

Polk County Public Schools

Karen M. Siegel Academy



2016-17 Schoolwide Improvement Plan

Karen M. Siegel Academy

935 EVENHOUSE RD, Lake Alfred, FL 33850

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

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	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	68%

School Grades History

Year Grade	2017-18
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**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

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

b. Provide the school's vision statement.

Our graduates will confidently and actively participate as valued 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.

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

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

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

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

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

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.

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

behaviors.

We have a team certified in Professional Crisis Management.

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

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.

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

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.

N/A

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	0

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

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

Individualized Educational Plan-Parent meeting are held a minimum of one time a calendar year to discuss students present levels of performance as well as current services.

Progress Reports-these are distributed to parents every 4 1/2 weeks to inform parents of their child's educational progress.

KMSA Daily Agenda-this is sent back and forth to parents daily to inform parents on a daily basis about their child's day at school. Including, but not limited any physical or behavioral concerns they may have arisen.

KMSA weekly newsletter-sent home weekly to inform parents of what standards will be addressed in the classroom during that week as well as any upcoming events or special recognitions that are going on at the school.

KMSA school website-provides all stakeholders with information about our school such as the history of the school, the contact information for the school administration and the teachers, current and upcoming events, and online resources.

School Marquee-used to highlight upcoming events at the school.

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.

We partner with local businesses, churches, agencies that provide services to people with disabilities to create partnerships that support our individual students and the school community as a whole.

We work very hard to connect parents with agencies that provide services specifically for our student population. These agencies include: Winter Haven Behavioral Health, Agencies for Persons with Disabilities, Social Security Administration, Peace River, Vocational Rehabilitation, United Way, HARTH, and ABC Behavioral Concepts.

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
SWINDLE, DONNA	Principal
Hodges, Kenny	Instructional Coach
Reynolds, Maggie	Assistant Principal
Naab, Collenna	Teacher, ESE
Schlencker, Herbert	Instructional Technology
Owens, jennifer	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.

Maggie Reynolds, Assistant Principal
Collaborative Planning Chairpersons, Kenny Hodges, Elizabeth Wilson, Lori LeBlanc
House Chair Persons, Jancie Tucker, Kenny Hodges, Chad Young, John Higgins

We have an Administrative Team that meets weekly to review class loads, operational concerns, Guidance Report, up-coming events, special projects, safety issues and facility issues.

Multi-Tier Support System Committee; Meets quarterly to identify, review, and plan interventions for students at risk; both instructional and behavioral concerns are reviewed. Data collection and review is an integral part of this process.

The Collaborative Planning Chairpersons oversee weekly group curriculum planning and works closely with Administration with the content of upcoming Professional Learning Community Meetings. These individuals also work to ensure that the presented lessons are standards-based and differentiated to meet the individual needs of students in each teacher's classroom.

The House Chairpersons are responsible for the operations of their building such as emergency procedures, upkeep and maintenance.

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.

Administration in conjunction with SAC, the Administrative Leadership Team and input from Faculty and staff continuously oversee and monitor resources. The Assistant principal oversees the equitable distribution of curriculum, supplies and equipment. This process, including the Operational Budget and Internal Accounts is reviewed and monitored by the Principal and SAC on a quarterly basis. The Administrative Team meets weekly to evaluate the needed resources and barriers to ensure quality instruction takes place for all students. The Assistant Principal is also responsible for the inventory and conservation of our Curriculum and Technological Resources. The Assistant Principal is also responsible for the oversight of the Network Manager who manages the electronic and technological resources as well as all physical assets over \$750 dollars in value.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Donna Swindle	Principal
Jose Arroyo	Business/Community
Kristine Cloud	Parent
Leslie Allore	Business/Community
Maggie Reynolds	Education Support Employee
Jennifer Owens	Education Support Employee
Faye Luster	Education Support Employee
Maria Aquino	Parent
Elizabeth Williams	Parent
Cheryl Scanlon	Teacher

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

In May, the Principal meets with each grade cluster to review the current years' SIP. The process involves evaluating the goals and strategies of the SIP to determine what is working, what needs work, and what strategies are not working. In this process there is continuous building to determine the goals, strategies and professional development that will be in the 2016-2017 SIP. Throughout this process, parent input is sought through various means, parent conferences, parent involvement meeting and PTO meetings. At the first SAC meeting of the new year this process is reviewed with the SAC Committee.

b. Development of this school improvement plan

In May, the Principal meets with each grade cluster to review the current years' SIP. The process involves evaluating the goals and strategies of the SIP to determine what is working, what needs work, and what strategies are not working. In this process there is continuous building to determine the goals, strategies and professional development that will be in the 2016-2017 SIP. Based on this evaluation process, goals, professional development initiatives, and strategies are established for the 2016-17 school year. Also, directions and initiatives received from the Department of Education and the School Board are included in the plan. Throughout this process, parent input is sought through various means, parent conferences, parent involvement meeting and PTO meetings. At the first SAC meeting of the new year this process is reviewed with the SAC Committee.

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

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

- 1) Operations of the school
- 2) Adaptive equipment for students with physical disabilities. Our district IDEA funds are not available to assist in purchasing adaptive equipment.
- 3) Some instructional materials that are researched based for students with significant cognitive

disabilities.

- 4) Providing a safe, secure environment for students and staff.
- 5) Maintenance and repair of student equipment.

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

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

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
SWINDLE, DONNA	Principal
Reynolds, Maggie	Assistant Principal
LeBlanc, Lori	Teacher, ESE
Hodges, Kenny	Teacher, ESE
Wilson, Elizabeth	Teacher, ESE
Schlencker, Herbert	Instructional Technology
Tucker, Jancie	Teacher, ESE

b. Duties

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

This team meets periodically to identify, review, and plan interventions for students at risk; both instructional and behavioral concerns are reviewed. Data collection and review is an integral part of this process.

The major initiatives of the LLT this year includes:

1. Monitoring the consistent use of an appropriate reading program for students with significant cognitive disabilities;
2. Developing and evaluating effective communication programs for students using a Communication Matrix and implementation of Picture Exchange Communication System;
3. Implementing an appropriate augmentative system for each student;
4. Identifying students who require a more intensive instructional program; and
5. Determining the effectiveness of the intensive instructional programs.

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.

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

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

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

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

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

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

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

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

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.

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

We offer modified standards based instruction for students in the K-12 grades. Instructional programs used are research based on students with significant cognitive disabilities such as Picture Exchange Communication System, Unique Learning, Early Learning Science, Early Numeracy, PCI reading program, Me-Ville to We-Ville reading program, Touch Math, Able-Net Math and Handwriting without Tears. However, a major emphasis is placed on development of communication skills and independent functioning.

Communication is the foundation of all our instructional efforts. To support and facilitate the communication programs for our students, Karen M. Siegel Academy has one full-time Speech and Language Pathologists and 2 speech assistants. Our faculty is thoroughly trained and competent in the area of augmentative communication systems and assistive technology.

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

b. Instructional Strategies

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

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

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

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

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

Strategy: Extended School Year

Minutes added to school year: 3,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Naab, Collenna, collenna.naab@polk-fl.net

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

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

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.

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

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.

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

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

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

There are two paths within the transition program. Path one focuses on the development of life skills,

employ ability skills, transition portfolio development, maximizing the levels of students' use of independent functioning skills and communication skills by providing authentic campus based experiences and enterprises such as:

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

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

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

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

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

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

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.

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

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

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.

N/A

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.

N/A

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.** 60% of students who participate in the statewide alternate assessment will demonstrate gains as measured by standardized scores in both Language Arts and Mathematics.
- G2.** 70% of students with active behavior intervention plans will decrease the target behavior(s) that are interfering with their learning.
- G3.** 85% of the students will master 100% of their curriculum and learning goals listed on their IEP.

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. 60% of students who participate in the statewide alternate assessment will demonstrate gains as measured by standardized scores in both Language Arts and Mathematics. 1a

G087425

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	60.0
FSAA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Speech Language Pathologist
- Technology Resource Teacher
- Occupational and Physical Therapist
- Vision specialist
- Deaf Hard of Hearing specialist
-

Plan to Monitor Progress Toward G1. 8

Brigance and communication data will be collected and reviewed.

Person Responsible

Maggie Reynolds

Schedule

Semiannually, from 8/29/2016 to 5/29/2017

Evidence of Completion

Assessments results

G2. 70% of students with active behavior intervention plans will decrease the target behavior(s) that are interfering with their learning. 1a

G087426

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	

Targeted Barriers to Achieving the Goal 3

- Our school population consists of student with significant behaviors that are a part of their significant disabilities.
- Inconsistent monitoring and reinforcement of student behavior.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Outside contract with a Certified Applied Behavior Analyst
- ABC Monitoring Tool
- Trained PCM personnel
- Occupational Therapist

Plan to Monitor Progress Toward G2. 8

The administration will meet with the leadership team at the school to look over the data from the tracking forms used by the teachers.

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

ABC behavior tracking sheets.

G3. 85% of the students will master 100% of their curriculum and learning goals listed on their IEP. 1a

G087427

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Designated collaborative planning time of 90 minutes weekly
- Research based reading and math curriculum designed for students with significant cognitive disabilities.
- Speech and Language Pathologist
- Technology and Technology Resource Teacher

Plan to Monitor Progress Toward G3. 8

Progress reports will be completed and reviewed every 4 and 1/2 weeks.

Person Responsible

Maggie Reynolds

Schedule

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

Evidence of Completion

IEP progress reports are completed using data collection sheets which record data at least 3 times a week.

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. 60% of students who participate in the statewide alternate assessment will demonstrate gains as measured by standardized scores in both Language Arts and Mathematics. **1**

 G087425

G1.B1 Over 50 % of the student population have multiple disabilities. **2**

 B232383

G1.B1.S1 Teachers will participate in 90 minute weekly collaborative planning sessions to create lessons and implement the specialized curriculum designed for students with significant cognitive disabilities. **4**

 S245259

Strategy Rationale

Action Step 1 **5**

Weekly collaborative lesson planning by grade cluster.

Person Responsible

Maggie Reynolds

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Attendance sheets and lesson plans.

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

Lesson Plans and teacher created checks for understanding.

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans

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

Lead progress monitoring sessions to discuss data and determine if current strategies are effective.

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Notes from progress monitoring meetings.

G2. 70% of students with active behavior intervention plans will decrease the target behavior(s) that are interfering with their learning. 1

G087426

G2.B1 Our school population consists of student with significant behaviors that are a part of their significant disabilities. 2

B232384

G2.B1.S2 The school has a team of personnel trained in Professional Crisis Management. 4

S245261

Strategy Rationale

Action Step 1 5

Team members will track calls and incidents.

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Team log sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teams will meet with administration and determine fidelity of the implementation of the Behavior Intervention Plan.

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Data tracking forms that are used to monitor the behavior intervention plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Team will discuss data collected on the Behavior Intervention Plan to determine if the plan is effective at reducing the target behaviors.

Person Responsible

DONNA SWINDLE


Schedule

Quarterly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Data sheets, anecdotal records, restraint/seclusion data.

G2.B1.S3 All staff will be trained by Occupational Therapist with the use of sensory tools in an effort to decrease behaviors that interfere with the educational process. 4

 S245262

Strategy Rationale

Action Step 1 5

Staff will complete training with the Occupational Therapist regarding strategies for the implementation of sensory tools.

Person Responsible

Maggie Reynolds

Schedule

On 5/29/2017

Evidence of Completion

Staff sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will implement taught sensory strategies and tools in their classrooms.

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 8/29/2016 to 6/5/2017

Evidence of Completion

Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teacher will collect data to monitor the effectiveness of the tools.

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 8/29/2016 to 6/5/2017

Evidence of Completion

Teacher data sheets

G2.B2 Inconsistent monitoring and reinforcement of student behavior. 2

B232385

G2.B2.S1 The staff will be trained on behavior tracking by our contracted Certified Behavior Analyst. 4

S245263

Strategy Rationale

Action Step 1 5

Staff will be trained on the use of a new behavior tracking form.

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Staff sign in sheet from professional development

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

Leadership team will meet to look at the new forms and the accuracy of the data being collected.

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Collection of data on the ABC charts

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

Leadership team will meet with teachers to address the effectiveness of the data tracking forms.

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Notes and sign in sheets from meetings.

G2.B2.S2 Staff were provided with an iPad and electronic format to track behaviors and interventions.

4

S245264

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G3. 85% of the students will master 100% of their curriculum and learning goals listed on their IEP. 1

G087427

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

B232386

G3.B1.S1 Teachers will participate in collaborative planning for 90 minutes weekly. 4

S245265

Strategy Rationale

To increase effectiveness and their impact on learning.

Action Step 1 5

Teacher will develop lessons that include strategies which focus on skill deficits for individual students.

Person Responsible

Maggie Reynolds

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Lesson plans

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

Teachers will monitor the students progress on their IEP goals and report this progress every 4 1/2 weeks.

Person Responsible

Collenna Naab

Schedule

Every 2 Months, from 8/22/2016 to 5/29/2017

Evidence of Completion

IEP progress reports.

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

Teachers will document student progress and make adjustments to the goals if necessary.

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Progress monitoring, data collection.

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 M330425	Brigance and communication data will be collected and reviewed.	Reynolds, Maggie	8/29/2016	Assessments results	5/29/2017 semiannually
G2.MA1 M330432	The administration will meet with the leadership team at the school to look over the data from the...	Reynolds, Maggie	8/29/2016	ABC behavior tracking sheets.	5/29/2017 quarterly
G1.B1.S1.MA1 M330423	Lead progress monitoring sessions to discuss data and determine if current strategies are effective.	Reynolds, Maggie	8/29/2016	Notes from progress monitoring meetings.	5/29/2017 quarterly
G1.B1.S1.MA1 M330424	Lesson Plans and teacher created checks for understanding.	Reynolds, Maggie	8/29/2016	Lesson plans	5/29/2017 quarterly
G1.B1.S1.A1 A317475	Weekly collaborative lesson planning by grade cluster.	Reynolds, Maggie	8/29/2016	Attendance sheets and lesson plans.	5/29/2017 weekly
G3.B1.S1.MA1 M330433	Teachers will document student progress and make adjustments to the goals if necessary.	Reynolds, Maggie	8/22/2016	Progress monitoring, data collection.	5/29/2017 quarterly
G3.B1.S1.MA1 M330434	Teachers will monitor the students progress on their IEP goals and report this progress every 4 1/2...	Naab, Collenna	8/22/2016	IEP progress reports.	5/29/2017 every-2-months
G3.B1.S1.A1 A317479	Teacher will develop lessons that include strategies which focus on skill deficits for individual...	Reynolds, Maggie	8/22/2016	Lesson plans	5/29/2017 weekly
G2.B1.S3.A1 A317477	Staff will complete training with the Occupational Therapist regarding strategies for the...	Reynolds, Maggie	8/18/2016	Staff sign in sheets	5/29/2017 one-time
G3.MA1 M330435	Progress reports will be completed and reviewed every 4 and 1/2 weeks.	Reynolds, Maggie	8/15/2016	IEP progress reports are completed using data collection sheets which record data at least 3 times a week.	6/2/2017 monthly
G2.B2.S1.MA1 M330430	Leadership team will meet with teachers to address the effectiveness of the data tracking forms.	SWINDLE, DONNA	8/22/2016	Notes and sign in sheets from meetings.	6/5/2017 quarterly
G2.B2.S1.MA1 M330431	Leadership team will meet to look at the new forms and the accuracy of the data being collected.	SWINDLE, DONNA	8/22/2016	Collection of data on the ABC charts	6/5/2017 quarterly
G2.B2.S1.A1 A317478	Staff will be trained on the use of a new behavior tracking form.	SWINDLE, DONNA	8/22/2016	Staff sign in sheet from professional development	6/5/2017 quarterly
G2.B1.S2.MA1 M330426	Team will discuss data collected on the Behavior Intervention Plan to determine if the plan is...	SWINDLE, DONNA	8/15/2016	Data sheets, anecdotal records, restraint/seclusion data.	6/5/2017 quarterly
G2.B1.S2.MA1 M330427	Teams will meet with administration and determine fidelity of the implementation of the Behavior...	SWINDLE, DONNA	8/15/2016	Data tracking forms that are used to monitor the behavior intervention plans.	6/5/2017 quarterly
G2.B1.S2.A1 A317476	Team members will track calls and incidents.	SWINDLE, DONNA	8/22/2016	Team log sheets	6/5/2017 quarterly
G2.B1.S3.MA1 M330428	Teacher will collect data to monitor the effectiveness of the tools.	SWINDLE, DONNA	8/29/2016	Teacher data sheets	6/5/2017 quarterly
G2.B1.S3.MA1 M330429	Teachers will implement taught sensory strategies and tools in their classrooms.	SWINDLE, DONNA	8/29/2016	Observations	6/5/2017 quarterly

V. Professional Development Opportunities

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

G1. 60% of students who participate in the statewide alternate assessment will demonstrate gains as measured by standardized scores in both Language Arts and Mathematics.

G1.B1 Over 50 % of the student population have multiple disabilities.

G1.B1.S1 Teachers will participate in 90 minute weekly collaborative planning sessions to create lessons and implement the specialized curriculum designed for students with significant cognitive disabilities.

PD Opportunity 1

Weekly collaborative lesson planning by grade cluster.

Facilitator

Maggie Reynolds

Participants

All Teachers

Schedule

Weekly, from 8/29/2016 to 5/29/2017

G2. 70% of students with active behavior intervention plans will decrease the target behavior(s) that are interfering with their learning.

G2.B2 Inconsistent monitoring and reinforcement of student behavior.

G2.B2.S1 The staff will be trained on behavior tracking by our contracted Certified Behavior Analyst.

PD Opportunity 1

Staff will be trained on the use of a new behavior tracking form.

Facilitator

Maggie Reynolds

Participants

All teachers

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

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	Weekly collaborative lesson planning by grade cluster.	\$0.00
2	G2.B1.S2.A1	Team members will track calls and incidents.	\$0.00
3	G2.B1.S3.A1	Staff will complete training with the Occupational Therapist regarding strategies for the implementation of sensory tools.	\$0.00
4	G2.B2.S1.A1	Staff will be trained on the use of a new behavior tracking form.	\$0.00
5	G3.B1.S1.A1	Teacher will develop lessons that include strategies which focus on skill deficits for individual students.	\$0.00
Total:			\$0.00