Margaret K. Lewis In Millville

2019-20 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]

Demographics

Principal: Lori Hast   Start Date for this Principal: 9/4/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

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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. 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	Job Duties and Responsibilities
Hast, Lori	Principal	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.
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	

Name	Title	Job Duties and Responsibilities
Modawell, Carolyn	Teacher, ESE	
Weckherlin, Frederick	Teacher, K-12	
Williams, Colleen	School Counselor	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	11	12	14	7	3	9	7	18	7	6	6	11	38	149
Attendance below 90 percent	5	8	3	1	2	4	3	7	3	3	2	3	17	61
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	12	14
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	2	6	2	4	2	1	3	4	5	29

The number of students with two or more early warning indicators:

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

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	1	0	0	0	0	0	0	2	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
22

Date this data was collected or last updated
Wednesday 9/4/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	73%	61%	0%	67%	57%
ELA Learning Gains	0%	64%	59%	0%	61%	57%
ELA Lowest 25th Percentile	0%	58%	54%	0%	56%	51%
Math Achievement	0%	70%	62%	0%	68%	58%
Math Learning Gains	0%	57%	59%	0%	59%	56%
Math Lowest 25th Percentile	0%	56%	52%	0%	58%	50%
Science Achievement	0%	65%	56%	0%	67%	53%
Social Studies Achievement	0%	86%	78%	0%	79%	75%

	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**	
Number of students enrolled	11 (0)	12 (0)	14 (0)	7 (0)	3 (0)	9 (0)	7 (0)	18 (0)	7 (0)	6 (0)	6 (0)	11 (0)	38 (0)	149 (0)
Attendance below 90 percent	5 (2)	8 (9)	3 (2)	1 (4)	2 (4)	4 (6)	3 (5)	7 (6)	3 (6)	3 (5)	2 (4)	3 (5)	17 (4)	61 (62)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	0 (0)	0 (1)	12 (0)	14 (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)	0 (5)	2 (1)	6 (3)	2 (2)	4 (2)	2 (3)	1 (7)	3 (6)	4 (5)	5 (0)	29 (34)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	27	43	20	35	43		47			80	
WHT	26	37		42	43		50				
FRL	26	42		30	37					80	
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	42

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In 2019, the percent of students who were proficient on the FSAA Math assessment was 40% and the percent of students who were proficient on the FSAA ELA assessment was 41%. Although there is only one percentage point difference between Math and ELA, both dropped from the 2018 FSAA test administration. One contributing factor to this drop was that the students missed at least 23 days of instruction due to school closure due to Hurricane Michael. Second, there is no longer a Math Coach assigned to MKL to assist with training staff on our Math curriculum, Equals. This curriculum is specifically designed for students with cognitive disabilities. There are no other district level coaches who have been trained or are familiar with Equals. As a result, all teachers at MKL do not have the same level of understanding and knowledge base to implement the Equals curriculum with fidelity.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In 2018, the percent of students who were proficient on the FSAA Math assessment was 58%. In 2019, the percent of students who were proficient on the FSAA Math assessment was 40%, a decline of 18 percentage points. One contributing factor to this drop was that the students missed at least 23 days of instruction due to school closure due to Hurricane Michael. Second, there is no longer a Math

Coach assigned to MKL to assist with training staff on our Math curriculum, Equals. This curriculum is specifically designed for students with cognitive disabilities. There are no other district level coaches who have been trained or are familiar with Equals. As a result, all teachers at MKL do not have the same level of understanding and knowledge base to implement the Equals curriculum with fidelity.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The State of Florida average for ELA achievement on the FSA is 61%. The average for Math achievement on the FSA is 62%. There is no State of Florida average data for the FSAA. In 2019, the percent of students who were proficient on the FSAA Math assessment was 40% and the percent of students who were proficient on the FSAA ELA assessment was 41%. There is a 20 percentage point gap between MKL and State average achievement scores in ELA and a 22 percentage point gap between MKL and State average achievement scores in Math. The largest contributing factor to this gap is that all students who attend MKL have significant cognitive disabilities. Additionally, the FSA and FSAA are different tests administered in different ways. Analyzing the scores from these two tests does not reflect an accurate comparison.

Which data component showed the most improvement? What new actions did your school take in this area?

There was significant improvement in the Loss of Instruction time data at MKL in 2018-19. The total number of behavior incidents in 2017-2018 was 752. This number was reduced to 451 in 2018-2019. This equates to a 40% decrease. The total minutes of instruction lost in 2017-18 as a result of behavior issues was 21, 495. This was reduced to 14, 409 in 2018-19, a 33% reduction. Contributing behavior initiatives were the addition of a Promise Behavior Paraprofessional to work with our behavior analyst. In addition, a title One paraprofessional was hired to assist with students who are on a behavior intervention plan. All paraprofessionals received training on how to work with students with Autism. Teachers had the opportunity to complete Learning Walks in other classrooms to observe best practices in classroom management and working with students with significant behaviors. Data was collected in classroom walkthroughs on praise to correction ratios. This data was shared and discussed at PLC's.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

MKL would like for the out of school suspensions to be reduced to zero. Our goal is to have students at school and learning every day possible. Additionally, we would like for there to be fewer students with an attendance rate below 90%. Due to the evacuation and damages caused by Hurricane Michael, many students involuntarily relocated to other areas. For many of these students, there was no formal notification of enrollment at another school. Therefore, the withdrawal date was extended resulting in skewed attendance data. Due to the unique nature of our student population, there are often situations where students are out for an extended time due to medical issues. Students may have to miss school for appointments with different agencies.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Behavior
2. Math
3. ELA/Communication
4. Attendance
5. Teacher/support staff recruitment and development

Part III: Planning for Improvement

Areas of Focus:

#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	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.
State the measurable outcome the school plans to achieve	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 20% in the number of minutes/hours of Loss of Instructional Time resulting from disruptive behaviors in the classroom. Our goal for the 2019-20 school year is to decrease the Loss of Instructional Time minutes from 14,406 minutes to 10,000 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.
Person responsible for monitoring outcome	Ruth Crowell (crowera@bay.k12.fl.us)
Evidence-based Strategy	The behavior analyst will supervise the Promise and PBS paraprofessionals and monitor interventions/behavior strategies to ensure fidelity. PBS and Loss of Instructional Time (LIT) data will be monitored to ensure effectiveness and inform staff of needed changes or further interventions. The PBS team will meet monthly to monitor LIT data for the school and make decisions regarding changes or further interventions. (LIT data, check-in-check-out logs, paraprofessional schedule, BIP's, classroom behavior data.) The PBS Team will follow the action plan throughout the 2019-20 school year. LIT data will be collected from each teacher. The PBS team will meet monthly to ensure the plan is being followed with accuracy and timeliness. The team will review the behavior data monthly at the PBS Meetings. The Guidance Counselor will provide a schedule for the Circles Curriculum and Character Education. The administrators will observe instruction of students with the Circles Curriculum. Data will be collected.
Rationale for Evidence-	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

based Strategy	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.

Action Step

Description	1. 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.

2. 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.
3. 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.
4. 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.

5. The Guidance Counselor will instruct classes in character education. Themes will be based on district -selected character traits.

6. 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.

7. Instructional staff will be trained and implement CORE vocabulary communication strategies school-wide. This will provide students with opportunities to effectively communicate.

8. 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) |

#2	
Title	Math– The percent of students demonstrating proficiency on the FSAA Math test will increase from 40% to 50% for the 2019-20 school year.
Rationale	The Math Liaison will be an on-site resource, who are familiar with the students at Margaret K. Lewis School, and will bridge the gap between district Math 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 Math will provide more support for struggling students and more opportunities for enrichment for students who are mastering their Math goals. Additional curricular resources in Math will provide more support for struggling students and more opportunities for enrichment for students who are mastering their Math goals.
State the measurable outcome the school plans to achieve	Margaret K. Lewis School will increase the Math 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. MKL will continue to have a Math Liaison to serve as an in-house expert to work with our teachers in Math. A STEM paraprofessional will work with students in small groups to build their Math skills. The curriculum and the STEM para will be purchased with Title One funds. These initiatives will increase the number of students demonstrating learning gains in Math. As measured by the Florida Standards Alternate Assessment, the number of students demonstrating growth will increase from 40% to 50% in Math from year 2019 to year 2020. The percentage of underperforming students (white students) will increase from 40% to 41%.
Person responsible for monitoring outcome	Lori Hast (hastll@bay.k12.fl.us)
Evidence-based Strategy	• MKL will implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points. Our Professional Learning Communities will collaborate to incorporate the learning strategies and visual supports in their classroom instruction. • There will be professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity of test administration. • A Science, Technology, Engineering and Math paraprofessional will be hired to provide intervention and enrichment in the area of Math instruction. Additional small group or one-on-one instruction in math and technology will provide more support for struggling students and more opportunities for enrichment for students who are mastering their math goals. • Additional supplemental curriculum in the area of Math (Star Fall, IXL, Focus on STEM) will be purchased and implemented in the classroom for Math 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 Math instruction. Unique Learning now has a progress monitoring feature for students on specific Math Access Points.
Rationale for Evidence-based Strategy	To meet the needs of our unique learners in the area of Math, our students need access to curriculum that is specifically designed to meet their needs. Additionally, the teachers need on-going training on how to use the curriculum with integrity and fidelity. PLC can work together to plan for Math instruction using specially designed curriculum for students with severe cognitive disabilities. There needs to be opportunities for students to have Math remediation and enrichment to best meet their individual needs and the math goals and

objective from their Individual Education Plan. Teachers will need training to understand the Florida Standards Access Points for Math and how these standards are assessed in a way that supports the need of each individual student.

Action Step	
Description	1. Margaret K. Lewis School will continue to have a Math Liaison to serve as an in-house resource and professional development trainer for our teachers. We will select at least one Math Liaison to participate in district Math Liaison Teacher Program. 2. MKL will implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points. Our Professional Learning Communities will collaborate to incorporate the learning strategies and visual supports in their classroom instruction. 3. There will be professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity of test administration. 4. A STEM paraprofessional will be hired to provide intervention and enrichment in the area of Science, Technology, Engineering and Math instruction. Additional small group or one-on-one instruction in Math will provide more support for struggling students and more opportunities for enrichment for students who are mastering their Math goals. 5. Instructional staff will be trained and implement CORE vocabulary strategies through the MELD program (multi-sensory early literacy development), to include math vocabulary. 6. Additional supplemental curriculum in the area of Math (Star Fall, IXL, Focus on STEM) will be purchased and implemented in the classroom for Math intervention and enrichment. 7. A Science, Technology, Engineering and Math Fair will take place at MKL to exhibit projects that students are producing during instructional time in the classroom. 8. Recently hired instructional staff at MKL will work with a PAEC consultant for one-on-one training in Equals Math, a curriculum specifically designed for students with severe cognitive disabilities.
Person Responsible	Lori Hast (hastll@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The other areas of focus for improvement are ELA/Communication, Attendance and teacher/support staff recruitment and retention.
* ELA/Communication - The teachers at MKL will participate in MELD (Multi-Sensory Early Language Development) training in August. The program uses picture symbols paired with CORE vocabulary to increase the student's opportunities to communicate through Alternative Augmentative Communication. The MELD program will be implemented school-wide in all classrooms to address the needs of students in the area of language development and communication. Each PLC group will incorporate the use of MELD in their instruction and develop a goal for student improvement using this program. PAEC will offer continuing training on the use of CORE vocabulary and MELD throughout the course of the school year through face to face training and webinars.
* Attendance -Because of the unique nature of the population of the students at MKL, many are absent from school due to health issues, appointments and therapy. In order to assist parents with navigating these appointments and systems, MKL will use the assistance of the guidance counselor, and a district social worker. The social worker will be on site two days per week to follow up with parents to help increase their child's attendance in school. Additionally, our Title One Parent Liaison will work with families when students are having issues with regular attendance.
*Teacher/support staff recruitment - Due to a number of factors in our district, there is a shortage of both

teachers and support staff. One MKL initiative is to encourage existing support staff to work toward teacher certification to become instructors in the classroom. Currently, two MKL support staff members are in the paraprofessional to teacher program. In order to increase the number of applicants for support positions at MKL, the positions have been upgraded to full time. MKL advertises open positions on Facebook, Dojo and with fliers sent home to families.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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 School Advisory Council (SAC) is comprised of teachers, paraprofessionals, administrators, parents and community members. 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. Charita Collier, our Title One Parent Liaison and Lakessia Kilgore, our Title One Coordinator will be responsible for maintaining documentation from parents during the 2019-2020 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. A social worker is available on site two days per week to work with students and families to improve attendance and to assist families in connecting with community resources.

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

Throughout a student's educational experience at MKL, the teacher monitors transition milestones and needed services on an individual basis. A Transition Checklist is maintained on each student and follows them throughout their school career. At each IEP meeting, the teacher, parent and IEP team monitor these milestones to ensure community resource options are explored.

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.

Principals, school counselors, and social workers are made aware of available resources from funding sources during district provided meetings throughout the school year. The needs of students and their families identified in parent-teacher conferences and IEP meetings are addressed by the counselor and social worker by coordinating services provided by federal, state and local funds within the school system and community.

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 $73,847.
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.

Through Title II, Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement.

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.

Title X- Homeless
Social Workers 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.

BDS has an approved policy on "Bullying, Harassment, or Cyberstalking". This policy is reviewed annually. MKL is a Positive Behavior Supports, PBS, school. As a PBS school strategies and data are reviewed monthly by the PBS team to address bullying, character education and school specific behavior initiatives.

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.

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: 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.	$0.00
2	III.A.	Areas of Focus: Math– The percent of students demonstrating proficiency on the FSAA Math test will increase from 40% to 50% for the 2019-20 school year.	$0.00
		Total:	$0.00