

Polk County Public Schools

Jean O'Dell Learning Center



2017-18 Schoolwide Improvement Plan

Jean O'Dell Learning Center

1310 FLORAL AVE S, Bartow, FL 33830

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	0%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Jean O'Dell Learning Center

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

With the belief that our students can achieve many things, Jean O'Dell Learning Center provides a rigorous academic program focusing on academics, employability skills, and daily living skills to meet the individual needs of our students.

b. Provide the school's vision statement.

In partnership with our parents and the community, Jean O'Dell Learning Center will meet the academic, physical, health, and behavioral needs of its students, ensuring that the individual educational needs of all students are met with robust and rigorous instructional strategies.

2. School Environment

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

All students at JOLC have an Individual Education Plan (IEP) that drives the educational programming of the school. The IEP is devised in collaboration with Teachers, Parents, Therapists, and Administrators. Each plan lists the needs of the students and indicates the services that will be provided. Our school staffing plan designates a 3:1 student to staff ratio. Additionally, students may attend the school from age 3-21. Many students attend our school for most of their educational career. The small school setting and high staffing ratio automatically foster relationships between the teachers and the students.

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

Students at Jean O'Dell Learning Center must be supervised at all times. They are met by a staff member upon arrival at school and they are hand delivered to the bus at the end of the day. Every classroom has a teacher and two or more para-educators. Students are treated with dignity and respect. JOLC is a school where everyone knows your name! Our students feel welcomed and a part of the school team!

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

Applied Behavior Analysis Strategies are implemented in our daily instructional program. Each classroom uses a behavior system that identifies and addresses behavior expectations and consequences. Staff receive annual training on classroom managed behavior versus office managed behavior. Classroom managed behavior can result in consequences such as: classroom timeout, loss of privileges, environmental change, parent call/note home. Office managed behaviors can result in consequences such as; office time out, seclusion, suspension, parent conference. When a behavior escalates to a serious incident the Crisis Team is called to attend to the student. The Crisis Team consists of staff that have received training in Non-Violent Crisis Intervention as well as Professional Crisis Management. The team members are identified as staff that have consistently utilized behavior training to de-escalate behavior. The student is removed from the environment and given an

opportunity to settle down.

Positive Behavior Intervention Plans are developed and implemented for those students that have significant behavioral issues.

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.

Students identified as having social emotional needs may receive individual or group counseling with a contracted mental health counselor. The counselor sets goals for the students and identifies coping skills for reducing anxiety and anger. Less significant social emotional needs are met through the interaction of classroom staff with the students. Individual Educational Plan also identifies and addresses social emotional goals for all of our students. Also, JOLC is able to maintain a 3:1 student to teacher ratio. This allows our teachers and paraprofessionals to develop and maintain a high level of rapport with each student.

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.

The Leadership team will monitor attendance, tardy rates and discipline data monthly. The school social worker will assist in monitoring attendance contracts and will provide assistance to the parents on an as needed basis. The school RN will work with parents of medically fragile students in order to maintain documentation of medically related absences. The RN will work with the social worker to assist parents in obtaining services necessary to ensure the health of the students and school attendance.

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	4	1	1	4	4	5	1	2	6	3	4	2	3	40	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
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	3	2	4	4	3	4	4	6	0	0	30	

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

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

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

The school is working with a behavior analyst to identify strategies to work with the student to improve behavioral outbursts that warrant suspension from school. The school is working with a social worker to assist with improving the individual student attendance and the families to provide assistance with

family needs.

The percentage of students with attendance below 90% improved by three percentage points from 2015-2016 to 2016-2017. as a result of these efforts.

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

The School and Parents complete daily agenda notes in the student agendas that are provided by the school in order to communicate individual student information and school wide information. Additionally, the school has a new, improved website that is maintained frequently in order to provide school information to parents. All parents are invited to attend annual IEP meetings, we have a history of 90+% attendance rate of parents for IEP meetings over the past four years. We have activities during the school day that parents are invited to attend so that they may see their students practice lessons in social/emotional skills and academic/employability skills. Staff, including teachers, administration, and nurses contact parents frequently with information regarding individual students as well. This strategy is utilized because most of our students are non-verbal resulting in the need for parents to hear directly from staff. We also use social media to share the "good" things we are doing at JOLC.

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.

Our school partners with several local businesses to improve our educational programming for our students. A large portion of our curriculum focuses on appropriate social interactions and employability skills. Our pre-vocational and vocational focus employs academic, communication, social/emotional, and career skills instruction. Our students learn best by doing, therefore, we partner with local businesses, such as the Church Service Center, Pet Supermarket, and Bargains and Blessings Thrift Shop to provide social and work atmospheres for our students to practice their skills. Students visit these off campus sites to practice learned skills such as; clocking in and out, following directions, appropriate office conversation, dress for success, quantity and quality of work, among other important career skills.

Additionally, we are partnering with Appleseed Companions, a mentor group comprised of Adults with special needs. This group of mentors will volunteer at our school at least monthly where they will work with our students on academics, as well as counsel our student on personal goals for post secondary activities.

And finally, JOLC holds an annual school silent auction whereby donations are provided by local businesses to raise funds to support the school and student achievement.

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
SUMNER, APRIL	Principal
Holland, Laura	Other
Taft, Laura	Teacher, ESE
Yost, Jami	Assistant Principal
Luciano, Mary Ann	Teacher, ESE
Lehmkuhle, Alyssa	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 meets monthly to discuss academic, behavioral/discipline, and attendance concerns (MTSS). The team reviews the data collected from pre and post assessments for low cognitive students; reviews behavioral incidents and the response in order to plan for future incidents; reviews attendance concerns involving individual students and makes recommendations for improving attendance; plans activities to improve student skills involving academics, social, and career areas; works with parents to assist with support needs for the special population.

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 school leadership works with District supervisors, other Principal colleagues, school leaders, and support staff to plan for curriculum, scheduling, personnel, instructional strategies, behavioral strategies, and parent involvement activities. Personell and budget levels are set by the District office. Once those items are identified and communicated to the school the Principal in collaboration with the Leadership team develops staff and student assignments. The Operating budget worksheets are completed following the Leadership team discussion regarding school needs. Professional development needs for staff are determined via a needs assessment review and based on staff evaluations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
April Sumner	Principal
Karen Rickert	Parent
Alicia Hernandez	Parent
Jerenda Ash	Parent
Carmela Lancaster	Parent
Zach Simmons	Business/Community

b. Duties

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

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

SAC Committee reviewed the progress of 2017 SIP quarterly, ending in May 2017. The SAC committee learned about the progress of the new vision of the school administration. Input was gathered regarding parent concerns for their children's educational programming. Plans for the 2017 school year were discussed based on the data collected during the 2016-17 school year.

b. Development of this school improvement plan

Parental input and School Advisory Council input was gathered during planning meetings for development of the SIP. Members reviewed the plan and provided input in regards to important skills the parents want to see their children attain. Additionally, the Leadership team explained the Alternate Assessment and Datafolio results and identified alternate means to rate student achievement, ie) Brigrance and Communication Matrix.

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

The Annual budget is set by the District office based on projected student enrollment. Once the dollar amount is set the school Leadership team reviews the suggested budget allocations made by the Principal and make recommendations for finalization of the budget. The majority of the funding was placed in the line item for classroom instructional supplies.

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

Funds from Operating budget were used to purchase classroom supplies that included low tech assistive technology; classroom manipulatives; supplemental academic materials; software for low prevalence populaitons. Total = \$12,085.34

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
SUMNER, APRIL	Principal
Holland, Laura	Other
Luciano, Mary Ann	Teacher, ESE
Taft, Laura	Teacher, ESE
Yost, Jami	Assistant Principal
Lehmkuhle, Alyssa	Teacher, ESE

b. Duties

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

Literacy for student at Jean O'Dell Learning Center is promoted through daily activities that include both the student's individual education plan goals and Access Points for the general curriculum. Lesson plans include small group instruction utilizing reading materials such as library books and periodicals. Due to the significant cognitive impairments of our students, JOLC uses Unique Learning, News2You, and Environmental Print as our reading curriculum, focusing on skills needed to function in the community. The Picture Exchange Communication System (PECS) is used throughout our school environment to assist our non-verbal students with demonstrating literacy skills.

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.

Our teachers are provided forty-five minutes of planning time before classes begin and 45 minutes during the school day. If we are provided adequate staffing for 2017-2018, our plan is to provide collaborative planning time where three groups of teachers, coordinate based on student abilities and grade level, will meet to plan lessons and assessment tools. We will hold periodic PLCs , where all teachers receive professional development, are provided time to problem solve and to discuss school events. Early release days are earmarked for PD for the support staff/teacher in order to improve upon their skills. Topics are selected based on staff recommendations for areas that need improving.

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

Adminstration participates in district sponsored recruitment process. Applicants are required to have ESE certification and Elementary Education Certification. Professional Development appropriate for the population served at JOLC is provided in order to provide teachers with the tools necessary to perform thier duties. Support staff assist with implementation of initiatives. A servant-leader philosophy is employed to assist with teacher retention.

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

When newly hired teachers or teachers new to the Center population are employed, experienced staff are paired with the teacher to mentor and model teaching strategies. Time is provided to observe and collaborate with the mentor teacher in order to facilitate acclimation to the Center. Support staff provide assistance with writing Individual Education Plans and Behavior Intervention Plans. The Leadership Team also provides support for new teachers by modeling acceptable responses to behavior situations.

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.

Our school's curriculum includes PCI reading curriculum and Unique Learning on-line curriculum that has been identified as aligning to Florida's Standards. We have an Academic Calendar for the core academic subjects that include a Scope and Sequence Focus, broken down by school quarters. Each unit identifies the topic overview, the aligned Access Points, and weekly assignment suggestions. During Collaborative Planning times the teachers develop lesson plans based on this Academic Calendar and determine what and how we will assess what students have learned. Additionally, teachers utilize CPalms for further supplemental materials. Each teacher has an Academic Calendar for each grade level span and each academic topic related to their class schedule.

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.

All students at JOLC have Individual Education Plans developed based on their needs and academic skills. The IEP drives the instruction for the students. Academic and IEP data points are taken on a weekly basis and results are reported to parents every four and a half weeks. The goals are developed based on data collected from the Florida Alternate Assessment, Datafolio, Brighance Inventory of Skills, and The Communication Matrix. Students work on Access Points for the State Standards until they graduate from 12th grade, after that point they work on Transition and Career skills.

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

Strategy: Extended School Year

Minutes added to school year: 4,500

Students eligible for Extended School Year are offered the opportunity to attend the program. The summer program focuses on each student's IEP goals as well as working on reading skills through the Unique Learning Curriculum.

Strategy Rationale

Students with significant cognitive disabilities tend to lose skills when school is out of session for long periods of time. ESY is offered to limit the lose of skills when identified as a need. Placement in ESY is a staffing committee decision.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

SUMNER, APRIL, april.sumner@polk-fl.net

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

Data is collected on IEP goal attainment during the ESY program and used to determine what level of mastery the student is performing academically. Future goals may be determined based on progress made or not made on the goal.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Students may attend our school from age 3-22. Classrooms are made up of mixed grade levels and transition from one level to the next is minimalized by this set up. When students are staffed to attend JOLC a staffing committee convenes to discuss the needs of the students. The parents and staff of the school then meet to discuss specific needs of the student. Due to our ratio of 3 students to 1 staff person, a great deal of attention is provided to students easing the transition into our environment. For students transitioning out of school at age 22, JOLC has informed and assisted the parents of the student regarding services available to the family post education. Beginning at age 13 transition IEPs are developed, where the focus shifts from academics to functional life and work readiness skills. Parents are teamed with State Agencies to develop plans for the students. In addition, an Agency Fair is provided annually, bringing multiple vendors in to advise parents of possible resources at thier disposal.

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.

Students at JOLC are working on standards towards a standard diploma. Our secondary focus is employability and life skills for our students in order to assist them in performing skills that most of us take for granted. After the age of 18 and upon graduation, student's education focuses on

rudimentary job skills that are taught both on and off campus. JOLC partners with the Polk Education Foundation, the Polk County School Board, and with local agricultural businesses to provide employability skills training. We work with students on job skills such as reporting to work on time, clocking in, following directions, asking for help, taking breaks appropriately, appropriate social interactions, money skills, and access to transportation. Students participate in learning about daily living skills, such as, cleaning, cooking, laundry, grocery shopping, and hygiene skills. Students also experience Community Based Instruction through frequent trips off campus to local businesses and service agencies.

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

Due to our school population we do not offer industry certification. However, we partner with local charitable and governmental organizations where students practice social skills and employability skills such as packaging, sorting, recycling, and food service. The students learn employability skills in order to prepare for entry into the workforce.

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

For JOLC we spend a large part of our time focusing on daily living skills, work skills, and vocabulary. We offer a comprehensive Ag program that provides experience working with plants and animals. We find that students learn better if the lessons are application based and the student can relate to the lesson.

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers and Paraprofessionals will participate in Environmental Communication Teaching professional development to support student communication.
- G2.** 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.

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. Teachers and Paraprofessionals will participate in Environmental Communication Teaching professional development to support student communication. 1a

G098889

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and training opportunities to implement Assistive Technology and PECs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Environmental Communication Teaching Framework

Plan to Monitor Progress Toward G1. 8

Environmental Communication Teaching (ECT) Training Series for Teachers and Paraprofessionals

Person Responsible

APRIL SUMNER

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Activity Based Objectives, Data Collection Logs, video logs

G2. 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. 1a

G098890

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	10.0
FSAA Mathematics Achievement	10.0

Targeted Barriers to Achieving the Goal 3

- Due to the small size of our school, each classroom has multiple grade levels and students with multiple disabilities, which requires individualized and differentiated instruction for the multiple academic courses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Access Standards
- Instructional Framework (Academic Calendar)
- Collaborative Planning
- Unique Learning Curriculum

Plan to Monitor Progress Toward G2. 8

Brigance data BOY and EOY; IEP data; FSAA data; Communication Matrix

Person Responsible

APRIL SUMNER

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Individual score reports on pre and post Brigance data compiled and analyzed over multiple years; IEP goal mastery from progress reports; FSAA score sheets; Communication Matrix Rubric.

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

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

G1. Teachers and Paraprofessionals will participate in Environmental Communication Teaching professional development to support student communication. **1**

 **G098889**

G1.B1 Lack of knowledge and training opportunities to implement Assistive Technology and PECs **2**

 **B266200**

G1.B1.S1 Professional Development regarding the types of Assistive Technology was provided to staff during the 2016-2017 school year. During the 2017-2018 school year staff will be exposed to the implementation of the technology and ECT strategies. **4**

 **S282137**

Strategy Rationale

To provide scaffolded steps for implementation of communication supports to foster an environment of Universal Design for Learning.

Action Step 1 **5**

Environmental Communication Teaching (ECT) Training Series for Teachers and Paraprofessionals

Person Responsible

APRIL SUMNER

Schedule

Semiannually, from 8/7/2017 to 5/25/2018

Evidence of Completion

Activity Based Objectives, Data Collection Logs, video logs

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

Classroom Observations

Person Responsible

APRIL SUMNER

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Data Collection Logs, Video Logs, Journey Observations

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

Environmental Communication Teaching (ECT) Training Series for Teachers and Paraprofessionals

Person Responsible

APRIL SUMNER

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Activity Based Objectives, Data Collection Logs, video logs

G2. 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. 1

G098890

G2.B1 Due to the small size of our school, each classroom has multiple grade levels and students with multiple disabilities, which requires individualized and differentiated instruction for the multiple academic courses. 2

B266201

G2.B1.S1 We will provide professional development related to Standards based lessons and implementation of rubrics for assessment through PLCs. Teachers will learn to implement lessons; collect observation data based on student work; and reflect, analyze and discuss data points to develop the next action steps. 4

S282138

Strategy Rationale

Through PLCs and collaborative planning, the data will define next steps the teacher will take to improve their instruction to meet the needs of every student.

Action Step 1 5

Provide Professional Development for developing effective lesson plans utilizing Florida Access Standards. Teachers will be provided guidance regarding evidence based instructional strategies to be used to teach students with significant cognitive disabilities. Teachers will work in collaboration to create effective lessons and assessments utilizing rubrics to evaluate student learning.

Person Responsible

APRIL SUMNER







Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Collaborative planning logs, Lesson plans, student work samples

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  M413146	Environmental Communication Teaching (ECT) Training Series for Teachers and Paraprofessionals	SUMNER, APRIL	8/7/2017	Activity Based Objectives, Data Collection Logs, video logs	5/25/2018 quarterly
G2.MA1  M413147	Brigance data BOY and EOY; IEP data; FSAA data; Communication Matrix	SUMNER, APRIL	8/10/2017	Individual score reports on pre and post Brigance data compiled and analyzed over multiple years; IEP goal mastery from progress reports; FSAA score sheets; Communication Matrix Rubric.	5/25/2018 semiannually
G1.B1.S1.MA1  M413144	Environmental Communication Teaching (ECT) Training Series for Teachers and Paraprofessionals	SUMNER, APRIL	8/7/2017	Activity Based Objectives, Data Collection Logs, video logs	5/25/2018 quarterly
G1.B1.S1.MA1  M413145	Classroom Observations	SUMNER, APRIL	10/2/2017	Data Collection Logs, Video Logs, Journey Observations	5/25/2018 quarterly
G1.B1.S1.A1  A380716	Environmental Communication Teaching (ECT) Training Series for Teachers and Paraprofessionals	SUMNER, APRIL	8/7/2017	Activity Based Objectives, Data Collection Logs, video logs	5/25/2018 semiannually
G2.B1.S1.A1  A380717	Provide Professional Development for developing effective lesson plans utilizing Florida Access...	SUMNER, APRIL	8/10/2017	Collaborative planning logs, Lesson plans, student work samples	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. Teachers and Paraprofessionals will participate in Environmental Communication Teaching professional development to support student communication.

G1.B1 Lack of knowledge and training opportunities to implement Assistive Technology and PECs

G1.B1.S1 Professional Development regarding the types of Assistive Technology was provided to staff during the 2016-2017 school year. During the 2017-2018 school year staff will be exposed to the implementation of the technology and ECT strategies.

PD Opportunity 1

Environmental Communication Teaching (ECT) Training Series for Teachers and Paraprofessionals

Facilitator

Deborah Teems, Jami Yost

Participants

All staff

Schedule

Semiannually, from 8/7/2017 to 5/25/2018

G2. 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.

G2.B1 Due to the small size of our school, each classroom has multiple grade levels and students with multiple disabilities, which requires individualized and differentiated instruction for the multiple academic courses.

G2.B1.S1 We will provide professional development related to Standards based lessons and implementation of rubrics for assessment through PLCs. Teachers will learn to implement lessons; collect observation data based on student work; and reflect, analyze and discuss data points to develop the next action steps.

PD Opportunity 1

Provide Professional Development for developing effective lesson plans utilizing Florida Access Standards. Teachers will be provided guidance regarding evidence based instructional strategies to be used to teach students with significant cognitive disabilities. Teachers will work in collaboration to create effective lessons and assessments utilizing rubrics to evaluate student learning.

Facilitator

Lead Teacher

Participants

teachers

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

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	Environmental Communication Teaching (ECT) Training Series for Teachers and Paraprofessionals	\$0.00
2	G2.B1.S1.A1	Provide Professional Development for developing effective lesson plans utilizing Florida Access Standards. Teachers will be provided guidance regarding evidence based instructional strategies to be used to teach students with significant cognitive disabilities. Teachers will work in collaboration to create effective lessons and assessments utilizing rubrics to evaluate student learning.	\$0.00
Total:			\$0.00