

Bay District Schools

Margaret K. Lewis In Millville



2018-19 Schoolwide Improvement Plan

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Margaret K. Lewis In Millville

203 N EAST AVE, Panama City, FL 32401

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School PK-12 | Yes | 77% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Special Education | No | 28% |

School Grades History

Year
Grade

School Board Approval

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

SIP Authority

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.

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

Provide the school's vision statement.

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

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

School Leadership Team

Membership

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

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

Duties

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

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

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

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 | 2 | 9 | 2 | 4 | 4 | 6 | 5 | 6 | 6 | 5 | 4 | 5 | 4 | 62 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 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 | 5 | 1 | 3 | 2 | 2 | 3 | 7 | 6 | 5 | 0 | 34 |

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 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 5 |

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

Thursday 8/30/2018

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 | 5 | 3 | 2 | 4 | 8 | 2 | 3 | 6 | 3 | 5 | 3 | 4 | 11 | 59 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

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 | 5 | 3 | 2 | 4 | 8 | 2 | 3 | 6 | 3 | 5 | 3 | 4 | 11 | 59 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

Behavior - The incident count for behaviors that resulted in a loss of instructional time increased from 362 in 2016-17 to 752 in 2017-18. The number of instructional minutes lost due to classroom behaviors increased from 11,844 in 2016-17 to 21,495 in 2017-18. There is a three year trend of increase in Loss of Instructional Time minutes and the number of incidents. Over the past three years, the number of students new to the school with significant behaviors has steadily increased, specifically students on the Autism Spectrum and students with mental health issues. ELA Learning Gains - Forty-four percent of students taking the FSAA showed growth on the ELA portion of the test while fifty-eight percent showed growth in Math. There is no prior data from 2016-17 to demonstrate a trend.

Which data component showed the greatest decline from prior year?

Behavior - The number of days of out-of-school suspension declined from fifteen in 2016-17 to six in 2017-18 (only one student). This is a positive trend of decline. Although there was a marked increase in the number of behavior incidents school-wide, the number of incidents for middle school students remained relatively constant. There was a two percent decline in the average daily attendance from 2016-17 to 2017-18. There is no prior ELA or Math data for the FSAA as the 2017-18 year serves as a baseline year for student growth data on this "new" version of the FSAA.

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

The State average for Learning Gains in Math on the FSA was fifty-eight percent. Fifty-eight percent of MKL students had Learning Gains in 2017-18 on the Math portion of the FSAA, which is the same as the state average. The FSA and the FSAA are not the same test and are intended for two different populations. However, they are the most appropriate data points for comparison. The State average for Learning Gains in ELA on the FSA was fifty-seven percent. Forty-four percent of students at MKL taking the ELA portion of the FSAA in 2017-18 demonstrated learning gains. The ELA

percentages for Learning Gains show a thirteen percent gap between the State average the MKL average for 2017-18.

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

The percent of students showing growth on the Math FSAA was the same as the state average on Math FSA. There is no student data for this data point from 2016-17. The FSA and the FSAA are not the same test and are intended for two different populations. However, they are the most appropriate data points for comparison. The students at MKL are demonstrating similar learning gains to their same age non-disabled peers in the area of Math. The percent of students with a Loss of Instruction Time report as disaggregated by race was consistent with our school population demographics.

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

Margaret K. Lewis School utilized the skills of our math liaison to provide professional development for staff and facilitate our Math and Science Fair. Focus on STEM and IXL Math supplemental programs were utilized to reinforce skills and provide enrichment of instruction. Equals Math, a curriculum specifically designed for students with significant cognitive disabilities, was utilized from Pre-K through high school. All instructional staff received professional development in the TEACCH method of using visual supports to enhance communication and learning. This two day training was provided for all instructional staff before the start of the school year. Teachers were provided materials for building "task boxes" and designing visual supports in their classroom. Additionally, TEACCH resources were purchased for our professional learning library to give our teachers strategies and ideas for practical application of the TEACCH method in their class. Our Professional Learning Communities collaborated to incorporate the learning strategies and visual supports in their classroom instruction. Our PLC's also built thematic STEM units to share with all staff. These units were designed in Google Classroom and were cross-curricular, incorporating Math and ELA skills. The Communication PLC trained the staff to effectively implement alternative and augmentative means of communication for use during instruction and assessment. Specifically, the Communication PLC provided modeling and coaching in Environmental Communications Training for their group and the entire instructional staff. The Transition PLC developed TEACCH task boxes that focus on functional math skills. Each box features a different functional, real life math skill and is presented in such a way that the student can complete the task independently. There is a task analysis for each box for the teacher to evaluate and collect data. The Behavior PLC focused on creating visual supports and sensory strategies for calming students and increasing focus and engagement during instruction. A trained behavior paraprofessional worked with our Behavior Analyst to provide small group and one-on-one intervention for students with loss of instructional time due to behaviors. The Positive Behavior Support Program is well integrated in the school culture and serves to support all staff with professional development and monthly review and analysis of behavior data. For high school and adult students, social skills, life skills and self determination skills are taught in conjunction with academics which empowers students to make positive choices. We feel these, all together, brought about the possibility of learning gains.

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% | 70% | 60% | 0% | 58% | 55% |
| ELA Learning Gains | 0% | 62% | 57% | 0% | 52% | 54% |
| ELA Lowest 25th Percentile | 0% | 55% | 52% | 0% | 42% | 49% |
| Math Achievement | 0% | 70% | 61% | 0% | 62% | 56% |
| Math Learning Gains | 0% | 59% | 58% | 0% | 60% | 54% |

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| Math Lowest 25th Percentile | 0% | 62% | 52% | 0% | 43% | 48% |
| Science Achievement | 0% | 62% | 57% | 0% | 56% | 52% |
| Social Studies Achievement | 0% | 83% | 77% | 0% | 80% | 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 | 2 (5) | 9 (3) | 2 (2) | 4 (4) | 4 (8) | 6 (2) | 5 (3) | 6 (6) | 6 (3) | 5 (5) | 4 (3) | 5 (4) | 4 (11) | 62 (59) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (1) | 0 (0) | 0 (0) | 0 (0) | 0 (2) | 0 (0) | 0 (0) | 1 (0) | 0 (0) | 1 (3) |
| 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) | 5 (0) | 1 (0) | 3 (0) | 2 (0) | 2 (0) | 3 (0) | 7 (0) | 6 (0) | 5 (0) | 0 (0) | 34 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 10 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

| HISTORY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

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 | |
|-------------------------|--|
| Title | Behavior - Increase student engagement and positive behavior by reducing the number of minutes of instruction lost as a result of disruptive behavior in the classroom. |
| Rationale | <p>A substantial percentage of the population at MKL consists of students with significant behavior management needs. Additional small group or one-on-one prevention and de-escalation strategies and intervention in behavior management will provide more support for struggling students and decrease the loss of instructional time. An established Positive Behavior Support Team (fifteen years) that meets regularly to review data and problem solve strategies and interventions for behaviorally at-risk students will form a base of well trained staff. This group will facilitate a school wide behavior program to meet the needs of our students. At the core of TEACCH is the idea of structured teaching. Structured teaching is comprised of 3 components: physical organization, scheduling, and teaching methods. Intervention strategies focus on physical and visual structure, schedules, work systems and task organization. Individualized systems aim to address difficulties with communication, organization, generalization, concepts, sensory processing, change and relating to others.</p> |
| Intended Outcome | <p>The instructional staff will be more equipped with strategies to use in the classroom to deescalate behaviors before they result in a loss of instructional time. The behavior analyst, Promise para and behavior para will work with students and teachers to develop strategies and skills to reduce disruptive behaviors at school. There will be a decrease of 25% in the number of minutes/hours of Loss of Instructional Time resulting from disruptive behaviors in the classroom. Our goal for the 2018-19 school year is to decrease the Loss of Instructional Time minutes from 21,495 minutes to 16,000 minutes or less. This will increase the amount of student engagement for the acting out student as well as the other students in the class. More student engagement leads to increased student achievement.</p> |
| Point Person | Ruth Crowell (crowera@bay.k12.fl.us) |
| Action Step | |
| Description | <ul style="list-style-type: none">• Bay District Schools will provide grant funding for a Promise Para at Margaret K. Lewis School. The Promise Para will attend district provided training to increase her knowledge of behavior strategies and intervention skills to assist students with behavior issues. The Promise Para will provide behavior supports for students and staff both preventative and for crisis response. In addition, the para will implement PBS initiatives and strategies, work in small groups or one-on-one with students on managing behavior.• *MKL will use Title One Funds to hire a Positive Behavior Support paraprofessional to implement PBS initiatives and strategies, work in small groups or one-on-one with students on managing behavior. The Promise Para and PBS Para will work in conjunction with our Behavior Analyst to create a positive and safe learning environment.• Title One funds will be used to pay stipends for PBS Team members (teachers and paraprofessionals) to meet one day during summer and plan for PBS initiatives and strategies. The PBS Team will plan for the entire school year and meet monthly to review data, plan for behavior intervention and follow through with the planned initiatives of the PBS Team.• The PBS Action Plan will include instruction in the Circles Curriculum, a program for teaching students about appropriate social interactions. This initiative will be supported by the Guidance Counselor and the Transition PLC. Data will be collected on the effectiveness of this instruction with a selected Tier Two group of students.• The Bay District Autism Team will train the MKL paraprofessionals on specific procedures and interventions for working with students on the Autism Spectrum. Autism Team members will work in the classroom with classroom staff to model and coach teachers and |

- paras on research based strategies for working with students on the Autism spectrum.
- Instructional staff will implement TEACCH strategies and visual structures to support students with communication and behavior disorders. The PLC's at MKL will collaborate to support school-wide utilization of TEACCH strategies.
 - The Behavior Analyst will attend TEACCH training at the University of North Carolina to enhance her knowledge of visual support strategies to increase communication and decrease disruptive behaviors. She will in turn provide professional development for the MKL instructional staff on the most up to date TEACCH methods.
 - The staff at MKL will increase their use of Class DOJO for classroom management and communication with parents/guardians.

Person Responsible Lori Hast (hastll@bay.k12.fl.us)

Plan to Monitor Effectiveness

- The licensed behavior analyst will supervise the Promise para and the PBS paraprofessional and monitor all interventions and behavior strategies to ensure fidelity of implementation.
 - PBS and Loss of Instructional time data will also be monitored to ensure effectiveness and to inform staff of needed changes or further interventions. The PBS team will meet monthly and will monitor Loss of Instructional time data for the entire school and make decisions regarding needed changes or further interventions. (Data collected on Loss of Instructional Time, check-in-check-out logs, paraprofessional schedule, Behavior Intervention Plans, classroom behavior data.)
 - The PBS Team will follow the action plan that was developed in June 2018 throughout the 2018-19 school year. Loss of Instructional time data will be collected from each teacher.
- Description** The PBS team will meet monthly to ensure the plan is being followed with accuracy and timeliness. Additionally, the team will review the behavior data monthly at the PBS Meetings.
- The Guidance Counselor will provide a schedule of classes for the Circles Curriculum. The administrators will observe the Guidance Counselor and teachers instructing students with the Circles Curriculum. Data will be collected on the effectiveness of this instruction with a selected Tier Two group of students.
 - Administrators will observe and monitor implementation of TEACCH strategies in the classroom. (Walk-through documentation, observations, PLC minutes, Deliberate Practice evidence, lesson plans) PBS team and Administrators will review Loss of Instruction time data at the end of the year to evaluate the effectiveness of TEACCH strategies related to on-task behavior.

Person Responsible Lori Hast (hastll@bay.k12.fl.us)

Activity #2

Title

English/Language Arts– The percent of students demonstrating Learning Gains on the FSAA ELA test will increase from 44% to 50% for the 2018-19 school year.

Rationale

The ELA Liaisons will be an on-site resource, who are familiar with the students at Margaret K. Lewis School, and will bridge the gap between district ELA curriculum and exceptional student needs. The implementation of PLCs will promote collaboration and increase continuity and instructional rigor by aligning instructional resources with Florida Standards Access Points. Professional development will increase standardization of administration of the Florida Standards Alternate Assessment. Additional small group or one-on-one instruction in ELA will provide more support for struggling students and more opportunities for enrichment for students who are mastering their ELA goals. Additional curricular resources in ELA will provide more support for struggling students and more opportunities for enrichment for students who are mastering their ELA goals.

Intended Outcome

Margaret K. Lewis School will increase the ELA curriculum sources for instruction for students with severe cognitive disabilities in order to have a wider range of resources to meet the diverse needs of our students. We will increase the number of ELA Liaisons for MKL. An ELA paraprofessional will work with students in small groups to build their reading skills. The curriculum and the ELA para will be purchased with Title One funds. These initiatives will increase the number of students demonstrating learning gains in ELA. As measured by the Florida Standards Alternate Assessment, the number of students demonstrating growth will increase from 44% to 50% in Reading/Language Art from year 2018 to year 2019 .

Point Person

[no one identified]

Action Step

Description

- Margaret K. Lewis School will increase the number of ELA Liaisons that serve as an in-house resource and professional development trainer for our teachers. We will select two Master ELA Teachers (ELA liaisons), one in elementary and one in secondary, to participate in district Master English/Language Arts Teacher Program.
- MKL will implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points utilizing TEACCH strategies when appropriate. Our Professional Learning Communities will collaborate to incorporate the learning strategies and visual supports in their classroom instruction.
 - o Our PLC's will build thematic ELA units to share with all staff. These units were designed in Google Classroom and were cross-curricular, incorporating Math and ELA skills.
 - o The Communication PLC will train the staff to effectively implement alternative and augmentative means of communication for use during instruction and assessment. Specifically, the Communication PLC will provide modeling and coaching in Environmental Communications Training for their group and the entire instructional staff.
 - o The Transition PLC has developed TEACCH task boxes that focus on functional ELA skills. Each box features a different functional, real life ELA skill and can be presented in such a way that the student can complete the task independently. There is a task analysis for each box for the teacher to evaluate and collect data.
 - o The Behavior PLC will focus on creating visual supports and sensory strategies for calming students and increasing focus and engagement during instruction.
- There will be professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity of test administration.
- An English/Language Arts paraprofessional will be hired to provide intervention and enrichment in the area of ELA instruction. Additional small group or one-on-one instruction in reading and language skills will provide more support for struggling students and more

opportunities for enrichment for students who are mastering their ELA goals.

- Additional supplemental curriculum in the area of English/Language Arts (Star Fall, Edmark, SRA, Pebble Go, Focus on STEM) will be purchased and implemented in the classroom for ELA intervention and enrichment.
- The teachers at MKL will also use the new enhanced features of Unique Learning, an online, cross-curricular curriculum specifically designed for students with severe cognitive disabilities, in their ELA instruction. Unique Learning now has a progress monitoring feature for students on specific ELA Access Points. A Florida Diagnostic and Learning Resource System Consultant will train staff on how to implement the new enhanced features of Unique Learning and the Edmark Reading program, specifically designed for students with severe cognitive disabilities.

Person Responsible [no one identified]

Plan to Monitor Effectiveness

- Instructional staff will participate in English/Language Arts Liaison facilitated professional development. A survey of teachers for feedback on effectiveness of professional development by English/Language Arts Liaison will be completed at the end of the year.
- Administration and PLC leaders will review meeting notes and agendas of PLC's (observations), review of PLC minutes, Deliberate Practice plans, with adjustments as needed.

Description

- Resource teacher, therapists and proctors will observe and monitor FSAA test administration to ensure reliability and accuracy.
- The principal and assistant principal will monitor the schedule of the paraprofessional, analyze the student data and adjust the schedule for intervention/enrichment as needed.
- The principal and assistant principal will observe ELA intervention/enrichment paraprofessional and ELA teachers to ensure fidelity of use of supplemental ELA curriculum items.

Person Responsible [no one identified]

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.

Margaret K. Lewis School believes in involving parents in all aspects of its Title I programs. The SAC has the responsibility for providing input into the development, implementation and evaluation of the various school level plans, including the SIP and the PFEP. SAC members are elected as voting members following SAC guidelines as directed by the State. All parents were given the opportunity to review the plans and to offer their input prior to approval. For the PFEP, spring surveys were sent to parents seeking their input on activities, training, and materials they needed to help their child. Parental input was also given by parents at SAC meetings. Results of the parent spring survey, along with additional parent suggestions, were reviewed by the SAC to determine needed changes. During SAC meetings when PFEP and SIP are discussed, the committee will decide, with input from parents how the parental

involvement funds will be used. Donna Ray, our Title One Parent Liaison and Lakessia Kilgore, our Title One Coordinator will be responsible for maintaining documentation from parents during the 2018-2019 school year. Parent, Teacher, Student compacts are collaboratively designed each year for use during conferences to clarify the roles that each person will play in ensuring success for each student. Additionally, MKL hosts a monthly Eagle Of The Month Ceremony and parents are invited. We send out a biweekly electronic newsletter. We host Parent Support Meeting, Family Reading Night, Chili with Santa, Home-to-School Literacy Connection :) and an MKL Uniform Drive.

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.

MKL School employs a full-time Behavior Analyst and a Promise Para behavior assistant to assist school-wide. Our behavior analyst brings her expertise to support positive support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a safe, positive school environment.

Additionally, our Promise paraprofessional works with the Behavior Analyst to implement behavior strategies and interventions to reduce the loss of instructional time that results from behavior issues.

The full time guidance counselor, Colleen Williams has been trained in bully prevention pro-active guidelines and serves as a contact for reporting. The guidance counselor conducts lessons in each classroom based on the teacher's needs assessment for their class. Referrals to outside agencies for counseling and mentoring are also completed as needed by the guidance counselor.

The faculty implements a social-emotional curriculum called "Standing Up for Me" that supports and teaches self-determination skills. Additionally, students receive instruction in the Circles Curriculum that focuses on relationships with others. A mental health counselor visits our school once each week to meet with students who require individual counseling. School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of the students. Our staff coordinates with other professionals within the district as well as outside agencies to meet the needs of students.

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

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

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

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

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

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

for Multi-Tiered System of Supports operations.

Title I, Part A

School level Title I, Part A funds are being used to support instructional technology and parental involvement at Margaret K. Lewis School. Our Title I allocation this year is \$54,000.

Title I, Part C- Migrant

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

Title II

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

Title III

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

Title X- Homeless

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

Violence Prevention Programs

The Bay District School Board has an approved policy on “Bullying, Harassment, or Cyberstalking” (Policy 7.2.7). This policy is reviewed annually, during Pre School Inservice by the administrative and instructional staff at each school. Each school has a Character Education Plan in place. MKL is a Positive Behavior Supports, PBS, school. As a PBS school a variety of strategies and data are reviewed monthly by the PBS team to address bullying as well as other disruptive behaviors.

Nutrition Programs

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

Adult Education

Students in our MKL Academy (18-22 years old) who have received their special diploma or a standard diploma through Florida Standards Access Points who have deferred receipt of their diploma, apply for and work in positions in our school and in the district’s main office. District provides Adult Education Services via Haney Vocational School.

Career and Technical Education

Students in our MKL Academy (18-22 years old) who have received their special diploma or a standard diploma through Florida Standards Access Points who have deferred receipt of their diploma, apply for and work in positions in our school and in the district’s main office.

Job Training

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

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

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

Part V: Budget

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| Total: | \$54,320.00 |
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