

# Mt. Herman Ese Center



2014-15 School Improvement Plan

## Mt. Herman Ese Center

1741 FRANCIS ST, Jacksonville, FL 32209

<http://www.duvalschools.org/mhesc>

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

Yes

**Charter School**

No

**Minority**

%

### School Grades History

Year

Grade

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>24</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>25</b>
Professional Development Opportunities	26
Technical Assistance Items	27
<b>Appendix 3: Budget to Support Goals</b>	<b>28</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission is to provide an environment that will maximize the potential of our students by providing challenging, realistic and functional goals in the areas of:

Academic Growth

Communication

Independent Functioning

Social Skills

We strive to cultivate awareness and acceptance and to provide a smooth transition into society that will improve the quality of life for students and their families.

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

“Learning to Live Life and Live it Abundantly”

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Mt. Herman is a center school for students with intellectual disabilities who perform at the participatory level of academics. Each student has an individualized educational plan (IEP) and requires accommodations and modifications to participate in the school day. The teachers and paraprofessionals involved with each students collaborate in addressing their unique needs. In order to build relationships with our students, we must also communicate daily with the parents/guardians because the majority of the students have communication deficits.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

We have created an environment where every students communication modality is respected and support, regardless of ability, through the use of research based programs. Small teacher-student ratio are to ensure students' needs are being met. When addressing students, they are spoken to at an age appropriate level.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We provide positive behavioral support through the use of:

Zoning Plans

Daily picture schedules

Professional Development regarding communication and behavior

Implementation of assistive technology to make choices/communicate

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services



Mt. Herman students' Social/Emotional needs are met through:  
Individualized Educational Plan  
Transition services for students ages 14 and up  
Parent support groups

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Mt. Herman Exceptional Student Center is a center school that serves students functioning at the Participatory Level (PLA) of the Intellectual Disabilities (InD) spectrum. All students attending Mt. Herman have Individualized Education Plans (IEPs) and all are served in an ESE self-contained classroom.

The severity of our students' disabilities can cause attendance fluctuations due to illness and medically necessary surgeries. When a student is projected to be out longer than 15 school days, the family is encouraged to apply for services through the Hospital Homebound program.

Suspensions are not required or needed with our student population. Managing student behavior is done through the IEP.

Students are administered the Florida Alternate Assessment and work towards their individualized goals in order to measure success.

#### Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

If a student is absent more than 15 days due to medical reasons, the family is encouraged to apply for services through the Hospital Homebound program. This will enable the student to continue working towards their individualized goals either within the home or the hospital setting.

IEP's can be modified throughout the school year when the teacher or family feel the goals/objectives have been met or are not appropriate for meeting the student's academic success.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

In order to build positive relationships with the family we do the follow:

- Daily Communication notes
- School Website
- Monthly newsletter
- Annual IEP meetings
- Parent support group meetings
- Open House
- Friends and Family Fun Day picnic
- Art Festival
- Exceptional Olympics

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Mt. Herman has a school based volunteer liaison who coordinates with businesses and local community resources.

Examples are:

- Transition services at annual Mt. Herman Family and Friends Fun Day Picnic
- Social interactions with non-disabled peers
- Business Partners involvement in school activities (i.e. Graduation, Winter Celebration, Thanksgiving)

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Cashen, Mark	Principal
Baine, Donna	Administrative Support
Take, Matthew	Instructional Coach
Brymer, Richard	Teacher, ESE
Todd, Yvonne	Guidance Counselor

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Mt. Herman Exceptional Student Center is a center school in the Duval County Public School system that serves students functioning at the Participatory Level (PLA) of the Intellectual Disabilities (InD) spectrum. ALL students attending Mt. Herman have Individual Education Plans (IEPs), and all are served in ESE self-contained classrooms. As student progress is monitored through Task Data Sheets, Post Assessments, IEP Quarterly Progress Reports, and FAA results, a multidisciplinary team will meet to decide the continued appropriateness of this educational setting for students. Leadership Team - under the leadership of the principal, the team meets weekly to coordinate our work, solve problems and discuss alignment issues.

Design Team - under the leadership of the instructional coach and the principal, this team meets bi-monthly to address the alignment of the curriculum, instruction and assessment.

School Improvement Team (SIT)- under the leadership of the SIT chairperson, this team meets monthly to consider matters of school-based policies and procedures.

School Advisory Council - under the leadership of the SAC chairperson, this team meets quarterly in an advisory role regarding school budget, school improvement plan and improving the school culture. State funds are supplemented by Federal IDEIA funds in order to provide for the students' educational needs in this instructional environment as follows:

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

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

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

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

## **School Advisory Council (SAC)**

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mark Cashen	Principal
Donna K. Baine	Teacher
Renee Worley	Business/Community
Cindy Pickett	Parent
Tami Gressman	Parent
LaFonda Hayes	Education Support Employee
Ruth Banks	Parent
Chris Gabbard	Business/Community
Terry Harper	Parent
Florita Corrales	Business/Community
Rusty Horne	Business/Community
Norma Brice	Teacher
Harriet Hart	Teacher
Ann Huggins-Jones	Teacher
Brenda Nichols	Teacher
Brandon Callahan	Student
Priscilla Boston	Parent
Wendy Jones	Parent

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The results of the last year's school improvement plan are presented during the first quarter of the school year.

*Development of this school improvement plan*

The SAC was involved in the development of this school improvement plan by offering advice on the goals and monitoring the implementation of the plan throughout the school year. Progress made on the school improvement plan is discussed along with the needs and recommendations for the upcoming school year.

*Preparation of the school's annual budget and plan*

During the second semester of each school year, the annual budget for the upcoming school year is reviewed and recommendations are made.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Based on the recommendations of the school advisory council, the school improvement funds (\$2,692.00) are designated for parental involvement/support.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cashen, Mark	Principal
Take, Matthew	Instructional Coach
Silk, Diane	Teacher, ESE
Huggins-Jones, Ann	Teacher, ESE
Kapples, Debbie	Teacher, ESE
Blanchard, Laurie	Teacher, ESE
Nichols, Brenda	Teacher, ESE
Roziers, Julie	Teacher, ESE

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

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

Reading: Increase Attention in Receptive and Expressive Communication through choice making

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

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

#### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

##### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers are provided common planning time once a month for Professional Learning Communities. During this time, teachers collaborate on topics to include, but not limited to, curriculum, instruction (i.e. Lesson Study), meeting student needs (i.e. through the adaptation of equipment and technology), and professional development.

##### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Utilize grade level Professional Learning Communities once a month. Provide teachers with information regarding district, local, and school based professional development opportunities which focuses on improving student performance and effective instructional strategies.

## **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Mt. Herman reviews the curriculum guides to ensure that we are aligning instruction with the Florida Standards within the core content areas. Curriculum mapping at the school level is completed for courses that do not have the curriculum guides.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Mt. Herman ESC analyzes data from the Florida Alternate Assessment, Curriculum Guide Assessment, student task data information, the Mt. Herman Post Assessment, and student IEP goals and objectives. Curriculum for Participatory Level of Academics is based on Florida Standards and instruction is guided by those standards and the student IEP's. Because of the diverse abilities of the Mt. Herman students, materials are adapted and modified to meet the individual student needs.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Summer Program**

**Minutes added to school year: 5,400**

Based on IDEIA, Extended School Year services are made available to students with disabilities as recommended on their IEP.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Cashen, Mark, cashenm@duvalschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Progress reports at the end of ESY.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Mt. Herman is a center school that serves students with disabilities ages 3-22 (Prekindergarten through Post-Graduate).

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

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

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

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

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Transition IEP's are written:

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

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

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Use quantitative concepts in daily routines (i.e. more, less, big, small)
- G2.** Based on Data Assessment in Grade Level Professional Learning Communities, the area for improvement is to maintain/increase attention in receptive and expressive communication through the use of choice-making opportunities.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Use quantitative concepts in daily routines (i.e. more, less, big, small) 1a**

G041024

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	33.0

**Resources Available to Support the Goal 2**

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

**Targeted Barriers to Achieving the Goal 3**

- Lack of choice-making opportunities
- Lack of consistency in the presentation of quantitative concepts

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Donna Baine

**Schedule**

On 6/5/2015

**Evidence of Completion**

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

**G2.** Based on Data Assessment in Grade Level Professional Learning Communities, the area for improvement is to maintain/increase attention in receptive and expressive communication through the use of choice-making opportunities. 1a

G041025

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	33.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Lack of choice-making opportunities

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Donna Baine

**Schedule**

Annually, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

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

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Use quantitative concepts in daily routines (i.e. more, less, big, small) **1**

 G041024

**G1.B5** Lack of choice-making opportunities **2**

 B099536

**G1.B5.S1** Embed choice-making opportunities throughout daily routine instruction **4**

 S110841

### Strategy Rationale

Increase communication opportunities in order to embed math concepts in the language used throughout the day.

### Action Step 1 **5**

Provide continued professional development through the Lesson Study Process.

#### Person Responsible

Matthew Take

#### Schedule

Monthly, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

Professional Learning Community Agenda and Reflections, Design Team Agenda and Reflections, Classroom Walk Through and Mt. Herman Post Assessment

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Informal Classroom Walk-Throughs will be conducted and results will be discussed during Leadership and Design Team meetings.

**Person Responsible**

Donna Baine

**Schedule**

Semiannually, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Completed Classroom Walk-Through checklist to observe if choice making opportunities are being offered in order to develop quantitative concepts.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Grade Level and Classroom Professional Learning Communities, Student Portfolios, Task Data Sheets and Mt. Herman Post Assessment

**Person Responsible**

Donna Baine


**Schedule**

Quarterly, from 9/1/2014 to 6/5/2015


***Evidence of Completion***

Task Data Records, Quarterly Progress Reports, Mt. Herman Post Assessments, Florida Alternate Assessment, Curriculum Guide Assessment and Professional Learning Community Agendas and Reflections.

**G1.B10** Lack of consistency in the presentation of quantitative concepts 2

 B099541

**G1.B10.S1** Provide consistent opportunities to incorporate quantitative concepts 4

 S110844

**Strategy Rationale**

**Action Step 1** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7**

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

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

**G2.** Based on Data Assessment in Grade Level Professional Learning Communities, the area for improvement is to maintain/increase attention in receptive and expressive communication through the use of choice-making opportunities. 1

 G041025

**G2.B5** Lack of choice-making opportunities 2

 B099547

**G2.B5.S2** Determine the most appropriate choice-making assistive technology 4

 S110846

**Strategy Rationale**

Students at Mt. Herman require accommodations and modifications in order to communicate.

**Action Step 1 5**

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

**Person Responsible**

Diane Silk

**Schedule**

On 11/5/2014

**Evidence of Completion**

Documentation of Professional Development Attendance

**Plan to Monitor Fidelity of Implementation of G2.B5.S2 6**

Informal classroom walk-throughs will be conducted and results will be discussed during Leadership and Design Team Meetings. Monitoring the implementation of strategies learned through the "Every Move Counts" Assessment.

**Person Responsible**

Diane Silk

**Schedule**

On 6/5/2015

**Evidence of Completion**

Complete a classroom walk-through checklist to document students' choice-making opportunities, "Every Move Counts" Assessments, task data results, Mt. Herman Post Assessment and student portfolios.

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7**

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

**Person Responsible**

Donna Baine

**Schedule**

Quarterly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Task Data Records, Quarterly Progress Reports, Mt. Herman Post Assessment, Florida Alternate Assessment and Curriculum Guide Assessments.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S2.A1	Conduct Professional Development regarding "Every Move Counts" as a sensory based communication and choice-making strategy.	Silk, Diane	10/29/2014	Documentation of Professional Development Attendance	11/5/2014 one-time
G1.B5.S1.A1	Provide continued professional development through the Lesson Study Process.	Take, Matthew	9/1/2014	Professional Learning Community Agenda and Reflections, Design Team Agenda and Reflections, Classroom Walk Through and Mt. Herman Post Assessment	6/5/2015 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B10.S1.A1	[no content entered]			one-time	
G1.MA1	Student performance on Mt. Herman Post Assessment will determine if choice-making opportunity strategies are effective.	Baine, Donna	9/1/2014	Review and analyze Mt. Herman Post sub-category Mathematics to determine student growth.	6/5/2015 one-time
G1.B5.S1.MA1	Grade Level and Classroom Professional Learning Communities, Student Portfolios, Task Data Sheets and Mt. Herman Post Assessment	Baine, Donna	9/1/2014	Task Data Records, Quarterly Progress Reports, Mt. Herman Post Assessments, Florida Alternate Assessment, Curriculum Guide Assessment and Professional Learning Community Agendas and Reflections.	6/5/2015 quarterly
G1.B5.S1.MA1	Informal Classroom Walk-Throughs will be conducted and results will be discussed during Leadership and Design Team meetings.	Baine, Donna	9/1/2014	Completed Classroom Walk-Through checklist to observe if choice making opportunities are being offered in order to develop quantitative concepts.	6/5/2015 semiannually
G1.B10.S1.MA1	Mt. Herman Pre/Post, Student Portfolios, IEP Objectives, Lesson Plan Review, Grade Level Professional Learning Communities (PLC)		Task Data Records, Quarterly Progress Reports, Mt. Herman Pre/Post Assessment, Florida Alternate Assessment	once	
G1.B10.S1.MA1	Informal classroom walk-throughs will be conducted and results will be discussed during Leadership and Design Team meetings.		Complete a classroom walk-through checklist to observe if quantitative concepts are being implemented.	once	
G2.MA1	Student performance on Mt. Herman Post Assessment will determine if choice-making opportunity strategies are effective.	Baine, Donna	9/1/2014	Review and analyze Mt. Herman Post sub-category Communication to determine student growth.	6/5/2015 annually
G2.B5.S2.MA1	Mt. Herman Post, Student Portfolios, IEP Objectives, Lesson Plan Review, Zoning Plan Review and Grade Level and Classroom Professional Learning Communities (PLC)	Baine, Donna	9/1/2014	Task Data Records, Quarterly Progress Reports, Mt. Herman Post Assessment, Florida Alternate Assessment and Curriculum Guide Assessments.	6/5/2015 quarterly
G2.B5.S2.MA1	Informal classroom walk-throughs will be conducted and results will be discussed during Leadership and Design Team Meetings. Monitoring the implementation of strategies learned through the "Every Move Counts" Assessment.	Silk, Diane	9/1/2014	Complete a classroom walk-through checklist to document students' choice-making opportunities, "Every Move Counts" Assessments, task data results, Mt. Herman Post Assessment and student portfolios.	6/5/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G1. Use quantitative concepts in daily routines (i.e. more, less, big, small)

#### G1.B5 Lack of choice-making opportunities

##### G1.B5.S1 Embed choice-making opportunities throughout daily routine instruction

#### PD Opportunity 1

Provide continued professional development through the Lesson Study Process.

##### Facilitator

Mark Cashen and Matthew Take

##### Participants

Faculty and Support Staff

##### Schedule

Monthly, from 9/1/2014 to 6/5/2015

G2. Based on Data Assessment in Grade Level Professional Learning Communities, the area for improvement is to maintain/increase attention in receptive and expressive communication through the use of choice-making opportunities.

#### G2.B5 Lack of choice-making opportunities

##### G2.B5.S2 Determine the most appropriate choice-making assistive technology

#### PD Opportunity 1

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

##### Facilitator

Diane Silk, TVI, Matthew Take, Instruction Coach & School-based Teachers/Staff/Resource Personnel

##### Participants

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

##### Schedule

On 11/5/2014

## Technical Assistance Items

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

**Budget Rollup**

<b>Summary</b>	
<b>Description</b>	<b>Total</b>
<b>Goal 1: Use quantitative concepts in daily routines (i.e. more, less, big, small)</b>	<b>11,970</b>
<b>Grand Total</b>	<b>11,970</b>

<b>Goal 1: Use quantitative concepts in daily routines (i.e. more, less, big, small)</b>		
<b>Description</b>	<b>Source</b>	<b>Total</b>
<b>B5.S1.A1 - Substitutes for Teachers</b>	<b>General Fund</b>	<b>11,970</b>
<b>Total Goal 1</b>		<b>11,970</b>