



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mt. Herman Ese Center
1741 FRANCIS ST
Jacksonville, FL 32209
904-630-6740
<http://www.duvalschools.org/mhesc>

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

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

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

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

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

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

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

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

Mt. Herman Ese Center

Principal

Mark Cashen F

School Advisory Council chair

Renee Worley

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

Name	Title
Mark Cashen	Principal
Richard Brymer	CSS Site Coach
Donna K. Baine	Administrative Lead Teacher
Yvonne Todd	Guidance Counselor
Matthew Take	Instructional Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

Mark Cashen, Principal; Renee Worley, SAC Chairperson; Donna K. Baine, SAC Secretary/ Administrative Lead Teacher; Cindy Pickett, Parent; Tami Gressman, Parent; Chris Payton, Parent; Charlene Ennis, Parent; Ruth Banks, Parent; Chris Gabbard, Parent; Patricia Williams, Parent; Cynthia Smith, Parent; Terry Boatman-Harper, Parent; LaFonda Hayes, Parent; Florita Corrales, Community/ Business; Rusty Horne, Community/Business; Jeris Burns, Educational Support; Harriet Hart, Educational Support; Norma Brice, Educational Support; Ann Huggins-Jones, Teacher; Brenda Nichols, Teacher

Involvement of the SAC in the development of the SIP

The SAC was involved in the development of this school improvement plan by offering advice on the goals and by monitoring the implementation of the plan throughout the school year.

Activities of the SAC for the upcoming school year

- A. Assist in the preparation and evaluation of the school improvement plan.
- B. Assist in the development of educational goals and objectives.
- C. Review the budget to be sure it is aligned with the school improvement plan.

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

The school improvement funds (\$2,692.00) are designated for professional development.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mark Cashen F

Principal

Years as Administrator: 30

Years at Current School: 10

Credentials

Master of Education. Areas of certification: Elementary Education, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, and School Principal

Performance Record

Mt. Herman does not have a school grade. Mr. Cashen has provided leadership in elementary schools which allowed for realignment of staff and appropriate training for teachers in order to provide full inclusion opportunities for mildly disabled students. Focused analysis of student data, teacher training, and improved instructional strategies led the way for an increase in the school grade (C to B) for one of the elementary schools where Mr. Cashen was principal. He is continuing this focus on data analysis and instructional strategies at Mt. Herman.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Matthew Take

Full-time / School-based

Years as Coach: 2

Years at Current School: 7

Areas

Other

Credentials

M. Ed. in Exceptional Education

Performance Record

Mr. Take has successfully provided instruction to students with severe and profound physical and intellectual disabilities for the past 7 years. He has successfully integrated assistive technology into classroom instruction. He conducts professional development workshops to the Mt. Herman faculty on ways to enhance instruction through the use of technology in the classroom.

Classroom Teachers

of classroom teachers

18

receiving effective rating or higher

18, 100%

Highly Qualified Teachers

100%

certified in-field

18, 100%

ESOL endorsed

0, 0%

reading endorsed

0, 0%

with advanced degrees

8, 44%

National Board Certified

3, 17%

first-year teachers

0, 0%

with 1-5 years of experience

4, 22%

with 6-14 years of experience

6, 33%

with 15 or more years of experience

8, 44%

Education Paraprofessionals

of paraprofessionals

45

Highly Qualified

45, 100%

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

6

receiving effective rating or higher

(not entered because basis is < 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

Utilize Professional Learning Communities, provide time for Professional Development, data analysis, professional learning, and planning two times per month; Mark Cashen, Principal
 Provide information regarding district professional development opportunities which focus on improving student performance; Donna K. Baine, ESE Liaison; Richard Brymer, ESE Liaison; Yvonne Todd, Guidance Counselor
 Continued Professional Development which focuses on improving student performance; Mark Cashen, Principal; Julie Roziers, Professional Development Facilitator; Matthew Take, Instructional Coach

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

Qualified veteran teachers with similar teaching assignments are paired with novice teachers. Mentoring activities will include observations and feedback, participation in Grade Level PLC meetings, and the completion of the MINT Program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Mt. Herman Exceptional Student Center is a center school in the Duval County Public School system that serves students functioning at the Participatory Level (PLA) of the Intellectual Disabilities (InD) spectrum. The general education MTSS plan does not specifically apply to our students. ALL students attending Mt. Herman have Individual Education Plans (IEPs), and all are served in ESE self-contained classrooms; they are all Tier 3 students. As student progress is monitored through Task Data Sheets, Pre and Post Assessments, IEP Quarterly Progress Reports, and FAA results, a multidisciplinary team will meet to decide the continued appropriateness of this educational setting for students.

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

Mark Cashen, Principal; Donna K. Baine, Administrative Lead Teacher; Richard Brymer, CSS Site Coach; Matthew Take, Instructional Coach; Yvonne Todd, Guidance Counselor
The Leadership Team monitors the development and implementation of the School Improvement Plan. It will be the responsibility of all members of this team to assist the Principal with monitoring the implementation of the School Improvement Plan.

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

The Leadership Team meets weekly to discuss and plan for instructional programming and specific interventions needed to meet student needs. An agenda is set and items are brought to the table for collaborative discussions and a consensus on how to follow through with school-wide and individual plans.

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

Mt. Herman Exceptional Student Center is a center school in the Duval County Public School system that serves students functioning at the Participatory Level (PLA) of the Intellectual Disabilities (InD) spectrum. The general education MTSS plan does not specifically apply to our students. ALL students attending Mt. Herman have Individual Education Plans (IEPs), and all are served in ESE self-contained classrooms; they are all Tier 3 students. As student progress is monitored through Task Data Sheets, Pre and Post Assessments, IEP Quarterly Progress Reports, and FAA results, a multidisciplinary team will meet to decide the continued appropriateness of this educational setting for students.

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

All students at Mt. Herman are Tier 3 students. The Design Team and the Professional Learning Communities continually work to ensure that professional development is ongoing; IEPs are updated annually with the parents; the staff is trained to identify the need for more intensive supports and services through the IEP process.

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: 5,400

Due to the nature and severity of the students' disabilities, Extended School Year (ESY) services are recommended on each student's IEP in order to maintain the current level of student skills beyond the 180 day school year.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Progress reports at the end of ESY.

Who is responsible for monitoring implementation of this strategy?

IEP Team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mark Cashen	Principal
Matthew Take	Instructional Coach
Jeris Burns	District Support Specialist
Diane Silk	Teacher of the Visually Impaired
Ann Huggins-Jones	Teacher
Debbie Kapples	Teacher
Laurie Blanchard	Teacher
Brenda Nichols	Teacher
Julie Roziers	Teacher

How the school-based LLT functions

The Design Team is made up of a representative from each grade level group. The team meets once a month to review data and to guide the work of the PLC's. The PLC's also meet once a month, and are facilitated by their representative to the Design Team. This coordinated effort ensures that a school focus is maintained, while individual PLC's are able to problem solve within their own groups.

Major initiatives of the LLT

Reading: Increase Attention in Receptive and Expressive Communication through choice making
 Math: Use quantitative concepts in daily routines (i.e. more, less, big, small)

Every Teacher Contributes to Reading Instruction

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

The Grade 6-12 students served in this PLA setting are all served in self-contained classrooms. Each teacher assumes responsibility for the reading instruction of their own students based on the curriculum provided and on the students' IEP's.

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

The High School students served in this PLA setting are all served in self-contained classrooms. Each student's IEP identifies individual goals relevant to their future.

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

The High School students served in this PLA setting are all served in self-contained classrooms. Each student's IEP identifies individual goals relevant to their future.

Strategies for improving student readiness for the public postsecondary level

Transition IEP's are written:

Beginning at age 14 - a statement of the transition service needs of the child under the applicable components of the IEP that focuses on the child's courses of study;

Beginning at age 16 - a statement of needed transition services for the child, including, when appropriate, a statement of the inter-agency responsibilities or any needed linkages;

Beginning at least one year before the child reaches the age of majority under state law, a statement that the child has been informed of his/her rights under this title, if any, and that will transfer to the child on reaching the age of majority.

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	17%	0%	No	25%
American Indian				
Asian				
Black/African American	17%	0%	No	25%
Hispanic				
White	17%	0%	No	25%
English language learners				
Students with disabilities	17%	0%	No	25%
Economically disadvantaged	17%	0%	No	25%

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>		1%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	22	28%	30%
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	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

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	17%	0%	No	25%
American Indian				
Asian				
Black/African American	17%	0%	No	25%
Hispanic				
White	17%	0%	No	25%
English language learners				
Students with disabilities	17%	0%	No	25%
Economically disadvantaged	17%	0%	No	25%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	18	23%	24%
Students in lowest 25% making learning gains (EOC)			

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

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

To increase the number of parents and community members who volunteer to support and enhance student education.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of people who volunteer (people (129) to student (144) ratio)	129	89%	91%

Goals Summary

- G1.** Decrease the number of incidents of student accidents caused by student aggression or behavior.
- G2.** Use quantitative concepts in daily routines (i.e. more, less, big, small)
- G3.** Based on Data Assessment in Grade Level Professional Learning Communities, the area for improvement is to maintain/increase attention in receptive and expressive communication through the use of choice-making opportunities.
- G4.** Increase parent and community involvement to support and enhance student education.

Goals Detail

G1. Decrease the number of incidents of student accidents caused by student aggression or behavior.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- CSS Site Coach
- Instructional Coach
- District Level Professional Development related to Behavior Management
- School Level Professional Development related to Behavior Management
- Guidance Counselor

Targeted Barriers to Achieving the Goal

- Lack of choice making opportunities to increase student communication skills

Plan to Monitor Progress Toward the Goal

Analyze the data collected from the classroom walk through forms.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Third and fourth quarter

Evidence of Completion:

Completed classroom walk through forms

G2. Use quantitative concepts in daily routines (i.e. more, less, big, small)

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School FAA)

Resources Available to Support the Goal

- Leadership Team
- Instructional Coach
- School-based Teachers and Therapists
- CSS Site Coach
- Community Volunteers
- School-based Professional Development Opportunities
- District Designed Training
- High/Low Assistive Technology
- Student/Classroom Schedules
- Curricula: Unique Learning Systems (ULS), MEville to WEville, Every Move Counts, and M.O.V.E.

Targeted Barriers to Achieving the Goal

- Lack of consistency in the presentation of quantitative concepts

Plan to Monitor Progress Toward the Goal

Student performance on Mt. Herman Pre/Post Assessment will determine if choice-making opportunity strategies are effective.

Person or Persons Responsible

Mark Cashen, Principal Instructional Coach Leadership Team Design Team

Target Dates or Schedule:

Mt. Herman Pre/Post Assessment administered during the first quarter, reviewed mid-year and completed end of year

Evidence of Completion:

Review and analyze Mt. Herman Pre/Post sub-category Mathematics to determine student growth.

G3. Based on Data Assessment in Grade Level Professional Learning Communities, the area for improvement is to maintain/increase attention in receptive and expressive communication through the use of choice-making opportunities.

Targets Supported

- Reading (AMO's, FAA, Learning Gains)

Resources Available to Support the Goal

- Leadership Team
- Instructional Coach
- School-based Teachers and Therapists
- CSS Site Coach
- Community Volunteers
- School-based Professional Development Opportunities
- District Designed Training
- High/Low Assistive Technology
- Student/Classroom Schedules
- Curricula: Unique Learning Systems (ULS), MEville to WEville, Every Move Counts, and M.O.V.E.

Targeted Barriers to Achieving the Goal

- Lack of choice-making opportunities

Plan to Monitor Progress Toward the Goal

Student performance on Mt. Herman Pre/Post Assessment will determine if choice-making opportunity strategies are effective.

Person or Persons Responsible

Mark Cashen, Principal, Instructional Coach, Leadership Team, Design Team

Target Dates or Schedule:

Mt. Herman Pre/Post Assessment administered during the first quarter, reviewed mid-year and completed end of year

Evidence of Completion:

Review and analyze Mt. Herman Pre/Post sub-category Communication to determine student growth.

G4. Increase parent and community involvement to support and enhance student education.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Community agencies (i.e. ARC, Pine Castle, Angelwood, etc.)
- School Newsletter
- School Accreditation Council (SAC)
- District Volunteer Training
- School-wide Transition Fair
- District Volunteer Training
- School Guidance Counselor
- Non-disabled Peer Volunteers (i.e. Martin Gottlieb, Best Buddies, etc.)
- Foster Grandparent Program
- School Website

Targeted Barriers to Achieving the Goal

- Lack of parent and community involvement in school-wide activities (Arts Festival, Exceptional Olympics, Picnics, etc.)

Plan to Monitor Progress Toward the Goal

Continuously review of volunteer log and parent sign in log.

Person or Persons Responsible

Volunteer Liaison, Guidance Counselor, School Advisory Council, Leadership Team, School Improvement Team

Target Dates or Schedule:

Ongoing throughout the school year

Evidence of Completion:

School Volunteer Program Biannual Survey, Number of volunteer hours, Parent sign in logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decrease the number of incidents of student accidents caused by student aggression or behavior.

G1.B2 Lack of choice making opportunities to increase student communication skills

G1.B2.S2 Provide visual supports to enhance communication and choice making opportunities in order to decrease inappropriate student behavior.

Action Step 1

Analyze 2012-2013 accident report data to determine how many incidences were caused by student aggression and behavior due to lack of communication skills, specifically choice making.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Midyear and end of year

Evidence of Completion

Completed accident reports

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Conduct informal classroom walk throughs to collect data on the use of visual supports.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Third and fourth quarter of the current school year

Evidence of Completion

Informal walk through data collection form.

Plan to Monitor Effectiveness of G1.B2.S2

Completed observations to determine the use of visual supports within the learning environment

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Third and fourth quarter of current school year

Evidence of Completion

Completed classroom walk through forms

G2. Use quantitative concepts in daily routines (i.e. more, less, big, small)

G2.B10 Lack of consistency in the presentation of quantitative concepts

G2.B10.S1 Provide consistent opportunities to incorporate quantitative concepts

Action Step 1

Conduct professional development regarding Access Points/Curriculum Guides and Year-at-a-Glance.

Person or Persons Responsible

Instructional Coach School-based Teachers/Staff/Resource Personnel

Target Dates or Schedule

By the end of the second semester

Evidence of Completion

Documentation of Professional Development attendance.

Facilitator:

Instructional Coach

Participants:

Instructional Coach School-based Teachers/Staff/Resource Personnel

Plan to Monitor Fidelity of Implementation of G2.B10.S1

Informal classroom walk-throughs will be conducted and results will be discussed during Leadership and Design Team meetings.

Person or Persons Responsible

Mark Cashen, Principal, Leadership Team, Design Team

Target Dates or Schedule

Once a Quarter

Evidence of Completion

Complete a classroom walk-through checklist to observe if quantitative concepts are being implemented.

Plan to Monitor Effectiveness of G2.B10.S1

Mt. Herman Pre/Post, Student Portfolios, IEP Objectives, Lesson Plan Review, Grade Level Professional Learning Communities (PLC)

Person or Persons Responsible

Mark Cashen, Principal, Design Team, Leadership Team, Grade Level Professional Learning Communities (PLC)

Target Dates or Schedule

Mt. Herman Pre/Post administered during the first quarter, reviewed mid-year and completed end of year.

Evidence of Completion

Task Data Records, Quarterly Progress Reports, Mt. Herman Pre/Post Assessment, Florida Alternate Assessment

G3. Based on Data Assessment in Grade Level Professional Learning Communities, the area for improvement is to maintain/increase attention in receptive and expressive communication through the use of choice-making opportunities.

G3.B5 Lack of choice-making opportunities

G3.B5.S2 Determine the most appropriate choice-making assistive technology

Action Step 1

Conduct Professional Development regarding "Every Move Counts" as a sensory based communication and choice-making strategy.

Person or Persons Responsible

Instruction Coach and School-based Teachers/Staff/Resource Personnel

Target Dates or Schedule

By the end of the second quarter

Evidence of Completion

Documentation of Professional Development Attendance

Facilitator:

Instruction Coach & School-based Teachers/Staff/Resource Personnel

Participants:

Instruction Coach and School-based Teachers/Staff/Resource Personnel

Action Step 2

Conduct Professional Development regarding Picture Exchange Communication System (PECS) communication and choice-making strategy.

Person or Persons Responsible

Instruction Coach and School-based Teachers/Staff/Resource Personnel

Target Dates or Schedule

By the end of the second quarter

Evidence of Completion

Documentation of Professional Development Attendance

Facilitator:

Instruction Coach & School-based Teachers/Staff/Resource Personnel

Participants:

Instruction Coach and School-based Teachers/Staff/Resource Personnel

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Informal classroom walk-throughs will be conducted and results will be discussed during Leadership and Design Team Meetings.

Person or Persons Responsible

Mark Cashen, Principal, Leadership Team, Design Team

Target Dates or Schedule

Once a quarter

Evidence of Completion

Complete a classroom walk-through checklist to document students' choice-making opportunities.

Plan to Monitor Effectiveness of G3.B5.S2

Mt. Herman Pre/Post, Student Portfolios, IEP Objectives, Lesson Plan Review, Zoning Plan Review, Grade Level Professional Learning Communities (PLC)

Person or Persons Responsible

Mark Cashen, Principal, Design Team, Leadership Team, Grade Level Professional Learning Communities (PLC)

Target Dates or Schedule

Mt. Herman Pre/Post Assessment administered during the first quarter, reviewed mid-year and completed end of year

Evidence of Completion

Task Data Records, Quarterly Progress Reports, Mt. Herman Pre/Post Assessment, Florida Alternate Assessment

G4. Increase parent and community involvement to support and enhance student education.

G4.B4 Lack of parent and community involvement in school-wide activities (Arts Festival, Exceptional Olympics, Picnics, etc.)

G4.B4.S1 Increase communication between the school, parents and community.

Action Step 1

Provide parents with sufficient prior notice of school related activities. Reach out to parents and community for assistance with specific school related activities.

Person or Persons Responsible

Volunteer Liaison, Guidance Counselor, School Advisory Council,

Target Dates or Schedule

Continuous throughout the school year.

Evidence of Completion

Number of volunteer hours. Notes home, School Newsletter, Automated School Messenger System

Plan to Monitor Fidelity of Implementation of G4.B4.S1

District Volunteer Training will be completed by volunteer and business partner liaison. Tracking of volunteer hours. Track parent sign in logs.

Person or Persons Responsible

Volunteer Liaison, Guidance Counselor, School Advisory Council

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Ongoing log for volunteer hours, Ongoing log for parent participation.

Plan to Monitor Effectiveness of G4.B4.S1

Written documentation of correspondence, Number of times staff provides information to parents because a need is identified.

Person or Persons Responsible

Volunteer Liaison, Guidance Counselor, School Advisory Council, Leadership Team

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

School Volunteer Program Biannual Survey, Daily Notes Home, Monthly newsletter, School website

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

State funds are supplemented by Federal IDEIA funds in order to provide for the students' educational needs in this instructional environment as follows:

General Funds - FTE generated - 75% of the total school budget,

ESE Funds - to fund 3 nurses - 2% of the total school budget,

CSR Amendment 9 - to fund 3 teachers - 5% of the total school budget,

IDEIA Part B - To fund 1 site coach and 18 paraprofessionals - 18% of the total school budget.

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.

G2. Use quantitative concepts in daily routines (i.e. more, less, big, small)

G2.B10 Lack of consistency in the presentation of quantitative concepts

G2.B10.S1 Provide consistent opportunities to incorporate quantitative concepts

PD Opportunity 1

Conduct professional development regarding Access Points/Curriculum Guides and Year-at-a-Glance.

Facilitator

Instructional Coach

Participants

Instructional Coach School-based Teachers/Staff/Resource Personnel

Target Dates or Schedule

By the end of the second semester

Evidence of Completion

Documentation of Professional Development attendance.

G3. Based on Data Assessment in Grade Level Professional Learning Communities, the area for improvement is to maintain/increase attention in receptive and expressive communication through the use of choice-making opportunities.

G3.B5 Lack of choice-making opportunities

G3.B5.S2 Determine the most appropriate choice-making assistive technology

PD Opportunity 1

Conduct Professional Development regarding "Every Move Counts" as a sensory based communication and choice-making strategy.

Facilitator

Instruction Coach & School-based Teachers/Staff/Resource Personnel

Participants

Instruction Coach and School-based Teachers/Staff/Resource Personnel

Target Dates or Schedule

By the end of the second quarter

Evidence of Completion

Documentation of Professional Development Attendance

PD Opportunity 2

Conduct Professional Development regarding Picture Exchange Communication System (PECS) communication and choice-making strategy.

Facilitator

Instruction Coach & School-based Teachers/Staff/Resource Personnel

Participants

Instruction Coach and School-based Teachers/Staff/Resource Personnel

Target Dates or Schedule

By the end of the second quarter

Evidence of Completion

Documentation of Professional Development Attendance

Appendix 2: Budget to Support School Improvement Goals