer students training in how to access, utilize and make transactions with community business and agencies.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

No data is available for our student population.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1.   If school staff identify agencies that will participate in IEP meetings, then we can improve individual post-school outcomes by ensuring agency linkage and/or assisting with vocational linkage.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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G1. If school staff identify agencies that will participate in IEP meetings, then we can improve individual post-school outcomes by ensuring agency linkage and/or assisting with vocational linkage. `1a`

🔍 G086415

Targets Supported `1b`

Indicator	Annual Target
Postsecondary Enrollments	10.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Joseph Blitch

Schedule
Quarterly, from 8/15/2016 to 6/2/2017

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

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

🔑 G086416

Targets Supported 1b

Indicator	Annual Target
FSAA Mathematics Achievement	1.0

Targeted Barriers to Achieving the Goal 3

- Teachers' deeper understanding of the core content skills, curriculum's and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs across all grade and ability levels (PLA, SLA, CSS and Transition)

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Access Point Curriculum guides and assessments

- Core Academic curriculums and assessments; supplemental materials

- District and School-based training on differentiation and instructional strategies such as direct instruction, visual supports, assistive technology, errorless learning and choice making.

- Instructional support staff: Instructional Coach, Behaviorists, CSS Coach, Technology Team, Therapists, Mentors

- Administrative focus walks and feedback

- Lesson studies to demonstrate planning, addressing standards skills with consistency and fidelty and teaching of model lessons

- 90 minute planning blocks are built into all instructional staff schedules to allow for peer/ administrative collaboration and professional development

Plan to Monitor Progress Toward G2. 8

Monitor Access Point Curriculum assessments and data collection
Monitor FAA administration

Person Responsible
Joseph Blitch

Schedule
Quarterly, from 9/19/2016 to 6/2/2017

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If school staff identify agencies that will participate in IEP meetings, then we can improve individual post-school outcomes by ensuring agency linkage and/or assisting with vocational linkage. 1

🔍 G086415

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

🔍 B229644

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

🔍 S242289

Strategy Rationale

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

Action Step 1 5

Schedule quarterly parent meetings and invite agency supports.

Person Responsible

Joseph Blitch

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent sign in sheets

Action Step 2 5

Ensure that current agency involvement is represented at IEP meetings.

Person Responsible

Lorrie Comberg

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Students will be evaluated to be placed in CBVE opportunities

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

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

Person Responsible

Laura Edmunds

Schedule

On 6/2/2017

Evidence of Completion

Attendance and daily assessment records.

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

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

Person Responsible

Joseph Blitch

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans will include this evidence.

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

IEP progress is reported for goals that are employment related.

Person Responsible

Lorrie Comberg

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G1.B1.S2 Teachers will send home transition surveys and follow-up with parents to determine services that may be in place and those that might be needed. 4

🔍 S242290

Strategy Rationale

Knowing current agency linkage is imperative so teachers can invite those involved to IEP meetings. This also allows open dialogue to determine next steps.

Action Step 1 5

Communicate with parents regarding transition services.

Person Responsible

Laura Edmunds

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent input forms, phone logs, communication via email with parents.

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

Transition services will be discussed with parents throughout the school year.

Person Responsible

Laura Edmunds

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Feedback from parents, phone communication logs, email communications with parents.

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

Transition plan developed during IEP meetings.

Person Responsible

Laura Edmunds

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monitor communication between parent and teachers as it relates to transition.

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

🔑 G086416

G2.B1 Teachers' deeper understanding of the core content skills, curriculum's and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs across all grade and ability levels (PLA, SLA, CSS and Transition) 2

🔑 B229645

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

🔑 S242291

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Joseph Blitch

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Laura Edmunds

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Joseph Blitch

Schedule

On 6/2/2017

Evidence of Completion

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

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IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M323721	IEP goals, attendance records for CBVE, and daily assessments for CBVE will be monitored.	Blitch, Joseph	8/15/2016	IEP goals, attendance records for CBVE, and daily assessments for CBVE will be monitored.	6/2/2017 quarterly
G2.MA1 🔍 M323726	Monitor Access Point Curriculum assessments and data collection Monitor FAA administration	Blitch, Joseph	9/19/2016	Of students assessed on the FAA, the percentage of students collectively scoring within the proficient levels of 4, 5, 6, will increase by 3% those scoring in the Level 7 range will increase by 1%.	6/2/2017 quarterly
G1.B1.S1.MA1 🔍 M323716	IEP progress is reported for goals that are employment related.	Comberg, Lorrie	8/15/2016	If students are meeting their IEP goals that are employment related.	6/2/2017 quarterly
G1.B1.S1.MA1 🔍 M323717	Attendance is checked by job coach and students will get a daily assessment	Edmunds, Laura	8/15/2016	Attendance and daily assessment records.	6/2/2017 one-time
G1.B1.S1.MA2 🔍 M323718	CBI- Teachers plan instruction based on student need and attendance.	Blitch, Joseph	8/15/2016	Lesson plans will include this evidence.	6/2/2017 weekly
G1.B1.S1.A1 🔍 A313598	Schedule quarterly parent meetings and invite agency supports.	Blitch, Joseph	8/15/2016	Parent sign in sheets	6/2/2017 quarterly
G1.B1.S1.A2 🔍 A313599	Ensure that current agency involvement is represented at IEP meetings.	Comberg, Lorrie	8/15/2016	Students will be evaluated to be placed in CBVE opportunities	6/2/2017 daily
G2.B1.S1.MA1 🔍 M323722	Classroom walk-throughs and mentoring logs District Pre-Post assessments scores Curriculum...	Blitch, Joseph	8/15/2016	District Curriculum guide pre-post assessments Curriculum end of unit assessments Skills data records	6/2/2017 one-time
G2.B1.S1.MA1 🔍 M323723	Participation in professional development opportunities related to better understanding the...	Edmunds, Laura	8/15/2016	Training logs and reflection forms Mentoring feedback logs Administrative focus walk logs Lesson plans Assessments	6/2/2017 monthly
G2.B1.S1.A1 🔍 A313601	Teachers will participate in monthly and individual teacher training, mentoring and/or coaching...	Blitch, Joseph	9/19/2016	Administrative focus walk logs and feedback; Lesson Plans, Training reflection forms; Mentor logs; Instructional Support logs/notes; Leadership meeting minutes	6/2/2017 monthly
G1.B1.S2.MA1 🔍 M323719	Transition plan developed during IEP meetings.	Edmunds, Laura	8/15/2016	Monitor communication between parent and teachers as it relates to transition.	6/2/2017 annually
G1.B1.S2.MA1 🔍 M323720	Transition services will be discussed with parents throughout the school year.	Edmunds, Laura	8/15/2016	Feedback from parents, phone communication logs, email communications with parents.	6/2/2017 annually
G1.B1.S2.A1 🔍 A313600	Communicate with parents regarding transition services.	Edmunds, Laura	8/15/2016	Parent input forms, phone logs, communication via email with parents.	6/2/2017 annually

V. Professional Development Opportunities

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

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

G2.B1 Teachers' deeper understanding of the core content skills, curriculum's and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs across all grade and ability levels (PLA, SLA, CSS and Transition)

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

PD Opportunity 1

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

Facilitator

Administration, Instructional Support Staff, District Support Staff

Participants

All instructional staff

Schedule

Monthly, from 9/19/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Schedule quarterly parent meetings and invite agency supports.	$0.00
2	G1.B1.S1.A2	Ensure that current agency involvement is represented at IEP meetings.	$0.00
3	G1.B1.S2.A1	Communicate with parents regarding transition services.	$0.00
4	G2.B1.S1.A1	Teachers will participate in monthly and individual teacher training, mentoring and/or coaching sessions for a deeper understanding of Access Point skills and planning of instructional and differentiated implementation of the Access Points and core curriculum components for reading, writing, math and science to meet individual student needs. Trainings will include use of manipulatives, visual supports and technology that might enhance learning and student performance growth.	$0.00
		Total:	**$0.00**