

Duval County Public Schools

Palm Avenue Excep. Student Center



2016-17 Schoolwide Improvement Plan

Palm Avenue Excep. Student Center

1301 W PALM AVE, Jacksonville, FL 32254

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

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	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	66%

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Palm Avenue 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.

The mission of Palm Avenue Exceptional Student Center is to provide students with educational, enrichment and real-life experiences in a safe and respectful environment that will equip them with the knowledge and skills necessary to become active, responsible and productive members of their community.

b. Provide the school's vision statement.

Palm Avenue Exceptional Student Center is an educational community that continuously challenges each student to obtain the knowledge and skills necessary to become independent members of their community.

2. School Environment

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

Each student served at Palm Avenue is entitled to receive an Individualized Education Plan. This plan highlights students strengths and identifies the students priority educational needs. This information is shared with all teachers who will be working with the student. Student portfolios are created for each student and contain samples of students best work. These portfolios travel with the students throughout the years, and allow teachers to plan more effectively. Our classrooms incorporate high levels of differentiated instruction to meet the needs of all students. Teachers receive professional development on evidenced based practices to understand the characteristics of students' disabilities, to develop learning profiles and to build relationships as a way to improve instruction, behavior and social skills.

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

Palm Avenue implements CHAMPs and Foundations in all environments within the school day. The administration provides each faculty and staff member with a school handbook that outlines our school procedures. We provide adult supervision (teachers and paraprofessionals) throughout the school day in the classroom, during transitioning to classes and in Team Up (after-school program). Teachers conduct departmental meetings regularly to discuss safety concerns and develop solutions. The Foundations Team meet monthly to monitor the lessons and strategies within the Foundation Plan to ensure the school is providing an environment that is safe and respectful for students.

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.

Palm Avenue follows the guidelines set forth in the Duval County Code of Conduct, as well as our school wide Pawsitive Behavior Management Plan and Positive Behavior Intervention System. The PBMP encourages students to demonstrate desired behaviors through the use of positive reinforcement. Palm Avenue use positive reinforcements (treasure trunk, principal's reinforcement closet, etc.) to reward students when behavior expectations are met. The PBIS outlines schoolwide

behavioral systems and protocols for disciplinary incidents to be followed by school personnel when addressing inappropriate behaviors.

Students who require more intensive supports will have their needs met through the development of a Functional Behavior Assessment and a Positive Behavior Intervention Plan. School administration also meets regularly with teachers and staff during behavior team meetings. These meetings are used to discuss interventions that may assist a student in developing replacement behaviors. School personnel are trained during Faculty Meetings and Early Dismissal on behavior management strategies to ensure the system is fairly and consistently enforced. In addition, school personnel are referred to FDLRS for additional training when needed.

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.

Palm Avenue has developed a set of core beliefs that both the students and staff practice everyday. The Guidance Specialist will provide students with weekly Social Skills training. In addition, Palm Avenue offers a Social-Emotional course to teach students interpersonal skills. Teachers utilize the 7th period skinny to teach lessons in social skills and provide individual students counseling.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Attendance is taken on Focus by period; then monitored by administration, guidance and the attendance clerk. The daily attendance report will be pulled from Focus. When teachers are absent the attendance clerk will collect attendance sheets from Substitute Lesson Plan binders at the end of each day. Students to be excused during the school day should be officially signed out by the parent or legal guardian in the front office in the notebook provided.

The school will contact the parents of students who are at compulsory school age and schedule Attendance Intervention Meetings for students who display chronic absences. As a team, we will work with these parents to determine barriers and assist with developing strategies.

We will look specifically at students whose attendance is below 90 percent.

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	0	0	3	3
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	0	0	0	0	0	0	0	

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.

Teachers are asked to contact parents if a student misses 3 days. If the absence is unexcused, the teacher will give the information to the administrator. When a student has 10 unexcused absences within a 9 weeks period and attendance intervention meeting will be schedule to determine barriers and develop strategies. The school will assist the family in arranging bus transportation if needed and make full service referrals as needed.

Teachers will continue to implement systematic instruction strategies to encourage participation of our Level 1 students.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

Palm Avenue will continue to build positive relationships with families through regularly scheduled parent support groups and information sessions. The school host a Family Fun Night twice a year. Teachers will be encouraged to communicate often with parents to discuss progress and attend IEP meetings. Teachers communicate to parents using student planners. The school mission and vision is posted in the main office and school's website. Principal communicates the school mission and vision during Open House. During this time parents are encouraged to attend informational meetings, join PTA and to serve as a volunteer.

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.

Palm Avenue has a well-balanced School Advisory Council which includes several community members. We work with these community members to establish partnerships that will benefit our students now and in the future. The partnerships are called upon throughout the year and result in active participation at Open House and several other events. Palm Avenue has established business partnerships with companies within the community. These partnerships allow our students participating in Community Based Vocational Education (CBVE) to gain work experience in the community. CBVE business partners hire many of our students at entry level jobs.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Alexander, Michael	Principal
Gibson, Jodi	School Counselor
Graver, Robert	Other
Clark, Danita	Teacher, ESE
Byrd, Steven	Administrative Support

b. Duties

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

The school-based leadership team will provide professional development and monitor implementation of topics covered. Members of the leadership team will provide positive feedback, conduct follow-up meetings with teachers and provide support as needed. Team members will facilitate or participate in Lesson Study.

Members of the school's leadership teams will work with the classroom teachers and support staff to ensure students are working towards expected goals. The leadership team will conduct a needs assessment and develop a plan of action. Faculty and staff feedback will be collected following professional development trainings and common planning. The feedback received from teachers will be utilized to review professional development and to address areas of concern.

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.

Every member of the Leadership team was given an area of the School Improvement Plan to develop and bring to the committee for discussion and revision. It will be the responsibility of all members of this team to assist the Principal with monitoring specific areas of the School Improvement Plan. Data collection forms will be developed and maintained in a data notebook.

Instructional Programs

Teachers are assigned to teach Access Courses and Vocational Courses by the school principal. In addition, the principal assigns a paraprofessional (teacher's aide) to classrooms to assist teachers in the areas of academics, behavior and personal care. Instructional programs and student laptops area provided by the EE/SS and Technology departments.. Ms. Danita Clark is responsible for issuing items to teachers. A log of instructional programs and student laptops has been developed to maintain inventory. Teachers are required to sign out/sign in items at the beginning and end of the school year. As a member of the leadership team Ms. Clark attends weekly leadership meetings and have discussion with the principal about instructional programs and technology implementation.

Violence Prevention Programs

The school will continue with the implementation of the district's Foundations Program. The Foundations team has developed lesson plans that will be implemented school-wide to promote and maintain a safe and orderly school environment. The transition teacher will utilize Second Step (violence prevention curriculum using evidence based strategies and resources) to provide appropriate instruction to students on identifying preventing, and responding to bullying. Mr. Byrd, Foundations Chair, meet monthly with the team and principal to review and revise lesson plans.

Job Training

Palm Avenue has established four business enterprises which allow students to gain skills in the areas of office work, with carpentry and woodshop, horticulture, restaurant worker and cashier. In addition, the school has established several business partnerships in the community where students get on the job training in the areas of laundry, shipping, and stocking, at various work sites. The school also does contract work for community businesses, in which students learn to perform a variety of tasks in a sheltered workshop setting. Students participate in Community Based Vocational Education at various businesses in the community. Mr. Graver, job developer, is responsible for establishing business partnerships. Job coaches are assigned to CBVE sites to assist students with work related task. The principal meets with the job developer and job coaches once a week to discuss and resolve problems within CBVE.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michael Willis	Business/Community
Karen Bailey	Parent
Charlotte Temple	Business/Community
Tommy Holston	Business/Community
Micheal Alexander	Principal
Jodi Gibson	Education Support Employee
Joe Mansell	Business/Community
Jerry Bryant	Business/Community
Robert Graver	Teacher
Michael Layton	Student
Tommy Alexander	Principal
Denise Torres	Business/Community
Carleatha Sheffield	Education Support Employee

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

The School Advisory Committee will meet to review and provide input for the School Improvement Plan. In January a mid-year stakeholders review and next steps discussion will take place. During this meeting we will review assessment outcomes and progression towards school improvement plan goals.

b. Development of this school improvement plan

SAC reviews school data and participates in the development of the draft by providing input into the development of goals. In addition, SAC meets to complete the Mid-Year Stakeholders Review of the School Improvement Plan.

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

The annual budget is presented to SAC during the spring and fall. Items discussed includes, but are not limited to, staff allocations and disbursements of funds within internal school accounts.

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

Total funds granted: \$.00

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
Clark, Danita	Teacher, ESE
Alexander, Michael	Principal
Gibson, Jodi	School Counselor

b. Duties

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

Literacy activities are implemented that correspond with Red Ribbon Week and Black History Month activities, the school will host parent and promote literacy activities by facilitating parent workshops. ELA classes have a library for students to select books they can take home. The team will review and purchase materials that promote literacy for students with severe cognitive disabilities. As a result of student's cognitive disability, 70% of Palm Avenues students are non readers. The school has purchased modified reading material (text with pictures) to assist students with identifying words. Teachers conduct Read Alouds for students to participate in literacy activities.

D. Public and Collaborative Teaching

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

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

Common planning is scheduled once per week on Tuesdays. Teams meet with subject area colleagues to participate in Lesson Study. Teachers collaborate on lesson plan development, select a colleague to teach the lesson and observe instruction. Early dismissal and faculty meeting are utilized to provide professional development on evidenced based practices. The administrative team uses the CAST Evaluation System to provide individual teachers positive feedback and continuous supports. Departmental meetings are held once a month by teachers. During these meetings teachers plan lessons and organize Community Based Instruction. CBI that allows students the opportunity to demonstrate skills in the community that are taught to them by their teachers.

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

The School-Based Leadership Team will screen resumes and select candidates that meet the instructional needs. In addition, candidates are referred by Human Resources. The leadership team uses interview question developed by the principal. Interview questions are related to job responsibilities for the vacant position. The team will provide instructional staff with ongoing professional development and work with individual teachers in the implementation of effective instructional strategies. The administrative team will encourage the collaboration new teachers and veteran teachers.

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

Teachers serving as mentors have been selected based on the effectiveness of their instruction. Identified mentors have received effective/highly effective ratings and have demonstrated proficiency with implementation of best practices. In addition they have received certification in CET. Professional Development Facilitator and mentors meet once a week which is documented on form provided by Teacher Induction Program.

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.

Palm Avenue Exceptional Student Center teachers follow district Curriculum Guides to align instruction with the Florida State Access Points within the core content areas. State Course descriptors are used to teacher life and vocational skills to students in the Transition Program. Instructional programs designed for students with severe to moderate disabilities and that target the core content of the Florida State Access Points or Course Descriptors are used to provide instruction to students. Teachers will meet during common planning an unpack the Access Points/Course Descriptors to gain understanding of what concepts and skills they are to address during instruction. During this process, teachers will align the following instructional programs with Florida Standards; PCI Reading; Unique Learning Systems; Environmental Print; Teaching Standards Science; Teaching Standards Math; Teaching Standards ELA, Number Worlds, etc.

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.

Palm Avenue Exceptional Student Center utilizes data from the Florida State Alternate Assessment, District Curriculum Guides, Unique Learning Systems, etc. to plan instruction for students. Data is utilized to determine students' complexity levels and to discuss strategies to address their unique learning needs. Teachers will use common planning to engage in Lesson Study and to discuss strategies to increase student participation or improve their comprehension of content. Teachers will use formal and informal assessments to monitor and chart progress. Responses prompting, visual supports, video modeling, etc. are provided for students who have difficulty obtaining proficiency on Florida State Alternate Assessment.

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: After School Program

Minutes added to school year: 31,320

Team-up and PAL will be provided to approximately 50 students. Teachers will address students' learning needs as outline in his/her IEP goals. The Police Athletic League will organize and provide students with enrichment opportunities.

Strategy Rationale

PAL and DCPS have developed the partnership to provide additional enrichment for our students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Janice , williamsj28@duvalschools.org

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

Data is collected data in reference to attendance and specific IEP goals. Data is used to determine the effectiveness of the instructional strategies.

Strategy: Extended School Year

Minutes added to school year: 5,400

Extended School Year is offered to students who are recommended. ESY directly targets students receiving ESE supports, who require continue instruction to retain skills gained throughout the school year.

Strategy Rationale

ESY is utilized to prevent regression of newly acquired skills and is provided due to the nature and severity of the students disability.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Alexander, Michael, alexanderm2@duvalschools.org

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

Data is collected data in reference to attendance and specific IEP goals. Data is used to determine the effectiveness of the instructional strategies.

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. Â§ 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.

Palm Avenue offers students opportunities to develop skills beyond high school. Following graduations, students may return and attend classes to receive instruction in Career Experiences, Preparation for Post-School Adult Living and Career Preparation. Students will also work with job coaches and practice skills on various job sites within the community.

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.

Students at Palm Avenue participate in the Transition Academies. Identified students work with the job developer to obtain employment within the community. The job developer utilizes the Discovery Process to identify student desires and to develop a customized employment plan. The Guidance Counselor and Job Developer collaborates with ARC and EE/SS Transition Specialist regarding opportunities for students with disabilities at Florida State Community College and University of Northeast Florida.

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

Students will participate in the following business enterprises...

Wood Cutters and More- Business Enterprise offering students the opportunity to learn skills in woodworking which includes the use of tools, craftsmanship and marketing.

Specially Grown- Business Enterprise offering students the opportunity to learn skills in Horticulture. Students participate in gardening projects and learn skills such as planting, cultivating and marketing items to sell.

Palm Cafe- Business Enterprise offering students the opportunity to learn skills that will help them develop skills necessary for a successful career in food service.

Helping Hands-offer student the opportunity to learn skills in gardening, landscaping and horticulture.

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 students at Palm Avenue have the opportunity to participate in Career Preparation courses and electives that may assist in identifying strengths and career desires.

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.

N/A

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" 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 teachers will implement instructional programs; plan instruction that addresses concepts and skills of the Access Points/Course Descriptors and follow district Curriculum Guides with fidelity then we expect to see an 5% increase in student proficiency within the complexity levels on the FSAA-Performance Task by the end of the school year.
- G2.** If teachers implement effective instruction that incorporates the use of best practice strategies including the use of assistive technology, response prompting, differentiated instruction, read-alouds, gradual release model, KWHL charts, visual supports, and the use of manipulatives then we expect to see an 30% increase in student participation and correct responses to teacher scripted questions.
- G3.** If teachers and staff will implement the School-Wide Positive Behavior Support Plan, follow best practices for behavior management supports and initiate FBA/PBIP's with consistency we expect to see a decrease in behaviors.

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.

G1. If teachers will implement instructional programs; plan instruction that addresses concepts and skills of the Access Points/Course Descriptors and follow district Curriculum Guides with fidelity then we expect to see an 5% increase in student proficiency within the complexity levels on the FSAA-Performance Task by the end of the school year. **1a**

 G086432

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	69.0
FAA Writing Proficiency	65.0

Targeted Barriers to Achieving the Goal **3**

- Pacing of curriculum and teachers understanding of content to be taught during instruction may impact student's performance.

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

- Administrative Support
- District Assigned Coaches and Support Staff
- Variety of Instructional Materials- Unique Learning Systems, PCI, Number Worlds, Teaching Standards Math and Science, PAES
- School-Based Technology- Interactive White Boards, Smart Tables, Assistive Technology for Students, Document Cameras, Computers
- Early Release Professional Development and Common Planning
- Mentor
- Professional development Materials are provided to teachers- Books and articles
- Lesson Study process

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

CAST, Classroom Walk-throughs

Person Responsible

Michael Alexander

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

IPDP reviews, CAST Feedback forms and rubrics, walk-through checklists/feedback forms

G2. If teachers implement effective instruction that incorporates the use of best practice strategies including the use of assistive technology, response prompting, differentiated instruction, read-alouds, gradual release model, KWHL charts, visual supports, and the use of manipulatives then we expect to see an 30% increase in student participation and correct responses to teacher scripted questions. **1a**

 G086433

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	63.0
FSA Science Achievement	
FAA Writing Proficiency	

Targeted Barriers to Achieving the Goal **3**

- Teachers following through with implementing best practice strategies required to meet the unique learning and communication needs of students.

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

- Book and articles on evidence based practices will be provided to teachers
- Lesson Study will give teachers the opportunity to collaborate, develop and observe a lesson
- Master schedule will allocate time for teachers to engage in dicussion during Common Planning

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

Classroom observations, IPDP targets, CAST

Person Responsible

Michael Alexander

Schedule

Daily, from 9/1/2016 to 6/6/2017

Evidence of Completion

SIP Mid-Year Review summary, CGA results, IPDP targets, CAST next steps and rubric

G3. If teachers and staff will implement the School-Wide Positive Behavior Support Plan, follow best practices for behavior management supports and initiate FBA/PBIP's with consistency we expect to see a decrease in behaviors. 1a

G086434

Targets Supported 1b

Indicator	Annual Target
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Discipline incidents

Targeted Barriers to Achieving the Goal 3

- Teachers consistency with data collection and behavior management strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Foundations Team will promote a positive building culture
- School-Wide Positive Behavior Support Plan will outline expectations for classroom management behaviors and office management behaviors
- Behavior Team Meetings will allow administrators and teachers to collaborate on next steps in addressing behaviors for identified students

Plan to Monitor Progress Toward G3. 8

Review of Data Collected on targeted behavior

Person Responsible

Michael Alexander

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Genesis Discipline Report, Weekly point sheet data

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 teachers will implement instructional programs; plan instruction that addresses concepts and skills of the Access Points/Course Descriptors and follow district Curriculum Guides with fidelity then we expect to see an 5% increase in student proficiency within the complexity levels on the FSAA-Performance Task by the end of the school year. **1**

 **G086432**

G1.B3 Pacing of curriculum and teachers understanding of content to be taught during instruction may impact student's performance. **2**

 **B229676**

G1.B3.S1 Lesson Study process will be implemented to provide collaborative opportunities for teachers to identify the purpose of a scripted lesson from an instructional program. Teachers will align lesson objective to Access Point/Course Descriptor, develop differentiated activities and assessments. **4**

 **S242332**

Strategy Rationale

The Lesson Study process allows teachers to collaborate on planning effective lessons aligned to the Access Points/Course Descriptors.

Action Step 1 **5**

The Lesson Study process will be utilized to facilitate collaboration between teachers on scripted lessons from Unique Learning System, Teaching Standards ELA, Teaching Standards Science, etc..

Person Responsible

Michael Alexander

Schedule

Weekly, from 9/6/2016 to 6/6/2017

Evidence of Completion

Lesson Study sign-in sheets, feedback forms and data collection

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Observations and discussions

Person Responsible

Michael Alexander

Schedule

Quarterly, from 8/15/2016 to 6/23/2017

Evidence of Completion

Leadership meetings

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Observations

Person Responsible

Michael Alexander


Schedule

Daily, from 8/17/2016 to 6/2/2017

Evidence of Completion

Lesson Review Forms, Notes, Email Communication

G1.B3.S2 Monitor implementation of Curriculum Guides to ensure that 9-weeks performance standards are being addressed. 4

 S242333

Strategy Rationale

To ensure teachers are following the Curriculum Guide in sequence.

Action Step 1 5

Classroom Observations/Feedback, Common Planning

Person Responsible

Michael Alexander

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

Agendas, Teacher reflections/artifacts

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Classroom observations, follow-up and coaching

Person Responsible

Michael Alexander

Schedule

On 6/2/2017

Evidence of Completion

Email communication, contact/coaching logs, Observation forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Classroom Observations, Feedback, Teacher collaboration during common planning

Person Responsible

Michael Alexander


Schedule

Monthly, from 8/17/2016 to 6/2/2017

Evidence of Completion

Email communication, Feedback forms, Assessment data

G1.B3.S3 Utilize Common Planning to unpack standards in order to develop effective lessons, by scripting questions to check for understanding and develop differentiated activities that address students unique learning needs. 4

 S242334

Strategy Rationale

Collaboration will be used to identify lesson purpose, script questions, and develop differentiated activities.

Action Step 1 5

Teacher collaboration on lesson planning

Person Responsible

Michael Alexander

Schedule

Weekly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Common planning agendas and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Common planning participation, classroom observations, lesson plan review

Person Responsible

Michael Alexander

Schedule

On 6/2/2017

Evidence of Completion

common planning agendas, feedback forms, lesson plan review forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Observations and End of Year Review of lesson plans and assessment data

Person Responsible

Michael Alexander

Schedule

On 6/23/2017

Evidence of Completion

Pre-Post CGA's, FAA Data, Observation data

G2. If teachers implement effective instruction that incorporates the use of best practice strategies including the use of assistive technology, response prompting, differentiated instruction, read-alouds, gradual release model, KWLH charts, visual supports, and the use of manipulatives then we expect to see an 30% increase in student participation and correct responses to teacher scripted questions. 1

G086433

G2.B2 Teachers following through with implementing best practice strategies required to meet the unique learning and communication needs of students. 2

B229680

G2.B2.S1 Provide teachers and staff with a series of professional development opportunities and modeling of effective instruction in research-based strategies that engage and meet the unique needs of individual students. 4

S242335

Strategy Rationale

As a result of the professional development there will be an increase of teacher understanding of best practices and an increase in student participation and responses during instructional time.

Action Step 1 5

Training in Systematic Instruction: Teaching Students with Severe and Moderate Disabilities

Person Responsible

Michael Alexander

Schedule

Quarterly, from 9/8/2016 to 6/6/2017

Evidence of Completion

Book, Reflection Questions, Powerpoint Presentation, Common Planning Agenda

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

Classroom Observations, Discussions during Common Planning

Person Responsible

Michael Alexander

Schedule

Daily, from 8/15/2016 to 6/23/2017

Evidence of Completion

Feedback Forms, meeting notes, email communication

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

Classroom observations, On-going assessment data, Lesson plan reviews

Person Responsible

Michael Alexander

Schedule

Daily, from 8/17/2016 to 6/2/2017

Evidence of Completion

Feedback Forms, data reviews, IPDP conferences, CAST rubrics and next steps

G3. If teachers and staff will implement the School-Wide Positive Behavior Support Plan, follow best practices for behavior management supports and initiate FBA/PBIP's with consistency we expect to see a decrease in behaviors. 1

G086434

G3.B2 Teachers consistency with data collection and behavior management strategies 2

B229682

G3.B2.S1 Implement regular behavior team meetings and develop interventions to address continuous behavior concerns. Work with district to support students requiring extensive supports. 4

S242337

Strategy Rationale

The behavior team meetings will allow teacher and administrators to identify target behaviors and develop strategies to decrease behaviors.

Action Step 1 5

Implement school-wide point system that allows students to earn rewards, school-wide discipline plan and develop FBA/PBIP's for students who require more intensive interventions and strategies.

Person Responsible

Michael Alexander

Schedule

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

Evidence of Completion

Behavior Folders, Point Systems

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 M323838	CAST, Classroom Walk-throughs	Alexander, Michael	8/15/2016	IPDP reviews, CAST Feedback forms and rubrics, walk-through checklists/ feedback forms	6/1/2017 daily
G3.MA1 M323844	Review of Data Collected on targeted behavior	Alexander, Michael	8/15/2016	Genesis Discipline Report, Weekly point sheet data	6/1/2017 daily
G1.B3.S2.A1 A313650	Classroom Observations/Feedback, Common Planning	Alexander, Michael	8/18/2016	Agendas, Teacher reflections/artifacts	6/1/2017 daily
G1.B3.S3.A1 A313651	Teacher collaboration on lesson planning	Alexander, Michael	9/6/2016	Common planning agendas and teacher lesson plans	6/1/2017 weekly
G1.B3.S1.MA1 M323832	Observations	Alexander, Michael	8/17/2016	Lesson Review Forms, Notes, Email Communication	6/2/2017 daily
G2.B2.S1.MA1 M323839	Classroom observations, On-going assessment data, Lesson plan reviews	Alexander, Michael	8/17/2016	Feedback Forms, data reviews, IPDP conferences, CAST rubrics and next steps	6/2/2017 daily
G1.B3.S2.MA1 M323834	Classroom Observations, Feedback, Teacher collaboration during common planning	Alexander, Michael	8/17/2016	Email communication, Feedback forms, Assessment data	6/2/2017 monthly
G1.B3.S2.MA1 M323835	Classroom observations, follow-up and coaching	Alexander, Michael	8/17/2016	Email communication, contact/coaching logs, Observation forms	6/2/2017 one-time
G1.B3.S3.MA1 M323837	Common planning participation, classroom observations, lesson plan review	Alexander, Michael	9/21/2016	common planning agendas, feedback forms, lesson plan review forms	6/2/2017 one-time
G2.MA1 M323841	Classroom observations, IPDP targets, CAST	Alexander, Michael	9/1/2016	SIP Mid-Year Review summary, CGA results, IPDP targets, CAST next steps and rubric	6/6/2017 daily
G1.B3.S1.A1 A313649	The Lesson Study process will be utilized to facilitate collaboration between teachers on scripted...	Alexander, Michael	9/6/2016	Lesson Study sign-in sheets, feedback forms and data collection	6/6/2017 weekly
G2.B2.S1.A1 A313652	Training in Systematic Instruction: Teaching Students with Severe and Moderate Disabilities	Alexander, Michael	9/8/2016	Book, Reflection Questions, Powerpoint Presentation, Common Planning Agenda	6/6/2017 quarterly
G3.B2.S1.A1 A313654	Implement school-wide point system that allows students to earn rewards, school-wide discipline...	Alexander, Michael	8/15/2016	Behavior Folders, Point Systems	6/6/2017 quarterly
G1.B3.S1.MA1 M323833	Observations and discussions	Alexander, Michael	8/15/2016	Leadership meetings	6/23/2017 quarterly
G2.B2.S1.MA1 M323840	Classroom Observations, Discussions during Common Planning	Alexander, Michael	8/15/2016	Feedback Forms, meeting notes, email communication	6/23/2017 daily
G1.B3.S3.MA1 M323836	Observations and End of Year Review of lesson plans and assessment data	Alexander, Michael	8/15/2016	Pre-Post CGA's, FAA Data, Observation data	6/23/2017 one-time

V. Professional Development Opportunities

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

G1. If teachers will implement instructional programs; plan instruction that addresses concepts and skills of the Access Points/Course Descriptors and follow district Curriculum Guides with fidelity then we expect to see an 5% increase in student proficiency within the complexity levels on the FSAA-Performance Task by the end of the school year.

G1.B3 Pacing of curriculum and teachers understanding of content to be taught during instruction may impact student's performance.

G1.B3.S1 Lesson Study process will be implemented to provide collaborative opportunities for teachers to identify the purpose of a scripted lesson from an instructional program. Teachers will align lesson objective to Access Point/Course Descriptor, develop differentiated activities and assessments.

PD Opportunity 1

The Lesson Study process will be utilized to facilitate collaboration between teachers on scripted lessons from Unique Learning System, Teaching Standards ELA, Teaching Standards Science, etc..

Facilitator

Michael Alexander

Participants

Teachers

Schedule

Weekly, from 9/6/2016 to 6/6/2017

G1.B3.S2 Monitor implementation of Curriculum Guides to ensure that 9-weeks performance standards are being addressed.

PD Opportunity 1

Classroom Observations/Feedback, Common Planning

Facilitator

Principal, Assistant Principal, CSS Coach

Participants

All Faculty

Schedule

Daily, from 8/18/2016 to 6/1/2017

G1.B3.S3 Utilize Common Planning to unpack standards in order to develop effective lessons, by scripting questions to check for understanding and develop differentiated activities that address students unique learning needs.

PD Opportunity 1

Teacher collaboration on lesson planning

Facilitator

Michael T. Alexander

Participants

All teachers

Schedule

Weekly, from 9/6/2016 to 6/1/2017

G2. If teachers implement effective instruction that incorporates the use of best practice strategies including the use of assistive technology, response prompting, differentiated instruction, read-alouds, gradual release model, KWHL charts, visual supports, and the use of manipulatives then we expect to see an 30% increase in student participation and correct responses to teacher scripted questions.

G2.B2 Teachers following through with implementing best practice strategies required to meet the unique learning and communication needs of students.

G2.B2.S1 Provide teachers and staff with a series of professional development opportunities and modeling of effective instruction in research-based strategies that engage and meet the unique needs of individual students.

PD Opportunity 1

Training in Systematic Instruction: Teaching Students with Severe and Moderate Disabilities

Facilitator

Principal, Assistant Principal, CSS Coach, District Support

Participants

Faculty and Staff

Schedule

Quarterly, from 9/8/2016 to 6/6/2017

G3. If teachers and staff will implement the School-Wide Positive Behavior Support Plan, follow best practices for behavior management supports and initiate FBA/PBIP's with consistency we expect to see a decrease in behaviors.

G3.B2 Teachers consistency with data collection and behavior management strategies

G3.B2.S1 Implement regular behavior team meetings and develop interventions to address continuous behavior concerns. Work with district to support students requiring extensive supports.

PD Opportunity 1

Implement school-wide point system that allows students to earn rewards, school-wide discipline plan and develop FBA/PBIP's for students who require more intensive interventions and strategies.

Facilitator

Michael T. Alexander

Participants

Faculty

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	The Lesson Study process will be utilized to facilitate collaboration between teachers on scripted lessons from Unique Learning System, Teaching Standards ELA, Teaching Standards Science, etc..	\$0.00
2	G1.B3.S2.A1	Classroom Observations/Feedback, Common Planning	\$0.00
3	G1.B3.S3.A1	Teacher collaboration on lesson planning	\$0.00
4	G2.B2.S1.A1	Training in Systematic Instruction: Teaching Students with Severe and Moderate Disabilities	\$0.00
5	G3.B2.S1.A1	Implement school-wide point system that allows students to earn rewards, school-wide discipline plan and develop FBA/PBIP's for students who require more intensive interventions and strategies.	\$0.00
Total:			\$0.00