

Bay District Schools

# Margaret K. Lewis In Millville



2021-22 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: 8/18/2021

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	89%
<b>2020-21 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>	2020-21: No Grade  2018-19: No Grade  2017-18: No Grade  2016-17: 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>	
* 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 9/28/2021.

## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

### 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	Position Title	Job Duties and Responsibilities
Hast, Lori	Principal	The role of a principal is to provide strategic direction at MKL. The principal helps to provide standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. MKL School is a special education/ special day school for students with significant intellectual disabilities. MKL serves a student population ranging from age 3 to 22. It is important that the leadership at MKL bring perspective to the table serving in shared problem-solving and planning to meet the needs of all students.
Dixon, Deborah	Assistant Principal	The role of the assistant principal is to provide strategic direction at MKL. The principal helps to provide standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. MKL School is a special education/special day school for students with significant intellectual disabilities. MKL serves a student population ranging from age 3 to 22. It is important that the leadership at MKL bring perspective to the table serving in shared problem-solving and planning to meet the needs of all students.
Armstrong, Keri	Teacher, ESE	PBS Team Leader and Coach
Campos, Tiffany	Other	Speech and Language Pathologist/Assistive Technology Specialist/ MELD expert/TEACHH visual supports expert
Crowell, Ruth	Behavior Specialist	Certified Behavior Analyst/PBS Coach and Leader
Hernandez, Bonnie	Curriculum Resource Teacher	Provides training and guidance on writing quality IEP's and training for Unique Learning Curriculum.
Justice, Sallie	Teacher, ESE	PLC Leader for Elementary Teachers/Teacher mentor
Kimball, Gina	Instructional Media	Media Specialist/PLC Leader for Secondary Teachers
Poiroux, Crystal	Other	Speech and Language Pathologist/Assistive Technology Specialist/ MELD expert/TEACHH visual supports expert
Williams, Colleen	School Counselor	Guidance Counselor/Character Education Trainer/PLC Leader for Transition PLC/teacher mentor
Riera, Judy	SAC Member	School Advisory Council Secretary - Attends meeting and writes the minutes



Name	Position Title	Job Duties and Responsibilities
Nowaczyk, Diane	Teacher, ESE	
Blount, Kimber	Instructional Coach	Academic Interventionist/Teacher Mentor and Coach/Trainer and resource for Equals Math Curriculum
Collier, Charita	Teacher, ESE	Teacher, Title One Coordinator, SAC Member
Brown, Chrissy	Administrative Support	Confidential Secretary
Harden, Donna	Paraprofessional	Paraprofessional/SAC president

**Demographic Information**

**Principal start date**

Wednesday 8/18/2021, 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

**Total number of students enrolled at the school**

165

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	6	6	11	15	13	7	11	11	8	15	9	8	34	154
Attendance below 90 percent	3	3	7	7	2	4	4	5	2	7	6	3	10	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	6	6	8	8	13	6	6	5	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	6	6	8	8	13	0	0	0	53
Number of students with a substantial reading deficiency	6	6	11	15	13	7	11	11	8	15	9	8	34	154

**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	12	6	6	8	8	13	6	6	10	75

**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	3	1	1	1	0	0	1	1	1	0	0	1	0	10
Students retained two or more times	0	0	0	1	0	0	0	1	0	0	0	1	0	3

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

Monday 9/13/2021

**2020-21 - 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	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	
Course failure in Math	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	
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

**2020-21 - 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	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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					73%	61%		70%	60%
ELA Learning Gains					64%	59%		62%	57%
ELA Lowest 25th Percentile					58%	54%		55%	52%
Math Achievement					70%	62%		70%	61%
Math Learning Gains					57%	59%		59%	58%
Math Lowest 25th Percentile					56%	52%		62%	52%
Science Achievement					65%	56%		62%	57%
Social Studies Achievement					86%	78%		83%	77%

**Grade Level Data Review - State Assessments**  
**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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The only progress monitoring tool used for students at MKL is the progress monitoring component in Enrich. Enrich is the computer system that is used by our staff to write student IEP's. This tool is used to progress monitor the students growth on their IEP Goals and Objectives. It is completed on a individual basis each nine weeks and is not compiled by grade level. Because it is entirely individualized, this data is not comparative among the grade group.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring



Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	25	43		25	41		15	23			
BLK	31			38							
WHT	27	54		24	46		22	30			
FRL	26	40		29	32		12				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	43	20	35	43		47			80	
WHT	26	37		42	43		50				
FRL	26	42		30	37					80	
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	172
Total Components for the Federal Index	6
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**



**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

The common thread among all the students at MKL is that all have a significant cognitive disability. All of the students have an Individualized Education Plan that is written by the team of professionals working to meet their needs. The data is individual. Only grades 3-10 take the Florida Standards Alternate Assessment and each grade level is small in number, 8-10 students. Trends and patterns cannot be drawn from the individualized data. There is a dramatic increase in the number of students with two or more early warning signs. One reason is the COVID 19 pandemic and the fact that several students attendance rate was below 90% in the 20-21 school year. Another cause is that many students completed part or all of their coursework virtually last school year. This model is not conducive to quality instruction and learning for most of our students. This would account for a drop in test scores for some of our students.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

41% of the students taking the FSAA in 2021 demonstrated learning gains in English/Language Arts. 39% of the students taking the FSAA in 2021 demonstrated learning gains in Math. While the percentage in both areas is similar, historically, math scores have been lower than the English/ Language Arts score. For this reason, math is the greatest area for improvement. The school improvement rating for MKL for 20-21 is "maintaining".

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Based on FSAA test data, historically, math scores have been lower than English Language Arts scores for the students and MKL. One reason for the drop last school year is the COVID 19 pandemic and the fact that several students attendance rate was below 90% in the 20-21 school year. Another cause is that many students completed part or all of their coursework virtually last school year. This model is not conducive to quality instruction and learning for most of our students. This would account for a drop in test scores for some of our students. One new action we will take this year is the Professional Learning Community Groups at MKL will focus on improving math skills with our students. The PLC's will complete training on Equals Math Curriculum, which is specifically designed for students with significant cognitive disabilities. There will also be training on the use of the progress monitoring tool in Enrich to analyze IEP goal data to inform instruction in the area of math. Additionally, there will be no virtual instruction model offered to the students at MKL in the 21-22 school year.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

There was significant improvement in the Loss of Instruction time data at MKL in 2020-2021. The total number of behavior incidents in 2019-2020 was 248. During that school year, we missed the last nine week of school due to COVID and the shut-down. This number of incidents in 2020-2021 was 264 and we were in school for the entire school year. If calculated based on an entire year, this equates to a 13% decrease. The total minutes of instruction lost in 2019-20 as a result of behavior issues was 7924. This was reduced to 7293 in 2020-21, which was a full year as opposed to 3/4 of a year in 19-20.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

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. MKL had a Mental Health Triad to work with students who were struggling with behavior and mental health concerns. Additionally, some of our students attended school virtually. For the 2021-2022 school year, the PBS Team will begin a Tier Two intervention program based on Social/Emotional learning for students who continue to have behavior concerns. Each teacher will be trained on how to use this program in the classroom either with their entire group or as a small group intervention for students in Tier Two for behavior. MKL will continue to have one mental health counselor available on our campus to work with students.

**What strategies will need to be implemented in order to accelerate learning?**

Margaret K. Lewis School will hire an Academic Interventionist for the 21-22 school year. This interventionist serves as an instructional coach as well. Coaching is supportive, confidential, founded in trust, facilitative, reflective, and based on goals and growth. The support provided is based on individual teachers' needs in the classroom. Examples of support include: collaboratively planning a lesson together that meets best practices; assisting with designing leveled activities and assessments for students; gathering resources; observing a lesson and providing feedback; demonstrating/ modeling a lesson in a classroom; collaboratively planning a time for teachers to visit other teachers' classrooms to view lessons; providing professional development; and facilitating Coaching Cycles with individuals in order to focus on specific areas of classroom instruction that need growth. The goal for this school year is to develop relationships with teachers and students; help students to be successful by supporting teachers; encourage and help build model classrooms; and overall provide a truly meaningful service to teachers. The Academic Interventionist will also work with teachers to analyze data to determine students that need acceleration or enrichment. Coaching will empower teachers, both new and experienced, to meet the needs of all learners in their classroom. She will continue the MTSS process with students at MKL to ensure the modifications and accommodations on their IEP are successful.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The Academic Interventionist will continue to work with the district leader for her department on Coaching and Mentoring teachers. Additionally, she will facilitate training with our staff to ensure they have the tools and skills they require to meet the needs of ALL learners in their classrooms. Cathy Anderson, a consultant with FDLRS, will work with new and experienced teachers on writing quality IEP's for students at MKL. Additionally, Cathy will work with new teachers to train them on Unique Learning Curriculum, specifically designed for students with significant cognitive disabilities. Jennifer Adams with PAEC will train new teachers in the use of the communication boards for Multi-Sensory Early Learning Development. Occupational Therapist, MacKenzie Dummer, will train the entire staff in the importance of meeting the sensory needs of our students. The Speech and Language Pathologists at MKL will work one-on-one with classroom teachers to build their knowledge of Augmentative and Alternative Communication to meet the needs of their students. Additionally, they will work with teachers to train them on the use of assistive technology as a tool to help our students with communication.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

To sustain the improvement in our behavior data, the following additional services will be implemented. A mental health professional will work on our campus and meet with groups of students on a regular basis. She will also be available to meet with students in crisis situations. Our PBS Team will sponsor a Tier Two program for all students in Tier 2 for behavior. This program will focus on Social/Emotional learning for our students. Our Guidance Counselor will teach Character Education Lessons for our secondary students. The Academic Interventionist will work as a coach for new teachers to help them learn the skills needed to meet both academic and behavior needs of their students both for intervention and acceleration. It is our hope that funding for this position will continue into the future.

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus Description and Rationale:**

Based on FSAA test data, historically, math scores have been lower than English Language Arts scores for the students and MKL. In 20-21 39% made gains in Math. One reason for the drop last school year is the COVID 19 pandemic and the fact that several students attendance rate was below 90% in the 20-21 school year. Another cause is that many students completed part or all of their coursework virtually last school year. This model is not conducive to quality instruction and learning for most of our students. Our students are more successful with concrete math instruction. A renewed emphasis on quality instruction in Math is needed. Additionally, our teachers need a refresher in the use of Equals math curriculum, which is specifically designed for students with cognitive disabilities.

**Measurable Outcome:**

70% of the students at MKL will score Level 2, 3 or 4 on Florida Standards Alternate Assessment in Math in the Spring of 2022.

**Monitoring:**

The Principal and Assistant Principal will monitor the work of the PLC's, who will focus on providing quality, standards-based Math instruction to the students at MKL. The Administration will conduct observations and walk-throughs for each teacher to ensure they are providing quality, standards-based math instruction to the students at MKL. The Academic Interventionist will conduct observations and coaching with teachers to ensure the Equals math program is used with fidelity. Our resource teacher, Bonnie Hernandez, will monitor progress monitoring data in the student's IEP's.

**Person responsible for monitoring outcome:**

Lori Hast (hastll@bay.k12.fl.us)

**Evidence-based Strategy:**

The PLC's will focus on training and the use of the Equals Math curriculum, which is specifically designed for students with significant cognitive disabilities. This program is research based and is designed to meet the needs of the student population at MKL. For our most involved students, teachers will receive "Data-folio" training to learn about the administration of the FSAA portfolio option.

**Rationale for Evidence-based Strategy:**

Equals math is a proven multi-sensory math curriculum for students with disabilities at all levels of ability within every special education setting. Students learn foundational math and solve real-world problems as active learners, including students with significant and intellectual disabilities, K-12th grade. Students begin by connecting their world and what they know about math to new concepts, building their math knowledge over time. Equals math provides multiple paths for teachers to provide support for their students as they learn and demonstrate what was learned. Individual needs, for using math tools and manipulatives, choosing strategies, learning vocabulary, and talking about math, are met through use of the Action Dictionary with a variety of adaptations to support students' language, motor, vision, and cognition. Data-folio is a data driven portfolio method of assessment designed for the most physically and cognitively impaired students at MKL.

**Action Steps to Implement**

PLC Leaders will work with the PLC groups to utilize Equals Math curriculum with fidelity. The groups will focus on quality training in the use of this curriculum and team support for the teachers using this resource.

**Person Responsible**

Sallie Justice (haneysw@bay.k12.fl.us)

Administration will complete observations using an electronic walk-through tool to monitor the use of the Equals curriculum in the classroom.

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

Teachers will receive training in writing quality IEP's and using the progress monitoring component in Enrich to help inform instruction and the effectiveness of IEP goals and objectives for each individual student.

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

The Academic Interventionist will train classroom teachers in the effective use of the Equals curriculum for math in the classroom. She will complete coaching cycles and mentor new and experienced teachers to insure this curriculum is used with fidelity.

**Person Responsible** Kimber Blount (blounkr@bay.k12.fl.us)

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** Tiffany Campos (campotc@bay.k12.fl.us)

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)

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

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

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)

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)

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** Gina Kimball (kimbagr@bay.k12.fl.us)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**\*Behavior 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. 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 10% in the number of minutes/hours of Loss of Instructional Time resulting from disruptive behaviors in the classroom. Our goal for the 2021-22 school year is to decrease the Loss of Instructional Time minutes from 7,293 minutes to 6,563 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. The behavior analyst will supervise the Promise and Behavior paraprofessionals and monitor interventions/behavior strategies to ensure fidelity. 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**

**PBS and Loss of Instructional Time (LIT) data will be monitored to ensure effectiveness and inform staff of needed changes or further interventions. 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.**

**\* 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. COVID has led to an increase in absences among our students as well. In order to assist parents with navigating these appointments and systems, MKL will use the assistance of the guidance counselor, and the Mental Health Counselor. The Mental Health Counselor 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.

Margaret K. Lewis School is in its 16th year of implementation of Positive Behavior Support (PBS). We have served as a Model School for the state of Florida for several years. The mission of the PBS Team is to provide school-wide behavioral supports to empower each student and staff member to be Successful, Optimistic, Ambitious, and Responsible. PBS provides positive and effective alternatives to traditional methods of discipline.

PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance.

MKL School employs a full-time Behavior Analyst and two Promise Para behavior assistants to assist school-wide. Our behavior analyst brings her expertise to support positive support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a safe, positive school environment.

Additionally, our Promise paraprofessional works with the Behavior Analyst to implement behavior strategies and interventions to reduce the loss of instructional time that results from behavior issues.

The full time guidance counselor, Colleen Williams has been trained in bully prevention pro-active guidelines and serves as a contact for reporting. The guidance counselor conducts lessons in each classroom based on the teacher's needs assessment for their class. Referrals to outside agencies for counseling and mentoring are also completed as needed by the guidance counselor.

For the 2021-2022 school year, the PBS Team will begin a Tier Two intervention program based on Social/Emotional learning for students who continue to have behavior concerns. Each teacher will be trained on how to use this program in the classroom either with their entire group or as a small group intervention for students in Tier Two for behavior.

The faculty implements a social-emotional curriculum called "Standing Up for Me" that supports and teaches self-determination skills. Additionally, students receive instruction in the Circles Curriculum that focuses on relationships with others. A mental health counselor visits our school once each week to meet with students who require individual counseling. School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of the students. Our staff coordinates with other professionals within the district as well as outside agencies to meet the needs of students. A mental health counselor is available on site five days per week to work with students and families to improve attendance and to assist families in connecting with community resources.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Margaret K. Lewis School believes in involving parents in all aspects of its Title I programs. The School Advisory Council (SAC) is comprised of teachers, paraprofessionals, administrators, parents and community members. The SAC has the responsibility for providing input into the development, implementation and evaluation of the various school level plans, including the SIP and the PFEP. SAC members are elected as voting members following SAC guidelines as directed by the State. All parents were given the opportunity to review the plans and to offer their input prior to approval. For the PFEP, spring surveys were sent to parents seeking their input on activities, training, and materials they needed to help their child. Parental input was also given by parents at SAC meetings. Results of the parent spring survey, along with additional parent suggestions, were reviewed by the SAC to determine needed changes. During SAC meetings when PFEP and SIP are discussed, the committee will decide, with input from parents how the parental involvement funds will be used. Charita Collier, our Title One Coordinator and our Parent Liaison, Melody Patterson, will be responsible for maintaining documentation from parents during the 2021-2022 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. Every classroom teachers communicates with parents regularly on Class Dojo as does the PBS team and administration. MKL has a Facebook, Twitter and Instagram page for parents and community members to stay up-to-date with the latest news about our school. We host Parent Support Meetings (MELD communication board training, sign language, assistive technology, and communication), Family Reading Night, Chili with Santa, Home-to-School Literacy Connection and an MKL Uniform Drive.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
<b>Total:</b>			<b>\$0.00</b>