



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lake Hills School  
909 S LAKESHORE BLVD  
Howey In The Hills, FL 34737  
352-324-3175  
<http://lake.k12.fl.us/lhe>

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## School Demographics

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**School Type**  
Combination School

**Title I**  
No

**Free and Reduced Lunch Rate**  
*[Data Not Available]*

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
*[Data Not Available]*

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## School Grades History

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## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Lake Hills School

##### Principal

Robin Meyers

##### School Advisory Council chair

Bryan Miller

#### Names and position titles of the School-Based Leadership Team (SBLT)

| Name            | Title                          |
|-----------------|--------------------------------|
| ROBIN MEYERS    | PRINCIPAL                      |
| DEBBIE STEDELIN | ASSISTANT PRINCIPAL            |
| MISSY WALKER    | GUIDANCE COUNSELOR             |
| RIKKI KOTZ      | ELEMENTARY DEPARTMENT CHAIR    |
| GINA HAY        | MIDDLE SCHOOL DEPARTMENT CHAIR |
| LIZ MURUAGA     | HIGH SCHOOL DEPARTMENT CHAIR   |
| SUSAN VUCIC     | VOCATIONAL DEPARTMENT CHAIR    |
| MARY ADAMSON    | OTHER AREAS DEPARTMENT CHAIR   |

#### District-Level Information

##### District

Lake

##### Superintendent

Dr. Susan Moxley

##### Date of school board approval of SIP

12/16/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Robin Meyers--Principal  
 Bryan Miller--Chairman  
 Missy Walker—Guidance Counselor  
 Vilmary Tautiva--Teacher  
 Rikki Kotz—Teacher  
 Liz Muruaga-Castillo--Teacher  
 Jordan Bombard--Teacher  
 Drundell Boulter--Teacher  
 Wendy Moore--Parent

Diane Watson--Parent  
 Agueda Freitas--Parent  
 Julie Currey--Parent  
 Carla James-Budd--Parent  
 Janna Bartoli--Parent  
 Katy De Freitas--Parent  
 Troy Singer—Community Member  
 Bill Deschenes—Community Member

### **Involvement of the SAC in the development of the SIP**

After reviewing the FAA data and behavioral data, the committee was asked to give suggestions for improvement and other initiatives they would like to see implemented.

### **Activities of the SAC for the upcoming school year**

1. SAC members will visit classrooms throughout the school year to observe the systems management approach for teaching students with significant cognitive disabilities.
2. SAC members will be invited to participate in the parent training series offered throughout the school year.

### **Projected use of school improvement funds, including the amount allocated to each project**

Classroom materials for teachers - \$500

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

2

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

**Robin Meyers**

Principal

Years as Administrator: 7

Years at Current School: 7

**Credentials**

MA-Educational Leadership  
 BA-English  
 Certifications:  
 School Principal K-12  
 ESE K-12  
 Autism Spectrum Disorder Endorsement  
 English 6-12  
 English 5-9  
 ESOL Endorsement

**Performance Record**

School Rating:  
 2012-2013 Improving  
 2011-2012 Maintaining

**Debbie Stedelin**

Asst Principal

Years as Administrator: 4

Years at Current School: 4

**Credentials**

BA-Elementary Education  
 MA-Special Education  
 MA-Educational Leadership  
 Certifications:  
 School Principal K-12  
 ESE K-12  
 Elementary Education  
 Hearing Impaired  
 ESOL Endorsement

**Performance Record**

School Rating:  
 2012-2013 Improving  
 2011-2012 Maintaining

**Instructional Coaches****# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials****Performance Record**



**Classroom Teachers****# of classroom teachers**

25

**# receiving effective rating or higher**

25, 100%

**# Highly Qualified Teachers**

84%

**# certified in-field**

24, 96%

**# ESOL endorsed**

10, 40%

**# reading endorsed**

0, 0%

**# with advanced degrees**

5, 20%

**# National Board Certified**

1, 4%

**# first-year teachers**

4, 16%

**# with 1-5 years of experience**

9, 36%

**# with 6-14 years of experience**

8, 32%

**# with 15 or more years of experience**

3, 12%

**Education Paraprofessionals****# of paraprofessionals**

49

**# Highly Qualified**

49, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

5

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Utilize the district SearchSoft system to screen for qualified applicants.
2. Provide customized staff development for teachers to address the unique learning needs of students with significant cognitive disabilities. Professional development includes but is not limited to, writing IEPs, providing related and support services, and professional crisis management.
3. Provide support to teachers from each department and school support staff (i.e., Behavior, OT/PT, Speech/Language, Assistive Technology) to address challenges they may have experience with students in the classroom.
4. New teachers attend the New Beginnings Training and are supported through the TOPS program where applicable.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Bryan Wilcoxson (beginning teacher) - Robert Lerner (mentor)  
 Jessica Costa (beginning teacher) - Barbara Fairservice (mentor)  
 Kevin Castellanos (beginning teacher) - Vilmary Tautiva (mentor)  
 Kristen Kasha (beginning teacher) - Jordan Bombard (mentor)  
 Krysta Lower (beginning teacher) - Gina Hay(mentor)

The new teachers are paired with veteran teachers who can most appropriately assist with their particular type of classroom and student. In addition, Administration, Leadership Team members and Guidance Counselor provide multiple trainings and opportunities throughout the school year to assist in preparing teachers for: Common Core, lesson planning, scales creation and implementation, understanding the IEP, Data Collection, curriculum, teaching strategies, etc

The new teachers participated in a 9-hour "Beginning Teachers Summer Training Series" during the month of July, 2013. The training series was especially designed to train our new teachers on the school-wide systems management approach for teaching students with significant cognitive disabilities. The training included: 1. Writing Lesson Plans 2. Understanding IEPs, Matrix, Behavior Plans 3. Embedded Skills Grid 4. Instructional Blueprints 5. Focus Calendars 6. Curriculum and 7. Understanding CCSS.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Because we are an ESE Center School, Rtl is typically completed at mainstream school locations. Should the need arise to address Rtl eligibility with our population, we convene as an Rtl team to evaluate data collected in order to identify the problem, develop a hypothesis and create a plan to deliver strategies that will assist in student success.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Robin Meyers-Principal, Debbie Stedelin-Assistant Principal, Melissa Walker-Guidance Counselor, Corey Lott-ESE School Specialist, Kerina Jones-School Psychologist, Jacqueline Ashley-Social Worker,

and specific teacher representation.

Because we are an ESE Center School, Rtl is typically completed at mainstream school locations. Should the need arise to address Rtl eligibility with our population, we convene as an Rtl team to evaluate data collected in order to identify the problem, develop a hypothesis and create a plan to deliver strategies that will assist in student success.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

This is not an applicable area for Lake Hills.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

This is not an applicable area for Lake Hills.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

This is not an applicable area for Lake Hills.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Summer Program****Minutes added to school year:** 4,290

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

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

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

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Robin Meyers, Principal and Deborah Stedelin, Assistant Principal

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

| <b>Name</b>          | <b>Title</b>        |
|----------------------|---------------------|
| Robin Meyers         | Principal           |
| Deborah Stedelin     | Assistant Principal |
| Jordan Bombard       | Teacher             |
| Gina Cimino          | Teacher             |
| Vilmary Tautiva      | Teacher             |
| Liz Muruaga-Castillo | Teacher             |

**How the school-based LLT functions**

The Lake Hills LLT meets a minimum of twice a month, but often meets weekly because of the ongoing school literacy initiatives. The LLT has led our school in a complete paradigm shift in teaching and learning since 2008. In 2008, the FLDOE developed and implemented the Sunshine State Standards Access Points as a means to provide students with significant cognitive disabilities access to the general curriculum. The Access Points replaced functional skills which was the foundation of teaching students with significant cognitive disabilities. Our journey has been successful and our scores reflect student growth over the last four years with the implementation of the new Florida Alternate Assessment in 2009.

**Major initiatives of the LLT**

- (1) Encouraging our teachers for continued implementation of the FCIM including the Common Core State Standards, Focus Calendars, Common Board Configuration, Blueprints, and Marzano elements.
- (2) A smooth transition from using a specialized Reading Curriculum for SwSCD to preparing our teachers to utilize the mainstream curriculum being used throughout the district.

### Every Teacher Contributes to Reading Instruction

#### How the school ensures every teacher contributes to the reading improvement of every student

Our research-based reading curriculum is anchored not only on content but also strategies to address the different modalities by which students learn. In addition a myriad of augmentative/alternative communication devices, assistive technology, and switches are used to address the different ways our students communicate and to enable them to respond to instruction.

### College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

The Lake Hills School has identified approximately 45 students who are aged 18 to 21 who can benefit from a fully-developed vocational program. While these students will remain in the school until the mandated age of 22, the school and the Lake County School District recognizes its responsibility to help these students to attain a meaningful transition into adulthood to include significant aspects of community involvement and employment as appropriate to the individual needs and potential. While the intensive physical and medical needs of other older students in the school will require transition into adulthood with an essential emphasis upon respite care and medical support, these 45 students can aspire to a variety of vocational opportunities with appropriate training and support.

#### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Lake Hills has implemented a multi-phase vocational program for these 45 students. This program will also serve other students as they "age into" a need for such services.

The phases are as follows:

1. Pre-Vocational- This service includes training in activities of daily living, practical and applied mathematics (sign identification, budgeting), cooperation with others, attention to task, and following directions.
2. Work Adjustment- Building upon the academically and socially related skills taught in the Pre-Vocational Phase, students will participate in a variety of work and work-related activities within the school setting. Work Adjustment teaches the value and purpose of meaningful work, whatever the work is. It is taught by the example of family and teachers and reinforced by exposure to actual, though school-based work experiences. In this phase, students are supervised and trained by vocational teachers and teacher assistants in a variety of simulated and real work settings created in the school. These include, but are not limited to:
  - a) A teaching kitchen designed to build upon the family food preparation skills taught in the Pre-

Vocational Phase. This kitchen also focuses upon more commercial food service applications including work stations for dish washing, salad preparation, vegetable preparation, table service and busing and other related functions.

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

c) Mobile work crews, within the school which teach janitorial services, mail sorting, and delivery and message delivery.

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

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

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

5. Supported Employment- Students who successfully participate in the Work Adjustment and Volunteer Worksite Phases will move into this phase which is defined as paid, integrated employment in the community. This phase itself has several possible integration techniques, all of which require the initial full-time supervision of school staff as job coaches and onsite trainers. These techniques follow the models described above in the Work Adjustment Phase but move the training location into the community with local employers. This is our Enclave phase where small groups of students will work, under school staff supervision, at a community employer's site but will remain at the one site to complete a specific job function. An example, and there are many, would be a group of student workers who actually operate all or part of an employer's mail sorting function at the employer's worksite.

### **Strategies for improving student readiness for the public postsecondary level**

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 47%           | 30%           | No          | 52%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 28%           | 25%           | No          | 36%           |
| Hispanic                   | 48%           | 16%           | No          | 54%           |
| White                      | 53%           | 31%           | No          | 57%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 47%           | 30%           | No          | 52%           |
| Economically disadvantaged | 45%           | 27%           | No          | 51%           |

### Florida Alternate Assessment (FAA)

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | 24   | 24%           | 26%           |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 7%            |

### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 53            | 52%           | 54%           |
| Students in lowest 25% making learning gains (FCAT 2.0) |               |               |               |

### Area 2: Writing

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 |               |               |               |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | 23            | 23%           | 25%           |

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 33%           | 25%           | No          | 40%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 23%           | 20%           | No          | 30%           |
| Hispanic                   | 37%           | 26%           | No          | 43%           |
| White                      | 37%           | 24%           | No          | 43%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 33%           | 25%           | No          | 40%           |
| Economically disadvantaged | 33%           | 26%           | No          | 39%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] |               | 46%           |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] |               | 13%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 54            | 54%           | 56%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) |               |               |               |

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 33%           | 25%           | No          | 40%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 23%           | 20%           | No          | 30%           |
| Hispanic                   | 37%           | 26%           | No          | 43%           |
| White                      | 37%           | 24%           | No          | 43%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 33%           | 25%           | No          | 40%           |
| Economically disadvantaged | 33%           | 26%           | No          | 39%           |



**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 37%           |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 0%            |

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 46%           |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 13%           |

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 34%           |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 2%            |

**High School Science**

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 59%           |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 16%           |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Lake Hills School will continue the parent training program and student/parent social events. We will offer parents a variety of workshops specifically designed for caring for children with significant cognitive disabilities including ASD. Workshops include:

1. Teaching academics to SwSCD.
2. Guardianship
3. Transition Planning
4. Behavior Management
5. IEP Training

**Specific Parental Involvement Targets**

| Target  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Lake Hill School will increase parent involvement to 17%. | 25            | 15%           | 17%           |

## Goals Summary

- G1.** New Teachers will acquire necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the 2013-2014 school year.
- G2.** During the 2012-2013 school year 29% (15 of the 52) teacher assistants resigned or transferred from Lake Hills School. Lake Hills School will decrease the number of teacher assistant resignations/transfers to 20% during the 2013-2014 school year.
- G3.** The number of students achieving learning gains in Reading on the 2013-2014 FAA will increase from 52% to 54%.
- G4.** The number of students achieving learning gains in Mathematics on the 2013-2014 FAA will increase from 54% to 56%
- G5.** The number of students achieving learning gains in Writing on the 2013-2014 FAA will increase from 23% to 25%
- G6.** The number of students achieving learning gains in Elementary Science on the 2013-2014 FAA will increase from 44% to 46%
- G7.** The number of students achieving learning gains in Middle School Science on the 2013-2014 FAA will increase from 32% to 34%
- G8.** The number of students achieving learning gains in High School Science on the 2013-2014 FAA will increase from 57% to 59%

## Goals Detail

**G1. New Teachers will acquire necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the 2013-2014 school year.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Various Training Programs

**Targeted Barriers to Achieving the Goal**

- Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

## Plan to Monitor Progress Toward the Goal

District TOPS-New Teacher Orientation Program District ESE Trainings/Workshops Lake Hills School Professional Development Plan FDLRS Trainings/Workshops

### **Person or Persons Responsible**

All new teachers

### **Target Dates or Schedule:**

On-going throughout the 2013-2014.

### **Evidence of Completion:**

New Teachers will implement the new techniques they have learned through the District TOPS Program, District ESE Trainings/Workshops, Lake Hills School Professional Development Plan, and FDLRS Trainings/Workshops within their classroom to assist with student achievement.

**G2.** During the 2012-2013 school year 29% (15 of the 52) teacher assistants resigned or transferred from Lake Hills School. Lake Hill School will decrease the number of teacher assistant resignations/transfers to 20% during the 2013-2014 school year.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Teacher Assistant Capacity Builder school-wide initiative

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

- Lack of understanding the various issues we face that cause a low retention rate for teacher assistants.

### Plan to Monitor Progress Toward the Goal

TA Capacity Builder Group professional training series

#### Person or Persons Responsible

Robin Meyers, Principal Debbie Stedelin, Asst. Principal Missy Walker, Guidance Counselor

#### Target Dates or Schedule:

through the school year

#### Evidence of Completion:

Evaluations of each training; sign-in sheet; training agendas

**G3.** The number of students achieving learning gains in Reading on the 2013-2014 FAA will increase from 52% to 54%.

#### Targets Supported

#### Resources Available to Support the Goal

- Curriculum and Supplemental Curriculum Resources: 1. Reading Wonders 3. Safari Montage

#### Targeted Barriers to Achieving the Goal

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

### Plan to Monitor Progress Toward the Goal

Lesson Study: Utilize the Lesson Study Process to assist in the implementation of the new Reading Wonders curriculum. Academic Services: C2 Collaborative Cohort

#### Person or Persons Responsible

Lesson Study: Lesson Study Facilitators Administration Academic Services: Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### Target Dates or Schedule:

Lesson Study: 1. Throughout the lesson study process. 2. Daily student data collection on math CCSS9-19-2013 Academic Services: 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### Evidence of Completion:

Lesson Study: Data is taken daily on every student regarding their level of performance in math. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

**G4.** The number of students achieving learning gains in Mathematics on the 2013-2014 FAA will increase from 54% to 56%

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math Growing with Mathematics Teaching to the Standards: Math Safari Montage

**Targeted Barriers to Achieving the Goal**

- Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**Plan to Monitor Progress Toward the Goal**

Lesson Study: Utilize the Lesson Study Process to assist in the support of the Mathematics curriculum.  
Academic Services: C2 Collaborative Cohort

**Person or Persons Responsible**

Lesson Study: Lesson Study Facilitators Administration Academic Services: Gina Hay Jordan Bombard  
Rikki Kotz Vilmary Tautiva

**Target Dates or Schedule:**

Lesson Study: 1. Throughout the lesson study process. 2. Daily student data collection on math CCSS  
Academic Services: 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014 Teacher Leader  
Trainings: 10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

**Evidence of Completion:**

Lesson Study: Data is taken daily on every student regarding their level of performance in math. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

**G5.** The number of students achieving learning gains in Writing on the 2013-2014 FAA will increase from 23% to 25%

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- First Author Writing Program Reading Wonders

**Targeted Barriers to Achieving the Goal**

- Due all of our students having significant cognitive disabilities, we have multiple levels of learning.



## Plan to Monitor Progress Toward the Goal

Lesson Study: Utilize the Lesson Study Process to assist in the support of the Writing curriculum. Academic Services: C2 Collaborative Cohort

### Person or Persons Responsible

Lesson Study: Lesson Study Facilitators Administration Academic Services: Gina Hay Jordan Bombard  
Rikki Kotz Vilmary Tautiva

### Target Dates or Schedule:

Lesson Study: 1. Throughout the lesson study process. 2. Daily student data collection on math CCSS  
Academic Services: 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014 Teacher Leader  
Trainings: 10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

### Evidence of Completion:

Lesson Study: Data is taken daily on every student regarding their level of performance in math. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

**G6.** The number of students achieving learning gains in Elementary Science on the 2013-2014 FAA will increase from 44% to 46%

### Targets Supported

- Science - Elementary School

### Resources Available to Support the Goal

- Teaching to Standards:Science SRA Snapshots:Simply Science Content Essentials:Science Safari Montage

### Targeted Barriers to Achieving the Goal

- Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

## Plan to Monitor Progress Toward the Goal

Academic Services: C2 Collaborative Cohort Webinar: Content Essentials:Science

### Person or Persons Responsible

Academic Services: Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva Webinar: Classroom Teachers

### Target Dates or Schedule:

Academic Services: 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014 Teacher Leader Trainings: 10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014 Webinar: September 27,2013 8:30-11:00 am

### Evidence of Completion:

Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student. Webinar: Teachers will utilize information received through the Pearson Webinar to increase student performance. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

**G7.** The number of students achieving learning gains in Middle School Science on the 2013-2014 FAA will increase from 32% to 34%

### Targets Supported

- Science - Middle School

### Resources Available to Support the Goal

- Teaching to Standards:Science SRA Snapshots:Simply Science Content Essentials:Science Safari Montage

### Targeted Barriers to Achieving the Goal

- Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

## Plan to Monitor Progress Toward the Goal

Academic Services: C2 Collaborative Cohort Webinar: Content Essentials:Science

### Person or Persons Responsible

Academic Services: Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva Webinar: Classroom Teachers

### Target Dates or Schedule:

Academic Services: 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014 Teacher Leader Trainings: 10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014 Webinar: September 27,2013 8:30-11:00 am Webinar: Teachers will utilize information received through the Pearson Webinar to increase student performance. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

### Evidence of Completion:

Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

**G8.** The number of students achieving learning gains in High School Science on the 2013-2014 FAA will increase from 57% to 59%

### Targets Supported

- Science - High School

### Resources Available to Support the Goal

- Teaching to Standards:Science SRA Snapshots:Simply Science Content Essentials:Science Safari Montage

### Targeted Barriers to Achieving the Goal

- Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

## Plan to Monitor Progress Toward the Goal

Academic Services: C2 Collaborative Cohort Webinar: Content Essentials:Science

### **Person or Persons Responsible**

Academic Services: Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva Webinar: Classroom Teachers

### **Target Dates or Schedule:**

Academic Services: 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014 Teacher Leader

Trainings: 10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014 Webinar: September 27,2013  
8:30-11:00 am

### **Evidence of Completion:**

Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student. Webinar: Teachers will utilize information received through the Pearson Webinar to increase student performance. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** New Teachers will acquire necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the 2013-2014 school year.

**G1.B1** Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

**G1.B1.S1** District TOPS-New Teacher Orientation Program

#### Action Step 1

District TOPS-New Teacher Orientation Program

#### Person or Persons Responsible

New Teachers

#### Target Dates or Schedule

On-going throughout the 2013-2014.

#### Evidence of Completion

Successful completion of the District TOPS Program

#### Facilitator:

Academic Services Department

#### Participants:

All new teachers

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

District TOPS-New Teacher Orientation Program

#### Person or Persons Responsible

New Teachers

#### Target Dates or Schedule

On-going throughout the 2013-2014.

#### Evidence of Completion

Successful completion of the District TOPS Program

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

District TOPS-New Teacher Orientation Program

### Person or Persons Responsible

All new teachers

### Target Dates or Schedule

On-going throughout the 2013-2014.

### Evidence of Completion

Successful completion of the District TOPS Program

## G1.B1.S2 District ESE Trainings/Workshops

### Action Step 1

District ESE Trainings/Workshops

### Person or Persons Responsible

All new teachers

### Target Dates or Schedule

August 6-8, 2013

### Evidence of Completion

Sign-up sheets, awarded MIP points

### Facilitator:

District ESE Department

### Participants:

All new teachers

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

District ESE Trainings/Workshops

### **Person or Persons Responsible**

All new teachers

### **Target Dates or Schedule**

August 6-8, 2013

### **Evidence of Completion**

Sign-up sheets, awarded MIP points

## **Plan to Monitor Effectiveness of G1.B1.S2**

District ESE Trainings/Workshops

### **Person or Persons Responsible**

All new teachers

### **Target Dates or Schedule**

August 6-8, 2013

### **Evidence of Completion**

Successful completion of trainings/workshops.

### **G1.B1.S3 Lake Hills School Professional Development**

#### **Action Step 1**

Lake Hills School Professional Development

##### **Person or Persons Responsible**

All new teachers

##### **Target Dates or Schedule**

7/8-10/2013 7/15-18/2013 7/22-25/2013

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

Successful completion of all Lake Hills trainings.

##### **Facilitator:**

Gina Hay Missy Walker Jordan Bombard Becky Hopkins Robin Meyers

##### **Participants:**

All new teachers

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

Lake Hills School Professional Development

##### **Person or Persons Responsible**

All new teachers

##### **Target Dates or Schedule**

7/8-10/2013 7/15-18/2013 7/22-25/2013

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

Successful completion of all Lake Hills Professional Development.



### Plan to Monitor Effectiveness of G1.B1.S3

Lake Hills Professional Development

**Person or Persons Responsible**

All new teachers

**Target Dates or Schedule**

7/8-10/2013 7/15-18/2013 7/22-25/2013

**Evidence of Completion**

Successful completion of all Lake Hills trainings

### G1.B1.S4 FDLRS Trainings/Workshops

**Action Step 1**

FDLRS Trainings/Workshops

**Person or Persons Responsible**

All new teachers

**Target Dates or Schedule**

6/10-13/2013 7/30-31/2013

**Evidence of Completion**

Successful completion of FDLRS trainings /workshops

**Facilitator:**

FDLRS

**Participants:**

All new teachers

### Plan to Monitor Fidelity of Implementation of G1.B1.S4

FDLRS Trainings/Workshops

**Person or Persons Responsible**

All new teachers

**Target Dates or Schedule**

6/10-13/2013 7/30-31/2013

**Evidence of Completion**

Successful completion of FDLRS trainings /workshops

### Plan to Monitor Effectiveness of G1.B1.S4

FDLRS Trainings/Workshops

**Person or Persons Responsible**

All new teachers

**Target Dates or Schedule**

6/10-13/2013 7/30-31/2013

**Evidence of Completion**

Successful completion of FDLRS trainings /workshops

**G2.** During the 2012-2013 school year 29% (15 of the 52) teacher assistants resigned or transferred from Lake Hills School. Lake Hill School will decrease the number of teacher assistant resignations/transfers to 20% during the 2013-2014 school year.

**G2.B1** Lack of understanding the various issues we face that cause a low retention rate for teacher assistants.

**G2.B1.S1** Facilitate a Situation Appraisal from Tregoe Analytic Process to identify the various issues or concerns we face in teacher assistant retention rates.

### **Action Step 1**

Utilize the Tregoe Analytic Process to understand the barriers and needs of teacher assistants at Lake Hill School to clarify the issues related to low TA retention rates.

#### **Person or Persons Responsible**

Robin Meyers, Principal Debbie Stedelin, Asst. Principal Missy Walker, Guidance Counselor

#### **Target Dates or Schedule**

8-21-13 2:00 - 3:00 pm 8-28-13 2:00 - 3:00 pm

#### **Evidence of Completion**

Meeting Agendas Situation Appraisal Worksheet

#### **Facilitator:**

#### **Participants:**

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

The teams will generate a Situation Appraisal worksheet as an artifact of their meetings.

#### **Person or Persons Responsible**

Debbie Stedelin, Asst. Principal Missy Walker, Guidance Counselor Robin Meyers, Principal

#### **Target Dates or Schedule**

August 2013

#### **Evidence of Completion**

The Situation Appraisal Worksheets will serve to (1)develop a survey for teacher assistant professional development, and (2) organize the TA Capacity Builder Leadership Team.

## **Plan to Monitor Effectiveness of G2.B1.S1**

TA Situation Appraisal process

### **Person or Persons Responsible**

Robin Meyers, Principal Debbie Stedelin, Asst. Principal Missy Walker, Guidance Counselor

### **Target Dates or Schedule**

8/29/13

### **Evidence of Completion**

1.Development of TA professional development needs survey 2.Selection of the TA Capacity Builder Leadership Team members

**G2.B1.S2** Develop and implement a professional training series for teacher assistants based on survey results.

### **Action Step 1**

Survey teacher assistants on their professional development needs. The survey is based on the needs identified in the Situation Appraisal meeting held in August, 2013. We created a professional develop training series for TAs based on needs survey.

#### **Person or Persons Responsible**

Robin Meyers, Principal Debbie Stedelin, Assistant Principal Missy Walker, Guidance Counselor

#### **Target Dates or Schedule**

TA TRAINING SERIES; 9/18/13 Reading Wonders/Safari Montage 2:00 - 3:00 pm 9/25/13 Marzano Strategy - Setting High Expectations for ESE Students 10/9/13 Communication Strategies for Students with Significant Cognitive Disabilities 10/30/13 Behavior Strategies: 1) Triggers, 2) Tone of Voice, 4) De-escalation Techniques, 5) Removing Distractions 12/4/13 CCSS and IEP Data Collection 1/29/14 Marzano's Strategies for Establishing and Maintaining Effective Relationships with Students 2/12/14 Everyday technology that can be used as assistive technology to increase learning gains for students without disabilities

#### **Evidence of Completion**

Professional development evaluations Sign-in sheets

#### **Facilitator:**

1. Jordan Bombard and Bryan Miller (Reading Wonders & Safari Montage); 2. Jordan Bombard and Bryan Miller (Marzano Strategy - Setting High Expectations for ESE Students) 3. Janine Vigrass, SLP and Janine Vigrass (Communication Strategies for Students with Significant Cognitive Disabilities) 4. Ollie Patterson and Bryan Wilcoxson (Behavior Strategies: 1) Triggers, 2) Tone of Voice, 3) Non-verbal Communication, 4) De-escalation Techniques, 5) Removing Distractions, and 6) Corraling Students into Academics. 5. Robin Meyers, Principal (CCSS and IEP Data Collection) 6. Vilmary Tautiva (Marzano's Strategies for Establishing and Maintaining Effective Relationships with Students) 7. Jeff Davis: (Everyday technology that can be used as assistive technology to increase learning gains for students with or without disabilities).

#### **Participants:**

All 52 Teacher Assistants

## **Action Step 2**

Teacher Assistant Capacity Builder Leadership Team to facilitate TA Capacity Builder Initiative.

### **Person or Persons Responsible**

TA Capacity Builder Leadership Team: Paula Allen, Drundell Boulter, Mary Delong, Sharon McKenna, Tavole Anoi, Michelle Welch.

### **Target Dates or Schedule**

9/26/13; 10/24/13; 11/21/13; 12/9/13; 1/24/14; 2/28/14; 4/10/14; 5/9/14

### **Evidence of Completion**

Meeting Agendas; sign-in sheets

### **Facilitator:**

Missy Walker, Guidance Counselor Debbie Stedelin, Assistant Principal

### **Participants:**

TA Capacity Builder Leadership Team: Paula Allen, Drundell Boulter, Mary Delong, Sharon McKenna, Tavole Anoi, Michelle Welch.

## **Action Step 3**

Teacher Assistant Training by Departments (Elementary, Middle, and High School). Teachers from each department will collaborate to provide training in the classroom setting to their teacher assistants. This training gives TAs the opportunity for practical application from their training series addressed in the prior action step.

### **Person or Persons Responsible**

All teacher assistants and teachers

### **Target Dates or Schedule**

TA Training by Departments: 10/23/13; 11/13/13; 1/15/13; 3/5/13; 4/2/13 (all meetings are held from 2:00 - 3:00 pm).

### **Evidence of Completion**

Performance in the classroom; sign-in sheets; training evaluation.

### **Facilitator:**

### **Participants:**

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

Training evaluation

### Person or Persons Responsible

Robin Meyers, Principal Debbie Stedelin, Asst. Principal, Melissa Walker, Guidance Counselor,

### Target Dates or Schedule

After every training

### Evidence of Completion

Data summary of training evaluations

## Plan to Monitor Effectiveness of G2.B1.S2

TA Capacity Builder Training Series

### Person or Persons Responsible

Robin Meyers, Principal Debbie Stedelin, Asst. Principal, Melissa Walker, Guidance Counselor

### Target Dates or Schedule

All scheduled training throughout the school year

### Evidence of Completion

Training evaluations, Agenda, Sign in Sheets

**G3.** The number of students achieving learning gains in Reading on the 2013-2014 FAA will increase from 52% to 54%.

**G3.B1** Due all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

**G3.B1.S1** Utilize the Lesson Study Process to implement the new Reading Wonders curriculum. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

### **Action Step 1**

Provide professional development for Reading Wonders through the Lesson Study Process. Within a multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson Study helps us to: 1. Design better lessons that get students engaged in thinking 2. Deepen our content knowledge 3. Examine the cause and effect relationship between teaching and learning 4. Discern more and less effective teaching strategies 5. Become more astute observers of students 6. Build supportive collegial relationships and enrich our professional lives

### **Person or Persons Responsible**

Classroom Teachers

### **Target Dates or Schedule**

LESSON STUDY CYCLE FOR READING WONDERS: 9-10-13 (Group 1) 8:30 – 2:00 9-11-13 (Group 2) 8:30 – 2:00 9-17-13 (Group 3 ) 8:30 – 3:00 9-18-13 (Group 4) 8:30 – 2:00 9-25-13 10:00-10:30 9-25-13 2:00 - 3:30 10-2-13 2:00 – 3:30 10-9-13 10:00-10:30 10-9-13 2:00-2:30

### **Evidence of Completion**

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

### **Facilitator:**

GROUP 1 - Gina Hay GROUP 2 - Vilmary Tautiva GROUP 3 - Jordan Bombard GROUP 4 - Bryan Miller

### **Participants:**

GROUP 1: T. Johnson M. McLaughlin R. Reynolds M. Abreu R. Lerner T. Schlenker GROUP 2: L. Helmes J. Vigrass R. Kotz D. Hass K. Castellanos M. Adamson GROUP 3: B. Fairservice J. Costa L. Hall O. Patterson K. Lower GROUP 4 Muruaga Kasha Kissew Werking Vucic Crewe Wilcoxson



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

Utilize the Lesson Study Process to assist in the implementation the new Reading Wonders curriculum.

#### **Person or Persons Responsible**

Lesson Study Facilitators and administration will monitor the fidelity of the lesson study process. Teachers will input daily data on reading CCSS so to monitor students progress daily.

#### **Target Dates or Schedule**

During the lesson study process. Teacher will input daily data on reading CCSS so to monitor students progress daily.

#### **Evidence of Completion**

Lesson Study Data Questions analysis Academic Data Collection on a regular basis

### **Plan to Monitor Effectiveness of G3.B1.S1**

Utilize the Lesson Study Process to assist in the implementation the new Reading Wonders curriculum.

#### **Person or Persons Responsible**

Classroom Teachers Administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of performance in reading. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study.

**G3.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **Action Step 1**

C2 Collaborative Cohort

#### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

#### **Facilitator:**

Academic Services

#### **Participants:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### **Action Step 2**

C2 Collaborative Cohort Trainings

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

#### **Facilitator:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants:**

Classroom Teachers

## **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

C2 Collaborative Cohort

### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

## **Plan to Monitor Effectiveness of G3.B1.S2**

C2 Collaborative Cohort

### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

**G4.** The number of students achieving learning gains in Mathematics on the 2013-2014 FAA will increase from 54% to 56%

**G4.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G4.B1.S1** Utilize the Lesson Study Process to support the various Math curriculum. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

### **Action Step 1**

Provide professional development for Mathematics Curriculum through the Lesson Study Process. Within a multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson Study helps us to: 1. Design better lessons that get students engaged in thinking 2. Deepen our content knowledge 3. Examine the cause and effect relationship between teaching and learning 4. Discern more and less effective teaching strategies 5. Become more astute observers of students 6. Build supportive collegial relationships and enrich our professional lives

### **Person or Persons Responsible**

Classroom Teachers

### **Target Dates or Schedule**

LESSON STUDY CYCLE FOR MATHEMATICS: 1-14-14 (Group 1) 8:30 – 2:00 1-15-14 (Group 2) 8:30 – 2:00 1-21-14 (Group 3 ) 8:30 – 3:00 1-22-14 (Group 4) 8:30 – 2:00 1-29-14 10:00-10:30 1-29-14 2:00 - 3:30 2-5-14 2:00 – 3:30 2-12-14 10:00-10:30 2-12-14 2:00-2:30

### **Evidence of Completion**

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

### **Facilitator:**

GROUP 1 - Gina Hay GROUP 2 - Vilmary Tautiva GROUP 3 - Jordan Bombard GROUP 4 - Bryan Miller

### **Participants:**

GROUP 1: T. Johnson M. McLaughlin R. Reynolds M. Abreu R. Lerner T. Schlenker GROUP 2: L. Helmes J. Vigrass R. Kotz D. Hass K. Castellanos M. Adamson GROUP 3: B. Fairservice J. Costa L. Hall O. Patterson K. Lower GROUP 4 Muruaga Kasha Kisse Werking Vucic Crewe Wilcoxson

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

Utilize the Lesson Study Process to support various Mathematics curriculum.

#### **Person or Persons Responsible**

Lesson Study Facilitators and administration will monitor the fidelity of the lesson study process. Teachers will input daily data on math CCSS so to monitor students progress daily.

#### **Target Dates or Schedule**

During the lesson study process. Teacher will input daily data on math CCSS so to monitor students progress daily.

#### **Evidence of Completion**

Lesson Study Data Questions analysis Academic Data Collection on a regular basis

### **Plan to Monitor Effectiveness of G4.B1.S1**

Utilize the Lesson Study Process to assist in the support of Mathematics curriculum.

#### **Person or Persons Responsible**

Classroom Teachers Administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of performance in math. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study.

**G4.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **Action Step 1**

C2 Collaborative Cohort

#### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

#### **Facilitator:**

Academic Services

#### **Participants:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### **Action Step 2**

C2 Collaborative Cohort Trainings

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

#### **Facilitator:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants:**

Classroom Teachers

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

C2 Collaborative Cohort

### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

## **Plan to Monitor Effectiveness of G4.B1.S2**

C2 Collaborative Cohort

### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

**G5.** The number of students achieving learning gains in Writing on the 2013-2014 FAA will increase from 23% to 25%

**G5.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G5.B1.S1** Utilize the Lesson Study Process to implement the new First Author Writing Program. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

### **Action Step 1**

Provide professional development for First Author through the Lesson Study Process. Within a multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson Study helps us to: 1. Design better lessons that get students engaged in thinking 2. Deepen our content knowledge 3. Examine the cause and effect relationship between teaching and learning 4. Discern more and less effective teaching strategies 5. Become more astute observers of students 6. Build supportive collegial relationships and enrich our professional lives

### **Person or Persons Responsible**

Classroom Teachers

### **Target Dates or Schedule**

LESSON STUDY CYCLE FOR FIRST AUTHOR: 4-1-14 (Group 1) 8:30 – 2:00 4-2-14 (Group 2) 8:30 – 2:00 4-8-14 (Group 3 ) 8:30 – 3:00 4-9-14 (Group 4) 8:30 – 2:00 4-16-14 10:00-10:30 4-16-14 2:00 - 3:30 4-23-14 2:00 – 3:30 4-30-14 10:00-10:30 4-30-14 2:00-2:30

### **Evidence of Completion**

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

### **Facilitator:**

GROUP 1 - Gina Hay GROUP 2 - Vilmary Tautiva GROUP 3 - Jordan Bombard GROUP 4 - Bryan Miller

### **Participants:**

GROUP 1: T. Johnson M. McLaughlin R. Reynolds M. Abreu R. Lerner T. Schlenker GROUP 2: L. Helmes J. Vigrass R. Kotz D. Hass K. Castellanos M. Adamson GROUP 3: B. Fairservice J. Costa L. Hall O. Patterson K. Lower GROUP 4 Muruaga Kasha Kisse Werking Vucic Crewe Wilcoxson



### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Utilize the Lesson Study Process to assist in the implementation the new First Author Writing Program.

#### **Person or Persons Responsible**

Lesson Study Facilitators and administration will monitor the fidelity of the lesson study process. Teachers will input daily data on writing CCSS so to monitor students progress daily.

#### **Target Dates or Schedule**

During the lesson study process. Teacher will input daily data on writing CCSS so to monitor students progress daily.

#### **Evidence of Completion**

Lesson Study Data Questions analysis Academic Data Collection on a regular basis

### **Plan to Monitor Effectiveness of G5.B1.S1**

Utilize the Lesson Study Process to assist in the implementation the new First Author Writing Program.

#### **Person or Persons Responsible**

Classroom Teachers Administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of performance in writing. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study.

**G5.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **Action Step 1**

C2 Collaborative Cohort

#### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

#### **Facilitator:**

Academic Services

#### **Participants:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### **Action Step 2**

C2 Collaborative Cohort Trainings

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

#### **Facilitator:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants:**

Classroom Teachers

## **Plan to Monitor Fidelity of Implementation of G5.B1.S2**

C2 Collaborative Cohort

### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

## **Plan to Monitor Effectiveness of G5.B1.S2**

C2 Collaborative Cohort

### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

**G6.** The number of students achieving learning gains in Elementary Science on the 2013-2014 FAA will increase from 44% to 46%

**G6.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G6.B1.S1** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Action Step 1**

C2 Collaborative Cohort

**Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

**Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

**Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Facilitator:**

Academic Services

**Participants:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

## **Action Step 2**

### **C2 Collaborative Cohort Trainings**

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

#### **Facilitator:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants:**

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

#### **C2 Collaborative Cohort**

#### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

## Plan to Monitor Effectiveness of G6.B1.S1

### C2 Collaborative Cohort

#### Person or Persons Responsible

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### Target Dates or Schedule

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

**G6.B1.S2** Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### Action Step 1

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

September 27, 2013 8:30-11:00 am

#### Evidence of Completion

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

#### Facilitator:

Pearson Learning

#### Participants:

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

September 27, 2013 8:30-11:00 am

#### **Evidence of Completion**

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

### **Plan to Monitor Effectiveness of G6.B1.S2**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

September 27, 2013 8:30-11:00 am

#### **Evidence of Completion**

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

**G7.** The number of students achieving learning gains in Middle School Science on the 2013-2014 FAA will increase from 32% to 34%

**G7.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G7.B1.S1** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Action Step 1**

C2 Collaborative Cohort

**Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

**Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

**Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Facilitator:**

Academic Services

**Participants:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva



## **Action Step 2**

### **C2 Collaborative Cohort Trainings**

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

#### **Facilitator:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants:**

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

#### **C2 Collaborative Cohort**

#### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

## Plan to Monitor Effectiveness of G7.B1.S1

### C2 Collaborative Cohort

#### Person or Persons Responsible

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### Target Dates or Schedule

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

**G7.B1.S2** Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### Action Step 1

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

September 27, 2013 8:30-11:00 am

#### Evidence of Completion

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

#### Facilitator:

Pearson Learning

#### Participants:

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S2**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

September 27, 2013 8:30-11:00 am

#### **Evidence of Completion**

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

### **Plan to Monitor Effectiveness of G7.B1.S2**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

September 27, 2013 8:30-11:00 am

#### **Evidence of Completion**

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

**G8.** The number of students achieving learning gains in High School Science on the 2013-2014 FAA will increase from 57% to 59%

**G8.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G8.B1.S1** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Action Step 1**

C2 Collaborative Cohort

**Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

**Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

**Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Facilitator:**

Academic Services

**Participants:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

## **Action Step 2**

### **C2 Collaborative Cohort Trainings**

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

#### **Facilitator:**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants:**

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

#### **C2 Collaborative Cohort**

#### **Person or Persons Responsible**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

## Plan to Monitor Effectiveness of G8.B1.S1

C2 Collaborative Cohort

### Person or Persons Responsible

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

### Target Dates or Schedule

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

### Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

**G8.B1.S2** Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

### Action Step 1

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

September 27, 2013 8:30-11:00 am

#### Evidence of Completion

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

#### Facilitator:

Pearson Learning

#### Participants:

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G8.B1.S2**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

September 27, 2013 8:30-11:00 am

#### **Evidence of Completion**

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

### **Plan to Monitor Effectiveness of G8.B1.S2**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

September 27, 2013 8:30-11:00 am

#### **Evidence of Completion**

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** New Teachers will acquire necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the 2013-2014 school year.

**G1.B1** Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

**G1.B1.S1** District TOPS-New Teacher Orientation Program

### **PD Opportunity 1**

District TOPS-New Teacher Orientation Program

#### **Facilitator**

Academic Services Department

#### **Participants**

All new teachers

#### **Target Dates or Schedule**

On-going throughout the 2013-2014.

#### **Evidence of Completion**

Successful completion of the District TOPS Program

### **G1.B1.S2 District ESE Trainings/Workshops**

#### **PD Opportunity 1**

District ESE Trainings/Workshops

##### **Facilitator**

District ESE Department

##### **Participants**

All new teachers

##### **Target Dates or Schedule**

August 6-8, 2013

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

Sign-up sheets, awarded MIP points

### **G1.B1.S3 Lake Hills School Professional Development**

#### **PD Opportunity 1**

Lake Hills School Professional Development

##### **Facilitator**

Gina Hay Missy Walker Jordan Bombard Becky Hopkins Robin Meyers

##### **Participants**

All new teachers

##### **Target Dates or Schedule**

7/8-10/2013 7/15-18/2013 7/22-25/2013

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

Successful completion of all Lake Hills trainings.

## **G1.B1.S4 FDLRS Trainings/Workshops**

### **PD Opportunity 1**

FDLRS Trainings/Workshops

#### **Facilitator**

FDLRS

#### **Participants**

All new teachers

#### **Target Dates or Schedule**

6/10-13/2013 7/30-31/2013

#### **Evidence of Completion**

Successful completion of FDLRS trainings /workshops

**G2.** During the 2012-2013 school year 29% (15 of the 52) teacher assistants resigned or transferred from Lake Hills School. Lake Hill School will decrease the number of teacher assistant resignations/transfers to 20% during the 2013-2014 school year.

**G2.B1** Lack of understanding the various issues we face that cause a low retention rate for teacher assistants.

**G2.B1.S1** Facilitate a Situation Appraisal from Tregoe Analytic Process to identify the various issues or concerns we face in teacher assistant retention rates.

### **PD Opportunity 1**

Utilize the Tregoe Analytic Process to understand the barriers and needs of teacher assistants at Lake Hill School to clarify the issues related to low TA retention rates.

#### **Facilitator**

#### **Participants**

#### **Target Dates or Schedule**

8-21-13 2:00 - 3:00 pm 8-28-13 2:00 - 3:00 pm

#### **Evidence of Completion**

Meeting Agendas Situation Appraisal Worksheet

**G2.B1.S2** Develop and implement a professional training series for teacher assistants based on survey results.

### **PD Opportunity 1**

Survey teacher assistants on their professional development needs. The survey is based on the needs identified in the Situation Appraisal meeting held in August, 2013. We created a professional develop training series for TAs based on needs survey.

#### **Facilitator**

1. Jordan Bombard and Bryan Miller (Reading Wonders & Safari Montage); 2. Jordan Bombard and Bryan Miller (Marzano Strategy - Setting High Expectations for ESE Students) 3. Janine Vigrass, SLP and Janine Vigrass (Communication Strategies for Students with Significant Cognitive Disabilities) 4. Ollie Patterson and Bryan Wilcoxson (Behavior Strategies: 1) Triggers, 2) Tone of Voice, 3) Non-verbal Communication, 4) De-escalation Techniques, 5) Removing Distractions, and 6) Corraling Students into Academics. 5. Robin Meyers, Principal (CCSS and IEP Data Collection) 6. Vilmary Tautiva (Marzano's Strategies for Establishing and Maintaining Effective Relationships with Students) 7. Jeff Davis: (Everyday technology that can be used as assistive technology to increase learning gains for students with or without disabilities).

#### **Participants**

All 52 Teacher Assistants

#### **Target Dates or Schedule**

TA TRAINING SERIES; 9/18/13 Reading Wonders/Safari Montage 2:00 - 3:00 pm 9/25/13 Marzano Strategy - Setting High Expectations for ESE Students 10/9/13 Communication Strategies for Students with Significant Cognitive Disabilities 10/30/13 Behavior Strategies: 1) Triggers, 2) Tone of Voice, 4) De-escalation Techniques, 5) Removing Distractions 12/4/13 CCSS and IEP Data Collection 1/29/14 Marzano's Strategies for Establishing and Maintaining Effective Relationships with Students 2/12/14 Everyday technology that can be used as assistive technology to increase learning gains for students without disabilities

#### **Evidence of Completion**

Professional development evaluations Sign-in sheets

## **PD Opportunity 2**

Teacher Assistant Capacity Builder Leadership Team to facilitate TA Capacity Builder Initiative.

### **Facilitator**

Missy Walker, Guidance Counselor Debbie Stedelin, Assistant Principal

### **Participants**

TA Capacity Builder Leadership Team: Paula Allen, Drundell Boulter, Mary Delong, Sharon McKenna, Tavole Anoi, Michelle Welch.

### **Target Dates or Schedule**

9/26/13; 10/24/13; 11/21/13; 12/9/13; 1/24/14; 2/28/14; 4/10/14; 5/9/14

### **Evidence of Completion**

Meeting Agendas; sign-in sheets

## **PD Opportunity 3**

Teacher Assistant Training by Departments (Elementary, Middle, and High School). Teachers from each department will collaborate to provide training in the classroom setting to their teacher assistants. This training gives TAs the opportunity for practical application from their training series addressed in the prior action step.

### **Facilitator**

### **Participants**

### **Target Dates or Schedule**

TA Training by Departments: 10/23/13; 11/13/13; 1/15/13; 3/5/15; 4/2/15 (all meetings are held from 2:00 - 3:00 pm).

### **Evidence of Completion**

Performance in the classroom; sign-in sheets; training evaluation.

**G3.** The number of students achieving learning gains in Reading on the 2013-2014 FAA will increase from 52% to 54%.

**G3.B1** Due all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

**G3.B1.S1** Utilize the Lesson Study Process to implement the new Reading Wonders curriculum. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

### **PD Opportunity 1**

Provide professional development for Reading Wonders through the Lesson Study Process. Within a multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson Study helps us to: 1. Design better lessons that get students engaged in thinking 2. Deepen our content knowledge 3. Examine the cause and effect relationship between teaching and learning 4. Discern more and less effective teaching strategies 5. Become more astute observers of students 6. Build supportive collegial relationships and enrich our professional lives

#### **Facilitator**

GROUP 1 - Gina Hay GROUP 2 - Vilmary Tautiva GROUP 3 - Jordan Bombard GROUP 4 - Bryan Miller

#### **Participants**

GROUP 1: T. Johnson M. McLaughlin R. Reynolds M. Abreu R. Lerner T. Schlenker GROUP 2: L. Helmes J. Vigrass R. Kotz D. Hass K. Castellanos M. Adamson GROUP 3: B. Fairservice J. Costa L. Hall O. Patterson K. Lower GROUP 4 Muruaga Kasha Kissew Werking Vucic Crewe Wilcoxson

#### **Target Dates or Schedule**

LESSON STUDY CYCLE FOR READING WONDERS: 9-10-13 (Group 1) 8:30 – 2:00 9-11-13 (Group 2) 8:30 – 2:00 9-17-13 (Group 3 ) 8:30 – 3:00 9-18-13 (Group 4) 8:30 – 2:00 9-25-13 10:00-10:30 9-25-13 2:00 - 3:30 10-2-13 2:00 – 3:30 10-9-13 10:00-10:30 10-9-13 2:00-2:30

#### **Evidence of Completion**

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

**G3.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 1**

C2 Collaborative Cohort

#### **Facilitator**

Academic Services

#### **Participants**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 2**

C2 Collaborative Cohort Trainings

#### **Facilitator**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

**G4.** The number of students achieving learning gains in Mathematics on the 2013-2014 FAA will increase from 54% to 56%

**G4.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G4.B1.S1** Utilize the Lesson Study Process to support the various Math curriculum. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

### **PD Opportunity 1**

Provide professional development for Mathematics Curriculum through the Lesson Study Process. Within a multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson Study helps us to: 1. Design better lessons that get students engaged in thinking 2. Deepen our content knowledge 3. Examine the cause and effect relationship between teaching and learning 4. Discern more and less effective teaching strategies 5. Become more astute observers of students 6. Build supportive collegial relationships and enrich our professional lives

#### **Facilitator**

GROUP 1 - Gina Hay GROUP 2 - Vilmary Tautiva GROUP 3 - Jordan Bombard GROUP 4 - Bryan Miller

#### **Participants**

GROUP 1: T. Johnson M. McLaughlin R. Reynolds M. Abreu R. Lerner T. Schlenker GROUP 2: L. Helmes J. Vigrass R. Kotz D. Hass K. Castellanos M. Adamson GROUP 3: B. Fairservice J. Costa L. Hall O. Patterson K. Lower GROUP 4 Muruaga Kasha Kisse Werking Vucic Crewe Wilcoxson

#### **Target Dates or Schedule**

LESSON STUDY CYCLE FOR MATHEMATICS: 1-14-14 (Group 1) 8:30 – 2:00 1-15-14 (Group 2) 8:30 – 2:00 1-21-14 (Group 3 ) 8:30 – 3:00 1-22-14 (Group 4) 8:30 – 2:00 1-29-14 10:00-10:30 1-29-14 2:00 - 3:30 2-5-14 2:00 – 3:30 2-12-14 10:00-10:30 2-12-14 2:00-2:30

#### **Evidence of Completion**

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



**G4.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 1**

C2 Collaborative Cohort

#### **Facilitator**

Academic Services

#### **Participants**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 2**

C2 Collaborative Cohort Trainings

#### **Facilitator**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

**G5.** The number of students achieving learning gains in Writing on the 2013-2014 FAA will increase from 23% to 25%

**G5.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G5.B1.S1** Utilize the Lesson Study Process to implement the new First Author Writing Program. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

### **PD Opportunity 1**

Provide professional development for First Author through the Lesson Study Process. Within a multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson Study helps us to: 1. Design better lessons that get students engaged in thinking 2. Deepen our content knowledge 3. Examine the cause and effect relationship between teaching and learning 4. Discern more and less effective teaching strategies 5. Become more astute observers of students 6. Build supportive collegial relationships and enrich our professional lives

#### **Facilitator**

GROUP 1 - Gina Hay GROUP 2 - Vilmary Tautiva GROUP 3 - Jordan Bombard GROUP 4 - Bryan Miller

#### **Participants**

GROUP 1: T. Johnson M. McLaughlin R. Reynolds M. Abreu R. Lerner T. Schlenker GROUP 2: L. Helmes J. Vigrass R. Kotz D. Hass K. Castellanos M. Adamson GROUP 3: B. Fairservice J. Costa L. Hall O. Patterson K. Lower GROUP 4 Muruaga Kasha Kisse Wierking Vucic Crewe Wilcoxson

#### **Target Dates or Schedule**

LESSON STUDY CYCLE FOR FIRST AUTHOR: 4-1-14 (Group 1) 8:30 – 2:00 4-2-14 (Group 2) 8:30 – 2:00 4-8-14 (Group 3 ) 8:30 – 3:00 4-9-14 (Group 4) 8:30 – 2:00 4-16-14 10:00-10:30 4-16-14 2:00 - 3:30 4-23-14 2:00 – 3:30 4-30-14 10:00-10:30 4-30-14 2:00-2:30

#### **Evidence of Completion**

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

**G5.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 1**

C2 Collaborative Cohort

#### **Facilitator**

Academic Services

#### **Participants**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 2**

C2 Collaborative Cohort Trainings

#### **Facilitator**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

**G6.** The number of students achieving learning gains in Elementary Science on the 2013-2014 FAA will increase from 44% to 46%

**G6.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G6.B1.S1** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 1**

C2 Collaborative Cohort

#### **Facilitator**

Academic Services

#### **Participants**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 2**

C2 Collaborative Cohort Trainings

#### **Facilitator**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

**G6.B1.S2** Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**PD Opportunity 1**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**Facilitator**

Pearson Learning

**Participants**

Classroom Teachers

**Target Dates or Schedule**

September 27, 2013 8:30-11:00 am

**Evidence of Completion**

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

**G7.** The number of students achieving learning gains in Middle School Science on the 2013-2014 FAA will increase from 32% to 34%

**G7.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G7.B1.S1** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**PD Opportunity 1**

C2 Collaborative Cohort

**Facilitator**

Academic Services

**Participants**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

**Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

**Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

## **PD Opportunity 2**

### **C2 Collaborative Cohort Trainings**

#### **Facilitator**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

**G7.B1.S2** Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

## **PD Opportunity 1**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

#### **Facilitator**

Pearson Learning

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

September 27, 2013 8:30-11:00 am

#### **Evidence of Completion**

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.

**G8.** The number of students achieving learning gains in High School Science on the 2013-2014 FAA will increase from 57% to 59%

**G8.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G8.B1.S1** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 1**

C2 Collaborative Cohort

#### **Facilitator**

Academic Services

#### **Participants**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Target Dates or Schedule**

9-19-2013 10-24-2013 11-21-2013 12-19-2013 1-23-2014 2-20-2014

#### **Evidence of Completion**

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

### **PD Opportunity 2**

C2 Collaborative Cohort Trainings

#### **Facilitator**

Gina Hay Jordan Bombard Rikki Kotz Vilmary Tautiva

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

10-3-2013 11-7-2013 12-5-2013 1-9-2014 2-6-2014 3-6-2014

#### **Evidence of Completion**

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

**G8.B1.S2** Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**PD Opportunity 1**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**Facilitator**

Pearson Learning

**Participants**

Classroom Teachers

**Target Dates or Schedule**

September 27, 2013 8:30-11:00 am

**Evidence of Completion**

Sign-in sheets will show that teachers received training from Pearson regarding implementation of the Science curriculum.



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
|      | Total       | \$0   |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total |
|----------------|------------------------|-------|
|                |                        | \$0   |
| Total          |                        | \$0   |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** New Teachers will acquire necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the 2013-2014 school year.

**G1.B1** Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

**G1.B1.S3** Lake Hills School Professional Development

#### Action Step 1

Lake Hills School Professional Development

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G2.** During the 2012-2013 school year 29% (15 of the 52) teacher assistants resigned or transferred from Lake Hills School. Lake Hill School will decrease the number of teacher assistant resignations/transfers to 20% during the 2013-2014 school year.

**G2.B1** Lack of understanding the various issues we face that cause a low retention rate for teacher assistants.

**G2.B1.S2** Develop and implement a professional training series for teacher assistants based on survey results.

### **Action Step 1**

Survey teacher assistants on their professional development needs. The survey is based on the needs identified in the Situation Appraisal meeting held in August, 2013. We created a professional develop training series for TAs based on needs survey.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

#### **Funding Source**

#### **Amount Needed**

### **Action Step 2**

Teacher Assistant Capacity Builder Leadership Team to facilitate TA Capacity Builder Initiative.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

#### **Funding Source**

#### **Amount Needed**

**G3.** The number of students achieving learning gains in Reading on the 2013-2014 FAA will increase from 52% to 54%.

**G3.B1** Due all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

**G3.B1.S1** Utilize the Lesson Study Process to implement the new Reading Wonders curriculum. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

### **Action Step 1**

Provide professional development for Reading Wonders through the Lesson Study Process. Within a multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson Study helps us to: 1. Design better lessons that get students engaged in thinking 2. Deepen our content knowledge 3. Examine the cause and effect relationship between teaching and learning 4. Discern more and less effective teaching strategies 5. Become more astute observers of students 6. Build supportive collegial relationships and enrich our professional lives

### **Resource Type**

Evidence-Based Program

### **Resource**

### **Funding Source**

### **Amount Needed**

**G3.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Action Step 1**

C2 Collaborative Cohort

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G4.** The number of students achieving learning gains in Mathematics on the 2013-2014 FAA will increase from 54% to 56%

**G4.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G4.B1.S1** Utilize the Lesson Study Process to support the various Math curriculum. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

### **Action Step 1**

Provide professional development for Mathematics Curriculum through the Lesson Study Process. Within a multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson Study helps us to: 1. Design better lessons that get students engaged in thinking 2. Deepen our content knowledge 3. Examine the cause and effect relationship between teaching and learning 4. Discern more and less effective teaching strategies 5. Become more astute observers of students 6. Build supportive collegial relationships and enrich our professional lives

### **Resource Type**

Evidence-Based Program

### **Resource**

### **Funding Source**

### **Amount Needed**

**G4.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Action Step 1**

C2 Collaborative Cohort

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G5.** The number of students achieving learning gains in Writing on the 2013-2014 FAA will increase from 23% to 25%

**G5.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G5.B1.S1** Utilize the Lesson Study Process to implement the new First Author Writing Program. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

### **Action Step 1**

Provide professional development for First Author through the Lesson Study Process. Within a multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson Study helps us to: 1. Design better lessons that get students engaged in thinking 2. Deepen our content knowledge 3. Examine the cause and effect relationship between teaching and learning 4. Discern more and less effective teaching strategies 5. Become more astute observers of students 6. Build supportive collegial relationships and enrich our professional lives

### **Resource Type**

Evidence-Based Program

### **Resource**

### **Funding Source**

### **Amount Needed**

**G5.B1.S2** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Action Step 1**

C2 Collaborative Cohort

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G6.** The number of students achieving learning gains in Elementary Science on the 2013-2014 FAA will increase from 44% to 46%

**G6.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G6.B1.S1** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Action Step 1**

C2 Collaborative Cohort

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**



**G6.B1.S2** Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**Action Step 1**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G7.** The number of students achieving learning gains in Middle School Science on the 2013-2014 FAA will increase from 32% to 34%

**G7.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G7.B1.S1** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Action Step 1**

C2 Collaborative Cohort

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G7.B1.S2** Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**Action Step 1**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G8.** The number of students achieving learning gains in High School Science on the 2013-2014 FAA will increase from 57% to 59%

**G8.B1** Due all of our students having significant cognitive disabilities, we have multiple levels of learning.

**G8.B1.S1** Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2013-2014 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

**Action Step 1**

C2 Collaborative Cohort

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G8.B1.S2** Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**Action Step 1**

Teachers will participate in a half-day Content Essentials:Interactive Science webinar training with Pearson.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**