

Bay District Schools

# Margaret K. Lewis In Millville



2020-21 Schoolwide Improvement Plan

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## Margaret K. Lewis In Millville

203 N EAST AVE, Panama City, FL 32401

[ no web address on file ]

### Demographics

**Principal: Lori Hast**

Start Date for this Principal: 1/6/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	89%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade  2017-18: No Grade  2016-17: No Grade  2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Bay County School Board on 10/13/2020.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Margaret K. Lewis In Millville

203 N EAST AVE, Panama City, FL 32401

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Bay County School Board on 10/13/2020.

### SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

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

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Hast, Lori	Principal	<p>MKL School is a special education/special day school for students with significant intellectual disabilities. As there are no general education supports or programs available on this campus, all services and supports offered are part of our exceptional education program and do not meet the criteria established for Multi-Tiered System of Supports operations.</p> <p>MKL views the development of the school improvement plan as an ongoing process. The SAC approves the plan once a year, however, involvement and development is ongoing. The SAC meets a minimum of six times per year to discuss the current status of the SIP. From there SAC gives feedback, discusses strengths and concerns and helps to continually update the Parent Involvement piece of the SIP. The school improvement leadership team members serve as liaisons to fellow faculty members. They work as a team to analyze data, bring feedback to the committee from instructional and staff members and report committee information to faculty and staff. All information is considered and used for the ongoing development of the SIP. Each instructional member brings a specific perspective to the committee. MKL serves a student population ranging from age 3 to 22. It is important that the leadership committee members bring perspective to the table serving in shared problem-solving and planning to meet the needs of all students. Additionally, our Leadership Team meets monthly through our Professional Learning Communities and complies with all policies, procedures, laws and regulations and functions as a cohesive unit. The Leadership Team consistently protects, supports and respects school leadership to accomplish goals and the management of the daily operations of the school. The leaders at MKL consistently communicate effectively with stakeholder groups and provide opportunities for them to share feedback. School leadership is proactive and persistent and works collaboratively with stakeholders to achieve measurable results. There is truly a strong sense of community at our school and a high level of positive engagement.</p>
Crowell, Ruth	Other	
Campos, Tiffany	Other	
Poiroux, Crystal	Other	
Kimball, Gina	Teacher, ESE	
Dixon, Deborah	Assistant Principal	
Carlson, Rita	Teacher, K-12	
Kilgore, Lakessia	Teacher, K-12	
Modawell, Carolyn	Teacher, ESE	
Williams, Colleen	School Counselor	



Name	Title	Job Duties and Responsibilities
Hernandez, Bonnie	Other	School Resource Teacher, assists teachers with IEP's and ESE compliance
Riera, Judy	SAC Member	Secretary for School Advisory Council
Nowaczyk, Diane	Teacher, K-12	School Improvement Plan member
Justice, Sallie	Teacher, K-12	Mentor Teacher
Watson, Lisa	Teacher, K-12	School Improvement Plan Member/Professional Learning Community Leader

### Demographic Information

**Principal start date**

Monday 1/6/2014, Lori Hast

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

23

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	89%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students*

	Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	4	11	14	12	10	5	11	8	18	8	9	7	40	157
Attendance below 90 percent	1	7	8	1	3	1	4	2	5	2	1	3	10	48
One or more suspensions	0	0	0	0	0	1	0	1	0	1	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	0	0	0	0	0	1	0	0	0	0	3
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Tuesday 9/1/2020

**Prior Year - As Reported**

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	2	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

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

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	2	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data**

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

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

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					

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

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

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

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

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	43	20	35	43		47			80	
WHT	26	37		42	43		50				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	26	42		30	37					80	
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**



**Data Reflection**

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

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

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

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

In 2018, the percent of students who were proficient on the FSAA Math assessment was 58%. In 2019, the percent of students who were proficient on the FSAA Math assessment was 40%, a decline of 18 percentage points. One contributing factor to this drop was that the students missed at least 23 days of instruction due to school closure due to Hurricane Michael. Second, there is no longer a Math Coach assigned to MKL to assist with training staff on our Math curriculum, Equals. This curriculum is specifically designed for students with cognitive disabilities. There are no other district level coaches who have been trained or are familiar with Equals. As a result, all teachers at MKL do not have the same level of understanding and knowledge base to implement the Equals curriculum with fidelity.

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

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

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

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

behaviors. Data was collected in classroom walkthroughs on praise to correction ratios. This data was shared and discussed at PLC's.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

MKL would like for the out of school suspensions to be reduced to zero. Our goal is to have students at school and learning every day possible. The Corona Virus Pandemic has significantly affected student attendance in 2020. Additionally, we would like for there to be fewer students with an attendance rate below 90%. Due to the evacuation and damages caused by Hurricane Michael, many students involuntarily relocated to other areas. For many of these students, there was no formal notification of enrollment at another school. Therefore, the withdrawal date was extended resulting in skewed attendance data. Due to the unique nature of our student population, there are often situations where students are out for an extended time due to medical issues. Students may have to miss school for appointments with different agencies.

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

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

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** A substantial percentage of the population at MKL consists of students with significant behavior management needs. Additional small group or one-on-one prevention and de-escalation strategies and intervention in behavior management will provide more support for struggling students and decrease the loss of instructional time. An established Positive Behavior Support Team (sixteen years) that meets regularly to review data and problem solve strategies and interventions for behaviorally at-risk students will form a base of well trained staff. This group will facilitate a school wide behavior program to meet the needs of our students. At the core of TEACCH is the idea of structured teaching. Structured teaching is comprised of 3 components: physical organization, scheduling, and teaching methods. Intervention strategies focus on physical and visual structure, schedules, work systems and task organization. Individualized systems aim to address difficulties with communication, organization, generalization, concepts, sensory processing, change and relating to others.

**Measurable Outcome:** The instructional staff will be more equipped with strategies to use in the classroom to deescalate behaviors before they result in a loss of instructional time. The behavior analyst, Promise paras and behavior paras will work with students and teachers to develop strategies and skills to reduce disruptive behaviors at school. There will be a decrease of 20% in the number of minutes/hours of Loss of Instructional Time resulting from disruptive behaviors in the classroom. Our goal for the 2020-21 school year is to decrease the Loss of Instructional Time minutes from 14,406 minutes to 10,000 minutes or less. This will increase the amount of student engagement for the acting out student as well as the other students in the class. More student engagement leads to increased student achievement.

**Person responsible for monitoring outcome:** Ruth Crowell (crowera@bay.k12.fl.us)

The behavior analyst will supervise the Promise and Behavior paraprofessionals and monitor interventions/behavior strategies to ensure fidelity.

**Evidence-based Strategy:** PBS and Loss of Instructional Time (LIT) data will be monitored to ensure effectiveness and inform staff of needed changes or further interventions. The PBS team will meet monthly to monitor LIT data for the school and make decisions regarding changes or further interventions. (LIT data, check-in-check-out logs, paraprofessional schedule, BIP's, classroom behavior data.)

The PBS Team will follow the action plan throughout the 2020-21 school year. LIT data will be collected from each teacher. The PBS team will meet monthly to ensure the plan is being followed with accuracy and timeliness. The team will review the behavior data monthly at the PBS Meetings.

The Guidance Counselor will provide a schedule for the Circles Curriculum and Character Education. Administrators will observe instruction of students with the Circles Curriculum. Data will be collected.

**Rationale for Evidence-based Strategy:** A substantial percentage of the population at MKL consists of students with significant behavior management needs. Additional small group or one-on-one prevention and de-escalation strategies and intervention in behavior management will provide more support for struggling students and decrease the loss of instructional time. An established Positive Behavior Support Team (fifteen years) that meets regularly to review data and problem solve strategies and interventions for behaviorally at-risk students will form a base of well trained staff. This group will facilitate a school wide behavior program to meet the needs of

our students. At the core of TEACCH is the idea of structured teaching. Structured teaching is comprised of 3 components: physical organization, scheduling, and teaching methods. Intervention strategies focus on physical and visual structure, schedules, work systems and task organization. Individualized systems aim to address difficulties with communication, organization, generalization, concepts, sensory processing, change and relating to others.

### Action Steps to Implement

1. Bay District Schools will provide grant funding for two Promise Paras at Margaret K. Lewis School. The Promise Paras will attend district provided training to increase their knowledge of behavior strategies and intervention skills to assist students with behavior issues. The Promise Paras will provide behavior supports for students and staff both preventative and for crisis response. In addition, the paras will implement PBS initiatives and strategies, work in small groups or one-on-one with students on managing behavior.

**Person Responsible** Ruth Crowell (crowera@bay.k12.fl.us)

2. BDS will provide funds to hire two Positive Behavior Support paraprofessionals to implement PBS initiatives and strategies, work in small groups or one-on-one with students on managing behavior. The Promise Paras and Behavior Paras will work in conjunction with our Behavior Analyst to create a positive and safe learning environment.

**Person Responsible** Ruth Crowell (crowera@bay.k12.fl.us)

3. Title One funds will be used to pay stipends for PBS Team members (teachers and paraprofessionals) to meet one day during summer and plan for PBS initiatives and strategies. The PBS Team will plan for the entire school year and meet monthly to review data, plan for behavior intervention and follow through with the planned initiatives of the PBS Team.

**Person Responsible** Ruth Crowell (crowera@bay.k12.fl.us)

4. The PBS Action Plan will include instruction in the Circles Curriculum, a program for teaching students about appropriate social interactions. This initiative will be supported by the Guidance Counselor and the Transition PLC. Data will be collected on the effectiveness of this instruction with a selected Tier Two group of students.

**Person Responsible** Colleen Williams (williac@bay.k12.fl.us)

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

**Person Responsible** Colleen Williams (williac@bay.k12.fl.us)

6. Instructional staff will implement TEACCH strategies and visual structures to support students with communication and behavior disorders. The PLC's at MKL will collaborate to support school-wide utilization of TEACCH strategies.

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

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

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

8. The staff at MKL will increase their use of Class DOJO for classroom management and communication with parents/guardians.

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

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

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

**Measurable Outcome:**

Margaret K. Lewis School will increase the Math curriculum sources for instruction for students with severe cognitive disabilities in order to have a wider range of resources to meet the diverse needs of our students. MKL will continue to have a Math Liaison to serve as an in-house expert to work with our teachers in Math. A STEM paraprofessional will work with students in small groups to build their Math skills. The curriculum and the STEM para will be purchased with Title One funds. These initiatives will increase the number of students demonstrating learning gains in Math. As measured by the Florida Standards Alternate Assessment, the number of students demonstrating growth will increase from 40% to 50% in Math from year 2019 to year 2021. The percentage of underperforming students (white students) will increase from 40% to 41%.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

- MKL will implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points. Our Professional Learning Communities will collaborate to incorporate the learning strategies and visual supports in their classroom instruction.
- There will be professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity of test administration.
- A Science, Technology, Engineering and Math paraprofessional will be hired to provide intervention and enrichment in the area of Math instruction. Additional small group or one-on-one instruction in math and technology will provide more support for struggling students and more opportunities for enrichment for students who are mastering their math goals.
- Additional supplemental curriculum in the area of Math (Star Fall, IXL, Focus on STEM) will be purchased and implemented in the classroom for Math intervention and enrichment.
- The teachers at MKL will also use the new enhanced features of Unique Learning, an online, cross-curricular curriculum specifically designed for students with severe cognitive disabilities, in their Math instruction. Unique Learning now has a progress monitoring feature for students on specific Math Access Points.

**Rationale for Evidence-based Strategy:**

To meet the needs of our unique learners in the area of Math, our students need access to curriculum that is specifically designed to meet their needs. Additionally, the teachers need on-going training on how to use the curriculum with integrity and fidelity. PLC can work together to plan for Math instruction using specially designed curriculum for students with severe cognitive disabilities. There needs to be opportunities for students to have Math remediation and enrichment to best meet their individual needs and the math goals and objective from their Individual Education Plan. Teachers will need training to understand the Florida Standards Access Points for Math and how these standards are assessed in a way that supports the need of each individual student.

### Action Steps to Implement

1. Margaret K. Lewis School will continue to have a Math Liaison to serve as an in-house resource and professional development trainer for our teachers. We will select at least one Math Liaison to participate in district Math Liaison Teacher Program.

**Person Responsible** Lakessia Kilgore (kilgolml@bay.k12.fl.us)

2. MKL will implement Professional Learning Communities for staff to collaborate to align instruction with Florida Standards Access Points. Our Professional Learning Communities will collaborate to incorporate the learning strategies and visual supports in their classroom instruction.

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

3. There will be professional development on test administration of the Florida Standards Alternate Assessment to improve continuity and fidelity of test administration.

**Person Responsible** Bonnie Hernandez (hernabs@bay.k12.fl.us)

4. A STEM paraprofessional will be hired to provide intervention and enrichment in the area of Science, Technology, Engineering and Math instruction. Additional small group or one-on-one instruction in Math will provide more support for struggling students and more opportunities for enrichment for students who are mastering their Math goals.

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

5. Additional supplemental curriculum in the area of Math (Star Fall, IXL, Focus on STEM) will be purchased and implemented in the classroom for Math intervention and enrichment.

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

6. A Science, Technology, Engineering and Math Fair will take place at MKL to exhibit projects that students are producing during instructional time in the classroom.

**Person Responsible** Lakessia Kilgore (kilgolml@bay.k12.fl.us)

### Additional Schoolwide Improvement Priorities



After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The other areas of focus for improvement are ELA/Communication, Attendance and teacher/support staff recruitment and retention.**

**\* Due to the Corona Virus Pandemic, students have been offered the option to attend Brick and Mortar School or to register for BayLink distance learning at home. BayLink is also available to students who are self isolating or quarantined so students will not be behind in school. Our PLC groups will collaborate to increase teacher knowledge in the use of Class Dojo Portfolio as the platform for BayLink instruction and Google Meet for live streaming and recording of lessons. The PLC's will collaborate and support each other as they increase their knowledge and implementation of technology for in-class and virtual instruction.**

**\* ELA/Communication - The teachers at MKL will participate in MELD (Multi-Sensory Early Language Development) training in August. The program uses picture symbols paired with CORE vocabulary to increase the student's opportunities to communicate through Alternative Augmentative Communication. The MELD program will be implemented school-wide in all classrooms to address the needs of students in the area of language development and communication. Each teacher will incorporate the use of MELD in their instruction. PAEC will offer continuing training on the use of CORE vocabulary and MELD throughout the course of the school year through face to face training and webinars.**

**\* Attendance -Because of the unique nature of the population of the students at MKL, many are absent from school due to health issues, appointments and therapy. In order to assist parents with navigating these appointments and systems, MKL will use the assistance of the guidance counselor, and the Mental Health Triad. The Mental Health Triad will be on site to follow up with parents to help increase their child's attendance in school. Additionally, our Title One Parent Liaison will work with families when students are having issues with regular attendance.**

**\*Teacher/support staff recruitment - Due to a number of factors in our district, there is a shortage of both teachers and support staff. One MKL initiative is to encourage existing support staff to work toward teacher certification to become instructors in the classroom. Currently, two MKL support staff members are in the paraprofessional to teacher program. In order to increase the number of applicants for support positions at MKL, the positions have been upgraded to full time. MKL advertises open positions on Facebook, Dojo and with fliers sent home to families.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Margaret K. Lewis School believes in involving parents in all aspects of its Title I programs. The School Advisory Council (SAC) is comprised of teachers, paraprofessionals, administrators, parents and



community members. The SAC has the responsibility for providing input into the development, implementation and evaluation of the various school level plans, including the SIP and the PFEP. SAC members are elected as voting members following SAC guidelines as directed by the State. All parents were given the opportunity to review the plans and to offer their input prior to approval. For the PFEP, spring surveys were sent to parents seeking their input on activities, training, and materials they needed to help their child. Parental input was also given by parents at SAC meetings. Results of the parent spring survey, along with additional parent suggestions, were reviewed by the SAC to determine needed changes. During SAC meetings when PFEP and SIP are discussed, the committee will decide, with input from parents how the parental involvement funds will be used. Melody Patterson, our Title One Parent Liaison and Lakessia Kilgore, our Title One Coordinator will be responsible for maintaining documentation from parents during the 2020-21 school year. Parent, Teacher, Student compacts are collaboratively designed each year for use during conferences to clarify the roles that each person will play in ensuring success for each student. Additionally, MKL hosts a monthly Eagle Of The Month Ceremony and parents are invited. We send out a monthly electronic newsletter. We host Parent Support Meeting, Family Reading Night, Chili with Santa, Home-to-School Literacy Connection and an MKL Uniform Drive. All events will be held virtually this school year.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
<b>Total:</b>			<b>\$0.00</b>