

Polk County Public Schools

# Jean O'Dell Learning Center



## 2018-19 Schoolwide Improvement Plan

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## 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	59%

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

#### 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, communication skills, employability skills, social/emotional skills, and daily living skills to meet the individual needs of our students.

#### 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.

### School Leadership Team

#### 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
Lehmkuhle, Alyssa	Teacher, ESE
Luciano, Mary Ann	Teacher, ESE

#### Duties

##### 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 curriculum, scheduling, and lesson plans; 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.

### Early Warning Systems

#### Year 2017-18

##### 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	1	2	2	3	4	3	3	5	2	4	3	4	10	46
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	4	5
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	2	4	1	2	6	4	2	2	3	0	26

**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	2	3	1	1	3	2	1	0	1	0	14

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected**

Tuesday 6/26/2018

#### Year 2016-17 - As Reported

**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	

#### Year 2016-17 - Updated

**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	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

The FSAA math data indicates that math instruction is our weakness and was also a weakness in year's prior in terms of percent found proficient. The 2018 tests were the first in which the identification of student gains was available.

#### Which data component showed the greatest decline from prior year?

Both the ELA and Math increased in percent proficient from 2017 to 2018. ELA improved by 3% (from 9% to 12%) and Math improved by 1% (from 2%-3%). The 2018 school year was the first year student gains were calculated; 28% of our students with severe cognitive disabilities made gains in Language Arts while only 18% made gains in Math.

#### Which data component had the biggest gap when compared to the state average?

State averages not made available.

#### Which data component showed the most improvement? Is this a trend?

ELA FSAA data had the greatest improvement with a 9% increase in students demonstrating proficiency with 28% of the students showed growth in ELA.

#### Describe the actions or changes that led to the improvement in this area.

Fidelity in the use of our Core educational programming, Unique Learning Systems curriculum. Teachers trained in Core Vocabulary instruction in which our non-verbal students are learning how to communicate with more intent through the use of picture representation.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	60%	0%	56%	55%
ELA Learning Gains	0%	52%	57%	0%	57%	54%
ELA Lowest 25th Percentile	0%	46%	52%	0%	50%	49%
Math Achievement	0%	55%	61%	0%	54%	56%
Math Learning Gains	0%	54%	58%	0%	52%	54%
Math Lowest 25th Percentile	0%	51%	52%	0%	48%	48%
Science Achievement	0%	48%	57%	0%	52%	52%
Social Studies Achievement	0%	85%	77%	0%	72%	72%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1 (4)	2 (1)	2 (1)	3 (4)	4 (4)	3 (5)	3 (1)	5 (2)	2 (6)	4 (3)	3 (4)	4 (2)	10 (3)	46 (40)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	0 (1)	0 (0)	4 (0)	5 (1)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (3)	4 (2)	1 (4)	2 (4)	6 (3)	4 (4)	2 (4)	2 (6)	3 (0)	0 (0)	26 (30)

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

Activity #1	
<b>Title</b>	JOLC will increase mathematics proficiency thereby increasing learning gains in all grade levels (3-8; Alg 1; and Geometry) to 15%.
<b>Rationale</b>	Math is the area in which the school historically performs the lowest in proficiency and growth, only 7% of student were proficient on Math FSAA Performance Task and DATAfolio.
<b>Intended Outcome</b>	To improve student proficiency levels to at least 15% proficient, with an increase in the percentage of students demonstrating growth to 20%.
<b>Point Person</b>	APRIL SUMNER (april.sumner@polk-fl.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. To develop a standardized lesson plan format with specific components proven to increase student achievement.</li> <li>2. Set expectations for math instruction and centers- PD on high yield strategies for improving teaching strategies (planned center activities to support learning).</li> <li>3. Posted grouping of students with differentiation indicated in lesson plans.</li> <li>4. Alignment of IEP goals with grade level mathematics standards and testing format.</li> <li>5. Determine eligibility of placement on Datafolio versus Performance Task by September 5, 2018</li> <li>6. Monitor for pacing of standards based instruction with curriculum maps to ensure all standards are taught.</li> <li>7. Weekly walkthroughs to reinforce use of strategies identified.</li> <li>8. Increase task box library for teacher use to support lessons. Conduct Make and Take sessions during early release days.</li> <li>9. Unique Learning System assessment piece being utilized to measure progress.</li> </ol>
<b>Person Responsible</b>	APRIL SUMNER (april.sumner@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Monitoring of instructional practice through frequent walkthroughs by administrative team; regular lesson plan review verifying pacing of introduction of standards; differentiation of lessons; use of planned center activities to support the lesson; review of students who are eligible for Datafolio versus Performance task test format.
<b>Person Responsible</b>	APRIL SUMNER (april.sumner@polk-fl.net)



Activity #2	
<b>Title</b>	JOLC will increase ELA proficiency on all grade levels to 25%.
<b>Rationale</b>	Just 17% of our students with significant cognitive disabilities performed at the proficient level on the 2018 ELA FSAA (Datafolio and Performance Task)
<b>Intended Outcome</b>	To improve student proficiency level from 17% to 20% as well as increase students demonstrating growth from 24% to 30%.
<b>Point Person</b>	Jami Yost (jami.yost@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. To develop a standardized lesson plan format with specific components proven to increase student achievement.</li> <li>2. Set expectations for ELA instruction and centers- PD on high yield strategies for improving teaching strategies (planned center activities to support learning).</li> <li>3. Posted grouping of students with differentiation indicated in lesson plans.</li> <li>4. Alignment of IEP goals with grade level reading standards and testing format.</li> <li>5. Determine eligibility of placement on Datafolio versus Performance Task by September 5, 2018</li> <li>6. Monitor for pacing of standards based instruction with curriculum maps to ensure all standards are taught.</li> <li>7. Weekly walkthroughs to reinforce use of strategies identified.</li> <li>8. Increase task box library for teacher use to support lessons. Conduct Make and Take sessions during early release days.</li> <li>9. Unique Learning System assessment piece being utilized to measure progress.</li> </ol>
<b>Person Responsible</b>	[no one identified]
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Monitoring of instructional practice through frequent walkthroughs by administrative team; regular lesson plan review verifying pacing of introduction of standards; differentiation of lessons; use of planned center activities to support the lesson; review of students who are eligible for Datafolio versus Performance task test format.
<b>Person Responsible</b>	Jami Yost (jami.yost@polk-fl.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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 five 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.

#### **PFEP Link**

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

#### **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.

#### **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 their disposal.

#### **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. Personnell 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.

#### **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.

### Part V: Budget

Total:

**\$6,000.00**