

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Margaret K. Lewis In Millville  
203 N EAST AVE  
Panama City, FL 32401  
850-767-1792

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### School Demographics

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

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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**

Margaret K. Lewis In Millville

**Principal**

Britt Smith

**School Advisory Council chair**

Susan Barthelemy

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

Name	Title
Cathy Felty	Media Specialist
Bruce Koep	Teacher
Diane Nowaczyk	Teacher
Alicia Harris	Guidance Counselor
Lori Hast	Administrative Assistant
Davenie Deutsch	SAC Vice Chairperson

#### District-Level Information

**District**

Bay

**Superintendent**

Mr. William V Husfelt, III

**Date of school board approval of SIP**

12/10/2013

### 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**

The MKL SAC has three offices: 1. Chairperson 2. Vice Chairperson 3. Secretary  
 The MKL SAC is comprised of Students, Parents, Community Members, Teachers, Paraprofessionals, and Administrators.

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

The MKL SAC will receive a DRAFT copy of the proposed 2013-14 MKL School Improvement Plan. Upon approval by the MKL SAC, the SIP will undergo a Peer Review with another school within the Bay District Schools. Any significant modifications to the plan or its intent will result in the plan being resubmitted to the MKL SAC for review and approval prior to submission to the School Board of Bay County, Florida.

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

The MKL SAC will meet each month during the 2013-14 school year.

The SAC will be provided a curriculum update on a core curriculum area during these meetings.

The SAC will also assist in professional development activities by way of its Community of Learners program.

In addition, the MKL SAC will monitor the effectiveness of a voluntary school uniform program.

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

Funds will be released in late September or early October. At this time there is not any money in our SIP account.

Upon release of the budget, it is recommended that the money be used to support professional development and resources to assist in accomplishing the goals within this plan. The SAC will vote on these expenditures during its monthly meetings.

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

Not In Compliance

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

The MKL SAC is in need of additional parents identifying themselves as representative of our minority subgroups. Parents are being recruited via the School Open House, From The Eagle's Nest School newsletter, IRIS alert call system and personal calls from SAC members to solicit involvement from targeted groups not represented by those currently on the MKL SAC.

### 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:

<b>Britt Smith</b>		
Principal	Years as Administrator: 21	Years at Current School: 2

<b>Credentials</b>	<p>B.S., Mental Retardation/Special Education, M. Ed. Educational Leadership/School Principal</p>	
<b>Performance Record</b>	<p>2011-12, Bay District Schools, Margaret K. Lewis School, School Improvement Rating of Improving                  2006-07, Seminole County Public Schools, Lawton Chiles Middle School, Grade A, Achieved AYP                  Other Administrative Experience                  Seminole County Public Schools                  2011-2007 Executive Director, Exceptional Student Support Services                  2007-2004 Principal, Rosenwald School, Special Education School, Not Graded                  Bay District Schools                  2011-12, Principal, Margaret K. Lewis School, Provisional Rating is Improving                  2004-2001 Principal, Margaret K. Lewis School, Special Education School Not Graded                  Orange County Public Schools                  2001-1999 Principal, Silver Star Center, Special Education School, Not Graded                  1999-1998, Principal, Hospital/Homebound School, Not Graded                  1998-1997, Senior Director, Exceptional Student Education Services Department                  1997-1993, Principal, Gateway School, Special Education School, Not Graded                  1993-1992, Assistant Principal, Magnolia School, Special Education School, Not Graded</p>	

<b>Lori Hast</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
<b>Credentials</b>	B.S., Psychology M.Ed., Elementary Education Certifications: Elementary Education K-6 Reading Special Education PreK-12 National Board Certified in Language Arts/Reading ESOL and Gifted Endorsed	
<b>Performance Record</b>	2012-13 Administrative Assistant, Margaret K. Lewis School, School Improvement Rating Improving 2011-12 Administrative Assistant, Oakland Terrace Elementary School, Grade D 2010-11 Administrative Assistant, Oakland Terrace Elementary School, Grade C	

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**None Assigned to this School**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

22

**# receiving effective rating or higher**

22, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

22, 100%

**# ESOL endorsed**

2, 9%



**# reading endorsed**

2, 9%

**# with advanced degrees**

5, 23%

**# National Board Certified**

2, 9%

**# first-year teachers**

2, 9%

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

5, 23%

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

5, 23%

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

10, 45%

**Education Paraprofessionals**

**# of paraprofessionals**

39

**# Highly Qualified**

39, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

7

**# 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**

1. Principal will meet regularly with new teachers.
2. New teachers will be partnered with veteran staff. - Administrative Assistant
3. New teachers will participate in Bay District's New Teacher Induction Program.- Administrative Assistant
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives. - Principal - Administrative Assistant
- 5 Teachers will participate in instructional strategies professional development sessions. Principal,- Administrative Assistant
6. Teachers will meet in learning communities/like grade groups with school administrators to discuss instructional strategies, challenges, and discuss student performance data. - Principal,
7. Teachers and administrators will meet to review/discuss curriculum resources and alignment to Access Points for students pursuing a Special Diploma. Principal - Administrative Assistant

## **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**

Support will be provided in areas of the classroom teacher's specific needs. In addition, because we are an all ESE school, our new teachers will be trained in Enrich (our county's IEP software); the development and maintenance of student IEPs; Crisis Prevention/Intervention(CPI); the implementation of instructional resources to support the curriculum (Unique Learning Systems); and the Positive Behavior Supports (PBS).

## **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**

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.

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

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.

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

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.

### **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**

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.

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

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.

## Literacy Leadership Team (LLT)

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

Name	Title
Britt Smith	Principal
Lori Hast	Administrative Assistant
Frances Dowdall	Teacher
Gina Kimball	Teacher
Lisa Watson	Teacher
Cathy Felty	Media Specialist
Crystal Poiroux	Speech Language Pathologist
Tiffany Campos	Speech Language Pathologist

### How the school-based LLT functions

The LLT meets monthly during grade group chair meetings to discuss and review student data as well as other issues related to literacy within the school. The LLT will work cooperatively with our MKL SAC Community of Learners to identify and help sponsor literacy training for teachers during the 2013-14 school year.

### Major initiatives of the LLT

The major initiative of the LLT will be the PreK - Grade 12 alignment of curriculum resource materials.

## Every Teacher Contributes to Reading Instruction

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

School administration will be responsible for conducting classroom walkthroughs of all classes to monitor the implementation of reading strategies and literacy development in all classes within the school. This data will be shared with teachers during conferences and staff meetings.

## 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	38%	40%	Yes	45%
American Indian				
Asian				
Black/African American	43%	27%	No	48%
Hispanic				
White	39%	38%	No	45%
English language learners				
Students with disabilities	38%	40%	Yes	45%
Economically disadvantaged	39%	42%	Yes	45%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	20	28%	30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		15%

### 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	13	32%	37%

### 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	28%	34%	Yes	36%
American Indian				
Asian				
Black/African American	29%	27%	No	36%
Hispanic				
White	31%	32%	Yes	38%
English language learners				
Students with disabilities	28%	34%	Yes	36%
Economically disadvantaged	28%	24%	No	35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	21	30%	35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		3%

**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>		38%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

**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]		38%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

**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]		55%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	53	32%	25%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	24	14%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	9	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	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**

Margaret K. Lewis School believes in involving parents in all aspects of its Title I programs. The SAC has the responsibility for providing input into the development, implementation and evaluation of the various school level plans, including the SIP and the PIP. 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 PIP, 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 PIP and SIP are discussed, the committee will decide, with input from parents how the parental involvement funds will be used. Alice Sumner, our Title One Parent Liaison will be responsible for maintaining documentation from parents during the 2013-2014 school year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents of elementary aged students enrolled at MKL School will participate in the development of and sign off on a Parent-School Compact.	--	--%	100%
All parents will participate in at least 1 school activity or IEP meeting during the 2013-14 school year.	--	--%	100%

## Goals Summary

- G1.** Increase student engagement during instructional delivery through the use of reading frameworks and differentiated instruction to meet the needs of individual students.
- G2.** Expand the use of manipulatives and mathematics instructional resources supporting the use of manipulatives in mathematics classes at MKL School.

## Goals Detail

**G1.** Increase student engagement during instructional delivery through the use of reading frameworks and differentiated instruction to meet the needs of individual students.

### Targets Supported

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

### Resources Available to Support the Goal

- Attend district Reading Frameworks Training.
- Make available classes for teachers to observe others implementing Reading Frameworks strategies.

### Targeted Barriers to Achieving the Goal

- Time for teachers to leave instructional classes to attend training and/or observe other classes.
- Availability of common reading instructional materials. Lack of scientific, research-based instructional materials to be used with students having significant intellectual disabilities.

## Plan to Monitor Progress Toward the Goal

Summary of administrative classroom observations

### Person or Persons Responsible

Principal Administrative Assistant

### Target Dates or Schedule:

April 2014

### Evidence of Completion:

Collected data sheets



**G2. Expand the use of manipulatives and mathematics instructional resources supporting the use of manipulatives in mathematics classes at MKL School.**

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School FAA)

**Resources Available to Support the Goal**

- Equals Mathematics Curriculum (specifically designed for students with cognitive disabilities is available for use throughout the school.
- Smart Exchange to support instructional programs.
- SmartBoards to support instructional delivery.

**Targeted Barriers to Achieving the Goal**

- Comprehensive understanding of Equals Mathematics Curriculum program.
- Limited use of assistive technologies in mathematics instructional programs.

**Plan to Monitor Progress Toward the Goal**

Survey teachers' use of manipulatives

**Person or Persons Responsible**

School Leadership Team

**Target Dates or Schedule:**

June 2014

**Evidence of Completion:**

Survey summary sheet

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student engagement during instructional delivery through the use of reading frameworks and differentiated instruction to meet the needs of individual students.

**G1.B1** Time for teachers to leave instructional classes to attend training and/or observe other classes.

**G1.B1.S1** Provide substitute teacher coverage to free teachers to observe other classes.

#### Action Step 1

Identify school and district funding sources to provide substitutes.

#### Person or Persons Responsible

Principal Administrative Assistant

#### Target Dates or Schedule

September 2013

#### Evidence of Completion

Defined budget source and number of substitute teacher days.

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

Review proposed budgets and allocated substitute teacher days.

#### Person or Persons Responsible

School Improvement Leadership Team

#### Target Dates or Schedule

September 2013

#### Evidence of Completion

Written plan

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

Survey teachers for feedback on observations conducted

### Person or Persons Responsible

School Improvement Leadership Team

### Target Dates or Schedule

March 2014

### Evidence of Completion

Survey summary

## G1.B1.S2 Incorporate planning time for observations.

### Action Step 1

Conduct 2-5 observations of selected peers to observe targeted instructional practices.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

February 2014

### Evidence of Completion

Calendar of observation dates.

## **Action Step 2**

Conduct Round table discussions of observations during Grade Group Meetings.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

February 2014

### **Evidence of Completion**

Minutes from meeting

### **Facilitator:**

Grade Group Chair

### **Participants:**

Teachers

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

Monitor, coordinate and discuss peer observations during grade group meetings.

### **Person or Persons Responsible**

Grade Group Chairs

### **Target Dates or Schedule**

February 2014

### **Evidence of Completion**

Minutes of meetings

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

Survey teachers for feedback on best practices gained from observations

### **Person or Persons Responsible**

School Improvement Leadership Team

### **Target Dates or Schedule**

March 2014

### **Evidence of Completion**

Survey results

**G1.B4** Availability of common reading instructional materials. Lack of scientific, research-based instructional materials to be used with students having significant intellectual disabilities.

**G1.B4.S1** Conduct research into the availability of scientific, research-based instructional materials to be used with students having significant intellectual disabilities.

**Action Step 1**

Conduct research of vendors and educational organizations to determine availability of reading instructional materials specifically designed for students with significant intellectual disabilities.

**Person or Persons Responsible**

Grade group chairs

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Summary of research/findings.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Oversee and monitor research work of Grade Group Chairs

**Person or Persons Responsible**

Principal Administrative Assistant

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Summary reviewed with School Improvement Leadership Team

**Plan to Monitor Effectiveness of G1.B4.S1**

Review information and reports generated

**Person or Persons Responsible**

School Improvement Leadership Team

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Acceptance of report summary

**G1.B4.S2** Survey other schools within the district and state as to the instructional resources used in classes for students with significant intellectual disabilities.

**Action Step 1**

Contact/survey representatives from schools and classes for students with significant disabilities.

**Person or Persons Responsible**

Grade Group Chairs

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Summary of contact/survey

**Plan to Monitor Fidelity of Implementation of G1.B4.S2**

Present findings of contacts/survey during October Grade Group Chair Meeting

**Person or Persons Responsible**

Principal Administrative Assistant

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Minutes from meeting.

**Plan to Monitor Effectiveness of G1.B4.S2**

Review findings of Grade Group Chairs

**Person or Persons Responsible**

School Leadership Team

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Minutes of meeting

**G1.B4.S3** Involve the district's literacy resource teachers in a "round table" discussion on best practices for reading instruction specifically targeted to support the needs of students with disabilities.

**Action Step 1**

Contact Gena Burgans to coordinate round table discussion of literacy coaches with MKL staff.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Summary of round table discussion.

**Plan to Monitor Fidelity of Implementation of G1.B4.S3**

Share results of round table with MKL SAC

**Person or Persons Responsible**

School Improvement Leadership Team

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Minutes of SAC meeting

**Plan to Monitor Effectiveness of G1.B4.S3**

Feedback from reading teachers as to benefit of round table discussion

**Person or Persons Responsible**

School Leadership Team

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Google Survey

**G1.B4.S4** Conduct an internal analysis of instructional resources used within MKL School to determine materials currently being used within the school.

**Action Step 1**

Conduct inventory of reading materials available at MKL

**Person or Persons Responsible**

Media Specialist

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Inventory Report

**Action Step 2**

Conduct inventory of reading materials available at MKL

**Person or Persons Responsible**

Media Specialist

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Inventory Report

**Plan to Monitor Fidelity of Implementation of G1.B4.S4**

Meet with media specialist to review inventory

**Person or Persons Responsible**

Administrative Assisant

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Report to School Leadership Team



## Plan to Monitor Effectiveness of G1.B4.S4

Compare research done by Grade Group Chairs with Inventory Report

### Person or Persons Responsible

School Leadership Team

### Target Dates or Schedule

November 2013

### Evidence of Completion

Comparison document

**G2.** Expand the use of manipulatives and mathematics instructional resources supporting the use of manipulatives in mathematics classes at MKL School.

**G2.B1** Comprehensive understanding of Equals Mathematics Curriculum program.

**G2.B1.S1** Professional development training on implementation of Equals Curriculum.

### Action Step 1

Share best practices using Equals Curriculum

### Person or Persons Responsible

Teachers experienced using the Equals Curriculum

### Target Dates or Schedule

October 2013

### Evidence of Completion

Training Records

### Facilitator:

Principal

### Participants:

Teachers experienced using the Equals Curriculum

## **Action Step 2**

Roundtable discussion/best practices sharing with colleagues and administrators.

### **Person or Persons Responsible**

Teachers assigned to teach math

### **Target Dates or Schedule**

November 2013

### **Evidence of Completion**

Sign in sheet

### **Facilitator:**

Principal

### **Participants:**

Teachers assigned to teach math

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

Conduct classroom walk throughs to monitor math instruction programs

### **Person or Persons Responsible**

Principal Administrative Assistant

### **Target Dates or Schedule**

November 2013

### **Evidence of Completion**

Record of classroom visitations

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

Feedback from trainings and classroom walkthroughs shared during School Leadership Team meetings

### **Person or Persons Responsible**

School Leadership Team

### **Target Dates or Schedule**

January 2014

### **Evidence of Completion**

Minutes

**G2.B1.S2** Time management strategies to increase use of manipulatives.

**Action Step 1**

Participate in Equals Mathematics Program Best Practices Training Series

**Person or Persons Responsible**

Teachers of mathematics

**Target Dates or Schedule**

March 2014

**Evidence of Completion**

Training inservice sign in record

**Facilitator:**

**Participants:**

Teachers of mathematics

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

Observe inservice trainings and conduct classroom walkthroughs to see math lessons.

**Person or Persons Responsible**

Principal Administrative Assistant

**Target Dates or Schedule**

April 2014

**Evidence of Completion**

Summary of administrative walk throughs.

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

Review data collection from walk throughs

**Person or Persons Responsible**

School Improvement Leadership Team

**Target Dates or Schedule**

May 2014

**Evidence of Completion**

Data summary

**G2.B2** Limited use of assistive technologies in mathematics instructional programs.

**G2.B2.S1** Increase the use of assistive technologies in math instructional programs.

**Action Step 1**

Survey teachers regarding the use of assistive technology during math instruction.

**Person or Persons Responsible**

Grade Group Chairs

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Survey results.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Review survey findings during Grade Group meeting

**Person or Persons Responsible**

Principal Administrative Assistant

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Minutes of meeting

**Plan to Monitor Effectiveness of G2.B2.S1**

Review data obtained from survey

**Person or Persons Responsible**

School Improvement Leadership Team

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Minutes of meeting

## 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

#### Title I, Part A

School level Title I, Part A funds are being used to support instructional technology and parental involvement at Margaret K. Lewis School. Our Title I allocation this year is \$17,470.

#### Title I, Part C- Migrant

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

#### Title II

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

#### Title III

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

#### Title X- Homeless

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

#### Violence Prevention Programs

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

#### Nutrition Programs

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

#### Head Start

There are two pre-K Head Start classrooms located on MKL in Millville’s site. These programs provide early intervention for four-year old students from the Millville Community. Students from outside the community will be accepted from a waiting list. In addition, a Headstart program serving two-three year olds is housed on our campus.

#### Adult Education

District provides Adult Education Services via Haney Vocational School.

#### Career and Technical Education

Vocational Rehabilitation has agreed to fund a Job Coach position to be used at Margaret K. Lewis School. This position will assist with job training and placement of students into jobs and careers of their preference and abilities.

#### Job Training

Students in our MKL Academy (18-22 years old) who have received their special diploma, apply for and work in positions in our school and in the district’s main office. Some of the jobs they have done are laundry, clerical assistant, custodial and grounds keeping.

## 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.** Increase student engagement during instructional delivery through the use of reading frameworks and differentiated instruction to meet the needs of individual students.

**G1.B1** Time for teachers to leave instructional classes to attend training and/or observe other classes.

**G1.B1.S2** Incorporate planning time for observations.

### **PD Opportunity 1**

Conduct Round table discussions of observations during Grade Group Meetings.

#### **Facilitator**

Grade Group Chair

#### **Participants**

Teachers

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

February 2014

#### **Evidence of Completion**

Minutes from meeting

**G2.** Expand the use of manipulatives and mathematics instructional resources supporting the use of manipulatives in mathematics classes at MKL School.

**G2.B1** Comprehensive understanding of Equals Mathematics Curriculum program.

**G2.B1.S1** Professional development training on implementation of Equals Curriculum.

**PD Opportunity 1**

Share best practices using Equals Curriculum

**Facilitator**

Principal

**Participants**

Teachers experienced using the Equals Curriculum

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Training Records

**PD Opportunity 2**

Roundtable discussion/best practices sharing with colleagues and administrators.

**Facilitator**

Principal

**Participants**

Teachers assigned to teach math

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Sign in sheet

**G2.B1.S2** Time management strategies to increase use of manipulatives.

**PD Opportunity 1**

Participate in Equals Mathematics Program Best Practices Training Series

**Facilitator**

**Participants**

Teachers of mathematics

**Target Dates or Schedule**

March 2014

**Evidence of Completion**

Training inservice sign in record



## 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
Title I, School Budget and IDEA Budget	\$0	\$0
Total	\$0	\$0

### Budget Details

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

**G1.** Increase student engagement during instructional delivery through the use of reading frameworks and differentiated instruction to meet the needs of individual students.

**G1.B1** Time for teachers to leave instructional classes to attend training and/or observe other classes.

**G1.B1.S1** Provide substitute teacher coverage to free teachers to observe other classes.

#### **Action Step 1**

Identify school and district funding sources to provide substitutes.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

#### **Funding Source**

#### **Amount Needed**

**G1.B1.S2** Incorporate planning time for observations.

**Action Step 1**

Conduct 2-5 observations of selected peers to observe targeted instructional practices.

**Resource Type**

Evidence-Based Program

**Resource**

Money to fund substitute teachers.

**Funding Source**

Title I, School Budget and IDEA Budget

**Amount Needed**

\$0