

Polk County Public Schools

Karen M. Siegel Academy



2017-18 Schoolwide Improvement Plan

Karen M. Siegel Academy

935 EVENHOUSE RD, Lake Alfred, FL 33850

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	0%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Our graduates will confidently and actively participate as valued members of their community.

2. School Environment

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

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

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

behaviors.

We have a team certified in Professional Crisis Management.

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

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

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

3. Early Warning Systems

The school's response to this section may 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.

N/A

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

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

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

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

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

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

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?

No

1. PFEP Link

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

2. Description

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

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

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

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

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

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

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
SWINDLE, DONNA	Principal
Reynolds, Maggie	Assistant Principal
Naab, Collenna	Teacher, ESE
Schlencker, Herbert	Instructional Technology
Owens, jennifer	Administrative Support

b. Duties

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

Maggie Reynolds, Assistant Principal

Collaborative Planning Chairpersons, Jancie Tucker, Elizabeth Wilson, Lori LeBlanc

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

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

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

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

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

b. Development of this school improvement plan

In May, the Principal meets with each grade cluster to review the current years' SIP. The process involves evaluating the goals and strategies of the SIP to determine what is working, what needs work, and what strategies are not working. In this process there is continuous building to determine the goals, strategies and professional development that will be in the 2017-2018 SIP. Based on this evaluation process, goals, professional development initiatives, and strategies are established for the 2017-18 school year. Also, directions and initiatives received from the Department of Education and the School Board are included in the plan. Throughout this process, parent input is sought through various means, parent conferences, parent surveys, parent involvement meeting and PTO meetings. At the first SAC meeting of the new year this process is reviewed with the SAC Committee.

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

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

- 1) Operations of the school
- 2) Adaptive equipment for students with physical disabilities. Our district IDEA funds are not available to assist in purchasing adaptive equipment.
- 3) Some instructional materials that are researched based for students with significant cognitive disabilities.
- 4) Providing a safe, secure environment for students and staff.
- 5) Maintenance and repair of student equipment.
- 6) Technology tools for student use.

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

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

b. Duties

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

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

The major initiatives of the LLT this year includes:

1. Monitoring the consistent use of an appropriate reading program for students with significant cognitive disabilities;
- 2) Implementation of an school wide re-loud program based on recommended reading list for general education middle and high school students.
- 3) Implementation and monitoring of the Language Arts Access standards school wide.
- 4) Developing and evaluating effective communication programs for students using a Communication Matrix and implementation of Picture Exchange Communication System;
- 5) Implementing an appropriate augmentative system for each student;

- 6) Identifying students who require a more intensive instructional program; and
- 7) Determining the effectiveness of the intensive instructional programs.

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.

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

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

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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

Communication is the foundation of all our instructional efforts. To support and facilitate the communication programs for our students, Karen M. Siegel Academy has one full-time Speech and Language Pathologists and a technology resource teacher. The speech pathologist and technology teacher work closely together the most effective augmentative system for our students. Our faculty is thoroughly trained and competent in the area of augmentative communication systems and assistive technology.

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

b. Instructional Strategies

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

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

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

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

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

Strategy: Extended School Year

Minutes added to school year: 3,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

b. College and Career Readiness

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

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

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

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

There are two paths within the transition program. Path one focuses on the development of life skills, employ ability skills, transition portfolio development, maximizing the levels of students' use of independent functioning skills and communication skills by providing authentic campus based experiences and enterprises such as:

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

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

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

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

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

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

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

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

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

II. Needs Assessment

The school's completion of this 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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** 90% of our students are 3 or more years delayed in the area of Social Emotional Development. By the end of the school year, 85% of our students will gain 3 skills in the Social Emotional domain as measured by the Brigance or Communication Profile.
- G2.** All students at KMSA have various levels of a language delay. 85% of the students will increase their language developmental skills as measured on the Brigance Inventory , Communication Matrix, or Communication Profile.

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. 90% of our students are 3 or more years delayed in the area of Social Emotional Development. By the end of the school year, 85% of our students will gain 3 skills in the Social Emotional domain as measured by the Brigance or Communication Profile. 1a

G097764

Targets Supported 1b

Indicator	Annual Target
5Es Score: Supportive Environment	85.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Brigance and communication data will be collected and reviewed.

Person Responsible

Maggie Reynolds

Schedule

Semiannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Assessments results

G2. All students at KMSA have various levels of a language delay. 85% of the students will increase their language developmental skills as measured on the Brigance Inventory , Communication Matrix, or Communication Profile. 1a

G097765

Targets Supported 1b

Indicator	Annual Target
5Es Score: Academic Personalism	60.0

Targeted Barriers to Achieving the Goal 3

- 75% of our students are non-verbal and 100% of our students have some level of language impairment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Speech and Language Pathologist
- Technology Resource Teacher
- Access Project
- Local Augmentative Technology Team
- ECT Project

Plan to Monitor Progress Toward G2. 8

The administration will monitor the instruction on communication as well as the assessments

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Assessments results and observations.

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. 90% of our students are 3 or more years delayed in the area of Social Emotional Development. By the end of the school year, 85% of our students will gain 3 skills in the Social Emotional domain as measured by the Brigance or Communication Profile. **1**

 G097764

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

 B262799

G1.B1.S1 School wide focus on demonstrating kindness. **4**

 S278285

Strategy Rationale

Action Step 1 **5**

Development and implementation of Behavior Intervention Plans that include an emphasis on shaping and fading.

Person Responsible

Collenna Naab

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Behavior Intervention Plans

Action Step 2 **5**

Introduce the school wide kindness initiative by starting the year off with the Kindness Tree book

Person Responsible

Maggie Reynolds

Schedule

Daily, from 8/10/2017 to 9/29/2017

Evidence of Completion

Lesson Plans

Action Step 3 5

Social Emotional behaviors will be addressed in lesson plans and units of instruction.

Person Responsible

Maggie Reynolds

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson Plans

Action Step 4 5

MTSS meetings to be held monthly.

Person Responsible

Maggie Reynolds

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Agenda and meeting notes

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

Review the collected data quarterly through the MTSS process.

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans, Behavior Intervention Plans, and MTSS meeting agendas and notes, Walk Throughs

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

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

Person Responsible

Maggie Reynolds


Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Notes from progress monitoring meetings.

G2. All students at KMSA have various levels of a language delay. 85% of the students will increase their language developmental skills as measured on the Brigance Inventory , Communication Matrix, or Communication Profile. 1

 G097765

G2.B1 75% of our students are non-verbal and 100% of our students have some level of language impairment. 2

 B262800

G2.B1.S1 Design Lessons that predict student responses and develop the augmentative systems needed to address those responses. 4

 S278286

Strategy Rationale

Action Step 1 5

Define what effective instruction looks like at Karen M Siegel Academy

Person Responsible

DONNA SWINDLE

Schedule

Quarterly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Lesson plans and walk throughs

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

Teacher observation and evaluation procedures as well as Lesson plans

Person Responsible

DONNA SWINDLE

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Lesson Plans/observations.

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

Monitor assessment results

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Brigance, Communication Matrix and Communication Profile.

G2.B1.S2 Focusing on the introduction of new vocabulary using the students preferred mode of communication. 4

 S278287

Strategy Rationale

Action Step 1 5

Prepare the students mode of communication with the new vocabulary that have been determined through lesson planning prior to the lesson.

Person Responsible

DONNA SWINDLE

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Observations and lesson plans.

Action Step 2 5

Include specific strategies in lesson plans that will be used to assist students in acquiring new vocabulary (Visuals and Objects).

Person Responsible

Maggie Reynolds

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Observations and lesson plans

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

Monitor lesson plans and collaborative planning.

Person Responsible

Maggie Reynolds

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Observations and lesson plans.

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

Lesson Plans and Collaborative planning

Person Responsible

Maggie Reynolds

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, Observations

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.S1.A2 A374857	Introduce the school wide kindness initiative by starting the year off with the Kindness Tree book	Reynolds, Maggie	8/10/2017	Lesson Plans	9/29/2017 daily
G1.MA1 M404750	Brigance and communication data will be collected and reviewed.	Reynolds, Maggie	8/10/2017	Assessments results	5/31/2018 semiannually
G2.MA1 M404755	The administration will monitor the instruction on communication as well as the assessments	Reynolds, Maggie	8/3/2017	Assessments results and observations.	5/31/2018 quarterly
G1.B1.S1.MA1 M404748	Lead progress monitoring sessions to discuss data and determine if current strategies are effective.	Reynolds, Maggie	8/10/2017	Notes from progress monitoring meetings.	5/31/2018 quarterly
G1.B1.S1.MA1 M404749	Review the collected data quarterly through the MTSS process.	Reynolds, Maggie	8/10/2017	Lesson plans, Behavior Intervention Plans, and MTSS meeting agendas and notes, Walk Throughs	5/31/2018 quarterly
G1.B1.S1.A1 A374856	Development and implementation of Behavior Intervention Plans that include an emphasis on shaping...	Naab, Collenna	8/10/2017	Behavior Intervention Plans	5/31/2018 daily
G1.B1.S1.A3 A374858	Social Emotional behaviors will be addressed in lesson plans and units of instruction.	Reynolds, Maggie	8/10/2017	Lesson Plans	5/31/2018 weekly
G1.B1.S1.A4 A374859	MTSS meetings to be held monthly.	Reynolds, Maggie	8/10/2017	Agenda and meeting notes	5/31/2018 monthly
G2.B1.S1.MA1 M404751	Monitor assessment results	Reynolds, Maggie	8/3/2017	Brigance, Communication Matrix and Communication Profile.	5/31/2018 quarterly
G2.B1.S1.MA1 M404752	Teacher observation and evaluation procedures as well as Lesson plans	SWINDLE, DONNA	8/3/2017	Lesson Plans/observations.	5/31/2018 monthly
G2.B1.S1.A1 A374860	Define what effective instruction looks like at Karen M Siegel Academy	SWINDLE, DONNA	8/3/2017	Lesson plans and walk throughs	5/31/2018 quarterly
G2.B1.S2.MA1 M404753	Lesson Plans and Collaborative planning	Reynolds, Maggie	8/10/2017	Lesson Plans, Observations	5/31/2018 quarterly
G2.B1.S2.MA1 M404754	Monitor lesson plans and collaborative planning.	Reynolds, Maggie	8/10/2017	Observations and lesson plans.	5/31/2018 monthly
G2.B1.S2.A1 A374861	Prepare the students mode of communication with the new vocabulary that have been determined...	SWINDLE, DONNA	8/10/2017	Observations and lesson plans.	5/31/2018 weekly
G2.B1.S2.A2 A374862	Include specific strategies in lesson plans that will be used to assist students in acquiring new...	Reynolds, Maggie	8/10/2017	Observations and lesson plans	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. 90% of our students are 3 or more years delayed in the area of Social Emotional Development. By the end of the school year, 85% of our students will gain 3 skills in the Social Emotional domain as measured by the Brigance or Communication Profile.

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

G1.B1.S1 School wide focus on demonstrating kindness.

PD Opportunity 1

Development and implementation of Behavior Intervention Plans that include an emphasis on shaping and fading.

Facilitator

Maggie Reynolds

Participants

All Staff

Schedule

Daily, from 8/10/2017 to 5/31/2018

PD Opportunity 2

MTSS meetings to be held monthly.

Facilitator

Maggie Reynolds

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 5/31/2018

G2. All students at KMSA have various levels of a language delay. 85% of the students will increase their language developmental skills as measured on the Brigance Inventory , Communication Matrix, or Communication Profile.

G2.B1 75% of our students are non-verbal and 100% of our students have some level of language impairment.

G2.B1.S1 Design Lessons that predict student responses and develop the augmentative systems needed to address those responses.

PD Opportunity 1

Define what effective instruction looks like at Karen M Siegel Academy

Facilitator

Donna Swindle and Maggie Reynolds

Participants

Teachers

Schedule

Quarterly, from 8/3/2017 to 5/31/2018

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	Development and implementation of Behavior Intervention Plans that include an emphasis on shaping and fading.	\$0.00
2	G1.B1.S1.A2	Introduce the school wide kindness initiative by starting the year off with the Kindness Tree book	\$0.00
3	G1.B1.S1.A3	Social Emotional behaviors will be addressed in lesson plans and units of instruction.	\$0.00
4	G1.B1.S1.A4	MTSS meetings to be held monthly.	\$0.00
5	G2.B1.S1.A1	Define what effective instruction looks like at Karen M Siegel Academy	\$0.00
6	G2.B1.S2.A1	Prepare the students mode of communication with the new vocabulary that have been determined through lesson planning prior to the lesson.	\$0.00
7	G2.B1.S2.A2	Include specific strategies in lesson plans that will be used to assist students in acquiring new vocabulary (Visuals and Objects).	\$0.00
Total:			\$0.00