

# Lake Hills School



# 2017-18 Schoolwide Improvement Plan

## Lake Hills School

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

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Combination School<br>PK-12                      | No                     | 68%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| Special Education                                | No                     | 45%  |

### School Grades History

Year

Grade

### School Board Approval

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

### SIP Authority and Template

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

| DA Region and RED                          | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - <a href="#">Lucinda Thompson</a> | Not In DA - N/A                   |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

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

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

#### 2. School Environment

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

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

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

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

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

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

Safety Committee and Crisis Management Team  
Red Ribbon Week  
Bullying Prevention Month (October)  
Character building is infused within our curricular activities  
Positive Behavior Supports  
Howey Police Department  
Lake County Fire and Rescue  
Code Blue Team  
Nursing Team  
Regularly scheduled emergency drills

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

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

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

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

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

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

### 3. Early Warning Systems

The school's response to this section may 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.**

NA

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

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

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

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

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

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

**ABA**

Applied Behavior Analysis is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior. The application of ABA behavioral principles to everyday situations will, over time, increase or decrease targeted behaviors. ABA has been used to help individuals acquire many different skills, such as language skills, self-help skills, and play skills; in addition, these principles can help to decrease maladaptive behaviors of students such as aggression, self-stimulatory behaviors, and self-injury.

**Environmental Communication**

Nearly 80% of the students at Lake Hills School are non-verbal or have limited language. Communication for many of our students is using assistive technology as their primary mode of communication. We use Environmental Communication Teaching (ECT) as an intervention to help our students to be as independent as possible in their communication. If we want this to happen we need to teach our students how to use vocabulary and concepts during instruction. Just because a student can say or identify a word or a picture does mean he/she understands it. Through the use of ECT strategies we create opportunities to incorporate and infuse the core vocabulary into the academic instruction. This means we are able to move beyond relying on receptive questions techniques and teach students to communicate through participation and repeated opportunities in a variety of opportunities.

**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**

Lake Hills School will continue the Parent Training Program and student/parent social events. We will offer parents a variety of workshops specifically designed for caring for children with significant cognitive disabilities including Autism Spectrum Disorder. Workshops include:

1. Guardianship
2. Transition Planning
3. Behavior Management



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

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

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

### C. Effective Leadership

#### 1. School Leadership Team

##### a. Membership

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

| Name             | Title               |
|------------------|---------------------|
| Meyers, Robin    | Principal           |
| Stedelin, Debbie | Assistant Principal |
| Walker, Melissa  | School Counselor    |
| Kotz, Rikki      | Teacher, ESE        |
| Hass, David      | Teacher, ESE        |
| Tautiva, Vilmary | Teacher, ESE        |
| Lerner, Robert   | Teacher, ESE        |
| Vigrass, Janine  | Other               |
| Lott, Corey      | 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.**

The Leadership Team consists of:

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

The Leadership Team meets bi-weekly to discuss and evaluate the on-going needs and concerns of the educational process at Lake Hills School. The team reviews data to determine course of actions as it relates to Instructional Practices and Student Achievement, IEP Goal Mastery and Positive

Behavioral Supports. In addition, the Leadership Team addresses concerns from Department Meetings and monitors the effectiveness of the Curriculum Framework to problem solve and continuously improve the culture and climate of the school.

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

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

PLC Teams-David Hass, Leader

Curriculum Writing Team- Vilmary Tautiva, ESE Teacher--David Hass, ESE Teacher--Kristen Kasha, ESE Teacher

Professional Learning Communities-Robin Meyers, Principal

Lesson Study Teams-Robin Meyers, Principal

IEP Teams-Corey Lott, ESE School Specialist

The District ESE office distributes IDEA Funds for district ESE programs each year. The IDEA funds allocated to Lake Hills School are utilized to increase student achievement through purchases of adaptive equipment, communication devices and supports, assistive technology, specialized curriculum, and staff development as determined by the Leadership Team and other teams as necessary.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

| Name                | Stakeholder Group          |
|---------------------|----------------------------|
| Robin Meyers        | Principal                  |
| Erica Haynes        | Education Support Employee |
| Rikki Kotz          | Teacher                    |
| Cathy Judd          | Teacher                    |
| Lilia Henao         | Teacher                    |
| Megan Martin        | Teacher                    |
| Vanessa Villa-Reyes | Student                    |
| Quanda Simpkins     | Parent                     |
| Tarsha Jackson      | Parent                     |
| Cindy Smith         | Parent                     |
| Sadie West          | Parent                     |
| Shelley Rogers      | Parent                     |
| Bud Beucher         | Business/Community         |
| Lt. Richard Roman   | Business/Community         |
| Hilda Lozano        | Parent                     |

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

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

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

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

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

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

There were no SAC fund expenditures for the 2017-2018 school year.

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

Yes

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

#### **3. Literacy Leadership Team (LLT)**

**a. Membership**

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

| Name             | Title               |
|------------------|---------------------|
| Meyers, Robin    | Principal           |
| Stedelin, Debbie | Assistant Principal |
| Hass, David      | Teacher, ESE        |
| Kasha, Kristin   | Teacher, ESE        |
| Tautiva, Vilmary | Teacher, ESE        |
| Vigrass, Janine  | Teacher, ESE        |

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

(1) Continued development of Florida Continuous Improvement Model (FCIM) including the Florida Standards, Lake Hills Instructional Framework and Marzano elements.

(2) Encouraging our teachers for continued implementation of the FCIM including the Florida Standards, Lake Hills Instructional Framework and Marzano elements.

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

(4) Continued implementation of Environmental Communication (ECT) for all teachers.

(5) Continued implementation of Applied Behavior Analysis (ABA) for all teachers.

**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.**

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

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

1. Utilize the district SearchSoft system to screen for qualified applicants.

2. Provide customized staff development for teachers to address the unique learning needs of students with significant cognitive disabilities. Professional development includes but is not limited to, writing IEPs, providing related and support services, and professional crisis management.

3. Provide support to teachers from each department and school support staff (i.e., Behavior, OT/PT, Speech/Language, Assistive Technology) to address challenges they may have experience with

students in the classroom.

4. All new teachers are provided an intensive training program through Lake Hills prior to the beginning of the school year. In addition, new teachers are required to attend the New Beginnings Training and are supported through the TOPS program where applicable.

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

Administration assigns New Teacher Mentors based on the type of students in the New Teacher classrooms. It is important for the Mentor Teacher to be very familiar with the type of students the New Teacher will serve, so they are paired with new teachers who have similar students.

Teacher Mentor

Vanessa Villa-Reyes Helmes  
Savannah Totten Speiser  
Megan Martin Kasha  
Nikki Ricks-Mallard Avery  
Michelle Isom Muruaga  
Tara Gray Kotz  
Jean Grady Hass  
Jennifer Dempsey Abreu  
Tabitha Schauer Vigrass  
Ericka Jenkins Tautiva  
David Day Etheredge

Mentors help guide their New Teachers throughout the year on how to effectively implement the instructional framework and develop materials. They also teach them how to utilize and program assistive technology and AAC (alternative augmentative communication) devices to include using software programs such as Go-Talk, Chose-It Maker, Mimio, and Boardmaker. New Teachers are required to observe their Mentor teach a 30-minute lesson once week for the first semester, then twice per month during the second semester.

Mentors meet with their New Teachers a minimum of 30 minutes per week and record these meetings on the Mentor Meeting Log which is collected at the end of each quarter.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

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

#### **b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented**

**to assist students having difficulty attaining the proficient or advanced level on state assessments.**

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

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

**Strategy:** Summer Program

**Minutes added to school year:** 4,680

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

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

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Enrichment

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

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

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

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

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may 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.**

N/A

### **b. College and Career Readiness**

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

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

The phases are as follows:

1. Pre-Vocational- This service includes training in activities of daily living, practical and applied mathematics (sign identification, budgeting), cooperation with others, attention to task, and following directions.

2. Work Adjustment- Building upon the academically and socially related skills taught in the Pre-Vocational Phase, students will participate in a variety of work and work-related activities within the school setting. Work Adjustment teaches the value and purpose of meaningful work, whatever the work is. It is taught by the example of family and teachers and reinforced by exposure to actual, though school-based work experiences. In this phase, students are supervised and trained by vocational teachers and teacher assistants in a variety of simulated and real work settings created in the school. These include, but are not limited to:

a) A teaching kitchen designed to build upon the family food preparation skills taught in the Pre-Vocational Phase. This kitchen also focuses upon more commercial food service applications including work stations for dish washing, salad preparation, vegetable preparation, table service and busing and other related functions.

b) A school small “store” program of small food items but adds such functions as shelf-stocking, stock rotation, cash register operation and appropriate behavior with customers.

c) Mobile work crews within the school which offer laundry and delivery services, and recycling services.

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

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

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

5. Supported Employment- Students who successfully participate in the Work Adjustment and Volunteer Work-site Phases will move into this phase which is defined as paid, integrated employment in the community. This phase itself has several possible integration techniques, all of which require the initial full-time supervision of school staff as job coaches and onsite trainers. These



techniques follow the models described above in the Work Adjustment Phase but move the training location into the community with local employers. This is our Enclave phase where small groups of students will work, under school staff supervision, at a community employer's site but will remain at the one site to complete a specific job function. An example, and there are many, would be a group of student workers who actually operate all or part of an employer's mail sorting function at the employer's work-site.

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

Lake Hills School provides complete educational services to students whose physical and developmental needs exceed their appropriate integration into the general school population. Many of these students have been in integrated school settings in the past however, that setting was unable to meet their behavioral, medical, mobility and educational requirements. All of these students present significant, and often multiple, disabilities. Their current school program has been designed to meet all mandated educational requirements including academics, independent living, and socialization with adaptations which encompass and complement each student's special needs.

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

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

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

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

NA

## II. Needs Assessment

The school's completion of this 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.

N/A

**B. Problem Analysis Summary**

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

N/A

**C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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


## Strategic Goals Summary

- G1.** With high expectations and using the Instructional Framework based upon the Florida State Access Standards, teachers will understand, plan, and deliver differentiated instruction in all content areas for all students. (INSTRUCTIONAL)
- G2.** With high expectation for increased Staff Retention, we will offer opportunities designed to better prepare employees for working with our particular student population. (STAFF RETENTION)
- G3.** Teachers and Para-Professional staff members will comprehend and correctly implement the Applied Behavior Analysis (ABA) Framework within various school settings, to include classroom, cafeteria, PE/Specials areas, extra-curricular activities and community functions/ events. (PROFESSIONAL DEVELOPMENT)
- G4.** Teachers and Para-Professional Staff members will comprehend and correctly utilize multiple behavioral strategies to promote higher behavioral expectations for all students. (SAFETY)

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

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

 G097875

### Targets Supported 1b

| Indicator                         | Annual Target |
|-----------------------------------|---------------|
| ELA/Reading Gains                 | 2.0           |
| Math Gains                        | 2.0           |
| Writing Gains District Assessment | 2.0           |
| FSAA Science Achievement          | 2.0           |

### Targeted Barriers to Achieving the Goal 3

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

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

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

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

Lesson Study Process and Professional Learning Communities:

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

Various specific Professional Development and Training opportunities.

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

**Person Responsible**

Robin Meyers

**Schedule**

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

**Evidence of Completion**

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continuous formative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Teachers and Para-Professionals will receive information and training from the district, as well as at the school level on various topics-specific to our student population (Teaching Strategies, ECT, ABA, etc.) Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student. Data is analyzed during leadership meetings, Leadership Team meetings, PLC's and Lesson Studies. The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation.

**G2.** With high expectation for increased Staff Retention, we will offer opportunities designed to better prepare employees for working with our particular student population. (STAFF RETENTION) 1a

G097876

### Targets Supported 1b

| Indicator                 | Annual Target |
|---------------------------|---------------|
| Effective+ Administrators | 20.0          |

### Targeted Barriers to Achieving the Goal 3

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

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

- Administration
- Behavior Department
- Guidance Department
- Nursing Department
- Special Areas
- Speech/Language
- Occupational Therapy
- Physical Therapy
- New Employee Training Video
- Professional Development

### Plan to Monitor Progress Toward G2. 8

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

Completion of trainings will prepare the staff members to successfully prepare staff members to serve our population. Surveys, observations and feedback will be utilized to ensure effectiveness of the trainings.

#### Person Responsible

Debbie Stedelin

#### Schedule

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

#### Evidence of Completion

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

**G3.** Teachers and Para-Professional staff members will comprehend and correctly implement the Applied Behavior Analysis (ABA) Framework within various school settings, to include classroom, cafeteria, PE/ Specials areas, extra-curricular activities and community functions/events. (PROFESSIONAL DEVELOPMENT) 1a

G097877

### Targets Supported 1b

| Indicator            | Annual Target |
|----------------------|---------------|
| Level 1 - All Grades | 2.0           |

### Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and training opportunities with Applied Behavior Analysis (ABA) Framework

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

- Applied Behavior Analysis (ABA) Framework

### Plan to Monitor Progress Toward G3. 8

Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals

#### Person Responsible

Robin Meyers

#### Schedule

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

#### Evidence of Completion

Teachers and Para-Professionals will learn and put into practice strategies to support Applied Behavior Analysis (ABA). Specific goals will be established for students based on needs within their classroom as well as other on/off campus functions and locations. Videos will be taken throughout the year of teachers implementing ABA strategies. These videos will be evaluated to determine student progress.

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

 G097878

### Targets Supported **1b**

| Indicator            | Annual Target |
|----------------------|---------------|
| Discipline incidents | 2.0           |

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

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

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

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

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

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

#### Person Responsible

Robin Meyers

#### Schedule

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

#### Evidence of Completion

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

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal


**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step    S123456 = Quick Key



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

 G097875

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

 B263164

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

 S278658

### Strategy Rationale

Through LESSON STUDY, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student. PROJECT ACCESS will provide funding in the amount of \$7,000.00 to secure necessary substitutes for this Lesson Study Cycle.

LESSON STUDY CYCLE:

DAY 1 DAY 2 DAY 2 DAY 3 DAY 3

STEP 1 STEP 2 STEP 3 STEP 4 STEP 5

GROUP 1 GROUP 2 GROUP 3 GROUP 4 GROUP 5

9/5/2017 9/6/2017 9/6/2017 9/7/2017 9/7/2017

8:30-3:30 9:30-10:00 10:00-3:30 10:00-10:30 3:00-3:30

9/25/2017 9/26/2017 9/26/2017 9/27/2017 9/27/2017

8:30-3:30 9:30-10:00 10:00-3:30 10:00-10:30 3:00-3:30

9/19/2017 9/20/2017 9/20/2017 9/21/2017 9/21/2017

8:30-3:30 9:30-10:00 10:00-3:30 10:00-10:30 3:00-3:30

9/27/2017 9/28/2017 9/28/2017 9/29/2017 9/29/2017

8:30-3:30 9:30-10:00 10:00-3:30 10:00-10:30 3:00-3:30

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

90-Minute COMMON PLANNING SCHEDULE:

PLC 1 (Mondays 12:30-2:00) Crusen, Fairservice, Kisse, Charanza, Vucic, Lerner

PLC 2 (Tuesdays 9:30-11:00) Tautiva, Martin, Kasha, Ricks-Mallard, Etheredge, Muruaga

PLC 3 (Tuesdays 12:30-2:00) Abreu, Avery, Gardy, Castellanos, Judd, Villa

PLC 4 (Fridays 9:30-11:00) Diem, Maines, Henao, Day, Isom, Jenkins

PLC 5 (Fridays 12:30-2:00) Helmes, Speiser, Gray, Dempsey, Totten, Kotz, Budzynski

### Action Step 1 5

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

The purpose of our Lesson Study Process for 2017-2018 is:

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

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

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

#### **Person Responsible**

Robin Meyers

#### **Schedule**

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

#### **Evidence of Completion**

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

## Action Step 2 5

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

### **Person Responsible**

Robin Meyers

### **Schedule**

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

### **Evidence of Completion**

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

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

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

### **Person Responsible**

Robin Meyers

### **Schedule**

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

### **Evidence of Completion**

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

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

Lesson Study Process and Professional Learning Communities:

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

### Person Responsible

Robin Meyers

### Schedule

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

### Evidence of Completion

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

**G1.B1.S2** Teachers and Para-Professionals will participate in various District and School level Professional Development opportunities throughout the 2017-2018 school year. 4

 S278659

### Strategy Rationale

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

## Action Step 1 5

Various specific Professional Development and Training opportunities

### Person Responsible

Debbie Stedelin

### Schedule

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

### Evidence of Completion

Teachers and Para-Professionals will receive information and training from the district, as well as at the school level on various topics-specific to our student population (Instructional Teaching Strategies, ECT, ABA, etc.)

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

Various specific Professional Development and Training opportunities

### **Person Responsible**

Debbie Stedelin

### **Schedule**

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

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

Teachers and Para-Professionals will receive information and training from the district, as well as at the school level on various topics-specific to our student population (Teaching Strategies, ECT, ABA, etc.) Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student.

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

Various specific Professional Development and Training opportunities

### **Person Responsible**

Debbie Stedelin

### **Schedule**

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

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

Teachers and Para-Professionals will receive information and training from the district, as well as at the school level on various topics-specific to our student population (Teaching Strategies, ECT, ABA, etc.) Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student.

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

S278660

### Strategy Rationale

The Instructional Framework will support goal progress and student achievement.

### Action Step 1 5

School Writing Team:

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

#### Person Responsible

Robin Meyers

#### Schedule

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

#### Evidence of Completion

The assessments will monitor goal progress and student achievement.

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

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

#### Person Responsible

Robin Meyers

#### Schedule

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

#### Evidence of Completion

The Instructional Framework will support goal progress and student achievement.

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

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

**Person Responsible**

Robin Meyers

**Schedule**

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

***Evidence of Completion***

PLC notes, Lesson Study data, student test data.

**G2.** With high expectation for increased Staff Retention, we will offer opportunities designed to better prepare employees for working with our particular student population. (STAFF RETENTION) **1**

 G097876

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

 B263165

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

 S278661

### Strategy Rationale

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

### Action Step 1 **5**

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

#### Person Responsible

Debbie Stedelin

#### Schedule

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

#### Evidence of Completion

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



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

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

**Person Responsible**

Debbie Stedelin

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Debbie Stedelin

**Schedule**

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

***Evidence of Completion***

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

**G2.B1.S2** Administration will coordinate various Professional Development opportunities designed specifically for those who work with our specialized population. 4

S278662

### Strategy Rationale

Effect and adequate training will assist new employees in becoming more familiar and comfortable working with our specific population.

### Action Step 1 5

Various Professional Development (Instructional Strategies, Behavior Trainings, Safety Trainings, etc.) opportunities will be offered to employees throughout the year to better prepare employees for working with our specific population.

#### Person Responsible

Debbie Stedelin

#### Schedule

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

#### Evidence of Completion

Training sign-in sheets, certificates and MIP points

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

Various Professional Development (Instructional Strategies, Behavior Trainings, Safety Trainings, etc.) opportunities will be offered to employees throughout the year to better prepare employees for working with our specific population.

#### Person Responsible

Debbie Stedelin

#### Schedule

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

#### Evidence of Completion

Training sign-in sheets, Certificates and MIP points

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

Completion of trainings will prepare the staff members to successfully prepare staff members to serve our population. Surveys, observations and feedback will be utilized to ensure effectiveness of the trainings.

**Person Responsible**

Debbie Stedelin


**Schedule**

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

***Evidence of Completion***

Survey results, observations, feedback

**G3.** Teachers and Para-Professional staff members will comprehend and correctly implement the Applied Behavior Analysis (ABA) Framework within various school settings, to include classroom, cafeteria, PE/ Specials areas, extra-curricular activities and community functions/events. (PROFESSIONAL DEVELOPMENT) 1

 G097877

**G3.B1** Lack of knowledge and training opportunities with Applied Behavior Analysis (ABA) Framework 2

 B263166

**G3.B1.S1** We will provide the Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals 4

 S278663

### Strategy Rationale

By providing this in-depth training on Applied Behavior Analysis (ABA) Framework, Teachers and Para-Professionals will learn strategies to support student learning and achievement

### Action Step 1 5

Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals

#### Person Responsible

Robin Meyers

#### Schedule

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

#### Evidence of Completion

Teachers and Para-Professionals will learn and put into practice strategies to support Applied Behavior Analysis (ABA). Specific goals will be established for students based on needs within their classroom as well as other on/off campus functions and locations. Videos will be taken throughout the year of teachers implementing ABA strategies. These videos will be evaluated to determine student progress.

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

Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals

### **Person Responsible**

Robin Meyers

### **Schedule**

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

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

Teachers and Para-Professionals will learn and put into practice strategies to support Applied Behavior Analysis (ABA). Specific goals will be established for students based on needs within their classroom as well as other on/off campus functions and locations. Videos will be taken throughout the year of teachers implementing ABA strategies. These videos will be evaluated to determine student progress.

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

Applied behavior Analysis (ABA) Training Series for Teachers and Para-Professionals

### **Person Responsible**

Robin Meyers

### **Schedule**

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

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

Teachers and Para-Professionals will learn and put into practice strategies to support Applied Behavior Analysis (ABA). Specific goals will be established for students based on needs within their classroom as well as other on/off campus functions and locations. Videos will be taken throughout the year of teachers implementing ABA strategies. These videos will be evaluated to determine student progress.

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

 G097878

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

 B263167

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

 S278664

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Debbie Stedelin

#### Schedule

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

#### Evidence of Completion

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

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

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

**Person Responsible**

Debbie Stedelin

**Schedule**

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

**Evidence of Completion**

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

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

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

**Person Responsible**

Debbie Stedelin

**Schedule**

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

**Evidence of Completion**

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

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

S278665

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Robin Meyers

#### Schedule

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

#### Evidence of Completion

Sign-in sheet documentaiton and MIP points are given.

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

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

#### Person Responsible

Robin Meyers

#### Schedule

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

#### Evidence of Completion

Sign-in sheet documentation and MIP points are given.



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

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

**Person Responsible**

Robin Meyers

**Schedule**

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

***Evidence of Completion***











Sign-in sheet documentation and MIP points are given.

## IV. Implementation Timeline

| Source            | Task, Action Step or Monitoring Activity  | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|-------------------|---|------------------|-------------------------------|--|---------------------|
| 2018              |   |                  |                               |  |                     |
| G1.MA1<br>M405643 | Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and... | Meyers, Robin    | 8/10/2017                     | Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continuous formative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Teachers and Para-Professionals will receive information and training from the district, as well as at the school level on various topics-specific to our student population (Teaching Strategies, ECT, ABA, etc.) Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student. Data is analyzed during leadership meetings, Leadership Team meetings, PLC's and Lesson Studies. The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards. We will assess their practicality and ease within the PLC's for support. Administration and the PLC teacher leaders will monitor the fidelity of implementation. | 5/31/2018 weekly    |
| G2.MA1<br>M405648 | New Employee Orientation Training Video Completion Checklist and subsequent Surveys will be...      | Stedelin, Debbie | 8/10/2017                     | Checklists will be collected and reviewed by administration. Further guidance will be given should the need arise. Administration will collect and assess survey information and new employee comments and suggestions. Surveys, observations and feedback   | 5/31/2018 quarterly |
| G3.MA1<br>M405651 | Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals                 | Meyers, Robin    | 8/10/2017                     | Teachers and Para-Professionals will learn and put into practice strategies to support Applied Behavior Analysis (ABA). Specific goals will be established for students based on needs within their classroom as well as other on/off campus functions and locations. Videos will be taken throughout the year of teachers implementing ABA strategies. These videos will be evaluated to determine student progress.  | 5/31/2018 weekly    |
| G4.MA1<br>M405656 | Staff members will receive initial and up-dated CPI Training on an annual basis. Applied...         | Meyers, Robin    | 8/10/2017                     | Data reflects staff members and their level of training. Participants receive a CPI certification. Sign-in sheet documentation and MIP points are given. With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors. Administration and Behavior Department monitors all   | 5/31/2018 annually  |

| Source  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date     |
|---|--|------------------|-------------------------------|---|------------------------|
|   |  |                  |                               | CPI and ABA strategies for proper utilization and effectiveness.  |                        |
| G1.B1.S1.MA1<br> M405637   | Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and...  | Meyers, Robin    | 8/10/2017                     | Data is taken daily on every student regarding their level of performance. The data collection program provides continuous formative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Each PLC completes a weekly reporting document to be reviewed by administration. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.   | 5/31/2018<br>weekly    |
| G1.B1.S1.MA1<br> M405638   | Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and...  | Meyers, Robin    | 8/10/2017                     | Lesson Study Data Questions analysis PLC Weekly Report Document Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework  | 5/31/2018<br>weekly    |
| G1.B1.S1.A1<br> A375429    | LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study... | Meyers, Robin    | 8/10/2017                     | Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student. | 5/31/2018<br>quarterly |
| G1.B1.S1.A2<br> A375430  | PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards...     | Meyers, Robin    | 8/10/2017                     | Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.                                     | 5/31/2018<br>weekly    |
| G2.B1.S1.MA1<br> M405644 | New employee surveys will be used to monitor the effectiveness of the Video Training Program.        | Stedelin, Debbie | 8/10/2017                     | Administration will collect and assess survey information and new employee comments and suggestions.  | 5/31/2018<br>quarterly |
| G2.B1.S1.MA1<br> M405645 | Utilize the "comprehension and comfort level" checklist for all new employees after completion of... | Stedelin, Debbie | 8/10/2017                     | Checklists will be collected and reviewed by administration. Further guidance will be given should the need arise.  | 5/31/2018<br>quarterly |
| G2.B1.S1.A1<br> A375433  | We will implement the New Employee Training Video, allowing new employees to become familiar with... | Stedelin, Debbie | 8/10/2017                     | New Employee Orientation Training Video Completion Checklist and subsequent Surveys will be collected and reviewed to measure impact of Training video with regard to Staff Retention.  | 5/31/2018<br>quarterly |
| G3.B1.S1.MA1<br> M405649 | Applied behavior Analysis (ABA) Training Series for Teachers and Para-Professionals                  | Meyers, Robin    | 8/10/2017                     | Teachers and Para-Professionals will learn and put into practice strategies to support Applied Behavior Analysis (ABA). Specific goals will be established  | 5/31/2018<br>weekly    |

| Source  | Task, Action Step or Monitoring Activity  | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|---|---|------------------|-------------------------------|---|---------------------|
|   |   |                  |                               | for students based on needs within their classroom as well as other on/off campus functions and locations. Videos will be taken throughout the year of teachers implementing ABA strategies. These videos will be evaluated to determine student progress.  |                     |
| G3.B1.S1.MA1<br> M405650   | Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals                 | Meyers, Robin    | 8/10/2017                     | Teachers and Para-Professionals will learn and put into practice strategies to support Applied Behavior Analysis (ABA). Specific goals will be established for students based on needs within their classroom as well as other on/off campus functions and locations. Videos will be taken throughout the year of teachers implementing ABA strategies. These videos will be evaluated to determine student progress. | 5/31/2018 weekly    |
| G3.B1.S1.A1<br> A375435    | Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals                 | Meyers, Robin    | 8/10/2017                     | Teachers and Para-Professionals will learn and put into practice strategies to support Applied Behavior Analysis (ABA). Specific goals will be established for students based on needs within their classroom as well as other on/off campus functions and locations. Videos will be taken throughout the year of teachers implementing ABA strategies. These videos will be evaluated to determine student progress. | 5/31/2018 weekly    |
| G4.B1.S1.MA1<br> M405652 | Staff members will receive initial and up-dated training on an annual basis.                        | Stedelin, Debbie | 8/10/2017                     | Data reflects staff members and their level of training. Participants receive a CPI certification. Administration and Behavior Department monitors all CPI strategies for proper utilization and effectiveness.   | 5/31/2018 quarterly |
| G4.B1.S1.MA1<br> M405653 | Staff members will receive initial and up-dated training on an annual basis.                        | Stedelin, Debbie | 8/10/2017                     | Data reflects staff members and their level of training. Participants receive a CPI certification. Administration and Behavior Department monitors all CPI strategies for proper utilization and effectiveness.   | 5/31/2018 quarterly |
| G4.B1.S1.A1<br> A375436  | Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an... | Stedelin, Debbie | 8/10/2017                     | Data reflects staff members and their level of training. Participants receive a CPI certification.  | 5/31/2018 quarterly |
| G1.B1.S2.MA1<br> M405639 | Various specific Professional Development and Training opportunities                                | Stedelin, Debbie | 8/10/2017                     | Teachers and Para-Professionals will receive information and training from the district, as well as at the school level on various topics-specific to our student population (Teaching Strategies, ECT, ABA, etc.) Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous formative performance levels on every student.                | 5/31/2018 quarterly |
| G1.B1.S2.MA1<br> M405640 | Various specific Professional Development and Training opportunities                                | Stedelin, Debbie | 8/10/2017                     | Teachers and Para-Professionals will receive information and training from the district, as well as at the school level on various topics-specific to our student population (Teaching Strategies, ECT, ABA, etc.) Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous   | 5/31/2018 quarterly |

| Source  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|---|--|------------------|-------------------------------|--|---------------------|
|   |  |                  |                               | formative performance levels on every student.   |                     |
| G1.B1.S2.A1<br> A375431    | Various specific Professional Development and Training opportunities                                   | Stedelin, Debbie | 8/10/2017                     | Teachers and Para-Professionals will receive information and training from the district, as well as at the school level on various topics-specific to our student population (Instructional Teaching Strategies, ECT, ABA, etc.) | 5/31/2018 quarterly |
| G2.B1.S2.MA1<br> M405646   | Completion of trainings will prepare the staff members to successfully prepare staff members to...     | Stedelin, Debbie | 8/10/2017                     | Survey results, observations, feedback   | 5/31/2018 quarterly |
| G2.B1.S2.MA1<br> M405647   | Various Professional Development (Instructional Strategies, Behavior Trainings, Safety Trainings,...   | Stedelin, Debbie | 8/10/2017                     | Training sign-in sheets, Certificates and MIP points   | 5/31/2018 quarterly |
| G2.B1.S2.A1<br> A375434    | Various Professional Development (Instructional Strategies, Behavior Trainings, Safety Trainings,...   | Stedelin, Debbie | 8/10/2017                     | Training sign-in sheets, certificates and MIP points   | 5/31/2018 quarterly |
| G4.B1.S2.MA1<br> M405654   | Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members... | Meyers, Robin    | 8/10/2017                     | Sign-in sheet documentation and MIP points are given.  | 5/31/2018 quarterly |
| G4.B1.S2.MA1<br> M405655   | Applied Behavioral Analysis and Positive Behavior Strategies Training provided to all staff members... | Meyers, Robin    | 8/10/2017                     | Sign-in sheet documentation and MIP points are given.  | 5/31/2018 quarterly |
| G4.B1.S2.A1<br> A375437    | Applied Behavioral Analysis (ABA) and Positive Behavior Strategies Training provided to all staff...   | Meyers, Robin    | 8/10/2017                     | Sign-in sheet documentaiton and MIP points are given.  | 5/31/2018 quarterly |
| G1.B1.S3.MA1<br> M405641  | The school's writing team will continue to develop and align the Instructional Framework in ELA,...    | Meyers, Robin    | 8/10/2017                     | PLC notes, Lesson Study data, student test data.   | 5/31/2018 quarterly |
| G1.B1.S3.MA1<br> M405642 | The school's writing team will continue to develop and align the Instructional Framework in ELA,...    | Meyers, Robin    | 8/10/2017                     | The Instructional Framework will support goal progress and student achievement.  | 5/31/2018 quarterly |
| G1.B1.S3.A1<br> A375432  | School Writing Team: The school's writing team will continue to develop and align the...               | Meyers, Robin    | 8/10/2017                     | The assessments will monitor goal progress and student achievement.  | 5/31/2018 quarterly |

## V. Professional Development Opportunities

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

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

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

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

### PD Opportunity 1

**LESSON STUDY:** Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2017-2018 is: \*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. \*To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework \*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills.

#### Facilitator

David Hass

#### Participants

GROUP 1- Tautiva, Kasha , Muruaga, Etheredge, Martin, Day GROUP 2- Abreu, Avery, Grady, Castellanos, Judd, Ricks-Mallard, Crusen, GROUP 3- Diem, Maines, Isom, Henao, Kotz, Jenkins, Fairservice GROUP 4- Helmes, Speiser, Totten, Gray, Budzynski, Villa-Reyes, Dempsey

#### Schedule

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

## PD Opportunity 2

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

### Facilitator

David Hass

### Participants

GROUP 1- Crusen, Fairservice, Kisse, Charanza, Vucic, Lerner GROUP 2- Tautiva, Martin, Kasha, Ricks-Mallard, Etheredge, Muruaga GROUP 3- Abreu, Avery, Grady, Castellanos, Judd, Villa GROUP 4- Diem, Maines, Henoa, Day, Jenkins, Isom GROUP 5- Helmes, Speiser, Gray, Dempsey, Totten, Budzynski, Kotz

### Schedule

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

**G1.B1.S2** Teachers and Para-Professionals will participate in various District and School level Professional Development opportunities throughout the 2017-2018 school year.

## PD Opportunity 1

Various specific Professional Development and Training opportunities

### Facilitator

Robin Meyers, DebbieStedelin

### Participants

Lake Hills School Teachers and Teacher Assistants

### Schedule

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

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

### **PD Opportunity 1**

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

#### **Facilitator**

David Hass, Vilmary Tautiva, Kristen Kasha

#### **Participants**

Lake Hills Teachers

#### **Schedule**

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

**G2.** With high expectation for increased Staff Retention, we will offer opportunities designed to better prepare employees for working with our particular student population. (STAFF RETENTION)

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

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

### **PD Opportunity 1**

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

#### **Facilitator**

Debbie Stedelin

#### **Participants**

New Employees

#### **Schedule**

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



**G2.B1.S2** Administration will coordinate various Professional Development opportunities designed specifically for those who work with our specialized population.

**PD Opportunity 1**

Various Professional Development (Instructional Strategies, Behavior Trainings, Safety Trainings, etc.) opportunities will be offered to employees throughout the year to better prepare employees for working with our specific population.

**Facilitator**

Robin Meyers

**Participants**

All Lake Hills faculty and staff

**Schedule**

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

**G3.** Teachers and Para-Professional staff members will comprehend and correctly implement the Applied Behavior Analysis (ABA) Framework within various school settings, to include classroom, cafeteria, PE/ Specials areas, extra-curricular activities and community functions/events. (PROFESSIONAL DEVELOPMENT)

**G3.B1** Lack of knowledge and training opportunities with Applied Behavior Analysis (ABA) Framework

**G3.B1.S1** We will provide the Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals

**PD Opportunity 1**

Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals

**Facilitator**

Robin Meyers, Principal

**Participants**

Teachers and Para-Professionals

**Schedule**

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

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

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

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

**PD Opportunity 1**

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

**Facilitator**

Bryan Wilcoxson, Behavior

**Participants**

All staff members

**Schedule**

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

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

**PD Opportunity 1**

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

**Facilitator**

Robin Meyers

**Participants**

Lake Hills Staff

**Schedule**

Quarterly, from 8/10/2017 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 | <b>LESSON STUDY:</b> Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2017-2018 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To work together to create functional lessons, scales, materials and resources needed to successfully deliver quality instruction to the students using the Instructional Framework *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used to teach students targeted skills. |                          |                |     | \$7,000.00 |
|   | Function    | Object  | Budget Focus             | Funding Source | FTE | 2017-18    |
|   |             |   | 0533 - Lake Hills School | Other          |     | \$7,000.00 |
| Notes: Paid for through the ACCESS PROJECT              |             |   |                          |                |     |            |
| 2   | G1.B1.S1.A2 | <b>PROFESSIONAL LEARNING COMMUNITIES:</b> Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.  |                          |                |     | \$0.00     |
| 3   | G1.B1.S2.A1 | Various specific Professional Development and Training opportunities  |                          |                |     | \$0.00     |
| 4   | G1.B1.S3.A1 | <b>School Writing Team:</b> The school's writing team will continue to develop and align the Instructional Framework in ELA, Math, Science, and Social Studies with the Florida Access Standards.   |                          |                |     | \$1,900.00 |
|   | Function    | Object  | Budget Focus             | Funding Source | FTE | 2017-18    |
|   |             |   | 0533 - Lake Hills School | Other          |     | \$1,900.00 |
| Notes: \$900.00 SAI Funds \$1000.00 Collaborative Funds |             |   |                          |                |     |            |
| 5   | G2.B1.S1.A1 | <b>We will implement the New Employee Training Video, allowing new employees to become familiar with the various policies, procedures and departments at Lake Hills School on an as needed basis.</b>   |                          |                |     | \$0.00     |
| 6   | G2.B1.S2.A1 | <b>Various Professional Development (Instructional Strategies, Behavior Trainings, Safety Trainings, etc.) opportunities will be offered to employees throughout the year to better prepare employees for working with our specific population.</b>   |                          |                |     | \$0.00     |

|        |             |  |                          |                |     |            |             |
|--------|-------------|--|--------------------------|----------------|-----|------------|-------------|
| 7      | G3.B1.S1.A1 | Applied Behavior Analysis (ABA) Training Series for Teachers and Para-Professionals  |                          |                |     |            | \$5,000.00  |
|        | Function    | Object   | Budget Focus             | Funding Source | FTE | 2017-18    |             |
|        |             |  | 0533 - Lake Hills School | General Fund   |     | \$5,000.00 |             |
| 8      | G4.B1.S1.A1 | Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.                 |                          |                |     |            | \$1,700.00  |
|        | Function    | Object   | Budget Focus             | Funding Source | FTE | 2017-18    |             |
|        |             |  | 0533 - Lake Hills School | General Fund   |     | \$1,700.00 |             |
| 9      | G4.B1.S2.A1 | Applied Behavioral Analysis (ABA) and Positive Behavior Strategies Training provided to all staff members throughout the year. |                          |                |     |            | \$0.00      |
| Total: |             |  |                          |                |     |            | \$15,600.00 |