

Lake County Schools

# Lake Hills School



2016-17 Schoolwide Improvement Plan

## Lake Hills School

909 S LAKESHORE BLVD, Howey In The Hills, FL 34737

<https://lhe.lake.k12.fl.us/>

### 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)
Combination School PK-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	43%

### School Grades History

Year

Grade

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Lake Hills School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	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.

To foster a school culture that believes all students can learn and that the possibilities are endless.

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

To provide students opportunities to reach their full potential by providing a comprehensive education designed to meet their individual needs through personalized learning experiences.

#### 2. School Environment

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

Teachers, students, and parents are a vital part of our school culture. Together, we are involved in an annual individual education planning meeting that is designed to establish, build, and/or maintain relationships with all involved parties. The IEP process is very detailed and involves a collaborative team effort to gather information on the student's social/emotional, medical, and academic history, as well as current information in all domain areas (academic, independent functioning, social/emotional, health, communication).

In addition, Lake Hills School hosts an annual Meet-the-Teacher Event and Open House where families are highly encouraged bring their child to continue the relationship building process.

Teachers and students work collaboratively in many different projects throughout the year. Such projects include Book Fairs, Howey Parade, Lake Hills holiday play, Graduation ceremony, Prom, and Community-Based Instructional work opportunities through such establishments as The Mission Inn and the Eustis Public Library.

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

Lake Hills School has a proactive approach to maintaining safety and respect on our school campus. We evaluate the school environment throughout each day, reporting any concerns to administration. Some of the ways we create and maintain a positive and safe school environment are through:

Safety Committee and Crisis Management Team  
Red Ribbon Week  
Character building is infused within our curricular activities  
Positive Behavior Supports  
Howey Police Department  
Lake County Fire and Rescue  
Code Blue Team  
Nursing Team

##### 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.

Lake Hills School utilizes Applied Behavior Analysis (ABA) as a means to apply interventions based upon the principles of learning theory to improve socially significant behaviors and Positive Behavioral Supports (PBS) to maintain a high level of student engagement during all learning activities. High levels of student engagement and Positive Behavioral Support system prevents many maladaptive behaviors from occurring. ABA and PBS strategies are infused throughout the day. All staff are trained in Crisis Prevention Institute (CPI) strategies therefore all teachers and teacher assistants can assist with verbal de-escalation of students who may be showing increased signs of agitation.

The Code Blue Team assists when there is a breakdown in the verbal de-escalation process and physical aggression becomes more of a concern. The Team is trained in Advanced CPI techniques to provide appropriate support to maintain student and staff safety at all times.

**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.**

Lake Hills School is able to maintain a 3:1 student to teacher ratio. This allows our teachers and teacher assistants to develop and maintain a high level of rapport with each student. Administration, Nursing staff, Behavior Team and the School Counselor are all involved with ensuring the social/emotional needs of the students are met.

Educational meetings are held when there is an immediate concern, at which time, our counselor involves Student Services to assist with the coordination of services from community agencies. Follow-up meetings or phone calls are made to further assist as necessary.

### 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.**

NA

**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	0	
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.**

NA

## 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

Lake Hills School will continue the parent training program and student/parent social events. We will offer parents a variety of workshops specifically designed for caring for children with significant cognitive disabilities including ASD. Workshops include:

1. Guardianship
2. Transition Planning
3. Behavior Management

### 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.

Lake Hills School welcomes any opportunity to participate in community events. Administration is often requested to speak with different community organizations to bring disability awareness to the community. As a result of those speaking engagements, many Lake County organizations have supported our students in a variety of ways. These groups are as follows:

Philip Delong Retire Marine Corps Unit, The Villages  
TOYS for TOTS  
The Mission Inn  
The Eustis Library  
Real Life Christian Church  
Dragon Boat Racing Team, The Villages  
Harbor Hills Ladies Charities  
Knights of Columbus  
Howey Men's Club  
Howey Garden Club  
Grandma Bee's Quilting Guild

## 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
Meyers, Robin	Principal
Stedelin, Debbie	Assistant Principal
Walker, Melissa	School Counselor
Kotz, Rikki	Teacher, ESE
Hass, David	Teacher, ESE
Tautiva, Vilmary	Teacher, ESE
Lerner, Robert	Teacher, ESE
Vigrass, Janine	Other

## b. Duties

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

The Leadership Team consists of:

Robin Meyers-Principal, Debbie Stedelin-Assistant Principal, Melissa Walker-Guidance Counselor, Vilmary Tautiva-ESE Teacher, David Hass-ESE Teacher, Rikki Kotz-ESE Teacher, Robert Lerner-ESE Teacher and Janine Vigrass-Speech/Language Pathologist.

The Leadership Team meets bi-weekly to discuss and evaluate the on-going needs and concerns of the educational process at Lake Hills School. The team reviews data to determine course of actions as it relates to Instructional Practices and Student Achievement, IEP Goal Mastery and Positive Behavioral Supports. In addition, the Leadership Team addresses concerns from Department Meetings and monitors the effectiveness of the Curriculum Framework to problem solve and continuously improve the culture and climate of the school.

### ***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.***

The Leadership Team meets to evaluate data collected in order to identify problem areas, develop hypotheses and create plans to deliver strategies that will assist in student success. We involve all stakeholders in the process and utilization of all available resources to achieve student success. Teams utilized to address student achievement in instructional, curricular and behavioral areas are:

PLC Teams-David Hass, Leader

Assessment Writing Team-

Vilmary Tautiva, ESE Teacher--David Hass, ESE Teacher--Kristen Kasha, ESE Teacher

Curriculum Writing Team-

Vilmary Tautiva, ESE Teacher--David Hass, ESE Teacher--Kristen Kasha, ESE Teacher

Professional Learning Communities-Robin Meyers, Principal

Lesson Study Teams-Robin Meyers, Principal

IEP Teams-Corey Lott, ESE School Specialist

The District ESE office distributes IDEA Funds for district ESE programs each year. The IDEA funds allocated to Lake Hills School are utilized to increase student achievement through purchases of adaptive equipment, communication devices and supports, assistive technology, specialized

curriculum, and staff development as determined by the Leadership Team and other teams as necessary.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Troy Singer	Business/Community
Kevin Castellanos	Teacher
Katherine Nobles	Parent
Sarah Gray	Parent
Rebekah Knight	Parent
Erica Haynes	Education Support Employee
Thomas Johnson	Teacher
Vilmary Tautiva	Teacher
Rob Lerner	Teacher
Dawn Ward	Parent
Robin Meyers	Principal
Rikki Kotz	Teacher
Teresa Yancey	Education Support Employee
	Student
	Student
	Student
Lt. Richard Roman	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**

The SAC reviews the prior year's SIP at the beginning of each year. Suggestions are made and the new Plan is drafted and approved by the SAC prior to being submitted to the District.

**b. Development of this school improvement plan**

After reviewing the prior year's SIP, FSAA data and behavioral data, the committee participates in discussions, giving suggestions for improvement and other initiatives they would like to see implemented through availability of funds.

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

Lake Hills annual school budget, various funding resources and planned expenditures are shared with SAC members during the first meeting and up-dated throughout the year.

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

There were no SAC fund expenditures for the 2015-2016 school year.

**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
Meyers, Robin	Principal
Stedelin, Debbie	Assistant Principal
Hass, David	Teacher, ESE
Kasha, Kristin	Teacher, ESE
Tautiva, Vilmary	Teacher, ESE
Vigrass, Janine	Teacher, ESE

**b. Duties**

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

(1) Continued development of Florida Continuous Improvement Model (FCIM) including the Florida Standards, Focus Calendars, Common Board Configuration, Blueprints and Marzano elements.

(2) Encouraging our teachers for continued implementation of the FCIM including the Florida Standards, Focus Calendars, Common Board Configuration, Blueprints, and Marzano elements.

(3) Continued transition from using a specialized Curricula for SwSCD to preparing our teachers to utilize the mainstream curriculum being used throughout the district.

(4) Implementation of Environmental Communication Training (ECT) for all teachers.

**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.**

Teachers participate in Professional Learning Communities and Lesson Studies on a frequent and regular basis to encourage and enhance positive working relationships. In addition, each PLC has a designated 90-minute common planning time on a specific day each week to allow them the opportunity to further collaborate with their colleagues.

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

1. Utilize the district SearchSoft system to screen for qualified applicants.
2. Provide customized staff development for teachers to address the unique learning needs of students with significant cognitive disabilities. Professional development includes but is not limited to, writing IEPs, providing related and support services, and professional crisis management.
3. Provide support to teachers from each department and school support staff (i.e., Behavior, OT/PT, Speech/Language, Assistive Technology) to address challenges they may have experience with students in the classroom.
4. All new teachers are provided an intensive 5-day training program through Lake Hills prior to the beginning of the school year. In addition, new teachers are required to attend the New Beginnings Training and are supported through the TOPS program where applicable.

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

Crewe (returning to District)- David Hass  
Judd (new to District)- Rikki Kotz  
Speiser (beginning teacher)- Krysta Avery  
Slayton (beginning teacher) - Vilmary Tautiva  
Schlikau (beginning teacher) - Malena Abreu-Sintes

## **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.**

Using the Writing Team format, a group of teachers led by Mrs. Meyers, spent the past four years writing and implementing the Instructional Framework for the Access Points. The team has developed and continues to modify the Focus Calendars, Instructional Blueprints, Scales and Assessments based on the Florida Standards and Access Points for Students with Severe Cognitive Disabilities (SwSCD).

#### **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.**

Academic and IEP Data Points are taken on a weekly basis and evaluated regularly. We utilize the Lesson Study Process and Professional Learning Communities to assist with developing more appropriate instruction for our students through increasingly effective teaching strategies.

**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: Summer Program**

**Minutes added to school year: 4,320**

During ESY, teachers instruct students on a daily basis using the curriculum offered throughout the school year. In addition, IEP (Individual Education Plan) goals are worked on, as well. Data is recorded at least twice a week and parents are informed of progress being made.

While not all of our students attend summer school, most of them do. In addition, we accept eligible students from around our district to join us for summer school. We run a full school both during the school year and for the summer program.

**Strategy Rationale**

Research shows large breaks of time for Students with Severe Cognitive Disabilities (SwSCD) is detrimental to their educational process. Due to this, we offer Extended School Year (ESY) each summer.

**Strategy Purpose(s)**

- Enrichment

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

Meyers, Robin, meyersr@lake.k12.fl.us

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

Both Academic and IEP data is collected on a regular basis throughout summer school. All data is reported to the student's home school and the parents at the end of the ESY session.

**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.**

N/A

**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.**

Lake Hills has implemented a multi-phase vocational program for these 25+ students. This program will also serve other students as they "age into" a need for such services.

The phases are as follows:

1. Pre-Vocational- This service includes training in activities of daily living, practical and applied mathematics (sign identification, budgeting), cooperation with others, attention to task, and following directions.
2. Work Adjustment- Building upon the academically and socially related skills taught in the Pre-Vocational Phase, students will participate in a variety of work and work-related activities within the

school setting. Work Adjustment teaches the value and purpose of meaningful work, whatever the work is. It is taught by the example of family and teachers and reinforced by exposure to actual, though school-based work experiences. In this phase, students are supervised and trained by vocational teachers and teacher assistants in a variety of simulated and real work settings created in the school. These include, but are not limited to:

- a) A teaching kitchen designed to build upon the family food preparation skills taught in the Pre-Vocational Phase. This kitchen also focuses upon more commercial food service applications including work stations for dish washing, salad preparation, vegetable preparation, table service and bussing and other related functions.
- b) A school small "store" program of small food items but adds such functions as shelf-stocking, stock rotation, cash register operation and appropriate behavior with customers.
- c) Mobile work crews within the school which offer laundry and delivery services, and recycling services.

Each of the above work settings within the school teaches the specific skills related to the job category but, more importantly, they teach the importance of dependability, the value of work and the usefulness and satisfaction of a job well-done. Related behaviors such as time and attendance, appropriate relations with supervisors, co-workers and customers are emphasized. An important part of work adjustment is consultation and information-sharing with parents and care-givers that need to understand the importance of assisting students to move into the most integrated setting possible upon graduation.

3. Sheltered Employment- For some students, their support needs will not permit them to work within an integrated setting in the community. For these students, the school will seek sheltered employment positions with established providers in the community. The school will develop transition plans to assure that students can move into these settings upon graduation.

4. Volunteer Work-sites in the Community- Students who successfully participate in the Work Adjustment Phase will move into this more integrated phase. Here, vocational teachers and teacher assistants will supervise small groups of students or individual students in community volunteer job-sites within not-for-profit agencies. These are volunteer positions for which anyone in the community can volunteer. Such volunteer work will expose students, with constant staff supervision, to real work experiences that currently include The Mission Inn resort and a local library. These community services will help students to shift from a role of dependency to one of contribution and value.

5. Supported Employment- Students who successfully participate in the Work Adjustment and Volunteer Work-site Phases will move into this phase which is defined as paid, integrated employment in the community. This phase itself has several possible integration techniques, all of which require the initial full-time supervision of school staff as job coaches and onsite trainers. These techniques follow the models described above in the Work Adjustment Phase but move the training location into the community with local employers. This is our Enclave phase where small groups of students will work, under school staff supervision, at a community employer's site but will remain at the one site to complete a specific job function. An example, and there are many, would be a group of student workers who actually operate all or part of an employer's mail sorting function at the employer's work-site.

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

Lake Hills School provides complete educational services to students whose physical and developmental needs exceed their appropriate integration into the general school population. Many of



these students have been in integrated school settings in the past however, that setting was unable to meet their behavioral, medical, mobility and educational requirements. All of these students present significant, and often multiple, disabilities. Their current school program has been designed to meet all mandated educational requirements including academics, independent living, and socialization with adaptations which encompass and complement each student's special needs.

The Lake Hills School has identified approximately 25+ students who are aged 18 to 21 who can benefit from a fully-developed vocational program. While these students will remain in the school until the mandated age of 22, the school and the Lake County School District recognizes its responsibility to help these students to attain a meaningful transition into adulthood to include significant aspects of community involvement and employment as appropriate to the individual needs and potential. While the intensive physical and medical needs of other older students in the school will require transition into adulthood with an essential emphasis upon respite care and medical support, these 45 students can aspire to a variety of vocational opportunities with appropriate training and support.

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

All students at Lake Hills School have Individual Education Plan. Academic and career planning goals are incorporated into every student's Individual Education Plan and monitored by daily IEP data collection.

**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.**

NA

## 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.

NA

### 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.

NA

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** With high expectations and using the Instructional Framework based upon the Florida State Access Standards, teachers will understand, plan, and deliver differentiated instruction in all content areas for all students. (INSTRUCTIONAL)
- G2.** With high expectation for increased Staff Retention, we will develop a New Employee Orientation Program that will be implemented at the time of hire of our employees in order to better prepare them for working with our particular student population. (STAFF RETENTION)
- G3.** Teachers and Para-Professional staff members will comprehend and correctly implement the Environmental Communication Teaching (ECT) Framework within various school settings, to include classroom, cafeteria, PE/Specials areas, and extra-curricular activities. (PROFESSIONAL DEVELOPMENT)
- G4.** Teachers and Para-Professional Staff members will comprehend and correctly utilize multiple behavioral strategies to promote higher behavioral expectations for all students. (SAFETY)

## 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.** With high expectations and using the Instructional Framework based upon the Florida State Access Standards, teachers will understand, plan, and deliver differentiated instruction in all content areas for all students. (INSTRUCTIONAL) 1a

G086732

### Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	2.0
Math Gains	2.0
FAA Writing Proficiency	2.0
FSAA Science Achievement	2.0

### Targeted Barriers to Achieving the Goal 3

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

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

- 1. Florida Standards
- 2. Instructional Framework (Blueprints, Scales, Assessments, etc.).
- 3. PLC's and Lesson Study
- 4. Weekly Common Planning Time
- 5. Various curricular resources

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

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Academic Services:

C2 Collaborative Cohort

**Person Responsible**

Robin Meyers

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continuous formative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student. Data is analyzed during leadership meetings, Leadership Team meetings, PLC's and Lesson Studies.

**G2.** With high expectation for increased Staff Retention, we will develop a New Employee Orientation Program that will be implemented at the time of hire of our employees in order to better prepare them for working with our particular student population. (STAFF RETENTION) 1a

G086733

### Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	20.0

### Targeted Barriers to Achieving the Goal 3

- Lack of a proper training program for new employees to help them assimilate to working with our particular student population.

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

- Administration
- Behavior Department
- Guidance Department
- Nursing Department
- Special Areas
- Speech/Language
- Occupational Therapy
- Physical Therapy

### Plan to Monitor Progress Toward G2. 8

New Employee Orientation Training Video Completion Checklist and subsequent Surveys will be collected and reviewed to measure impact of Training video with regard to Staff Retention.

#### Person Responsible

Debbie Stedelin

#### Schedule

Biweekly, from 10/1/2016 to 5/31/2017

#### Evidence of Completion

Checklists will be collected and reviewed by administration. Further guidance will be given should the need arise. Administration will collect and assess survey information and new employee comments and suggestions.

**G3.** Teachers and Para-Professional staff members will comprehend and correctly implement the Environmental Communication Teaching (ECT) Framework within various school settings, to include classroom, cafeteria, PE/Specials areas, and extra-curricular activities. (PROFESSIONAL DEVELOPMENT) 1a

G086734

### Targets Supported 1b

Indicator	Annual Target
FSAE ELA Achievement	2.0

### Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and training opportunities with Environmental Communication Teaching (ECT) Framework

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

- Environmental Communication Teaching (ECT) Training Framework

### Plan to Monitor Progress Toward G3. 8

Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

#### Person Responsible

Janine Vigrass

#### Schedule

Monthly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt hierarchy. Specific goals will be established for students based on communication needs within their classroom and other school locations. Videos will be taken throughout the year of teachers implementing ECT prompt hierarchy. These videos will be evaluated to determine student progress. Data will include increased frequency of communication and increased independence as they move from teacher supported to spontaneous communication within school-wide routines.

**G4.** Teachers and Para-Professional Staff members will comprehend and correctly utilize multiple behavioral strategies to promote higher behavioral expectations for all students. (SAFETY) **1a**

 G086735

### Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	2.0

### Targeted Barriers to Achieving the Goal **3**

- 1. ALL staff members require appropriate crisis management training, as well as training in positive behavioral strategies and support.

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

- 1. Crisis Prevention Intervention Training and up-dates
- 2. Applied Behavioral Analysis Training
- 3. Annual Lake Hills School Behavior Strategies Training
- 4. Code Blue team
- 5. Positive Behavioral Supports

### Plan to Monitor Progress Toward G4. **8**

Staff members will receive initial and up-dated CPI Training on an annual basis. Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members throughout the year.

#### Person Responsible

Robin Meyers

#### Schedule

Annually, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification. Sign-in sheet documentation and MIP points are given. With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors. Administration and Behavior Department monitors all CPI strategies for proper utilization and effectiveness.

## 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

 = Problem Solving Step     S123456 = Quick Key


**G1.** With high expectations and using the Instructional Framework based upon the Florida State Access Standards, teachers will understand, plan, and deliver differentiated instruction in all content areas for all students. (INSTRUCTIONAL) **1**

 G086732

**G1.B1** Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students. **2**

 B230577

**G1.B1.S1** We will provide professional development for the Florida Standards through Lesson Study Process/Professional Learning Communities within a multi-tiered system of student supports. Teachers collaboratively plan standards-based lessons to support school identified research themes; implement lessons; collect observation data based on student responses; reflect upon, analyze/discuss data; define next steps. **4**

 S243252

### Strategy Rationale

Through Lesson Study, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

This Professional Learning Community process will continue to support student achievement and increase student learning gains as well as provide additional Professional Development opportunities for our Faculty.

#### 90-Minute COMMON PLANNING SCHEDULE:

PLC 1 (Mondays 12:30-2:00) Abreu, Avery, Diem, Morgan Howell, Speiser, Slayton

PLC 2 (Tuesdays 12:30-2:00) Gubler, Robinson, Helmes, Kotz, Noel, Fairservice, Fisher, McLaughlin

PLC 3 (Wednesdays 9:30-11:00) Molly Howell, Schlickua, Maines, Tautiva, Bridges

PLC 4 (Thursdays 12:00-1:30) Kasha, Moose, Etheredge, Muruaga, Kissee, Lerner, Vucic, Charanza



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

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

The purpose of our Lesson Study Process for 2016-2017 is:

\*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities.

\*To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework

\*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.

**Person Responsible**

Robin Meyers

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

## Action Step 2 5

**PROFESSIONAL LEARNING COMMUNITIES:** Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

### **Person Responsible**

Robin Meyers

### **Schedule**

Weekly, from 8/10/2016 to 5/31/2017

### **Evidence of Completion**

Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.

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

**Lesson Study Process and Professional Learning Communities:**  
Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

### **Person Responsible**

Robin Meyers

### **Schedule**

Weekly, from 8/10/2016 to 5/31/2017

### **Evidence of Completion**

Lesson Study Data Questions analysis PLC Weekly Report Document Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework

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

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

**Person Responsible**

Robin Meyers


**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Data is taken daily on every student regarding their level of performance. The data collection program provides continuous formative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Each PLC completes a weekly reporting document to be reviewed by administration. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.

**G1.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2016-2017 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training and implementation related to specific topics. 4

 S243253

### Strategy Rationale

This process will continue to support student achievement, as well as provide additional Professional Development opportunities for our Faculty.

### Action Step 1 5

C2 Collaborative Cohort

#### Person Responsible

Debbie Stedelin

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### Action Step 2 5

C2 Collaborative School-based Cohort Trainings

#### Person Responsible

Debbie Stedelin

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continuous fomative performance levels on every student.

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

C2 Collaborative Cohort

### **Person Responsible**

Debbie Stedelin

### **Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

### ***Evidence of Completion***

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student.

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

C2 Collaborative Cohort

### **Person Responsible**

Debbie Stedelin

### **Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

### ***Evidence of Completion***

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student.

**G1.B1.S3** The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards. **4**

 S243254

### Strategy Rationale

The Instructional Framework and BluePrints will support goal progress and student achievement.

### Action Step 1 **5**

School Writing Team:

The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

#### Person Responsible

Robin Meyers

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

The assessments will monitor goal progress and student achievement.

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

The school's writing team will continue to develop and align the Instructional Framework and BluePrints in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.

#### Person Responsible

Robin Meyers

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

The Instructional Framework and BluePrints will support goal progress and student achievement.

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

The principal will meet with PLC teams to monitor and support the effectiveness of continued use of Instructional Framework and BluePrints.

**Person Responsible**

Robin Meyers


**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

PLC notes, student test data, TEAM data.

**G2.** With high expectation for increased Staff Retention, we will develop a New Employee Orientation Program that will be implemented at the time of hire of our employees in order to better prepare them for working with our particular student population. (STAFF RETENTION) 1

 G086733

**G2.B1** Lack of a proper training program for new employees to help them assimilate to working with our particular student population. 2

 B230578

**G2.B1.S1** We will develop and implement a New Employee Training Video that can be viewed by new employees at any time throughout the year in an effort to familiarize and better prepare them for working with our particular student population. 4

 S243255

### Strategy Rationale

Developing a New Employee Training Video will allow new employees to become familiar with the various policies, procedures and departments at Lake Hills School on an as needed basis. We will no longer have to set up training dates/times and pull Professionals from their responsibilities.

### Action Step 1 5

We will develop a New Employee Training Video that will allow new employees to become familiar with the various policies, procedures and departments at Lake Hills School on an as needed basis.

#### Person Responsible

Debbie Stedelin

#### Schedule

Biweekly, from 10/1/2016 to 5/31/2017

#### Evidence of Completion

New Employee Orientation Training Video Completion Checklist and subsequent Surveys will be collected and reviewed to measure impact of Training video with regard to Staff Retention.



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

Develop and utilize a "comprehension and comfort level" checklist for all new employees after completion of the Training video.

**Person Responsible**

Debbie Stedelin

**Schedule**

Biweekly, from 10/1/2016 to 5/31/2017

***Evidence of Completion***

Checklists will be collected and reviewed by administration. Further guidance will be given should the need arise.

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

New employee surveys will be implemented to monitor the effectiveness of the Video Training Program.

**Person Responsible**

Debbie Stedelin

**Schedule**

Biweekly, from 10/1/2016 to 5/31/2017

***Evidence of Completion***

Administration will collect and assess survey information and new employee comments and suggestions.

**G3.** Teachers and Para-Professional staff members will comprehend and correctly implement the Environmental Communication Teaching (ECT) Framework within various school settings, to include classroom, cafeteria, PE/Specials areas, and extra-curricular activities. (PROFESSIONAL DEVELOPMENT)

1

G086734

**G3.B1** Lack of knowledge and training opportunities with Environmental Communication Teaching (ECT) Framework 2

B230579

**G3.B1.S1** We will provide the Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals 4

S243256

### Strategy Rationale

By providing this in-depth training on Environmental Communication Teaching (ECT), Teachers and Para-Professionals will learn strategies to support student communication using a "least to most" prompt hierarchy.

### Action Step 1 5

Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

#### Person Responsible

Janine Vigrass

#### Schedule

Monthly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Teachers and Para-Professionals will learn and put into practice strategies to support student communication using a "least to most" prompt hierarchy. Specific goals will be established for students based on communication needs within their classroom and other school locations. Videos will be taken throughout the year of teachers implementing ECT prompt hierarchy. These videos will be evaluated to determine student progress. Data to include increased frequency of communication and increased independence as they move from teacher supported to spontaneous communication within school-wide routines.

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

Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

### **Person Responsible**

Janine Vigrass

### **Schedule**

Monthly, from 8/10/2016 to 5/31/2017

### ***Evidence of Completion***

Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt hierarchy. Specific goals will be established for students based on communication needs within their classroom and other school locations. Videos will be taken throughout the year of teachers implementing ECT prompt hierarchy. These videos will be evaluated to determine student progress. Data to include increased frequency of communication and increased independence as they move from teacher supported to spontaneous communication within school-wide routines.

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

Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

### **Person Responsible**

Janine Vigrass

### **Schedule**

Monthly, from 8/10/2016 to 5/31/2017

### ***Evidence of Completion***

Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt hierarchy. Specific goals will be established for students based on communication needs within their classroom and other school locations. Videos will be taken throughout the year of teachers implementing ECT prompt hierarchy. These videos will be evaluated to determine student progress. Data to include increased frequency of communication and increased independence as they move from teacher supported to spontaneous communication within school-wide routines.

**G4.** Teachers and Para-Professional Staff members will comprehend and correctly utilize multiple behavioral strategies to promote higher behavioral expectations for all students. (SAFETY) 1

 G086735

**G4.B1** 1. ALL staff members require appropriate crisis management training, as well as training in positive behavioral strategies and support. 2

 B230580

**G4.B1.S1** Provide all staff members with the appropriate level of annual Crisis Prevention Institute (CPI) training. 4

 S243257

### Strategy Rationale

In order to create, promote and maintain an environment where students will be exposed to higher instructional expectations, staff members will be adequately equipped to assist with and de-escalate inappropriate behaviors with the appropriate level of annual Crisis Prevention Institute (CPI) training.

### Action Step 1 5

Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.

#### Person Responsible

Debbie Stedelin

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification.

## Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Staff members will receive initial and up-dated training on an annual basis.

### **Person Responsible**

Debbie Stedelin

### **Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

### **Evidence of Completion**

Data reflects staff members and their level of training. Participants receive a CPI certification. Administration and Behavior Department monitors all CPI strategies for proper utilization and effectiveness.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Staff members will receive initial and up-dated training on an annual basis.

### **Person Responsible**

Debbie Stedelin

### **Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

### **Evidence of Completion**

Data reflects staff members and their level of training. Participants receive a CPI certification. Administration and Behavior Department monitors all CPI strategies for proper utilization and effectiveness.

**G4.B1.S2** Provide all staff members with appropriate level of training in Applied Behavioral Analysis and support. 4

S243258

### Strategy Rationale

In order to create, promote and maintain an environment where students will be exposed to higher instructional expectations, staff members will be adequately equipped to assist with and de-escalate inappropriate behaviors with training in Applied Behavioral Analysis and Positive Behavioral Supports.

### Action Step 1 5

Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members throughout the year.

#### Person Responsible

Robin Meyers

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Sign-in sheet documentaiton and MIP points are given.

### Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members throughout the year.

#### Person Responsible

Robin Meyers

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Sign-in sheet documentation and MIP points are given.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members throughout the year.

**Person Responsible**

Robin Meyers

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***




Sign-in sheet documentation and MIP points are given.

## 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 M325839	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and...	Meyers, Robin	8/10/2016	Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continuous formative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student. Data is analyzed during leadership meetings, Leadership Team meetings, PLC's and Lesson Studies.	5/31/2017 weekly
G2.MA1 M325842	New Employee Orientation Training Video Completion Checklist and subsequent Surveys will be...	Stedelin, Debbie	10/1/2016	Checklists will be collected and reviewed by administration. Further guidance will be given should the need arise. Administration will collect and assess survey information and new employee comments and suggestions.	5/31/2017 biweekly
G3.MA1 M325845	Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals	Vigrass, Janine	8/10/2016	Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt hierarchy. Specific goals with be established for students based on communication needs within their classroom and other school locations. Videos will be taken throughout the year of teachers implementing ECT prompt hierarchy. These videos will evaluated to determine student progress. Date to included increased frequency of communication and increased independence as they move from teacher supported to spontaneous communication within school-wide routines.	5/31/2017 monthly
G4.MA1 M325850	Staff members will receive initial and up-dated CPI Training on an annual basis. Applied...	Meyers, Robin	8/10/2016	Data reflects staff members and their level of training. Participants receive a CPI certification. Sign-in sheet documentation and MIP points are given. With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors. Administration and Behavior Department monitors all CPI strategies for proper utilization and effectiveness.	5/31/2017 annually



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M325833	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and...	Meyers, Robin	8/10/2016	Data is taken daily on every student regarding their level of performance. The data collection program provides continuous formative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Each PLC completes a weekly reporting document to be reviewed by administration. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.	5/31/2017 weekly
G1.B1.S1.MA1  M325834	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and...	Meyers, Robin	8/10/2016	Lesson Study Data Questions analysis PLC Weekly Report Document Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework	5/31/2017 weekly
G1.B1.S1.A1  A314701	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study...	Meyers, Robin	8/10/2016	Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.	5/31/2017 quarterly
G1.B1.S1.A2  A314702	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards...	Meyers, Robin	8/10/2016	Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.	5/31/2017 weekly
G2.B1.S1.MA1  M325840	New employee surveys will be implemented to monitor the effectiveness of the Video Training Program.	Stedelin, Debbie	10/1/2016	Administration will collect and assess survey information and new employee comments and suggestions.	5/31/2017 biweekly
G2.B1.S1.MA1  M325841	Develop and utilize a "comprehension and comfort level" checklist for all new employees after...	Stedelin, Debbie	10/1/2016	Checklists will be collected and reviewed by administration. Further guidance will be given should the need arise.	5/31/2017 biweekly
G2.B1.S1.A1  A314706	We will develop a New Employee Training Video that will allow new employees to become familiar with...	Stedelin, Debbie	10/1/2016	New Employee Orientation Training Video Completion Checklist and subsequent Surveys will be collected and reviewed to measure impact of Training video with regard to Staff Retention.	5/31/2017 biweekly
G3.B1.S1.MA1  M325843	Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals	Vigrass, Janine	8/10/2016	Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt hierarchy. Specific goals with be established for students based on	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				communication needs within their classroom and other school locations. Videos will be taken throughout the year of teachers implementing ECT prompt hierarchy. These videos will be evaluated to determine student progress. Date to include increased frequency of communication and increased independence as they move from teacher supported to spontaneous communication within school-wide routines.	
G3.B1.S1.MA1  M325844	Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals	Vigrass, Janine	8/10/2016	Teachers and Para-Professionals will learn and put into practice ECT strategies to support student communication using a "least to most" prompt hierarchy. Specific goals will be established for students based on communication needs within their classroom and other school locations. Videos will be taken throughout the year of teachers implementing ECT prompt hierarchy. These videos will be evaluated to determine student progress. Date to include increased frequency of communication and increased independence as they move from teacher supported to spontaneous communication within school-wide routines.	5/31/2017 monthly
G3.B1.S1.A1  A314707	Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals	Vigrass, Janine	8/10/2016	Teachers and Para-Professionals will learn and put into practice strategies to support student communication using a "least to most" prompt hierarchy. Specific goals will be established for students based on communication needs within their classroom and other school locations. Videos will be taken throughout the year of teachers implementing ECT prompt hierarchy. These videos will be evaluated to determine student progress. Date to include increased frequency of communication and increased independence as they move from teacher supported to spontaneous communication within school-wide routines.	5/31/2017 monthly
G4.B1.S1.MA1  M325846	Staff members will receive initial and up-dated training on an annual basis.	Stedelin, Debbie	8/10/2016	Data reflects staff members and their level of training. Participants receive a CPI certification. Administration and Behavior Department monitors all CPI strategies for proper utilization and effectiveness.	5/31/2017 quarterly
G4.B1.S1.MA1  M325847	Staff members will receive initial and up-dated training on an annual basis.	Stedelin, Debbie	8/10/2016	Data reflects staff members and their level of training. Participants receive a CPI certification. Administration and Behavior Department monitors all CPI strategies for proper utilization and effectiveness.	5/31/2017 quarterly
G4.B1.S1.A1  A314708	Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an...	Stedelin, Debbie	8/10/2016	Data reflects staff members and their level of training. Participants receive a CPI certification.	5/31/2017 quarterly
G1.B1.S2.MA1  M325835	C2 Collaborative Cohort	Stedelin, Debbie	8/10/2016	These leaders will receive information and training from the district, then bring	5/31/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student.	
G1.B1.S2.MA1 M325836	C2 Collaborative Cohort	Stedelin, Debbie	8/10/2016	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student.	5/31/2017 quarterly
G1.B1.S2.A1 A314703	C2 Collaborative Cohort	Stedelin, Debbie	8/10/2016	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.	5/31/2017 quarterly
G1.B1.S2.A2 A314704	C2 Collaborative School-based Cohort Trainings	Stedelin, Debbie	8/10/2016	Data is taken daily on every student regarding their level of academic performance . The data collection program provides continuous fomative performance levels on every student.	5/31/2017 quarterly
G4.B1.S2.MA1 M325848	Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members...	Meyers, Robin	8/10/2016	Sign-in sheet documentation and MIP points are given.	5/31/2017 quarterly
G4.B1.S2.MA1 M325849	Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members...	Meyers, Robin	8/10/2016	Sign-in sheet documentation and MIP points are given.	5/31/2017 quarterly
G4.B1.S2.A1 A314709	Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members...	Meyers, Robin	8/10/2016	Sign-in sheet documentaiton and MIP points are given.	5/31/2017 quarterly
G1.B1.S3.MA1 M325837	The principal will meet with PLC teams to monitor and support the effectiveness of continued use of...	Meyers, Robin	8/10/2016	PLC notes, student test data, TEAM data.	5/31/2017 quarterly
G1.B1.S3.MA1 M325838	The school's writing team will continue to devleop and align the Instructuional Framework and...	Meyers, Robin	8/10/2016	The Instructional Framework and BluePrints will support goal progress and student achievement.	5/31/2017 quarterly
G1.B1.S3.A1 A314705	School Writing Team: The school's writing team will continue to devleop and align the...	Meyers, Robin	8/10/2016	The assessments will monitor goal progress and student achievement.	5/31/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** With high expectations and using the Instructional Framework based upon the Florida State Access Standards, teachers will understand, plan, and deliver differentiated instruction in all content areas for all students. (INSTRUCTIONAL)

**G1.B1** Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

**G1.B1.S1** We will provide professional development for the Florida Standards through Lesson Study Process/Professional Learning Communities within a multi-tiered system of student supports. Teachers collaboratively plan standards-based lessons to support school identified research themes; implement lessons; collect observation data based on student responses; reflect upon, analyze/discuss data; define next steps.

### PD Opportunity 1

**LESSON STUDY:** Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2016-2017 is: \*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. \*To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework \*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.

#### Facilitator

GROUP 1- Krysta Avery GROUP 2- David Hass GROUP 3- Vimary Tautiva GROUP 4- Kristen Kasha

#### Participants

GROUP 1- Abreu, Avery, Diem, Morgan Howell, Speiser, Slayton GROUP 2- Gubler, Robinson, Helmes, Kotz, Noel, Fairservice, Fisher, McLaughlin GROUP 3- Molly Howell, Schlickua, Maines, Tautiva, Bridges GROUP 4- Kasha, Moose, Etheredge, Muruaga, Kisse, Lerner, Vucic, Charanza

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

**PD Opportunity 2**

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

**Facilitator**

GROUP 1- Krysta Avery GROUP 2- David Hass GROUP 3- Vimary Tautiva GROUP 4- Kristen Kasha

**Participants**

GROUP 1- Abreu, Avery, Diem, Morgan Howell, Speiser, Slayton GROUP 2- Gubler, Robinson, Helmes, Kotz, Noel, Fairservice, Fisher, McLaughlin GROUP 3- Molly Howell, Schlickua, Maines, Tautiva, Bridges GROUP 4- Kasha, Moose, Etheredge, Muruaga, Kisse, Lerner, Vucic, Charanza

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

**G1.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2016-2017 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training and implementation related to specific topics.

**PD Opportunity 1**

C2 Collaborative Cohort

**Facilitator**

Academic Services

**Participants**

Debbie Stedelin, AP Vilmary Tautiva, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

## PD Opportunity 2

### C2 Collaborative School-based Cohort Trainings

#### Facilitator

Debbie Stedelin, AP Vilmary Tautiva, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

#### Participants

Classroom Teachers

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

**G1.B1.S3** The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

## PD Opportunity 1

School Writing Team: The school's writing team will continue to devleop and align the Instructuional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.

#### Facilitator

David Hass, Vilmary Tautiva, Kristen Kasha

#### Participants

Lake Hills Teachers

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

**G2.** With high expectation for increased Staff Retention, we will develop a New Employee Orientation Program that will be implemented at the time of hire of our employees in order to better prepare them for working with our particular student population. (STAFF RETENTION)

**G2.B1** Lack of a proper training program for new employees to help them assimilate to working with our particular student population.

**G2.B1.S1** We will develop and implement a New Employee Training Video that can be viewed by new employees at any time throughout the year in an effort to familiarize and better prepare them for working with our particular student population.

### **PD Opportunity 1**

We will develop a New Employee Training Video that will allow new employees to become familiar with the various policies, procedures and departments at Lake Hills School on an as needed basis.

#### **Facilitator**

Debbie Stedelin

#### **Participants**

New Employees

#### **Schedule**

Biweekly, from 10/1/2016 to 5/31/2017

**G3.** Teachers and Para-Professional staff members will comprehend and correctly implement the Environmental Communication Teaching (ECT) Framework within various school settings, to include classroom, cafeteria, PE/Specials areas, and extra-curricular activities. (PROFESSIONAL DEVELOPMENT)

**G3.B1** Lack of knowledge and training opportunities with Environmental Communication Teaching (ECT) Framework

**G3.B1.S1** We will provide the Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

### **PD Opportunity 1**

Environmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals

#### **Facilitator**

Janine Vigrass

#### **Participants**

Teachers and Para-Professionals

#### **Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**G4.** Teachers and Para-Professional Staff members will comprehend and correctly utilize multiple behavioral strategies to promote higher behavioral expectations for all students. (SAFETY)

**G4.B1** 1. ALL staff members require appropriate crisis management training, as well as training in positive behavioral strategies and support.

**G4.B1.S1** Provide all staff members with the appropriate level of annual Crisis Prevention Institute (CPI) training.

**PD Opportunity 1**

Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.

**Facilitator**

Teresa Yancey, BCBA

**Participants**

All staff members

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

**G4.B1.S2** Provide all staff members with appropriate level of training in Applied Behavioral Analysis and support.

**PD Opportunity 1**

Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members throughout the year.

**Facilitator**

Teresa Yancey, BCBA

**Participants**

Lake Hills Staff

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017



## 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	<b>LESSON STUDY:</b> Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2016-2017 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0533 - Lake Hills School	General Fund		\$500.00
2	G1.B1.S1.A2	<b>PROFESSIONAL LEARNING COMMUNITIES:</b> Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0533 - Lake Hills School	General Fund		\$500.00
3	G1.B1.S2.A1	C2 Collaborative Cohort				\$0.00
4	G1.B1.S2.A2	C2 Collaborative School-based Cohort Trainings				\$0.00
5	G1.B1.S3.A1	<b>School Writing Team:</b> The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0533 - Lake Hills School	General Fund		\$1,800.00
6	G2.B1.S1.A1	<b>We will develop a New Employee Training Video</b> that will allow new employees to become familiar with the various policies, procedures and departments at Lake Hills School on an as needed basis.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

			0533 - Lake Hills School	Other		\$100.00
			<i>Notes: Discretionary Funds</i>			
<b>7</b>	<b>G3.B1.S1.A1</b>	<b>Enivronmental Communication Teaching (ECT) Training Series for Teachers and Para-Professionals</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0533 - Lake Hills School	General Fund		\$300.00
<b>8</b>	<b>G4.B1.S1.A1</b>	<b>Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0533 - Lake Hills School	General Fund		\$500.00
<b>9</b>	<b>G4.B1.S2.A1</b>	<b>Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members throughout the year.</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0533 - Lake Hills School	General Fund		\$300.00
<b>Total:</b>						<b>\$4,000.00</b>