

Bay District Schools

Margaret K. Lewis In Millville



2017-18 Schoolwide Improvement Plan

Margaret K. Lewis In Millville

203 N EAST AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	28%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Bay 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Margaret K. Lewis In Millville

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

Margaret K. Lewis School, in cooperation with families and the community, will effectively educate and empower each student to achieve an independent, purposeful, and fulfilling life.

b. Provide the school's vision statement.

Margaret K. Lewis School will be a nationally recognized model site for innovative programs for students with disabilities.

1. Student achievement is our primary focus and the learning environment will reflect a commitment to instruction and safety.
2. Students will be given the same educational and social opportunities as non-disabled peers.
3. Students will experience instruction in the environments in which they are expected to live, work, and play.
4. Each learner's curriculum will be motivating, individualized, outcome based, and consistent throughout their school career.
5. All students will have access to appropriate materials, methodologies, resources, equipment, therapies, and technologies needed to reach their potential.
6. The transition process will begin the day the student enters MKL and drive their IEP until the day they leave MKL.
7. Positive Behavior Supports will be a vital component of each educational program.
8. Families will be provided with meaningful and appropriate opportunities and training to be actively involved in the educational process.
9. All staff will work together as a team promoting mutual respect, personal dignity, professional development, and shared learning and decision making to meet the needs of our students, families, professionals, and community members.
10. All MKL staff will be provided training and given the appropriate tools necessary to facilitate successful learning.

2. School Environment

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

Each year, we survey the entire school community including students, families, teachers and community members (to include our School Advisory Council and Business Partners) to receive feedback about our school. We use this feedback to better meet the needs of our students. The responses are quite positive, especially in the area of communication, positive relationships, safety, and our academic focus. One area we continue to work on is opportunities for Parent Involvement and support for new teachers and paraprofessionals. Community Involvement is vitally important to Margaret K. Lewis School. Our School Advisory Council is comprised of staff, students, parents, and community partners. This group helps to plan our budget and develop our School Improvement Plan.

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

Margaret K. Lewis School is beginning its twelfth year as a Positive Behavior Supports School. PBS gives people a new way to think about behavior. On a school-wide level, PBS relies on accurate and

reliable discipline referral data to understand the behaviors occurring across campus. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines. PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. The PBS team meets on the third Tuesday of every month. MKL focuses on the following adopted expectations: "I am successful and do my best, I am optimistic about myself and others, I am ambitious and work hard, and I am responsible for my actions. I am an MKL SOARing Eagle." The team hosts a series of events throughout the year for students who have demonstrated "expectation behavior". Students also have the opportunity to be nominated for "Eagle of the Month" throughout the school year.

MKL School employs a full-time Behavior Analyst to assist school-wide. She brings her expertise to facilitate positive support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a safe, positive school environment. Additionally, a PBS paraprofessional works with the Behavior Analyst to implement behavior strategies and interventions to reduce the loss of instructional time that results from behavior issues. The full time guidance counselor, Alicia Harris has been trained in bully prevention pro-active guidelines and serves as a contact for reporting. The staff at MKL implements a school-wide anti-bullying curriculum. The guidance counselor conducts lessons in each classroom based on the teacher's needs assessment for their class. Referrals to outside agencies for counseling and mentoring are also completed as needed by the guidance counselor. The faculty implements a social-emotional curriculum called "Standing Up for Me" that supports and teaches self-determination skills. Additionally, students receive instruction in the Circles Curriculum that focuses on relationships with others. A mental health counselor visits our school once each week to meet with students who require individual counseling.

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.

Margaret K. Lewis School is in its twelfth year of implementation of providing Positive Behavior Supports (PBS). We have served as a Model School for the state of Florida for six of those years. The mission of the PBS Team is to provide school-wide behavioral supports to empower each student and staff member to be Successful, Optimistic, Ambitious and Responsible.

PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. The PBS Team meets on the third Tuesday of every month.

Students and staff are encouraged to recite a pledge that describes what is expected of them.

I promise to SOAR like an MKL EAGLE.
I am Successful and do my best.
I am Optimistic about myself and others.
I am Ambitious and work hard.
I am Responsible for my actions.
I am an MKL SOARing EAGLE.

The PBS Team will be hosting a series of events throughout the year for students who have demonstrated SOARing behavior. To be admitted to the event, each student will have to earn four wooden nickels. Each nickel represents a school-wide expectation - Successful, Optimistic, Ambitious

or Responsible. Additionally, students will have the opportunity to be selected as the "Eagle of the Month" throughout the school year. Students nominated for this prestige must SOAR in the classroom environment as well as throughout the school. Dates for the PBS school-wide events and the Eagle of the Month Assemblies will be included in the school calendar.

Each staff member is trained annually in PBS philosophy, protocols and school-wide procedures. Discipline referrals document loss of instructional time for students. This information is shared with administration, the behavior analyst, teachers and parents. The data is analyzed for patterns to determine appropriate intervention/strategies needed for each individual student.

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.

MKL School employs a full-time Behavior Analyst to assist school-wide. She brings her expertise to support positive support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a safe, positive school environment. Additionally, a PBS paraprofessional works with the Behavior Analyst to implement behavior strategies and interventions to reduce the loss of instructional time that results from behavior issues. The full time guidance counselor, Alicia Harris has been trained in bully prevention pro-active guidelines and serves as a contact for reporting. The guidance counselor conducts lessons in each classroom based on the teacher's needs assessment for their class. Referrals to outside agencies for counseling and mentoring are also completed as needed by the guidance counselor. The faculty implements a social-emotional curriculum called "Standing Up for Me" that supports and teaches self-determination skills. Additionally, students receive instruction in the Circles Curriculum that focuses on relationships with others. A mental health counselor visits our school once each week to meet with students who require individual counseling. School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of the students. Our staff coordinates with other professionals within the district as well as outside agencies to meet the needs of students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

MKL tracks loss of instructional time due to behavior. Students are not suspended from this center school.

Attendance is monitored by Guidance Counselor, Data Clerk and Parent Liaison. Parents are contacted to determine reason for absence. If a pattern of truancy develops, the administration is alerted to work with parents and contact district support if warranted.

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	5	3	2	4	8	2	3	6	3	5	3	4	11	59	
One or more suspensions	0	0	0	0	1	0	0	0	2	0	0	0	0	3	
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.

The Parent Liaison contacts parents each day that a student is absent. If a pattern of non-attendance develops, the Guidance Counselor and the Parent Liaison work together with the parent to provide resources to help the student attend school. Often, student absences are due to verified medical issues. In this case, the MKL nurses and Guidance Counselor work with the family to ensure the student can return to school as soon as possible. If needed, Hospital Homebound arrangement are made for the student to continue to receive instruction while safely recuperating at home.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/437726>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

One area we continue to work on is opportunities for Parent Involvement. Community Involvement is vitally important to Margaret K. Lewis School. Our School Advisory Council is comprised of staff, students, parents, and community partners. This group helps to plan our budget and develop our School Improvement Plan.

We have many community business partners that help financially and by volunteering for events at MKL. The Naval Support Station in Panama City has been a community partner for many years and visits MKL each month to celebrate our "Eagle of the Month". Other community partners are the Panama City Garden Club, Tyndall Air Force Base, The Bay County Extension Office, The Bubba Nelson Foundation, the Gulf Power Transformers, Hiland Park Baptist Church, Kiwanis Club, Black Tie Formal Wear, (Don Adams)Chick-Fil-A, Charlie Coram, Virgil Marshall Photography, Krewe of St. Andrew, Planted True and Smitty's Barbecue.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hast, Lori	Principal
Crowell, Ruth	Other
Campos, Tiffany	Other
Felty, Cathy	Instructional Media
Harris, Alicia	School Counselor
Poiroux, Crystal	Other
Kimball, Gina	Teacher, ESE
Dixon, Deborah	Assistant Principal
Carlson, Rita	Teacher, K-12
Kilgore, Lakessia	Teacher, K-12
Modawell, Carolyn	Teacher, ESE

b. Duties

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

MKL School is a special education/special day school for students with significant intellectual disabilities. As there are no general education supports or programs available on this campus, all services and supports offered are part of our exceptional education program and do not meet the criteria established for Multi-Tiered System of Supports operations.

MKL views the development of the school improvement plan as an ongoing process. The SAC approves the plan once a year, however, involvement and development is ongoing. The SAC meets monthly to discuss the current status of the SIP. From there SAC gives feedback, discusses strengths and concerns and helps to continually update the Parent Involvement piece of the SIP. The school improvement leadership team members serve as liaisons to fellow faculty members. They work as a team to analyze data, bring feedback to the committee from instructional and staff members and report committee information to faculty and staff. All information is considered and used for the ongoing development of the SIP. Each instructional member brings a specific perspective to the committee. MKL serves a student population ranging from age 3 to 22. It is important that the leadership committee members bring perspective to the table serving in shared problem-solving and planning to meet the needs of all students. Additionally, our Leadership Team meets monthly and complies with all policies, procedures, laws and regulations and functions as a cohesive unit. The Leadership Team consistently protects, supports and respects school leadership to accomplish goals and the management of the daily operations of the school. The leaders at MKL consistently communicate effectively with stakeholder groups and provide opportunities for them to share feedback. School leadership is proactive and persistent and works collaboratively with stakeholders to achieve measurable results. There is truly a strong sense of community at our school and a high level of positive engagement.

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.

MKL School is a special education/special day school for students with significant intellectual disabilities. As there are no general education supports or programs available on this campus, all services and supports offered are part of our exceptional education program and do not meet the criteria established for Multi-Tiered System of Supports operations.

Title I, Part A

School level Title I, Part A funds are being used to support instructional technology and parental involvement at Margaret K. Lewis School. Our Title I allocation this year is \$34,000.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II

The Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement. The Bay District Schools Office of Staff Development also provides Staff Training Specialists to deliver staff development for instructional staff and administrators.

Title III

Services are provided through the district for education materials and ELL support services to improve the education of immigrant and English Language Learners. Translation services are available through the district, if needed.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs

The Bay District School Board has an approved policy on "Bullying, Harassment, or Cyberstalking" (Policy 7.2.7). This policy is reviewed annually, during Pre School Inservice by the administrative and instructional staff at each school. Each school has a Character Education Plan in place. Character Education Plans support the prevention of violence and foster a drug free learning environment. Margaret K. Lewis School is a Positive Behavior Supports, PBS, school. As a PBS school a variety of strategies and data are reviewed monthly by the PBS team to address bullying as well as other disruptive behaviors.

Nutrition Programs

All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site.

Adult Education

Students in our MKL Academy (18-22 years old) who have received their special diploma or a standard diploma through Florida Standards Access Points who have deferred receipt of their diploma, apply for and work in positions in our school and in the district's main office. Some of the jobs they have done are laundry, clerical assistant, custodial and grounds keeping. District provides Adult Education Services via Haney Vocational School.

Career and Technical Education

Students in our MKL Academy (18-22 years old) who have received their special diploma or a

standard diploma through Florida Standards Access Points who have deferred receipt of their diploma, apply for and work in positions in our school and in the district's main office. Some of the jobs they have done are laundry, clerical assistant, custodial and grounds keeping.

Job Training

Students in our MKL Academy (18-22 years old) who have received their special diploma or a standard diploma through Florida Standards Access Points who have deferred receipt of their diploma, apply for and work in positions in our school and in the district's main office. Some of the jobs they have done are laundry, clerical assistant, custodial and grounds keeping.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Donna Harden	Education Support Employee
Lori Hast	Principal
Deborah Dixon	Principal
Judy Riera	Business/Community
Davenie Deutsch	Parent
Carolyn Modawell	Parent
Inia Jean Plumb	Business/Community
Lakessia Kilgore	Teacher
Diane Nowaczyk	Teacher
Cathy Felty	Teacher
Daniel Modawell	Student
Abby Vaden	Student
Kathy Vaden	Parent
Karen Vargas	Parent
Rita Carlson	Teacher
Gina Kimball	Teacher
Andy Weckherlin	Teacher
Andrea Weckherlin	Teacher
Donna Harden	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The MKL SAC will meet each month during the 2017-18 school year. The SAC will review and approve the SIP for the 2017-18 school year.

The SIP will update the SAC each month on status of each action step and goal from the SIP.

The SAC will be provided a curriculum update on a core curriculum area during these meetings. The SAC will also assist in professional development activities by way of Professional Learning Communities.

In addition, the MKL SAC will monitor the effectiveness of a school uniform program.

b. Development of this school improvement plan

The MKL SAC will receive a DRAFT copy of the proposed 2017-18 MKL School Improvement Plan. Upon approval by the MKL SAC, the SIP will undergo a review with a representative team within Bay District Schools. Any significant modifications to the plan or its intent will result in the plan being resubmitted to the MKL SAC for review and approval prior to submission to the School Board of Bay County, Florida.

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

A minimum of four times per year, the SAC is updated on the status of the Title One budget and initiatives. With the input of the members of the SAC, the Title One budget is planned for the upcoming school year.

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

Funds will be released in late September or early October. At this time there is not any money in our SIP account.

Upon release of the budget, it is recommended that the money be used to support professional development and resources to assist in accomplishing the goals within this plan. The SAC will vote on these expenditures during its monthly meetings.

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
Hast, Lori	Principal
Campos, Tiffany	Other
Poiroux, Crystal	Other
Kimball, Gina	Teacher, ESE
Felty, Cathy	Instructional Media
Carlson, Rita	Teacher, K-12
Kilgore, Lakessia	Teacher, K-12
Modawell, Carolyn	Teacher, ESE
Dixon, Deborah	Assistant Principal

b. Duties

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

The major initiative of the LLT will be the PreK - Grade 12 alignment of curriculum resource materials. The LLT meets monthly during professional learning community meetings to discuss and review student data as well as other issues related to literacy within the school. The LLT will work cooperatively with our MKL SAC Community of Learners to identify and help sponsor literacy training for

teachers during the 2017-18 school year.

School administration will be responsible for conducting classroom walk-throughs of all classes to monitor the implementation of reading strategies and literacy development in all classes within the school. This data will be shared with teachers during conferences and staff meetings.

The LLT will work collaboratively to evaluate the effectiveness of ELA curriculum (SRA, Edmark reading, Don Johnson Writing Curriculum, Wonders ELA curriculum) by using student data results. Decision will be made regarding future curriculum needs and ELA professional development needs based on this data.

Rita Carlson serves as the ELA Liaison for MKL. She attends district level ELA professional development and facilitates training on this information with our teachers. She serves as a resource to our teachers in the area of ELA.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

MKL School embraces the district initiative to implement Professional Learning Communities that collaborate about key questions associated with learning. Teachers become transformational leaders who make decisions as a group about curriculum, assessment, best practices and targets that support the school vision and mission. The PLC groups at MKL are committed to action research and to following through with action steps that will continue to improve student learning and teacher performance. In addition to serving as a part of a PLC, all teachers are actively involved in two support committees that assist in building a sense of team and purpose for all stakeholders. (some examples are PBS, Academy committee, transitions team, MTSS, etc.)

Teachers of classes from middle and high school at MKL support shared instruction. Students rotate to different teachers by subject matter supported by integrated curriculum.

The staff at MKL has a process to review, revise and communicate our school purpose. This process is formalized and implemented each year at the beginning of the school term. The faculty, school improvement team and School Advisory Council are all involved in this process. The MKL purpose statement focuses on student success for life. The staff has a commitment to shared values and beliefs about teaching and learning. Staff systematically maintain and use data on student performance to drive goals and instruction. We survey teachers and paraprofessionals throughout the year. We continually monitor data from IEP goals, classroom data and assessment data. Data chats are held in grade level meetings and professional learning community meetings with administration to monitor fidelity of instruction and progress of students.

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

1. Principal and Assistant Principal will meet regularly with new teachers.

2. A veteran teacher, Lakessia Kilgore, will be paid a stipend to work with new teachers on a regular basis to support their needs and serve as an information resource.
3. New teachers will be partnered with veteran staff.
4. New teachers will participate in Bay District's New Teacher Induction Program.-
5. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives.
6. Teachers will participate in instructional strategies professional development sessions.
7. Teachers will meet in professional learning communities/like grade groups with school administrators to discuss instructional strategies, challenges, and discuss student performance data.
8. Teachers and administrators will meet to review/discuss curriculum resources and alignment to Florida Standards Access Points for students pursuing a Diploma.
9. In accordance with Bay District School policy on Differentiated Pay, Margaret K. Lewis teachers and support staff receive a 5% supplement for level of job performance difficulties.

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

Support will be provided in areas of the classroom teacher's specific needs. In addition, because we are an ESE Center School, our new teachers will be trained in Enrich (our county's IEP software); the development and maintenance of student IEPs; Crisis Prevention/Intervention(CPI); the implementation of instructional resources to support the curriculum (Unique Learning Systems); Edmark Reading, Equals Math Curriculum, Focus On STEM and the Positive Behavior Supports (PBS). New teachers will complete the district led "New Teacher Training Program".

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Instructional staff received training in the Florida Standards Access Points during pre-school in-service in 2014. In 2014-15, instructional staff worked in PLC's to develop common planning tools that are aligned with the FS AP. Each teacher now uses Plan Book.com and adheres to a staff agreed upon (district approved) lesson plan essentials list. Research was conducted into new/improved instructional resources that are aligned to the Florida Standards Access Points. Edmark Reading, SRA Reading, Focus on STEM, Equals math curriculum kits were purchased for MKL. Additionally, professional development was provided for each new curriculum during pre-school in-service training in August 2015 and 2017. The primary curriculum used for content area reading instruction is Unique Learning. This is a web based program that focuses on content area reading through Science and Social Studies. In addition, News to You, a web based program on current events is taught in elementary, middle and high school grades. Edmark is used for Reading instruction in Elementary and Middle grades and Wonders Reading is used in high school grades. The only math curriculum available for students with severe disabilities is Equals Math. This curriculum is used in Elementary,

Middle and High School. Star Fall and IXL Math are used as supplemental computer based curriculum tools in the area of math. Focus on STEM is a web based Science and Math curriculum specifically designed and differentiated for students with cognitive disabilities. During the course of the 2015-16 school year, MKL Professional Learning Communities worked to align the chosen curriculum with the Florida Standards Access Points. The PLC's developed pacing guides for ELA and Math using our curriculum sources and the FSAP's (essential understandings). This work will continue during the 2017-18 school year. The PLC's will work to develop rubrics and progression scales that are aligned with the pacing guides, curriculum and FSAP's.

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.

Baseline data: Brigance and Florida Alternate Assessment (and other assessments for speech, OT, PT as needed) and data collected to support IEP goals and objectives.

Faculty was trained on expected FSAA changes during pre-school in-service. All students at Margaret K. Lewis have individualized education plans that have been developed based on assessment to include present level functioning skills and address strengths and weaknesses of the student. The IEP team develops the individualized plan and determines any specific additional resources to include occupational, physical and speech therapy if a student qualifies. A vision specialist is available to provide services for students who qualify. Augmentative technology is supported by the Media Specialist and District Technology staff who support students by maintaining equipment and providing training for staff. All teachers participate in student data collection and integration of Standards/ Access Points in instruction. The on-going data collection provides for data based decision making. The Positive Behavior Support Team provides data and feedback on Loss of Instructional Time and behavior data with staff on a monthly basis.

Teachers use common grading practices and procedures and stakeholders are aware of the policies and procedures. Because of the unique nature of our classes and the needs of our students, it would not be practical for all teachers to use the same procedures for grading.

Training will be provided for teachers on the updated Assessment Practices and Principles for Bay District Schools.

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: 2,700

Extended School Year (ESY) is available to all students at Margaret K. Lewis School. The decision is based on student need and determination. The instruction is driven by individual student IEP goals and objectives. The goals are aligned with the Florida Standards Access Points.

Strategy Rationale

The rationale for ESY is to allow students the opportunity to maintain and further develop academic skills that are aligned to the Florida Standards Access Points.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hast, Lori, hastll@bay.k12.fl.us

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

Individual student IEP Goal data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

At the age of 14, students meet with their IEP team for their Transition IEP. The team plans for the secondary needs of the student to ensure a smooth transition from Middle School to High School.

As students "age-out" of the Academy program at MKL, the staff works with students individually to assist with their transition into the community.

Teachers in the Academy program will assist Academy students with job skills for paid and voluntary positions in the community.

b. College and Career Readiness

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

At the age of 14, students meet with their IEP team for their Transition IEP. High school and Academy students complete career exploration activities. They complete The Reading Free Interest Inventory and take Community Based Experience Trips off campus. The High School and Academy classes have developed work stations for career and functional skill instruction. Students use these centers to develop pre-vocational work skills. The Academy teachers work with community business partners to develop off campus work/volunteer opportunities for students to learn vocational skills.

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

At the age of 14, students meet with their IEP team for their Transition IEP. The team plans for the secondary needs of the student to ensure a smooth transition from Middle School to High School. In grades 9-12 and in the four years the student can attend the MKL Academy, the students continue to work on transition skills, career exploration and functional life skills. As students "age-out" of the Academy program at MKL, the staff works with students individually to assist with their transition into the community. Teachers in the Academy program will assist Academy students with job skills for paid and voluntary positions in the community.

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

High school and Academy students complete career exploration activities. They complete The Reading Free Interest Inventory and take Community Based Experience Trips off campus. The Academy course code standards in conjunction with information gained from student interest inventories, is used to drive career and vocational instruction. The High School and Academy classes have developed work stations for career and functional skill instruction. Students use these centers to develop pre-vocational work skills. The Academy teachers work with community business partners to develop off campus work/volunteer opportunities for students to learn vocational skills.

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.

Not applicable

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease the minutes/hours of Loss of Instructional Time resulting from disruptive behaviors in the classroom by 25%.

- G2.** As measured by the Florida Standards Alternate Assessment, the number of students scoring in the proficient range in Reading/Language Arts will increase by 9% from year 2017 to year 2018 .

- G3.** As measured by the Florida Standards Alternate Assessment, the number of students scoring in the proficient range in Math will increase by 5% from year 2017 to year 2018 .

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. Decrease the minutes/hours of Loss of Instructional Time resulting from disruptive behaviors in the classroom by 25%. 1a

G095942

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- A substantial percentage of the student population at MKL consists of students with significant behavior management needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- An on-site behavior analyst who serves as a resource to teachers and provides interventions for behaviorally at-risk students.
- An established Positive Behavior Support Team (twelve years) that meets regularly to review data and problem solve strategies and interventions for behaviorally at-risk students.

Plan to Monitor Progress Toward G1. 8

The licensed behavior analyst will supervise the PBS paraprofessional and monitor all interventions and behavior strategies to ensure fidelity of implementation. PBS and Loss of Instructional time data will also be monitored to ensure effectiveness and to inform changes or further interventions. The PBS team will meet monthly and will monitor Loss of Instructional time data for the entire school and make decisions regarding needed changes or further interventions.

Person Responsible

Ruth Crowell

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Data collected on Loss of Instructional Time, check-in-check-out logs, paraprofessional schedule, Behavior Intervention Plans, classroom behavior data

G2. As measured by the Florida Standards Alternate Assessment, the number of students scoring in the proficient range in Reading/Language Arts will increase by 9% from year 2017 to year 2018 . 1a

G095943

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	20.0

Targeted Barriers to Achieving the Goal 3

- Limited specialized professional development in the area of English/Language Arts instruction for students with disabilities.
- Time for teachers to collaborate as a team to plan for English/Language Arts instruction that is aligned with the Florida Standards Access Points.
- Lack of understanding and continuity of test administration for the Florida Standards Alternate Assessment.
- Limited intervention and enrichment resources for students with severe cognitive disabilities in the area of English/Language Arts instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize district level ELA Coach for new teachers at MKL.
- Participate in the Master ELA Teacher (ELA Liaison) program with Bay District Schools.
- School-wide adoption of Edmark Reading curriculum designed for students with disabilities (ages Pre-K to post-grad)

Plan to Monitor Progress Toward G2. 8

Edmark Curriculum assessments and/or Brigance ELA assessment, Wonders Reading Assessments, SRA data, Florida Standards Alternate Assessment data for English/Language Arts will be reviewed to monitor the effectiveness of this goal.

Person Responsible

Lori Hast

Schedule

On 5/23/2018

Evidence of Completion

Assessment Data Report

G3. As measured by the Florida Standards Alternate Assessment, the number of students scoring in the proficient range in Math will increase by 5% from year 2017 to year 2018 . 1a

G095944

Targets Supported 1b

Indicator	Annual Target
FSAA Mathematics Achievement	20.0

Targeted Barriers to Achieving the Goal 3

- Limited specialized professional development in the area of Math instruction for students with disabilities.
- Time for teachers to collaborate as a team to plan for math instruction that is aligned with the Florida Standards Access Points.
- Lack of understanding and continuity of test administration for the Florida Standards Alternate Assessment.
- Limited intervention and enrichment resources for students with severe cognitive disabilities in the area of Math instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attend district Math Frameworks Training.
- Participate in the Master Math Teacher program with Bay District Schools.
- District level Math Coach assigned to MKL.
- School-wide adoption of Equals Math curriculum designed for students with disabilities (ages Pre-K to post-grad)

Plan to Monitor Progress Toward G3. 8

Equals Curriculum assessments and/or Brigance math assessment Florida Standards Alternate Assessment in Math and IEP data will be used to evaluate the effectiveness of this goal.

Person Responsible

Lori Hast

Schedule

Semiannually, from 5/25/2018 to 5/25/2018

Evidence of Completion

Assessment data report

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. Decrease the minutes/hours of Loss of Instructional Time resulting from disruptive behaviors in the classroom by 25%. **1**

 **G095942**

G1.B1 A substantial percentage of the student population at MKL consists of students with significant behavior management needs **2**

 **B258298**

G1.B1.S1 Positive Behavior Support paraprofessional to implement PBS initiatives and strategies, work in small groups or one-on-one with students on managing behavior. **4**

 **S273400**

Strategy Rationale

Additional small group or one-on-one prevention and de-escalation strategies and intervention in behavior management will provide more support for struggling students and decrease the loss of instructional time.

Action Step 1 **5**

PBS paraprofessional to implement PBS initiatives and strategies, work in small groups or one-on-one with students on managing behavior

Person Responsible

Kayla Johnson

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Data collected on Loss of Instructional Time, check-in-check-out logs, paraprofessional schedule, Behavior Intervention Plans, classroom behavior data

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

The licensed behavior analyst will supervise the PBS paraprofessional and monitor all interventions and behavior strategies to ensure fidelity of implementation. PBS and Loss of Instructional time data will also be monitored to ensure effectiveness and to inform changes or further interventions.

Person Responsible

Ruth Crowell

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Data collected on Loss of Instructional Time, check-in-check-out logs, paraprofessional schedule, Behavior Intervention Plans, classroom behavior data

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

The licensed behavior analyst will supervise the PBS paraprofessional and monitor all interventions and behavior strategies to ensure fidelity of implementation. PBS and Loss of Instructional time data will also be monitored to ensure effectiveness and to inform changes or further interventions.

Person Responsible

Ruth Crowell

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Data collected on Loss of Instructional Time, check-in-check-out logs, paraprofessional schedule, Behavior Intervention Plans, classroom behavior data

G1.B1.S2 Pay stipends for PBS Team (teachers and paraprofessionals) to meet one day during summer and plan for PBS initiatives and strategies **4**

 S273401

Strategy Rationale

An established Positive Behavior Support Team (twelve years) that meets regularly to review data and problem solve strategies and interventions for behaviorally at-risk students.

Action Step 1 **5**

The PBS team will meet for one day during the summer to plan for PBS initiatives and strategies for the 2017-18 school year.

Person Responsible

Ruth Crowell

Schedule

On 6/20/2017

Evidence of Completion

PBS Action Plan for 2016-17 school year. Team meeting notes.

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

The PBS Action plan will be developed on the planning day in June. The PBS Team will follow the plan during the 2017-18 school year.

Person Responsible

Ruth Crowell

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Loss of Instructional time data will be collected from each teacher. The PBS team will review the data monthly at the PBS Meetings. The team will follow the action plan developed during the summer. The PBS team will meet monthly to ensure the plan is being followed with fidelity.

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

Loss of Instructional Time data will be entered weekly and monitored by the PBS team monthly. The PBS team will also monitor the steps outlined in the PBS Action Plan at the monthly meetings.

Person Responsible

Ruth Crowell


Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Loss of Instructional time data will be collected from each teacher. The PBS team will review the data monthly at the PBS Meetings. The team will follow the action plan developed during the summer. The PBS team will meet monthly to ensure the plan is being followed with fidelity.

G1.B1.S3 Implement TEACCH strategies and visual structures to support students with communication and behavior disorders. **4**

 S273402

Strategy Rationale

At the core of TEACCH is the idea of structured teaching. Structured teaching is comprised of 3 components: physical organization, scheduling, and teaching methods. Intervention strategies focus on physical and visual structure, schedules, work systems and task organization. Individualized systems aim to address difficulties with communication, organization, generalization, concepts, sensory processing, change and relating to others.

Action Step 1 **5**

Two day TEACCH training will be provided for all instructional staff.

Person Responsible

Lori Hast

Schedule

On 7/21/2017

Evidence of Completion

Sign-in sheets

Action Step 2 **5**

Implement PLC's to support teacher's utilization of TEACCH strategies in the classroom.

Person Responsible

Ruth Crowell

Schedule

Weekly, from 8/17/2017 to 5/25/2018

Evidence of Completion

PLC minutes, Deliberate Practice Plans for teachers, walk-through evidence

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

Administrators will observe and monitor implementation of TEACCH strategies in the classroom.

Person Responsible

Deborah Dixon

Schedule

Daily, from 8/17/2017 to 5/25/2018

Evidence of Completion

Walk-through documentation, observations, PLC minutes, Deliberate Practice evidence, lesson plans

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

PBS team and Administrators will review Loss of Instruction time data at the end of the year to evaluate the effectiveness of TEACCH strategies related to on-task behavior.

Person Responsible

Lori Hast

Schedule

Monthly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Loss of instructional time data, classroom observations, walk-through documentation

G2. As measured by the Florida Standards Alternate Assessment, the number of students scoring in the proficient range in Reading/Language Arts will increase by 9% from year 2017 to year 2018 . 1

G095943

G2.B1 Limited specialized professional development in the area of English/Language Arts instruction for students with disabilities. 2

B258299

G2.B1.S1 Implementation of a Master ELA teacher (ELA Liaison) on site who will serve as a professional development facilitator. 4

S273403

Strategy Rationale

The ELA Liaison will be an on-site resource who is familiar with the students at MKL and will bridge the gap between district ELA curriculum and exceptional student needs.

Action Step 1 5

Select a Master ELA Teacher (ELA liaison) to participate in district Master English/Language Arts Teacher Program

Person Responsible

Rita Carlson

Schedule

On 8/17/2017

Evidence of Completion

Record of attendance at Master English/Language Arts teacher training

Action Step 2 5

Trainer will model instruction for teachers and act as an on-site resource for English/Language Arts instruction.

Person Responsible

Rita Carlson

Schedule

Every 6 Weeks, from 9/13/2017 to 5/23/2018

Evidence of Completion

Sign in sheets, video footage, observations, walk-throughs

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

Instructional staff participation in English/Language Arts Liaison facilitated professional development.

Person Responsible

Rita Carlson

Schedule

Every 6 Weeks, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, video footage, observations, walk-throughs

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

A survey of teachers for feedback on effectiveness of professional development by English/Language Arts Liaison.

Person Responsible

Rita Carlson

Schedule

On 5/25/2018

Evidence of Completion

Survey summary

G2.B1.S2 Implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points utilizing TEACCH strategies when appropriate. 4

 S273404

Strategy Rationale

The implementation of PLCs will promote collaboration and increase continuity and instructional rigor by aligning instructional resources with Florida Standards Access Points

Action Step 1 5

Determine composition of PLC's

Person Responsible

Lori Hast

Schedule

On 8/17/2017

Evidence of Completion

Minutes from meeting/meeting notes

Action Step 2 5

PLC's will collaborate to plan instruction aligned with Florida Standards Access Points utilizing TEACCH strategies when appropriate.

Person Responsible

Deborah Dixon

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Minutes from meeting/meeting notes, Review meeting notes and agendas of PLC's (observations)

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

Administration and PLC leaders will review meeting notes and agendas of PLC's (observations)

Person Responsible

Lori Hast

Schedule

Weekly, from 9/20/2017 to 5/23/2018

Evidence of Completion

Minutes of PLC meetings, norms, observations

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

Review of PLC minutes, Deliberate Practice plans, with adjustments as needed

Person Responsible

Lori Hast

Schedule

Weekly, from 9/20/2017 to 5/23/2018

Evidence of Completion

PLC meeting minutes/agendas and Deliberate Practice plans, observations of PLC meetings

G2.B2 Time for teachers to collaborate as a team to plan for English/Language Arts instruction that is aligned with the Florida Standards Access Points. **2**

 B258300

G2.B2.S1 Teachers will collaborate during weekly Professional Learning Community meetings. **4**

 S273405

Strategy Rationale

To ensure fidelity of instruction and adherence to Florida Standards Access Points.

Action Step 1 **5**

Establish dates for all Professional Learning Community meetings for the 2017-18 school year.

Person Responsible

Lori Hast

Schedule

On 8/17/2017

Evidence of Completion

Google calendar and Plan Book.com calendar

Action Step 2 **5**

Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.

Person Responsible

Lori Hast

Schedule

Weekly, from 8/17/2017 to 5/25/2018

Evidence of Completion

PLC minutes, administration observations, Deliberate Practice documentation

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

Administration will observe all meetings and collect attendance, minutes/agendas and Deliberate Practice evidence

Person Responsible

Deborah Dixon

Schedule

Weekly, from 8/17/2017 to 5/25/2018

Evidence of Completion

PLC meeting agendas/minutes, observation notes and completed Deliberate Practice plans.

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

Administration will review and score Deliberate Practice reflections.

Person Responsible

Deborah Dixon

Schedule

Every 6 Weeks, from 10/2/2017 to 4/13/2018

Evidence of Completion

Deliberate Practice mid-year and end of year reflection to be completed by each individual teacher.

G2.B2.S2 Provide substitute teachers for instructional staff to complete Learning Walks in model classrooms. **4**

 S273406

Strategy Rationale

This serves as a platform for sharing best practices in the area of ELA.

Action Step 1 **5**

Identify teachers to participate in Learning Walks and establish a schedule for the classroom teachers and substitutes.

Person Responsible

Lori Hast

Schedule

Every 6 Weeks, from 10/2/2017 to 3/30/2018

Evidence of Completion

Notes from Learning Walks, Lesson plans, video footage, walk-through documentation

Plan to Monitor Fidelity of Implementation of G2.B2.S2 **6**

Administration will complete Walk-throughs to monitor implementation. Administration will review observation notes and lesson plans from teachers completing Learning Walks.

Person Responsible

Deborah Dixon

Schedule

Monthly, from 10/2/2017 to 3/30/2018

Evidence of Completion

Notes from Learning Walks, Lesson plans, video footage, walk-through documentation

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administration will complete Walk-throughs to monitor implementation. Administration will review observation notes and lesson plans from teachers completing Learning Walks.

Person Responsible

Lori Hast

Schedule

Monthly, from 10/2/2017 to 3/30/2018

Evidence of Completion

Notes from Learning Walks, Lesson plans, video footage, walk-through documentation

G2.B3 Lack of understanding and continuity of test administration for the Florida Standards Alternate Assessment. **2**

 B258301

G2.B3.S1 Professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity. **4**

 S273407

Strategy Rationale

Professional development will increase standardization of administration of the Florida Standards Alternate Assessment.

Action Step 1 **5**

Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.

Person Responsible

Bonnie Hernandez

Schedule

Semiannually, from 1/31/2018 to 2/28/2018

Evidence of Completion

Sign in sheets, agenda

Action Step 2 **5**

Hands-on, collaborative professional development on allowable accommodations and supports for teachers to use during FSAA test administration.

Person Responsible

Lori Hast

Schedule

Semiannually, from 11/8/2017 to 1/17/2018

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Resource teacher, therapists and proctors will observe and monitor test administration to ensure fidelity.

Person Responsible

Bonnie Hernandez

Schedule

Annually, from 2/21/2018 to 4/27/2018

Evidence of Completion

Sign in sheets, agenda/Observation notes and feedback provided to teachers.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Resource teacher, therapists and proctors will observe and monitor test administration to ensure fidelity.

Person Responsible

Bonnie Hernandez

Schedule

Annually, from 2/21/2018 to 4/27/2018

Evidence of Completion

Observation notes and feedback provided to teachers/Sign in sheets, agenda

G2.B4 Limited intervention and enrichment resources for students with severe cognitive disabilities in the area of English/Language Arts instruction. 2

B258302

G2.B4.S1 An English/Language Arts paraprofessional will be hired to provide intervention and enrichment in the area of ELA instruction. Additional small group or one-on-one instruction in math will provide more support for struggling students and more opportunities for enrichment for students who are mastering their ELA goals. 4

S273408

Strategy Rationale

Additional small group or one-on-one instruction in ELA will provide more support for struggling students and more opportunities for enrichment for students who are mastering their ELA goals.

Action Step 1 5

A paraprofessional will be hired with Title One funds to work with students on intervention and enrichment in the area of English/Language Arts.

Person Responsible

Lori Hast

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Paraprofessional Schedule/student data

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The principal and assistant principal will monitor the schedule of the paraprofessional, analyze the student data and adjust the schedule for intervention/enrichment as needed.

Person Responsible

Lori Hast

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Paraprofessional Schedule/student data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

The principal and assistant principal will monitor the schedule of the paraprofessional, analyze the student data and adjust the schedule for intervention/enrichment as needed.

Person Responsible

Lori Hast

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Paraprofessional Schedule/student data/paraprofessional observations

G2.B4.S2 Additional supplemental curriculum in the area of English/Language Arts (Star Fall, Edmark, SRA, Pebble Go, Focus on STEM) will be purchased and implemented in the classroom for ELA intervention and enrichment. 4

 S273409

Strategy Rationale

Additional curricular resources in ELA will provide more support for struggling students and more opportunities for enrichment for students who are mastering their ELA goals.

Action Step 1 5

Edmark ELA materials (for students with significant cognitive disabilities) and Star Fall (computer based intervention), will be purchased with Title One funds to provide additional support for intervention and enrichment in the area of English/Language Arts.

Person Responsible

Lori Hast

Schedule

On 8/17/2017

Evidence of Completion

receipts, paraprofessional schedules, paraprofessional observations

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

The principal and assistant principal will observe ELA intervention/enrichment paraprofessional and ELA teachers to ensure fidelity of use of supplemental ELA curriculum items.

Person Responsible

Lori Hast

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Classroom walk-through and observation notes/student intervention/enrichment and IEP data

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

The principal and assistant principal will observe ELA intervention/enrichment paraprofessional and ELA teachers to ensure fidelity of use of supplemental ELA curriculum items.

Person Responsible

Lori Hast


Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Classroom walk-through and observation notes/student intervention/enrichment and IEP data

G3. As measured by the Florida Standards Alternate Assessment, the number of students scoring in the proficient range in Math will increase by 5% from year 2017 to year 2018 . 1

 G095944

G3.B1 Limited specialized professional development in the area of Math instruction for students with disabilities. 2

 B258303

G3.B1.S1 Implementation of a Master Math teacher (Math Liaison) on site who will serve as a professional development facilitator. 4

 S273410

Strategy Rationale

The master math teacher (Math Liaison) will be an on-site resource who is familiar with the students at MKL and will bridge the gap between district math curriculum and exceptional student needs.

Action Step 1 5

Select a Master Math Teacher (math liaison) to participate in district Master Math Teacher Program.

Person Responsible

Lori Hast

Schedule

On 8/17/2017

Evidence of Completion

Record of attendance at Master Math teacher training

Action Step 2 5

Trainer will model instruction for teachers and act as an on-site resource for Math instruction.

Person Responsible

Lakessia Kilgore

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Sign in sheets

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

Instructional staff participation in Math Liaison facilitated professional development.

Person Responsible

Lakessia Kilgore

Schedule

Every 6 Weeks, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, video footage, observations, walk-throughs

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

A survey of teachers for feedback on effectiveness of professional development by Math Liaison.

Person Responsible

Lakessia Kilgore

Schedule

On 5/25/2018

Evidence of Completion

Survey summary

G3.B1.S2 Implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points utilizing TEACCH methodologies when appropriate. 4

 S273411

Strategy Rationale

The implementation of PLCs will promote collaboration and increase continuity and instructional rigor by aligning instructional resources with Florida Standards Access Points.

Action Step 1 5

Determine composition of PLCs

Person Responsible

Lori Hast

Schedule

On 8/17/2017

Evidence of Completion

Minutes from meetings/meeting notes

Action Step 2 5

PLCs will collaborate to plan instruction aligned with Florida Standards Access Points in math utilizing TEACCH methodologies when appropriate.

Person Responsible

Deborah Dixon

Schedule

Weekly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Minutes from meetings

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Review meeting notes and agendas of PLCs (observations)

Person Responsible

Deborah Dixon

Schedule

Weekly, from 8/23/2017 to 5/25/2018

Evidence of Completion

Minutes of PLC meetings, norms, observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Review of PLC minutes, Deliberate Practice plans, with adjustments as needed.

Person Responsible

Deborah Dixon

Schedule

Weekly, from 8/23/2017 to 5/25/2018

Evidence of Completion

PLC meeting minutes/agendas and Deliberate Practice plans

G3.B2 Time for teachers to collaborate as a team to plan for math instruction that is aligned with the Florida Standards Access Points. **2**

 B258304

G3.B2.S1 Teachers will collaborate during weekly Professional Learning Community meetings. **4**

 S273412

Strategy Rationale

To ensure fidelity of instruction and adherence to Florida Standards Access Points.

Action Step 1 **5**

Establish dates for all Professional Learning Community meetings for the 2016-17 school year.

Person Responsible

Lori Hast

Schedule

On 8/17/2017

Evidence of Completion

Google calendar and Plan Book.com calendar

Action Step 2 **5**

Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.

Person Responsible

Lori Hast

Schedule

Weekly, from 8/23/2017 to 5/25/2018

Evidence of Completion

PLC minutes, administration observations, Deliberate Practice documentation

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will observe all meetings and collect attendance, minutes/agendas and Deliberate Practice evidence

Person Responsible

Lori Hast

Schedule

Weekly, from 8/23/2017 to 5/25/2018

Evidence of Completion

PLC meeting agendas/minutes, observation notes and completed Deliberate Practice plans.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administration will review and score Deliberate Practice reflections.

Person Responsible

Deborah Dixon

Schedule

Semiannually, from 1/26/2018 to 4/13/2018

Evidence of Completion

Deliberate Practice mid-year and end of year reflection to be completed by each individual teacher.

G3.B2.S2 Provide substitute teachers for instructional staff to complete Learning Walks in model classrooms. **4**

 S273413

Strategy Rationale

This serves as a platform for sharing best practices in the area of Math.

Action Step 1 **5**

Identify teachers to participate in Learning Walks and establish a schedule for the classroom teachers and substitutes.

Person Responsible

Deborah Dixon

Schedule

Monthly, from 10/2/2017 to 3/30/2018

Evidence of Completion

Notes from Learning Walks, Lesson plans, video footage, walk-through documentation

Plan to Monitor Fidelity of Implementation of G3.B2.S2 **6**

Administration will complete Walk-throughs to monitor implementation. Administration will review observation notes and lesson plans from teachers completing Learning Walks.

Person Responsible

Lori Hast

Schedule

Monthly, from 10/2/2017 to 3/30/2018

Evidence of Completion

Notes from Learning Walks, Lesson plans, video footage, walk-through documentation

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Administration will complete Walk-throughs to monitor implementation. Administration will review observation notes and lesson plans from teachers completing Learning Walks.

Person Responsible

Lori Hast


Schedule

Monthly, from 10/2/2017 to 3/30/2018

Evidence of Completion

Notes from Learning Walks, Lesson plans, video footage, walk-through documentation

G3.B3 Lack of understanding and continuity of test administration for the Florida Standards Alternate Assessment. **2**

 B258305

G3.B3.S1 Professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity. **4**

 S273414

Strategy Rationale

Professional development will increase standardization of administration of the Florida Standards Alternate Assessment.

Action Step 1 **5**

Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.

Person Responsible

Bonnie Hernandez

Schedule

Semiannually, from 1/31/2018 to 2/7/2018

Evidence of Completion

Sign in sheets, agenda

Action Step 2 **5**

Hands-on, collaborative professional development on allowable accommodations and supports for teachers to use during FSAA test administration.

Person Responsible

Lori Hast

Schedule

Semiannually, from 11/8/2017 to 1/17/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Administration and instructional staff will attend face to face training on how to administer the Florida Standards Alternate Assessment.

Person Responsible

Bonnie Hernandez

Schedule

Semiannually, from 1/31/2018 to 2/7/2018

Evidence of Completion

Sing in sheets, agenda, notes and questions from teachers regarding proper FSAA test administration procedures.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Resource teacher, Math Liaison and proctors will observe and monitor test administration to ensure fidelity.

Person Responsible

Lori Hast

Schedule

Annually, from 2/19/2018 to 4/27/2018

Evidence of Completion

Observation notes and feedback provided to teachers.

G3.B4 Limited intervention and enrichment resources for students with severe cognitive disabilities in the area of Math instruction. 2

 B258306

G3.B4.S1 A Science, Technology, Engineering and Math (STEM) paraprofessional will be hired to provide intervention and enrichment in the area of math instruction. 4

 S273415

Strategy Rationale

Additional small group or one-on-one instruction in math will provide more support for struggling students and more opportunities for enrichment for students who are mastering their math goals.

Action Step 1 5

A paraprofessional will be hired with Title One funds to work with students on intervention and enrichment in the area of STEM/Math instruction.

Person Responsible

Deborah Dixon

Schedule

On 8/17/2017

Evidence of Completion

Paraprofessional Schedule/student data

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

The principal and assistant principal will monitor the schedule of the paraprofessional, analyze the student data and adjust the schedule for intervention/enrichment as needed.

Person Responsible

Deborah Dixon

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Paraprofessional Schedule/student data/paraprofessional observations

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

The principal and assistant principal will monitor the schedule of the paraprofessional, analyze the student data and adjust the schedule for intervention/enrichment as needed.

Person Responsible

Deborah Dixon

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Paraprofessional Schedule/student data/paraprofessional observations

G3.B4.S2 Additional supplemental curriculum in the area of math (Star Fall, IXL Math) will be purchased and implemented in the classroom for math intervention and enrichment. 4

 S273416

Strategy Rationale

Additional curricular resources in math will provide more support for struggling students and more opportunities for enrichment for students who are mastering their math goals.

Action Step 1 5

Star Fall and IXL Math (computer based intervention), will be purchased with Title One funds as well as the Focus on STEM curriculum to provide additional support for intervention and enrichment in the area of Math instruction.

Person Responsible

Deborah Dixon

Schedule

On 8/17/2017

Evidence of Completion

receipts, paraprofessional observations and schedules

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

The principal and assistant principal will observe Math intervention/enrichment paraprofessional and Math teachers to ensure fidelity of use of supplemental Math curriculum items (IXL Math and Star Fall).

Person Responsible

Deborah Dixon

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Classroom walk-through and observation notes/student intervention/enrichment and IEP data

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

The principal and assistant principal will observe Math intervention/enrichment paraprofessional and Math teachers to ensure fidelity of use of supplemental Math curriculum items (IXL Math and Star Fall).

Person Responsible

Deborah Dixon

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Classroom walk-through and observation notes/student intervention/enrichment and IEP data

IV. Implementation Timeline









Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S2.A1 A367049	The PBS team will meet for one day during the summer to plan for PBS initiatives and strategies for...	Crowell, Ruth	6/20/2017	PBS Action Plan for 2016-17 school year. Team meeting notes.	6/20/2017 one-time
G1.B1.S3.A1 A367050	Two day TEACCH training will be provided for all instructional staff.	Hast, Lori	7/20/2017	Sign-in sheets	7/21/2017 one-time
G2.B1.S1.A1 A367052	Select a Master ELA Teacher (ELA liaison) to participate in district Master English/Language Arts...	Carlson, Rita	8/17/2017	Record of attendance at Master English/Language Arts teacher training	8/17/2017 one-time
G2.B2.S1.A1 A367056	Establish dates for all Professional Learning Community meetings for the 2017-18 school year.	Hast, Lori	8/17/2017	Google calendar and Plan Book.com calendar	8/17/2017 one-time
G3.B1.S1.A1 A367063	Select a Master Math Teacher (math liaison) to participate in district Master Math Teacher Program.	Hast, Lori	8/17/2017	Record of attendance at Master Math teacher training	8/17/2017 one-time
G3.B2.S1.A1 A367067	Establish dates for all Professional Learning Community meetings for the 2016-17 school year.	Hast, Lori	8/17/2017	Google calendar and Plan Book.com calendar	8/17/2017 one-time
G3.B4.S1.A1 A367072	A paraprofessional will be hired with Title One funds to work with students on intervention and...	Dixon, Deborah	8/17/2017	Paraprofessional Schedule/student data	8/17/2017 one-time
G2.B1.S2.A1 A367054	Determine composition of PLC's	Hast, Lori	8/17/2017	Minutes from meeting/meeting notes	8/17/2017 one-time
G2.B4.S2.A1 A367062	Edmark ELA materials (for students with significant cognitive disabilities) and Star Fall (computer...	Hast, Lori	8/17/2017	receipts, paraprofessional schedules, paraprofessional observations	8/17/2017 one-time
G3.B1.S2.A1 A367065	Determine composition of PLCs	Hast, Lori	8/17/2017	Minutes from meetings/meeting notes	8/17/2017 one-time
G3.B4.S2.A1 A367073	Star Fall and IXL Math (computer based intervention), will be purchased with Title One funds as...	Dixon, Deborah	8/17/2017	receipts, paraprofessional observations and schedules	8/17/2017 one-time
G2.B3.S1.A2 A367060	Hands-on, collaborative professional development on allowable accommodations and supports for...	Hast, Lori	11/8/2017	Sign in sheets	1/17/2018 semiannually
G3.B3.S1.A2 A367071	Hands-on, collaborative professional development on allowable accommodations and supports for...	Hast, Lori	11/8/2017		1/17/2018 semiannually
G3.B3.S1.MA1 M393676	Administration and instructional staff will attend face to face training on how to administer the...	Hernandez, Bonnie	1/31/2018	Sing in sheets, agenda, notes and questions from teachers regarding proper FSAA test administration procedures.	2/7/2018 semiannually
G3.B3.S1.A1 A367070	Schedule and deliver face-to-face training for teachers who administer the Florida Standards...	Hernandez, Bonnie	1/31/2018	Sign in sheets, agenda	2/7/2018 semiannually
G2.B3.S1.A1 A367059	Schedule and deliver face-to-face training for teachers who administer the Florida Standards...	Hernandez, Bonnie	1/31/2018	Sign in sheets, agenda	2/28/2018 semiannually
G2.B2.S2.MA1 M393658	Administration will complete Walk-throughs to monitor implementation. Administration will review...	Hast, Lori	10/2/2017	Notes from Learning Walks, Lesson plans, video footage, walk-through documentation	3/30/2018 monthly
G2.B2.S2.MA1 M393659	Administration will complete Walk-throughs to monitor implementation. Administration will review...	Dixon, Deborah	10/2/2017	Notes from Learning Walks, Lesson plans, video footage, walk-through documentation	3/30/2018 monthly

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Margaret K. Lewis In Millville

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A1 A367058	Identify teachers to participate in Learning Walks and establish a schedule for the classroom...	Hast, Lori	10/2/2017	Notes from Learning Walks, Lesson plans, video footage, walk-through documentation	3/30/2018 every-6-weeks
G3.B2.S2.MA1 M393673	Administration will complete Walk-throughs to monitor implementation. Administration will review...	Hast, Lori	10/2/2017	Notes from Learning Walks, Lesson plans, video footage, walk-through documentation	3/30/2018 monthly
G3.B2.S2.MA1 M393674	Administration will complete Walk-throughs to monitor implementation. Administration will review...	Hast, Lori	10/2/2017	Notes from Learning Walks, Lesson plans, video footage, walk-through documentation	3/30/2018 monthly
G3.B2.S2.A1 A367069	Identify teachers to participate in Learning Walks and establish a schedule for the classroom...	Dixon, Deborah	10/2/2017	Notes from Learning Walks, Lesson plans, video footage, walk-through documentation	3/30/2018 monthly
G2.B2.S1.MA1 M393656	Administration will review and score Deliberate Practice reflections.	Dixon, Deborah	10/2/2017	Deliberate Practice mid-year and end of year reflection to be completed by each individual teacher.	4/13/2018 every-6-weeks
G3.B2.S1.MA1 M393671	Administration will review and score Deliberate Practice reflections.	Dixon, Deborah	1/26/2018	Deliberate Practice mid-year and end of year reflection to be completed by each individual teacher.	4/13/2018 semiannually
G2.B3.S1.MA1 M393660	Resource teacher, therapists and proctors will observe and monitor test administration to ensure...	Hernandez, Bonnie	2/21/2018	Observation notes and feedback provided to teachers/Sign in sheets, agenda	4/27/2018 annually
G2.B3.S1.MA1 M393661	Resource teacher, therapists and proctors will observe and monitor test administration to ensure...	Hernandez, Bonnie	2/21/2018	Sign in sheets, agenda/Observation notes and feedback provided to teachers.	4/27/2018 annually
G3.B3.S1.MA1 M393675	Resource teacher, Math Liaison and proctors will observe and monitor test administration to ensure...	Hast, Lori	2/19/2018	Observation notes and feedback provided to teachers.	4/27/2018 annually
G2.MA1 M393666	Edmark Curriculum assessments and/or Brigance ELA assessment, Wonders Reading Assessments, SRA...	Hast, Lori	9/8/2017	Assessment Data Report	5/23/2018 one-time
G2.B1.S1.A2 A367053	Trainer will model instruction for teachers and act as an on-site resource for English/Language...	Carlson, Rita	9/13/2017	Sign in sheets, video footage, observations, walk-throughs	5/23/2018 every-6-weeks
G2.B1.S2.MA1 M393654	Review of PLC minutes, Deliberate Practice plans, with adjustments as needed	Hast, Lori	9/20/2017	PLC meeting minutes/agendas and Deliberate Practice plans, observations of PLC meetings	5/23/2018 weekly
G2.B1.S2.MA1 M393655	Administration and PLC leaders will review meeting notes and agendas of PLC's (observations)	Hast, Lori	9/20/2017	Minutes of PLC meetings, norms, observations	5/23/2018 weekly
G2.B1.S2.A2 A367055	PLC's will collaborate to plan instruction aligned with Florida Standards Access Points utilizing...	Dixon, Deborah	8/23/2017	Minutes from meeting/meeting notes, Review meeting notes and agendas of PLC's (observations)	5/23/2018 weekly
G3.MA1 M393681	Equals Curriculum assessments and/or Brigance math assessment Florida Standards Alternate...	Hast, Lori	5/25/2018	Assessment data report	5/25/2018 semiannually
G2.B1.S1.MA1 M393652	A survey of teachers for feedback on effectiveness of professional development by English/Language...	Carlson, Rita	5/25/2018	Survey summary	5/25/2018 one-time
G2.B1.S1.MA1 M393653	Instructional staff participation in English/Language Arts Liaison facilitated professional...	Carlson, Rita	10/2/2017	Sign in sheets, video footage, observations, walk-throughs	5/25/2018 every-6-weeks
G2.B2.S1.MA1 M393657	Administration will observe all meetings and collect attendance, minutes/agendas and Deliberate...	Dixon, Deborah	8/17/2017	PLC meeting agendas/minutes, observation notes and completed Deliberate Practice plans.	5/25/2018 weekly
G2.B2.S1.A2 A367057	Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.	Hast, Lori	8/17/2017	PLC minutes, administration observations, Deliberate Practice documentation	5/25/2018 weekly
G3.B1.S1.MA1 M393667	A survey of teachers for feedback on effectiveness of professional development by Math Liaison.	Kilgore, Lakessia	5/25/2018	Survey summary	5/25/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 M393668	Instructional staff participation in Math Liaison facilitated professional development.	Kilgore, Lakessia	10/2/2017	Sign in sheets, video footage, observations, walk-throughs	5/25/2018 every-6-weeks
G3.B1.S1.A2 A367064	Trainer will model instruction for teachers and act as an on-site resource for Math instruction.	Kilgore, Lakessia	9/1/2017	Sign in sheets	5/25/2018 weekly
G3.B2.S1.MA1 M393672	Administration will observe all meetings and collect attendance, minutes/ agendas and Deliberate...	Hast, Lori	8/23/2017	PLC meeting agendas/minutes, observation notes and completed Deliberate Practice plans.	5/25/2018 weekly
G3.B2.S1.A2 A367068	Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.	Hast, Lori	8/23/2017	PLC minutes, administration observations, Deliberate Practice documentation	5/25/2018 weekly
G3.B1.S2.MA1 M393669	Review of PLC minutes, Deliberate Practice plans, with adjustments as needed.	Dixon, Deborah	8/23/2017	PLC meeting minutes/agendas and Deliberate Practice plans	5/25/2018 weekly
G3.B1.S2.MA1 M393670	Review meeting notes and agendas of PLCs (observations)	Dixon, Deborah	8/23/2017	Minutes of PLC meetings, norms, observations	5/25/2018 weekly
G3.B1.S2.A2 A367066	PLCs will collaborate to plan instruction aligned with Florida Standards Access Points in math...	Dixon, Deborah	8/17/2017	Minutes from meetings	5/25/2018 weekly
G1.B1.S3.MA1 M393649	PBS team and Administrators will review Loss of Instruction time data at the end of the year to...	Hast, Lori	8/17/2017	Loss of instructional time data, classroom observations, walk-through documentation	5/25/2018 monthly
G1.B1.S3.MA1 M393650	Administrators will observe and monitor implementation of TEACCH strategies in the classroom.	Dixon, Deborah	8/17/2017	Walk-through documentation, observations, PLC minutes, Deliberate Practice evidence, lesson plans	5/25/2018 daily
G1.B1.S3.A2 A367051	Implement PLC's to support teacher's utilization of TEACCH strategies in the classroom.	Crowell, Ruth	8/17/2017	PLC minutes, Deliberate Practice Plans for teachers, walk-through evidence	5/25/2018 weekly
G1.MA1 M393651	The licensed behavior analyst will supervise the PBS paraprofessional and monitor all interventions...	Crowell, Ruth	8/17/2017	Data collected on Loss of Instructional Time, check-in-check-out logs, paraprofessional schedule, Behavior Intervention Plans, classroom behavior data	6/1/2018 monthly
G1.B1.S1.MA1 M393645	The licensed behavior analyst will supervise the PBS paraprofessional and monitor all interventions...	Crowell, Ruth	8/17/2017	Data collected on Loss of Instructional Time, check-in-check-out logs, paraprofessional schedule, Behavior Intervention Plans, classroom behavior data	6/1/2018 weekly
G1.B1.S1.MA1 M393646	The licensed behavior analyst will supervise the PBS paraprofessional and monitor all interventions...	Crowell, Ruth	8/17/2017	Data collected on Loss of Instructional Time, check-in-check-out logs, paraprofessional schedule, Behavior Intervention Plans, classroom behavior data	6/1/2018 weekly
G1.B1.S1.A1 A367048	PBS paraprofessional to implement PBS initiatives and strategies, work in small groups or...	Johnson, Kayla	8/17/2017	Data collected on Loss of Instructional Time, check-in-check-out logs, paraprofessional schedule, Behavior Intervention Plans, classroom behavior data	6/1/2018 daily
G2.B4.S1.MA1 M393662	The principal and assistant principal will monitor the schedule of the paraprofessional, analyze...	Hast, Lori	8/17/2017	Paraprofessional Schedule/student data/paraprofessional observations	6/1/2018 biweekly
G2.B4.S1.MA1 M393663	The principal and assistant principal will monitor the schedule of the paraprofessional, analyze...	Hast, Lori	8/17/2017	Paraprofessional Schedule/student data	6/1/2018 biweekly
G2.B4.S1.A1 A367061	A paraprofessional will be hired with Title One funds to work with students on intervention and...	Hast, Lori	8/17/2017	Paraprofessional Schedule/student data	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.MA1  M393677	The principal and assistant principal will monitor the schedule of the paraprofessional, analyze...	Dixon, Deborah	8/17/2017	Paraprofessional Schedule/student data/paraprofessional observations	6/1/2018 biweekly
G3.B4.S1.MA1  M393678	The principal and assistant principal will monitor the schedule of the paraprofessional, analyze...	Dixon, Deborah	8/17/2017	Paraprofessional Schedule/student data/paraprofessional observations	6/1/2018 biweekly
G1.B1.S2.MA1  M393647	Loss of Instructional Time data will be entered weekly and monitored by the PBS team monthly. The...	Crowell, Ruth	8/17/2017	Loss of Instructional time data will be collected from each teacher. The PBS team will review the data monthly at the PBS Meetings. The team will follow the action plan developed during the summer. The PBS team will meet monthly to ensure the plan is being followed with fidelity.	6/1/2018 monthly
G1.B1.S2.MA1  M393648	The PBS Action plan will be developed on the planning day in June. The PBS Team will follow the...	Crowell, Ruth	8/17/2017	Loss of Instructional time data will be collected from each teacher. The PBS team will review the data monthly at the PBS Meetings. The team will follow the action plan developed during the summer. The PBS team will meet monthly to ensure the plan is being followed with fidelity.	6/1/2018 monthly
G2.B4.S2.MA1  M393664	The principal and assistant principal will observe ELA intervention/enrichment paraprofessional and...	Hast, Lori	8/17/2017	Classroom walk-through and observation notes/student intervention/enrichment and IEP data	6/1/2018 biweekly
G2.B4.S2.MA1  M393665	The principal and assistant principal will observe ELA intervention/enrichment paraprofessional and...	Hast, Lori	8/17/2017	Classroom walk-through and observation notes/student intervention/enrichment and IEP data	6/1/2018 biweekly
G3.B4.S2.MA1  M393679	The principal and assistant principal will observe Math intervention/enrichment paraprofessional...	Dixon, Deborah	8/17/2017	Classroom walk-through and observation notes/student intervention/enrichment and IEP data	6/1/2018 biweekly
G3.B4.S2.MA1  M393680	The principal and assistant principal will observe Math intervention/enrichment paraprofessional...	Dixon, Deborah	8/17/2017	Classroom walk-through and observation notes/student intervention/enrichment and IEP data	6/1/2018 biweekly

V. Professional Development Opportunities

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

G1. Decrease the minutes/hours of Loss of Instructional Time resulting from disruptive behaviors in the classroom by 25%.

G1.B1 A substantial percentage of the student population at MKL consists of students with significant behavior management needs

G1.B1.S3 Implement TEACCH strategies and visual structures to support students with communication and behavior disorders.

PD Opportunity 1

Two day TEACCH training will be provided for all instructional staff.

Facilitator

Lysanne Matthews

Participants

MKL Instructional Staff

Schedule

On 7/21/2017

G2. As measured by the Florida Standards Alternate Assessment, the number of students scoring in the proficient range in Reading/Language Arts will increase by 9% from year 2017 to year 2018 .

G2.B1 Limited specialized professional development in the area of English/Language Arts instruction for students with disabilities.

G2.B1.S1 Implementation of a Master ELA teacher (ELA Liaison) on site who will serve as a professional development facilitator.

PD Opportunity 1

Select a Master ELA Teacher (ELA liaison) to participate in district Master English/Language Arts Teacher Program

Facilitator

BDS Literacy, Linda Pitts

Participants

Rita Carlson

Schedule

On 8/17/2017

PD Opportunity 2

Trainer will model instruction for teachers and act as an on-site resource for English/Language Arts instruction.

Facilitator

Rita Carlson

Participants

Teachers at Margaret K. Lewis School

Schedule

Every 6 Weeks, from 9/13/2017 to 5/23/2018

G2.B1.S2 Implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points utilizing TEACCH strategies when appropriate.

PD Opportunity 1

PLC's will collaborate to plan instruction aligned with Florida Standards Access Points utilizing TEACCH strategies when appropriate.

Facilitator

PLC Leaders

Participants

MKL classroom teachers

Schedule

Weekly, from 8/23/2017 to 5/23/2018

G2.B2 Time for teachers to collaborate as a team to plan for English/Language Arts instruction that is aligned with the Florida Standards Access Points.

G2.B2.S1 Teachers will collaborate during weekly Professional Learning Community meetings.

PD Opportunity 1

Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.

Facilitator

PLC Leaders

Participants

MKL Classroom Teachers

Schedule

Weekly, from 8/17/2017 to 5/25/2018

G2.B2.S2 Provide substitute teachers for instructional staff to complete Learning Walks in model classrooms.

PD Opportunity 1

Identify teachers to participate in Learning Walks and establish a schedule for the classroom teachers and substitutes.

Facilitator

Administration/mentor teachers

Participants

New MKL classroom teachers/MKL classroom teachers in need of observations/PD and mentor teachers

Schedule

Every 6 Weeks, from 10/2/2017 to 3/30/2018

G2.B3 Lack of understanding and continuity of test administration for the Florida Standards Alternate Assessment.

G2.B3.S1 Professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity.

PD Opportunity 1

Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.

Facilitator

Bonnie Hernandez

Participants

All teachers who administer the Florida Standards Alternate Assessment for ELA

Schedule

Semiannually, from 1/31/2018 to 2/28/2018

PD Opportunity 2

Hands-on, collaborative professional development on allowable accommodations and supports for teachers to use during FSAA test administration.

Facilitator

Gina Kimball and Bonnie Hernandez

Participants

MKL instructional staff

Schedule

Semiannually, from 11/8/2017 to 1/17/2018

G2.B4 Limited intervention and enrichment resources for students with severe cognitive disabilities in the area of English/Language Arts instruction.

G2.B4.S2 Additional supplemental curriculum in the area of English/Language Arts (Star Fall, Edmark, SRA, Pebble Go, Focus on STEM) will be purchased and implemented in the classroom for ELA intervention and enrichment.

PD Opportunity 1

Edmark ELA materials (for students with significant cognitive disabilities) and Star Fall (computer based intervention), will be purchased with Title One funds to provide additional support for intervention and enrichment in the area of English/Language Arts.

Facilitator

Cathy Felty

Participants

new teachers and ELA teachers

Schedule

On 8/17/2017

G3. As measured by the Florida Standards Alternate Assessment, the number of students scoring in the proficient range in Math will increase by 5% from year 2017 to year 2018 .

G3.B1 Limited specialized professional development in the area of Math instruction for students with disabilities.

G3.B1.S1 Implementation of a Master Math teacher (Math Liaison) on site who will serve as a professional development facilitator.

PD Opportunity 1

Select a Master Math Teacher (math liaison) to participate in district Master Math Teacher Program.

Facilitator

Lakessia Kilgore

Participants

Instructional staff at MKL

Schedule

On 8/17/2017

PD Opportunity 2

Trainer will model instruction for teachers and act as an on-site resource for Math instruction.

Facilitator

Lakessia Kilgore

Participants

MKL instructional staff

Schedule

Weekly, from 9/1/2017 to 5/25/2018

G3.B1.S2 Implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points utilizing TEACCH methodologies when appropriate.

PD Opportunity 1

PLCs will collaborate to plan instruction aligned with Florida Standards Access Points in math utilizing TEACCH methodologies when appropriate.

Facilitator

PLC Leaders

Participants

Teachers

Schedule

Weekly, from 8/17/2017 to 5/25/2018

G3.B2 Time for teachers to collaborate as a team to plan for math instruction that is aligned with the Florida Standards Access Points.

G3.B2.S1 Teachers will collaborate during weekly Professional Learning Community meetings.

PD Opportunity 1

Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.

Facilitator

PLC Leaders

Participants

Teachers

Schedule

Weekly, from 8/23/2017 to 5/25/2018

G3.B2.S2 Provide substitute teachers for instructional staff to complete Learning Walks in model classrooms.

PD Opportunity 1

Identify teachers to participate in Learning Walks and establish a schedule for the classroom teachers and substitutes.

Facilitator

Administration/mentor teachers

Participants

New MKL classroom teachers/MKL classroom teachers in need of observations/PD and mentor teachers

Schedule

Monthly, from 10/2/2017 to 3/30/2018

G3.B3 Lack of understanding and continuity of test administration for the Florida Standards Alternate Assessment.

G3.B3.S1 Professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity.

PD Opportunity 1

Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.

Facilitator

Bonnie Hernandez

Participants

Teachers and staff who administer the FSAA

Schedule

Semiannually, from 1/31/2018 to 2/7/2018

PD Opportunity 2

Hands-on, collaborative professional development on allowable accommodations and supports for teachers to use during FSAA test administration.

Facilitator

Bonnie Hernandez/Gina Kimball

Participants

MKL Instructional Staff

Schedule

Semiannually, from 11/8/2017 to 1/17/2018

G3.B4 Limited intervention and enrichment resources for students with severe cognitive disabilities in the area of Math instruction.

G3.B4.S2 Additional supplemental curriculum in the area of math (Star Fall, IXL Math) will be purchased and implemented in the classroom for math intervention and enrichment.

PD Opportunity 1

Star Fall and IXL Math (computer based intervention), will be purchased with Title One funds as well as the Focus on STEM curriculum to provide additional support for intervention and enrichment in the area of Math instruction.

Facilitator

math liaison, media specialist

Participants

new teachers, high school and middle school math teachers

Schedule

On 8/17/2017

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	PBS paraprofessional to implement PBS initiatives and strategies, work in small groups or one-on-one with students on managing behavior				\$14,308.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	100-Salaries	0281 - Margaret K. Lewis In Millville	Title I, Part A		\$14,308.00
2	G1.B1.S2.A1	The PBS team will meet for one day during the summer to plan for PBS initiatives and strategies for the 2017-18 school year.				\$656.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	100-Salaries	0281 - Margaret K. Lewis In Millville	Title I, Part A		\$656.00
3	G1.B1.S3.A1	Two day TEACCH training will be provided for all instructional staff.				\$0.00
4	G1.B1.S3.A2	Implement PLC's to support teacher's utilization of TEACCH strategies in the classroom.				\$0.00
5	G2.B1.S1.A1	Select a Master ELA Teacher (ELA liaison) to participate in district Master English/Language Arts Teacher Program				\$0.00
6	G2.B1.S1.A2	Trainer will model instruction for teachers and act as an on-site resource for English/Language Arts instruction.				\$0.00
7	G2.B1.S2.A1	Determine composition of PLC's				\$0.00
8	G2.B1.S2.A2	PLC's will collaborate to plan instruction aligned with Florida Standards Access Points utilizing TEACCH strategies when appropriate.				\$0.00
9	G2.B2.S1.A1	Establish dates for all Professional Learning Community meetings for the 2017-18 school year.				\$0.00
10	G2.B2.S1.A2	Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.				\$0.00
11	G2.B2.S2.A1	Identify teachers to participate in Learning Walks and establish a schedule for the classroom teachers and substitutes.				\$680.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	100-Salaries	0281 - Margaret K. Lewis In Millville	Title I, Part A		\$680.00
12	G2.B3.S1.A1	Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.				\$0.00
13	G2.B3.S1.A2	Hands-on, collaborative professional development on allowable accommodations and supports for teachers to use during FSAA test administration.				\$0.00

14	G2.B4.S1.A1	A paraprofessional will be hired with Title One funds to work with students on intervention and enrichment in the area of English/Language Arts.				\$7,154.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	100-Salaries	0281 - Margaret K. Lewis In Millville	Title I, Part A		\$7,154.00
15	G2.B4.S2.A1	Edmark ELA materials (for students with significant cognitive disabilities) and Star Fall (computer based intervention), will be purchased with Title One funds to provide additional support for intervention and enrichment in the area of English/Language Arts.				\$4,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	590-Other Materials and Supplies	0281 - Margaret K. Lewis In Millville	Title I, Part A		\$4,250.00
16	G3.B1.S1.A1	Select a Master Math Teacher (math liaison) to participate in district Master Math Teacher Program.				\$0.00
17	G3.B1.S1.A2	Trainer will model instruction for teachers and act as an on-site resource for Math instruction.				\$0.00
18	G3.B1.S2.A1	Determine composition of PLCs				\$0.00
19	G3.B1.S2.A2	PLCs will collaborate to plan instruction aligned with Florida Standards Access Points in math utilizing TEACCH methodologies when appropriate.				\$468.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	100-Salaries	0281 - Margaret K. Lewis In Millville	Title I, Part A		\$468.00
20	G3.B2.S1.A1	Establish dates for all Professional Learning Community meetings for the 2016-17 school year.				\$0.00
21	G3.B2.S1.A2	Each PLC will meet, adhere to the group norms, and accomplish the goals established by the group.				\$0.00
22	G3.B2.S2.A1	Identify teachers to participate in Learning Walks and establish a schedule for the classroom teachers and substitutes.				\$680.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	100-Salaries	0281 - Margaret K. Lewis In Millville	Title I, Part A		\$680.00
23	G3.B3.S1.A1	Schedule and deliver face-to-face training for teachers who administer the Florida Standards Alternate Assessment.				\$0.00
24	G3.B3.S1.A2	Hands-on, collaborative professional development on allowable accommodations and supports for teachers to use during FSAA test administration.				\$0.00
25	G3.B4.S1.A1	A paraprofessional will be hired with Title One funds to work with students on intervention and enrichment in the area of STEM/Math instruction.				\$7,154.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5200	100-Salaries	0281 - Margaret K. Lewis In Millville	Title I, Part A		\$7,154.00
26	G3.B4.S2.A1	Star Fall and IXL Math (computer based intervention), will be purchased with Title One funds as well as the Focus on STEM curriculum to provide additional support for intervention and enrichment in the area of Math instruction.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	690-Computer Software	0281 - Margaret K. Lewis In Millville	Title I, Part A		\$750.00
Total:						\$36,100.00