

Lake Hills School

909 S LAKESHORE BLVD, Howey In The Hills, FL 34737

<http://lake.k12.fl.us/lhe>

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 is pending approval by the Lake County School Board.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To foster a school culture that believes all students can learn and that the possibilities are endless.

Provide the school's vision statement

To provide students opportunities to reach their full potential by providing a comprehensive education designed to meet their individual needs through personalized learning experiences.

School Environment

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

Teachers, students, and parents are a vital part of our school culture. Together, we are involved in an annual individual education planning meeting that is designed to establish, build, and/or maintain relationships with all involved parties. The IEP process is very detailed and involves a collaborative team effort to gather information on the student's social/emotional, medical, and academic history, as well as current information in all domain areas (academic, independent functioning, social/emotional, health, communication).

In addition, Lake Hills School hosts an annual Meet-the-Teacher night and Open House where families are highly encouraged bring their child to continue the relationship building process.

Teachers and students work collaboratively in many different projects throughout the year. Such projects include Science Fair, Literacy Fair, Howey Parade, Lake Hills holiday play, Graduation ceremony, Prom, community based instructional and work opportunities.

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

Lake Hills School has a proactive approach to maintaining safety and respect on our school campus. We evaluate the school environment throughout each day, reporting any concerns to administration. Some of the ways we create and maintain a positive and safe school environment are through:

Safety Committee

Red Ribbon Week

Character building is infused within our curricular activities

Positive Behavior Supports

Howey Police Department

Code Blue Team

Nursing Team

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

Lake Hills School utilizes Positive Behavioral Supports (PBS) to maintain a high level of student engagement during all learning activities. High levels of student engagement and Positive Behavioral Support system prevents many maladaptive behaviors from occurring. PBS is infused throughout the day. All staff are trained in Crisis Prevention Institute (CPI) strategies therefore all teachers and

teacher assistants can assist with verbal de-escalation of students who may be showing increased signs of agitation.

The Code Blue Team assists when there is a breakdown in the verbal de-escalation process and physical aggression becomes more of a concern. The Team is trained in Advanced CPI techniques to provide appropriate support to maintain student and staff safety at all times.

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

Lake Hills School is able to maintain a 3:1 student to teacher ratio. This allows our teachers and teacher assistants to develop and maintain a high level of rapport with each student. Administration, Nursing staff, Behavior Team and the School Counselor are all involved with ensuring the social/emotional needs of the students are met.

Educational meetings are held when there is an immediate concern, at which time, our counselor involves Student Services to assist with the coordination of services from community agencies. Follow-up meetings or phone calls are made to further assist if necessary.

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

Lake Hills School will continue the parent training program and student/parent social events. We will offer parents a variety of workshops specifically designed for caring for children with significant cognitive disabilities including ASD. Workshops include:

1. Guardianship (continuing with pilot program)
2. Transition Planning
3. Behavior Management

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

Lake Hills School welcomes any opportunity to participate in community events. Administration is often requested to speak with different community organizations to bring disability awareness to the community. As a result of those speaking engagements, many Lake County organizations have supported our students in a variety of ways. These groups are as follows:

Support Our Soldiers

Philip Delong Retire Marine Corps Unit, The Villages

Dragon Boat Racing Team, The Villages

Harbor Hills Ladies Charities

Howey Men's Club

Howey Garden Club

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
Meyers, Robin	Principal
Stedelin, Debbie	Assistant Principal
Walker, Melissa	Guidance Counselor
Adamson, Mary	Teacher, ESE
Kotz, Rikki	Teacher, ESE
Hay, Gina	Teacher, ESE
Vucic, Susan	Teacher, ESE
Bombard, Jordan	Teacher, ESE
Hass, David	Teacher, ESE

Duties

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

The Leadership Team consists of:

Robin Meyers-Principal, Debbie Stedelin-Assistant Principal, Melissa Walker-Guidance Counselor, Susan Vucic-ESE Teacher, Jordan Bombard-ESE Teacher, Gina Hay-ESE Teacher, David Hass-ESE Teacher, Rikki Kotz-ESE Teacher, Mary Adamson-ESE Special Areas.

The Leadership Team meets weekly to discuss and evaluate the on-going needs and concerns of the educational process at Lake Hills School. The team reviews data to determine course of actions as it relates to Instructional Practices and Student Achievement, IEP Goal Mastery and Positive Behavioral Supports. In addition, the Leadership Team addresses concerns from Department Meetings and monitors the effectiveness of the Curriculum Framework to problem solve and continuously improve the culture and climate of the school.

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

The Leadership Team meets to evaluate data collected in order to identify problem areas, develop hypotheses and create plans to deliver strategies that will assist in student success. We involve all stakeholders in the process and utilization of all available resources to achieve student success. Teams utilized to address student achievement in instructional, curricular and behavioral areas are:
 Assessment Writing Team-Gina Hay, ESE Teacher-David Hass, ESE Teacher
 Curriculum Writing Team- Jordan Bombard, ESE Teacher
 Professional Learning Communities-Robin Meyers, Principal
 Lesson Study Teams-Robin Meyers, Principal
 IEP Teams-Corey Lott, ESE School Specialist
 The District ESE office distributes IDEA Funds for district ESE programs each year. The IDEA funds

allocated to Lake Hills School are utilized to increase student achievement through purchases of adaptive equipment, communication devices and supports, assistive technology, specialized curriculum, and staff development as determined by the Leadership Team and other teams as necessary.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Robin Meyers	Principal
Melissa Walker	Teacher
Rikki Kotz	Teacher
Elizabeth Muruaga	Teacher
Jordan Bombard	Teacher
Wendy Moore	Parent
Julie Currey	Parent
Janna Bartoli	Parent
Katy DeFreites	Student
Troy Singer	Business/Community
Sable Fulmore	Parent
Doreen Blake	Parent
Avery Feliciano	Parent
Bill Deschenes	Business/Community
David Hass	Teacher
Krisat Avery	Teacher

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 SAC reviews the prior year's SIP at the beginning of each year. Suggestions are made and the new Plan is drafted and approved by the SAC prior to being submitted to the District.

Development of this school improvement plan

After reviewing the prior year's SIP, FAA data and behavioral data, the committee participates in discussions, giving suggestions for improvement and other initiatives they would like to see implemented.

Preparation of the school's annual budget and plan

Lake Hills annual school budget and planned expenditures are shared with SAC members during the first meeting and up-dated throughout the year. Because there are no School Improvement Funds allocated this year, there will be no additional projects to discuss.

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

There were no SAC fund expenditures for the 2013-2014 school year.

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
Meyers, Robin	Principal
Stedelin, Debbie	Assistant Principal
Bombard, Jordan	Teacher, ESE
Hay, Gina	Teacher, ESE
Hass, David	Teacher, ESE
Kasha, Kristin	Teacher, ESE

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

- (1) Continued development of Florida Continuous Improvement Model (FCIM) including the Florida State Standards, Focus Calendars, Common Board Configuration, Blueprints and Marzano elements.
- (2) Encouraging our teachers for continued implementation of the FCIM including the Common Core State Standards, Focus Calendars, Common Board Configuration, Blueprints, and Marzano elements.
- (3) A smooth transition from using a specialized Reading Curriculum for SwSCD to preparing our teachers to utilize the mainstream curriculum being used throughout the district.

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 participate in Professional Learning Communities and Lesson Studies on a frequent and regular basis to encourage and enhance positive working relationships. In addition, each PLC has a designated 90-minute common planning time on a specific day each week to allow them the opportunity to further collaborate with their colleagues.

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

1. Utilize the district SearchSoft system to screen for qualified applicants.
2. Provide customized staff development for teachers to address the unique learning needs of students with significant cognitive disabilities. Professional development includes but is not limited to, writing IEPs, providing related and support services, and professional crisis management.

3. Provide support to teachers from each department and school support staff (i.e., Behavior, OT/PT, Speech/Language, Assistive Technology) to address challenges they may have experience with students in the classroom.
4. New teachers attend the New Beginnings Training and are supported through the TOPS program where applicable.

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

Bryan Perri (beginning teacher) - Jordan Bombard (mentor)

Olivia Anderson (beginning teacher) - Gina Hay (mentor)

Sheena Charanza (beginning teacher) - Gina Hay (mentor)

Monique McClam (beginning teacher) - Jordan Bombard (mentor)

The new teachers are paired with veteran teachers who can most appropriately assist with their particular type of classroom and student. In addition, Administration, Leadership Team members and Guidance Counselor provide multiple trainings and opportunities throughout the school year to assist in preparing teachers for: Common Core, lesson planning, scales creation and implementation, understanding the IEP, Data Collection, curriculum, teaching strategies, etc

The new teachers participate in a 9-hour "Beginning Teachers Summer Training Series" during the month of August, 2014. The training series was especially designed to train our new teachers on the school-wide systems management approach for teaching students with significant cognitive disabilities.

The training included: 1. Writing Lesson Plans 2. Understanding IEPs, Matrix, Behavior Plans 3. Embedded Skills Grid 4. Instructional Blueprints 5. Focus Calendars 6. Curriculum and 7. Understanding CCSS.

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

Using the Writing Team format, a group of teachers led by Mrs. Meyers and Jordan Bombard, spent the past two years writing and implementing the Instructional Framework for the Access Points. The team developed Focus Calendars, Instructional Blueprints, Scales and Assessments based on and modified from the Florida Standards (Common Core) for Students with Severe Cognitive Disabilities (SwSCD).

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

Academic and IEP Data Points are taken on a weekly basis and evaluated regularly. We utilize the Lesson Study Process and Professional Learning Communities to assist with developing more appropriate instruction for our students through increasingly effective teaching strategies.

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: 4,290

During ESY, teachers instruct students on a daily basis using the curriculum offered throughout the school year. In addition, IEP (Individual Education Plan) goals are worked on, as well. Data is recorded at least twice a week and parents are informed of progress being made.

While not all of our students attend summer school, most of them do. In addition, we accept eligible students from around our district to join us for summer school. We run a full school both during the school year and for the summer program.

Strategy Rationale

Research shows large breaks of time for Students with Severe Cognitive Disabilities (SwSCD) is detrimental to their educational process. Due to this, we offer Extended School Year (ESY) each summer.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Meyers, Robin, meyersr@lake.k12.fl.us

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

Both Academic and IEP data is collected on a regular basis throughout summer school. All data is reported to the student's home school and the parents at the end of the ESY session.

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

N/A

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

Lake Hills has implemented a multi-phase vocational program for these 45 students. This program will also serve other students as they "age into" a need for such services.

The phases are as follows:

1. Pre-Vocational- This service includes training in activities of daily living, practical and applied mathematics (sign identification, budgeting), cooperation with others, attention to task, and following directions.
2. Work Adjustment- Building upon the academically and socially related skills taught in the Pre-Vocational Phase, students will participate in a variety of work and work-related activities within the school setting. Work Adjustment teaches the value and purpose of meaningful work, whatever the work is. It is taught by the example of family and teachers and reinforced by exposure to actual, though school-based work experiences. In this phase, students are supervised and trained by vocational teachers and teacher assistants in a variety of simulated and real work settings created in

the school. These include, but are not limited to:

- a) A teaching kitchen designed to build upon the family food preparation skills taught in the Pre-Vocational Phase. This kitchen also focuses upon more commercial food service applications including work stations for dish washing, salad preparation, vegetable preparation, table service and busing and other related functions.
- b) A school small "store" program of small food items but adds such functions as shelf-stocking, stock rotation, cash register operation and appropriate behavior with customers.
- c) Mobile work crews, within the school which teach janitorial services, mail sorting, and delivery and message delivery.

Each of the above work settings within the school teaches the specific skills related to the job category but, more importantly, they teach the importance of dependability, the value of work and the usefulness and satisfaction of a job well-done. Related behaviors such as time and attendance, appropriate relations with supervisors, co-workers and customers are emphasized. An important part of work adjustment is consultation and information-sharing with parents and care-givers that need to understand the importance of assisting students to move into the most integrated setting possible upon graduation.

3. Sheltered Employment- For some students, their support needs will not permit them to work within an integrated setting in the community. For these students, the school will seek sheltered employment positions with established providers in the community. The school will develop transition plans to assure that students can move into these settings upon graduation.

4. Volunteer Worksites in the Community- Students who successfully participate in the Work Adjustment Phase will move into this more integrated phase. Here, vocational teachers and teacher assistants will supervise small groups of students or individual students in community volunteer jobsites within not-for-profit agencies. These are volunteer positions for which anyone in the community can volunteer. Such volunteer work will expose students, with constant staff supervision, to real work experiences that currently include the local animal shelter and a local library. These community services will help students to shift from a role of dependency to one of contribution and value.

5. Supported Employment- Students who successfully participate in the Work Adjustment and Volunteer Worksite Phases will move into this phase which is defined as paid, integrated employment in the community. This phase itself has several possible integration techniques, all of which require the initial full-time supervision of school staff as job coaches and onsite trainers. These techniques follow the models described above in the Work Adjustment Phase but move the training location into the community with local employers. This is our Enclave phase where small groups of students will work, under school staff supervision, at a community employer's site but will remain at the one site to complete a specific job function. An example, and there are many, would be a group of student workers who actually operate all or part of an employer's mail sorting function at the employer's worksite.

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

Lake Hills School provides complete educational services to students whose physical and developmental needs exceed their appropriate integration into the general school population. Many of these students have been in integrated school settings in the past however, that setting was unable to meet their behavioral, medical, mobility and educational requirements. All of these students present significant, and often multiple, disabilities. Their current school program has been designed to meet all mandated educational requirements including academics, independent living, and socialization with adaptations which encompass and complement each student's special needs.

The Lake Hills School has identified approximately 45 students who are aged 18 to 21 who can benefit from a fully-developed vocational program. While these students will remain in the school until the mandated age of 22, the school and the Lake County School District recognizes its responsibility to help these students to attain a meaningful transition into adulthood to include significant aspects of community involvement and employment as appropriate to the individual needs and potential. While

the intensive physical and medical needs of other older students in the school will require transition into adulthood with an essential emphasis upon respite care and medical support, these 45 students can aspire to a variety of vocational opportunities with appropriate training and support.

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

All students at Lake Hills School have Individual Education Plan. Academic and career planning goals are incorporated into every student's Individual Education Plan and monitored by daily IEP data collection.

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

NA

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.** New Teachers will acquire a Highly Qualified Status and necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the 2014-2015 school year.
- G2.** The number of student restraints and seclusions will decrease by 30% during the 2014-2015 school year.
- G3.** The number of students achieving learning gains in Reading on the 2014-2015 FAA will increase from 45% to 48%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.
- G4.** The number of students achieving learning gains in Mathematics on the 2014-2015 FAA will increase from 49% to 52%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.
- G5.** The number of students achieving proficiency in Writing on the 2014-2015 FAA will increase from 18% to 21%
- G6.** The number of students achieving proficiency in Science on the 2014-2015 FAA will increase from 21% to 24%

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. New Teachers will aquire a Highly Qualified Status and necessary skills and techniques to assist in student acheivement by participating in all scheduled trainings and workshops throughout the 2014-2015 school year. 1a

 G043523

Targets Supported 1b

Indicator	Annual Target
Highly Qualified Teachers	100.0

Resources Available to Support the Goal 2

- 1. District-level Coach
- 2. School-assigned Mentor
- 3. District training opportunities
- 4. Lake Hills School Professional Development

Targeted Barriers to Achieving the Goal 3

- Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

Plan to Monitor Progress Toward G1. 8

District TOPS-New Teacher Orientation Program
Lake Hills School Professional Development Plan
FDLRS Traings/Workshops

Person Responsible

Robin Meyers

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

Evidence of Completion

New Teachers will implement the new techniques they have learned through the District TOPS Program, Lake Hills School Professional Development Plan, and FDLRS Trainings/Workshops within their classroom environment to assist with increased student acheivement.

G2. The number of student restraints and seclusions will decrease by 30% during the 2014-2015 school year. 1a

 G043524

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	60.0

Resources Available to Support the Goal 2

- 1. Crisis Prevention Intervention Training and up-dates for each employee
- 2. Annual Lake Hills School Behavior Strategies Training
- 3. Positive Behavior Supports
- 4. Code Blue Team

Targeted Barriers to Achieving the Goal 3

- 1. Parent Support
- 2. Newer staff members require appropriate crisis management training, as well as training in positive behavioral support.

Plan to Monitor Progress Toward G2. 8

Staff members will receive initial and up-dated training on an annual basis.
 Behavior Strategies and Interventions Training provided to all staff members throughout the year.
 Provide District-level Parent Training (Behavior Serves a Function)
 Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.

Person Responsible

Melissa Walker

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification. Sign-in sheet documentation and MIP points are given. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors. With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

G3. The number of students achieving learning gains in Reading on the 2014-2015 FAA will increase from 45% to 48%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade. 1a

 G043525

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	48.0

Resources Available to Support the Goal 2

- 1. Florida Access Standards
- 2. Instructional Framework (Blueprints, Weekly Activities, Published Products, Text Tasks, Scales, Assessments).
- 3. Reading Wonders
- 4. Safari Montage
- 5. Weekly 90 minute Common Planning
- 6. Unique Learning Systems

Targeted Barriers to Achieving the Goal 3

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students based on the Florida Access Standards.

Plan to Monitor Progress Toward G3. 8

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Academic Services:

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

G4. The number of students achieving learning gains in Mathematics on the 2014-2015 FAA will increase from 49% to 52%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade. 1a

 G043526

Targets Supported 1b

Indicator	Annual Target
Math Gains	52.0

Resources Available to Support the Goal 2

- 1. Florida Standards
- 2. Instructional Framework (Blueprints, Scales, Assessments, etc.).
- 3. Growing with Mathematics
- 4. Teaching to the Standards: Math
- 5. Safari Montage
- 6. Go Math
- 7. Weekly Common Planning Time

Targeted Barriers to Achieving the Goal 3

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

Plan to Monitor Progress Toward G4. 8

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Academic Services:

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continuous summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous summative performance levels on every student.

G5. The number of students achieving proficiency in Writing on the 2014-2015 FAA will increase from 18% to 21% **1a**

 G043527

Targets Supported **1b**

Indicator	Annual Target
FAA Writing Proficiency	21.0

Resources Available to Support the Goal **2**

- 1. Florida Standards
- 2. Instructional Framework (Blueprints, Scales, Assessments, etc.).
- 3. Weekly Common Planning Time

Targeted Barriers to Achieving the Goal **3**

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

Plan to Monitor Progress Toward G5. **8**

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Academic Services:

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunites for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

G6. The number of students achieving proficiency in Science on the 2014-2015 FAA will increase from 21% to 24% **1a**

 G043528

Targets Supported **1b**

Indicator	Annual Target
FAA Science Proficiency	24.0

Resources Available to Support the Goal **2**

- 1. Florida Standards
- 2. Instructional Framework (Blueprints, Scales, Assessments, etc.).
- 3. Teaching to Standards:Science
- 4. SRA Snapshots:Simply Science
- 5. Content Essentials:Science
- 6. Safari Montage
- 7. Weekly Common Planning Time

Targeted Barriers to Achieving the Goal **3**

- Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

Plan to Monitor Progress Toward G6. **8**

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Academic Services:

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunitis for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

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. New Teachers will acquire a Highly Qualified Status and necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the 2014-2015 school year. 1

 G043523

G1.B1 Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

2

 B106679

G1.B1.S1 District TOPS-New Teacher Orientation Program 4

 S118006

Strategy Rationale

Appropriate District Training models better prepare all teachers for instruction and classroom management.

Action Step 1 5

District TOPS-New Teacher Orientation Program

Person Responsible

Debbie Stedelin

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

Evidence of Completion

Successful completion of the District TOPS Program

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

District TOPS-New Teacher Orientation Program

Person Responsible

Debbie Stedelin

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

Evidence of Completion

Successful completion of the District TOPS Program

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

District TOPS-New Teacher Orientation Program

Person Responsible

Debbie Stedelin

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

Evidence of Completion

Successful completion of the District TOPS Program

G1.B1.S2 Lake Hills School Professional Development 4 S118008**Strategy Rationale**

Lake Hills School Professional Development gives teachers more in-depth Academic, Behavioral and IEP training for their specific classroom population and level of instruction.

Action Step 1 5

Lake Hills School Professional Development

Person Responsible

Robin Meyers

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

Evidence of Completion

Successful completion of all Lake Hills Professional Development..

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lake Hills School Professional Development

Person Responsible

Robin Meyers

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

Evidence of Completion

Successful completion of all Lake Hills Professional Development.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lake Hills Professional Development

Person Responsible

Robin Meyers


Schedule

Biweekly, from 8/6/2014 to 6/5/2015

Evidence of Completion

Successful completion of all Lake Hills Professional Development.

G1.B1.S3 FDLRS Trainings/Workshops 4

 S118009

Strategy Rationale

FDLRS Trainings/Workshops offer specific training related to Students with Severe Cognitive Disabilities.

Action Step 1 5

FDLRS Trainings/Workshops

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Successful completion of FDLRS trainings /workshops

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

FDLRS Trainings/Workshops

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Successful completion of FDLRS trainings /workshops

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

FDLRS Trainings/Workshops

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion


Successful completion of FDLRS trainings /workshops

G2. The number of student restraints and seclusions will decrease by 30% during the 2014-2015 school year.


1

 G043524

G2.B1 1. Parent Support 2

 B109404

G2.B1.S1 Offer Parent Trainings/Workshops throughout the year to provide strategies to parents for assisting in the reshaping of maladaptive behaviors. 4

 S120922

Strategy Rationale

To provide families with effective behavioral strategies that will allow successful reshaping of maladaptive behavior to promote increased student success.

Action Step 1 5

Provide District-level Parent Training (Behavior Serves a Function)

Person Responsible

Melissa Walker

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Provide District-level Parent Training (Behavior Serves a Function)

Person Responsible

Melissa Walker

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Provide District-level Parent Training (Behavior Serves a Function)

Person Responsible

Melissa Walker


Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.

G2.B1.S2 School Counselor will assist in coordination of district and community services available to families for Behavior Support. 4

 S120923

Strategy Rationale

By coordinating district and community services, families will be able to help alleviate the stressors that prevent more positive Family-School and/or Family-Community relationships.

Action Step 1 5

Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.

Person Responsible

Melissa Walker

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

Action Step 2 5

Work closely with other District departments to coordinate appropriate community services for students and families with behavioral support needs.

Person Responsible

Melissa Walker

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.

Person Responsible

Melissa Walker

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.

Person Responsible

Melissa Walker

Schedule

Biweekly, from 8/18/2014 to 6/5/2015


Evidence of Completion

With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.

G2.B2 2. Newer staff members require appropriate crisis management training, as well as training in positive behavioral support. **2**

 B109411

G2.B2.S1 Provide all staff members with the appropriate level of annual Crisis Prevention Institute (CPI) training. **4**

 S120927

Strategy Rationale

Staff members will be adequately equipped to assist with and de-escalate inappropriate and/or behaviors with the appropriate level of annual Crisis Prevention Institute (CPI) training.

Action Step 1 **5**

Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.

Person Responsible

Melissa Walker

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Staff members will receive initial and up-dated training on an annual basis.

Person Responsible

Melissa Walker

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Staff members will receive initial and up-dated training on an annual basis.

Person Responsible

Melissa Walker


Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data reflects staff members and their level of training. Participants receive a CPI certification.

G2.B2.S2 Provide all staff members with on-going training in positive behavioral support. 4

 S120928

Strategy Rationale

Staff members will be adequately equipped to assist with and de-escalate inappropriate and/or behaviors with on-going training in positive behavioral support.

Action Step 1 5

Behavior Strategies and Interventions Training provided to all staff members throughout the year.

Person Responsible

Rebecca Hopkins

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet documentaiton and MIP points are given.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Behavior Strategies and Interventions Training provided to all staff members throughout the year.

Person Responsible

Rebecca Hopkins

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet documentation and MIP points are given.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Behavior Strategies and Interventions Training provided to all staff members throughout the year.

Person Responsible

Rebecca Hopkins

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet documentation and MIP points are given.

G3. The number of students achieving learning gains in Reading on the 2014-2015 FAA will increase from 45% to 48%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade. **1**

 G043525

G3.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students based on the Florida Access Standards. **2**

 B106681

G3.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. **4**

 S118012

Strategy Rationale

Through Lesson Study, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

This Professional Learning Community process will continue to support student achievement and increase student learning gains. as well as provide additional Professional Development opportunities for our Faculty.

90-Minute COMMON PLANNING SCHEDULE:

PLC 1 (PMH/Physically Disabled) McLaughlin, Werking, Hall, Reynolds, Helmes Wednesdays 9:15 – 10:45

PLC 2 (Grades 6-8) Hass, Kasha, Perri, Lower; Wednesdays 9:15 – 10:45

PLC 3 (Elementary) Hay, Abreu, Charanza, Patterson, Anderson, Castellanos; Wednesdays 11:45 – 1:15

PLC 4 (Grades 9-12) Bombard, Johnson, Muruaga, McClam, Wilcoxson; Mondays 9:30 – 11:00

PLC 5 (Vocations) Vucic, Kisse, Lerner (Vocations); Mondays 9:30 – 11:00

PLC 6 (PreK) Kotz, Fairservice; Tuesdays 9:00 – 10:30

Action Step 1 **5**

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

The purpose of our Lesson Study Process for 2014-2015 is:

*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities.

*To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction).

*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Lesson studies empower teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meet the needs of every student.

Action Step 2 5

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson Study Process and Professional Learning Communities:
Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Lesson Study Data Questions analysis Academic Data Collection on a regular basis
Successful development and implementation of Instructional Framework

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers


Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.

G3.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2014-2015 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics. 4

 S118013

Strategy Rationale

This process will continue to support student achievement, as well as provide additional Professional Development opportunities for our Faculty.

Action Step 1 5

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 2/19/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

Action Step 2 5

C2 Collaborative School-based Cohort Trainings

Person Responsible

Robin Meyers

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous summative performance levels on every student

G3.B1.S3 The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team. 4

 S121767

Strategy Rationale

The assessments will monitor goal progress and student achievement.

Action Step 1 5

School Writing Team:

The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The assessments will monitor goal progress and student achievement.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

The writing team will develop quarterly ELA assessments aligned with the curriculum framework and based on the Access Points for grades K-12. The team will draw test items from the test item bank platform and will also create their own. We will assess the assessments in the PLC to support the implementation. Administration and the PLC teacher leaders will monitor the fidelity of implementation of the assessments.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The assessments are graded and recorded in the grade book. The PLCs will assess the assessments through the use of student data to determine reliability of the test items. This process will continue the entire school year.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

The principal will meet with PLC teams to monitor and support the effectiveness of implementation of the quarterly assessments.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC notes, student test data.

G4. The number of students achieving learning gains in Mathematics on the 2014-2015 FAA will increase from 49% to 52%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade. **1**

 G043526

G4.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students. **2**

 B106682

G4.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. **4**

 S118014

Strategy Rationale

Through Lesson Study, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

This Professional Learning Community process will continue to support student achievement and increase student learning gains. as well as provide additional Professional Development opportunities for our Faculty.

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PLC 3 (Elementary) Hay, Abreu, Charanza, Patterson, Anderson, Castellanos; Wednesdays 11:45 – 1:15

PLC 4 (Grades 9-12) Bombard, Johnson, Muruaga, McClam, Wilcoxson; Mondays 9:30 – 11:00

PLC 5 (Vocations) Vucic, Kisse, Lerner (Vocations); Mondays 9:30 – 11:00

PLC 6 (PreK) Kotz, Fairservice; Tuesdays 9:00 – 10:30

Action Step 1 **5**

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

The purpose of our Lesson Study Process for 2014-2015 is:

*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities.

*To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction).

*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Lesson studies empower teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

Action Step 2 5

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. In addition, the PLC promotes development of professional relationships and comraderies.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Lesson Study Process and Professional Learning Communities:
Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Lesson Study Data Questions analysis Academic Data Collection on a regular basis
Successful development and implementation of Instructional Framework

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunites for student growth and success.

G4.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2014-2015 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics. 4

 S118015

Strategy Rationale

This process will continue to support student achievement, as well as provide additional Professional Development opportunities for our Faculty.

Action Step 1 5

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 2/19/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

Action Step 2 5

C2 Collaborative School-based Cohort Trainings

Person Responsible

Robin Meyers

Schedule

Weekly, from 9/18/2014 to 2/19/2015

Evidence of Completion

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 2/19/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 2/19/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

G4.B1.S3 The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team. 4

 S122097

Strategy Rationale

The assessments will monitor goal progress and student achievement.

Action Step 1 5

School Writing Team:

The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The assessments will monitor goal progress and student achievement.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

The writing team will develop quarterly Math assessments aligned with the curriculum framework and based on the Access Points for grades K-12. The team will draw test items from the test item bank platform and will also create their own. We will assess the assessments in the PLC to support the implementation. Administration and the PLC teacher leaders will monitor the fidelity of implementation of the assessments.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The assessments are graded and recorded in the grade book. The PLCs will assess the assessments through the use of student data to determine reliability of the test items. This process will continue the entire school year.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

The principal will meet with PLC teams to monitor and support the effectiveness of implementation of the quarterly assessments.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC notes, student test data.

G5. The number of students achieving proficiency in Writing on the 2014-2015 FAA will increase from 18% to 21% **1**

 G043527

G5.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students. **2**

 B106683

G5.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. **4**

 S118016

Strategy Rationale

Through Lesson Study, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

This Professional Learning Community process will continue to support student achievement and increase student learning gains. as well as provide additional Professional Development opportunities for our Faculty.

90-Minute COMMON PLANNING SCHEDULE:

PLC 1 (PMH/Physically Disabled) McLaughlin, Werking, Hall, Reynolds, Helmes Wednesdays 9:15 – 10:45

PLC 2 (Grades 6-8) Hass, Kasha, Perri, Lower; Wednesdays 9:15 – 10:45

PLC 3 (Elementary) Hay, Abreu, Charanza, Patterson, Anderson, Castellanos; Wednesdays 11:45 – 1:15

PLC 4 (Grades 9-12) Bombard, Johnson, Muruaga, McClam, Wilcoxson; Mondays 9:30 – 11:00

PLC 5 (Vocations) Vucic, Kisse, Lerner (Vocations); Mondays 9:30 – 11:00

PLC 6 (PreK) Kotz, Fairservice; Tuesdays 9:00 – 10:30

Action Step 1 **5**

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

The purpose of our Lesson Study Process for 2014-2015 is:

*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities.

*To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction).

*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meet the needs of every student.

Action Step 2 5

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Lesson Study Process and Professional Learning Communities:
Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Lesson Study Data Questions analysis Academic Data Collection on a regular basis
Successful development and implementation of Instructional Framework

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers


Schedule

Quarterly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.

G5.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2014-2015 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics. 4

 S118017

Strategy Rationale

This process will continue to support student achievement, as well as provide additional Professional Development opportunities for our Faculty.

Action Step 1 5

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

Action Step 2 5

C2 Collaboration Cohort School-based Trainings

Person Responsible

Robin Meyers

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student

G5.B1.S3 The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team. 4

 S122099

Strategy Rationale

The assessments will monitor goal progress and student achievement.

Action Step 1 5

School Writing Team:

The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The assessments will monitor goal progress and student achievement.

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

The writing team will develop quarterly Writing assessments aligned with the curriculum framework and based on the Access Points for grades K-12. The team will draw test items from the test item bank platform and will also create their own. We will assess the assessments in the PLC to support the implementation. Administration and the PLC teacher leaders will monitor the fidelity of implementation of the assessments.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The assessments are graded and recorded in the grade book. The PLCs will assess the assessments through the use of student data to determine reliability of the test items. This process will continue the entire school year.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

The principal will meet with PLC teams to monitor and support the effectiveness of implementation of the quarterly assessments.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC notes, student test data.

G6. The number of students achieving proficiency in Science on the 2014-2015 FAA will increase from 21% to 24% **1**

 G043528

G6.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students. **2**

 B106684

G6.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. **4**

 S118018

Strategy Rationale

Through Lesson Study, the data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

This Professional Learning Community process will continue to support student achievement and increase student learning gains. as well as provide additional Professional Development opportunities for our Faculty.

90-Minute COMMON PLANNING SCHEDULE:

PLC 1 (PMH/Physically Disabled) McLaughlin, Werking, Hall, Reynolds, Helmes Wednesdays 9:15 – 10:45

PLC 2 (Grades 6-8) Hass, Kasha, Perri, Lower; Wednesdays 9:15 – 10:45

PLC 3 (Elementary) Hay, Abreu, Charanza, Patterson, Anderson, Castellanos; Wednesdays 11:45 – 1:15

PLC 4 (Grades 9-12) Bombard, Johnson, Muruaga, McClam, Wilcoxson; Mondays 9:30 – 11:00

PLC 5 (Vocations) Vucic, Kisse, Lerner (Vocations); Mondays 9:30 – 11:00

PLC 6 (PreK) Kotz, Fairservice; Tuesdays 9:00 – 10:30

Action Step 1 **5**

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

The purpose of our Lesson Study Process for 2014-2015 is:

*To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities.

*To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction).

*To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Lesson studies empower teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.

Action Step 2 5

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Lesson Study Process and Professional Learning Communities:
Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Lesson Study Data Questions analysis Academic Data Collection on a regular basis
Successful development and implementation of Instructional Framework

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Lesson Study Process and Professional Learning Communities:

Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .

Person Responsible

Robin Meyers


Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.

G6.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2014-2015 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics. 4

 S118019

Strategy Rationale

This process will continue to support student achievement, as well as provide additional Professional Development opportunities for our Faculty.

Action Step 1 5

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 2/19/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

Action Step 2 5

C2 Collaborative School-based Cohort Trainings

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

C2 Collaborative Cohort

Person Responsible

Robin Meyers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continuous summative performance levels on every student.

G6.B1.S3 The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team. 4

 S122221

Strategy Rationale

The assessments will monitor goal progress and student achievement.

Action Step 1 5

School Writing Team:

The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The assessments will monitor goal progress and student achievement.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

The writing team will develop quarterly Science assessments aligned with the curriculum framework and based on the Access Points for grades K-12. The team will draw test items from the test item bank platform and will also create their own. We will assess the assessments in the PLC to support the implementation. Administration and the PLC teacher leaders will monitor the fidelity of implementation of the assessments.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The assessments are graded and recorded in the grade book. The PLCs will assess the assessments through the use of student data to determine reliability of the test items. This process will continue the entire school year.

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

The principal will meet with PLC teams to monitor and support the effectiveness of implementation of the quarterly assessments.

Person Responsible

Robin Meyers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC notes, student test data.

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
G1.B1.S1.A1	District TOPS-New Teacher Orientation Program	Stedelin, Debbie	8/6/2014	Successful completion of the District TOPS Program	6/5/2015 biweekly
G1.B1.S2.A1	Lake Hills School Professional Development	Meyers, Robin	8/6/2014	Successful completion of all Lake Hills Professional Development..	6/5/2015 biweekly
G1.B1.S3.A1	FDLRS Trainings/Workshops	Meyers, Robin	8/11/2014	Successful completion of FDLRS trainings /workshops	6/5/2015 quarterly
G3.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards	Meyers, Robin	11/3/2014	Lesson studies empower teams of teachers to engage in data-based	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2014-2015 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.			problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.	
G3.B1.S2.A1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.	2/19/2015 quarterly
G4.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2014-2015 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.	Meyers, Robin	11/3/2014	Lesson studies empower teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.	6/5/2015 quarterly
G4.B1.S2.A1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.	2/19/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2014-2015 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.	Meyers, Robin	11/3/2014	Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the lesson study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.	6/5/2015 quarterly
G5.B1.S2.A1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.	6/5/2015 quarterly
G6.B1.S1.A1	LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2014-2015 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.	Meyers, Robin	11/3/2014	Lesson studies empower teams of teachers to engage in data-based problem-solving to accelerate student learning. Each of the Lesson Study groups will reflect upon, analyze, and discuss data questions specially designed to determine how the students are responding to the lesson. Data is gathered during direct observation of the lesson. The data will define next steps based upon what they have learned to improve the instruction to meets the needs of every student.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S2.A1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.	2/19/2015 quarterly
G2.B1.S1.A1	Provide District-level Parent Training (Behavior Serves a Function)	Walker, Melissa	8/18/2014	Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.	6/5/2015 annually
G2.B2.S1.A1	Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.	Walker, Melissa	8/18/2014	Data reflects staff members and their level of training. Participants receive a CPI certification.	6/5/2015 quarterly
G2.B2.S2.A1	Behavior Strategies and Interventions Training provided to all staff members throughout the year.	Hopkins, Rebecca	8/18/2014	Sign-in sheet documentaiton and MIP points are given.	6/5/2015 quarterly
G2.B1.S2.A1	Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.	Walker, Melissa	8/18/2014	With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.	6/5/2015 biweekly
G3.B1.S3.A1	School Writing Team: The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.	Meyers, Robin	8/18/2014	The assessments will monitor goal progress and student achievement.	6/5/2015 quarterly
G4.B1.S3.A1	School Writing Team: The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.	Meyers, Robin	8/18/2014	The assessments will monitor goal progress and student achievement.	6/5/2015 quarterly
G6.B1.S3.A1	School Writing Team: The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.	Meyers, Robin	8/18/2014	The assessments will monitor goal progress and student achievement.	6/5/2015 quarterly
G5.B1.S3.A1	School Writing Team: The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.	Meyers, Robin	8/18/2014	The assessments will monitor goal progress and student achievement.	6/5/2015 quarterly
G3.B1.S2.A2	C2 Collaborative School-based Cohort Trainings	Meyers, Robin	9/18/2014	Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.	6/5/2015 weekly
G4.B1.S2.A2	C2 Collaborative School-based Cohort Trainings	Meyers, Robin	9/18/2014	Data is taken daily on every student regarding their level of academic performance . The data collection	2/19/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				program provides continues summative performance levels on every student.	
G5.B1.S2.A2	C2 Collaboration Cohort School-based Trainings	Meyers, Robin	9/18/2014	Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.	6/5/2015 weekly
G6.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.	Meyers, Robin	8/27/2014	Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.	6/5/2015 weekly
G3.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.	Meyers, Robin	8/27/2014	Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes development of professional relationships and trust amongst the staff.	6/5/2015 weekly
G4.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.	Meyers, Robin	8/27/2014	Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. In addition, the PLC promotes development of professional relationships and comraderies.	6/5/2015 weekly
G5.B1.S1.A2	PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing	Meyers, Robin	8/27/2014	Professional Learning Communities offer our teachers the opportunity to work together to create necessary resources and materials to increase student achievement. Each PLC will meet 90 minutes per week for the entire school year. The PLC's will focus on creating lessons and assessments aligned with the instructional framework. In addition, the PLC promotes	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.			development of professional relationships and trust amongst the staff.	
G2.B1.S2.A2	Work closely with other District departments to coordinate appropriate community services for students and families with behavioral support needs.	Walker, Melissa	8/18/2014	With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.	6/5/2015 biweekly
G6.B1.S2.A2	C2 Collaborative School-based Cohort Trainings	Meyers, Robin	9/18/2014	Data is taken daily on every student regarding their level of academic performance . The data collection program provides continues summative performance levels on every student.	6/5/2015 quarterly
G1.MA1	District TOPS-New Teacher Orientation Program Lake Hills School Professional Development Plan FDLRS Trainings/ Workshops	Meyers, Robin	8/6/2014	New Teachers will implement the new techniques they have learned through the District TOPS Program, Lake Hills School Professional Development Plan, and FDLRS Trainings/Workshops within their classroom environment to assist with increased student achievement.	6/5/2015 biweekly
G1.B1.S1.MA1	District TOPS-New Teacher Orientation Program	Stedelin, Debbie	8/6/2014	Successful completion of the District TOPS Program	6/5/2015 biweekly
G1.B1.S1.MA1	District TOPS-New Teacher Orientation Program	Stedelin, Debbie	8/6/2014	Successful completion of the District TOPS Program	6/5/2015 biweekly
G1.B1.S2.MA1	Lake Hills Professional Development	Meyers, Robin	8/6/2014	Successful completion of all Lake Hills Professional Development.	6/5/2015 biweekly
G1.B1.S2.MA1	Lake Hills School Professional Development	Meyers, Robin	8/6/2014	Successful completion of all Lake Hills Professional Development.	6/5/2015 biweekly
G1.B1.S3.MA1	FDLRS Trainings/Workshops	Meyers, Robin	8/11/2014	Successful completion of FDLRS trainings /workshops	6/5/2015 quarterly
G1.B1.S3.MA1	FDLRS Trainings/Workshops	Meyers, Robin	8/11/2014	Successful completion of FDLRS trainings /workshops	6/5/2015 quarterly
G2.MA1	Staff members will receive initial and up-dated training on an annual basis. Behavior Strategies and Interventions Training provided to all staff members throughout the year. Provide District-level Parent Training (Behavior Serves a Function) Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.	Walker, Melissa	8/18/2014	Data reflects staff members and their level of training. Participants receive a CPI certification. Sign-in sheet documentation and MIP points are given. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors. With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.	6/5/2015 quarterly
G2.B1.S1.MA1	Provide District-level Parent Training (Behavior Serves a Function)	Walker, Melissa	8/18/2014	Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.	6/5/2015 annually
G2.B1.S1.MA1	Provide District-level Parent Training (Behavior Serves a Function)	Walker, Melissa	8/18/2014	Sign-in sheet is collected. Parents are given a portfolio of information to assist in the identification and reshaping of maladaptive behaviors.	6/5/2015 annually
G2.B2.S1.MA1	Staff members will receive initial and up-dated training on an annual basis.	Walker, Melissa	8/18/2014	Data reflects staff members and their level of training. Participants receive a CPI certification.	6/5/2015 quarterly
G2.B2.S1.MA1	Staff members will receive initial and up-dated training on an annual basis.	Walker, Melissa	8/18/2014	Data reflects staff members and their level of training. Participants receive a CPI certification.	6/5/2015 quarterly
G2.B1.S2.MA1	Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.	Walker, Melissa	8/18/2014	With appropriate behavior support and strategies in place, there will be	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				decrease in the exhibition of maladaptive behaviors.	
G2.B1.S2.MA1	Provide parents with a Community Resources packet specifically designed to meet the needs of SwSCD.	Walker, Melissa	8/18/2014	With appropriate behavior support and strategies in place, there will be decrease in the exhibition of maladaptive behaviors.	6/5/2015 biweekly
G2.B2.S2.MA1	Behavior Strategies and Interventions Training provided to all staff members throughout the year.	Hopkins, Rebecca	8/18/2014	Sign-in sheet documentation and MIP points are given.	6/5/2015 quarterly
G2.B2.S2.MA1	Behavior Strategies and Interventions Training provided to all staff members throughout the year.	Hopkins, Rebecca	8/18/2014	Sign-in sheet documentation and MIP points are given.	6/5/2015 quarterly
G3.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework . Academic Services: C2 Collaborative Cohort	Meyers, Robin	8/18/2014	Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/5/2015 weekly
G3.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/27/2014	Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.	6/5/2015 weekly
G3.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/27/2014	Lesson Study Data Questions analysis Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework	6/5/2015 weekly
G3.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student	6/5/2015 quarterly
G3.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	
G3.B1.S3.MA1	The principal will meet with PLC teams to monitor and support the effectiveness of implementation of the quarterly assessments.	Meyers, Robin	8/18/2014	PLC notes, student test data.	6/5/2015 quarterly
G3.B1.S3.MA1	The writing team will develop quarterly ELA assessments aligned with the curriculum framework and based on the Access Points for grades K-12. The team will draws test items from the test item bank platform and will also create their own. We will assess the assessments in the PLC to support the implementation. Administration and the PLC teacher leaders will monitor the fidelity of implementation of the assessments.	Meyers, Robin	8/18/2014	The assessments are graded and recorded in the grade book. The PLCs will assess the assessments through the use of student data to determine reliability of the test items. This process will continue the entire school year.	6/5/2015 quarterly
G4.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework . Academic Services: C2 Collaborative Cohort	Meyers, Robin	8/18/2014	Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunites for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/5/2015 weekly
G4.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/18/2014	Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunites for student growth and success.	6/5/2015 weekly
G4.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/27/2014	Lesson Study Data Questions analysis Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student	2/19/2015 quarterly
G4.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	2/19/2015 quarterly
G4.B1.S3.MA1	The principal will meet with PLC teams to monitor and support the effectiveness of implementation of the quarterly assessments.	Meyers, Robin	8/18/2014	PLC notes, student test data.	6/5/2015 quarterly
G4.B1.S3.MA1	The writing team will develop quarterly Math assessments aligned with the curriculum framework and based on the Access Points for grades K-12. The team will draws test items from the test item bank platform and will also create their own. We will assess the assessments in the PLC to support the implementation. Administration and the PLC teacher leaders will monitor the fidelity of implementation of the assessments.	Meyers, Robin	8/18/2014	The assessments are graded and recorded in the grade book. The PLCs will assess the assessments through the use of student data to determine reliability of the test items. This process will continue the entire school year.	6/5/2015 quarterly
G5.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework . Academic Services: C2 Collaborative Cohort	Meyers, Robin	8/18/2014	Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunities for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/5/2015 weekly
G5.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/27/2014	Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.	
G5.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/27/2014	Lesson Study Data Questions analysis Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework	6/5/2015 quarterly
G5.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student	6/5/2015 quarterly
G5.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/5/2015 quarterly
G5.B1.S3.MA1	The principal will meet with PLC teams to monitor and support the effectiveness of implementation of the quarterly assessments.	Meyers, Robin	8/18/2014	PLC notes, student test data.	6/5/2015 quarterly
G5.B1.S3.MA1	The writing team will develop quarterly Writing assessments aligned with the curriculum framework and based on the Access Points for grades K-12. The team will draws test items from the test item bank platform and will also create their own. We will assess the assessments in the PLC to support the implementation. Administration and the PLC teacher leaders will monitor the fidelity of implementation of the assessments.	Meyers, Robin	8/18/2014	The assessments are graded and recorded in the grade book. The PLCs will assess the assessments through the use of student data to determine reliability of the test items. This process will continue the entire school year.	6/5/2015 quarterly
G6.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework . Academic Services: C2 Collaborative Cohort	Meyers, Robin	8/18/2014	Lesson Study: Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Professional Learning Communities: Successful development and implementation of Instructional Framework will provide opportunitis for student growth and success. Academic Services: These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				of academic performance. The data collection program provides continues summative performance levels on every student.	
G6.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/27/2014	Data is taken daily on every student regarding their level of performance. The data collection program provides continues summative performance levels on every student. The lesson study data questions will define the effectiveness of the research study. Successful development and implementation of Instructional Framework will provide opportunities for student growth and success.	6/5/2015 weekly
G6.B1.S1.MA1	Lesson Study Process and Professional Learning Communities: Utilize the Lesson Study Process and Professional Learning Communities to increase student achievement and assist in the development and implementation the new Instructional Framework .	Meyers, Robin	8/27/2014	Lesson Study Data Questions analysis Academic Data Collection on a regular basis Successful development and implementation of Instructional Framework	6/5/2015 weekly
G6.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/5/2015 quarterly
G6.B1.S2.MA1	C2 Collaborative Cohort	Meyers, Robin	9/18/2014	These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics and implementation. Data is taken daily on every student regarding their levels of academic performance. The data collection program provides continues summative performance levels on every student.	6/5/2015 quarterly
G6.B1.S3.MA1	The principal will meet with PLC teams to monitor and support the effectiveness of implementation of the quarterly assessments.	Meyers, Robin	8/18/2014	PLC notes, student test data.	6/5/2015 quarterly
G6.B1.S3.MA1	The writing team will develop quarterly Science assessments aligned with the curriculum framework and based on the Access Points for grades K-12. The team will draws test items from the test item bank platform and will also create their own. We will assess the assessments in the PLC to support the implementation. Administration and the PLC teacher leaders will monitor the fidelity of implementation of the assessments.	Meyers, Robin	8/18/2014	The assessments are graded and recorded in the grade book. The PLCs will assess the assessments through the use of student data to determine reliability of the test items. This process will continue the entire school year.	6/5/2015 quarterly

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. New Teachers will acquire a Highly Qualified Status and necessary skills and techniques to assist in student achievement by participating in all scheduled trainings and workshops throughout the 2014-2015 school year.

G1.B1 Experience with useful strategies to assist in educating Students with Severe Cognitive Disabilities.

G1.B1.S1 District TOPS-New Teacher Orientation Program

PD Opportunity 1

District TOPS-New Teacher Orientation Program

Facilitator

Academic Services Department; Elizabeth Feld

Participants

All new teachers

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

G1.B1.S2 Lake Hills School Professional Development

PD Opportunity 1

Lake Hills School Professional Development

Facilitator

Robin Meyers Gina Hay Missy Walker Jordan Bombard Becky Hopkins Debbie Stedelin

Participants

All new teachers

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

G1.B1.S3 FDLRS Trainings/Workshops

PD Opportunity 1

FDLRS Trainings/Workshops

Facilitator

FDLRS

Participants

All new teachers

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

G2. The number of student restraints and seclusions will decrease by 30% during the 2014-2015 school year.

G2.B2 2. Newer staff members require appropriate crisis management training, as well as training in positive behavioral support.

G2.B2.S1 Provide all staff members with the appropriate level of annual Crisis Prevention Institute (CPI) training.

PD Opportunity 1

Staff members will receive initial and up-dated Crisis Prevention Institute (CPI) training on an annual basis.

Facilitator

Melissa Walker and Rebecca Hopkins

Participants

All staff members

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G2.B2.S2 Provide all staff members with on-going training in positive behavioral support.

PD Opportunity 1

Behavior Strategies and Interventions Training provided to all staff members throughout the year.

Facilitator

Rebecca Hopkins

Participants

Lake Hills Staff

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G3. The number of students achieving learning gains in Reading on the 2014-2015 FAA will increase from 45% to 48%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.

G3.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students based on the Florida Access Standards.

G3.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

PD Opportunity 1

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2014-2015 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Facilitator

GROUP 1 - David Hass GROUP 2 - Gina Hay GROUP 3 - Jordan Bombard GROUP 4 - Molly McLaughlin

Participants

GROUP 1- HASS, Kasha, Perri, Lower, Fairservice GROUP 2- HAY, Abreu, Charanza, Patterson, Anderson, Castellanos, GROUP 3- BOMBARD, Johnson, Muruaga, Wilcoxson, McClam, Vucic, Kisse, Lerner GROUP 4 - MCCLAUGHLIN, Helmes, Werking, Reynolds, Hall, Kotz

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

PD Opportunity 2

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Facilitator

GROUP 1- David Hass GROUP 2- Gina Hay GROUP 3- Jordan Bombard GROUP 4- Susan Vucic GROUP 5- Rikki Kotz

Participants

GROUP 1- HASS, Kasha, Perri, Werking, Helmes, McLaughlin, Lower, Hall GROUP 2- HAY, Abreu, Charanza, Patterson, Anderson, Wilcoxson, Castellanos, New KG class GROUP 3- BOMBARD, Johnson, Muruaga, Reynolds, McClam GROUP 4- VUCIC, Kisse, Lerner GROUP 5- KOTZ, Fairservice

Schedule

Weekly, from 8/27/2014 to 6/5/2015

G3.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2014-2015 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

PD Opportunity 1

C2 Collaborative Cohort

Facilitator

Academic Services

Participants

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Schedule

Quarterly, from 9/18/2014 to 2/19/2015

PD Opportunity 2

C2 Collaborative School-based Cohort Trainings

Facilitator

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Participants

Classroom Teachers

Schedule

Weekly, from 9/18/2014 to 6/5/2015

G3.B1.S3 The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

PD Opportunity 1

School Writing Team: The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

Facilitator

Jordan Bombard

Participants

Jordan Bombard, David Hass, Gina Hay

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G4. The number of students achieving learning gains in Mathematics on the 2014-2015 FAA will increase from 49% to 52%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.

G4.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

G4.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

PD Opportunity 1

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2014-2015 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Facilitator

GROUP 1 - David Hass GROUP 2 - Gina Hay GROUP 3 - Jordan Bombard GROUP 4 - Molly McLaughlin

Participants

GROUP 1- HASS, Kasha, Perri, Lower, Fairservice GROUP 2- HAY, Abreu, Charanza, Patterson, Anderson, Castellanos, GROUP 3- BOMBARD, Johnson, Muruaga, Wilcoxson, McClam, Vucic, Kisse, Lerner GROUP 4 - MCCLAUGHLIN, Helmes, Werking, Reynolds, Hall, Kotz

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

PD Opportunity 2

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Facilitator

GROUP 1- David Hass GROUP 2- Gina Hay GROUP 3- Jordan Bombard GROUP 4- Susan Vucic
GROUP 5- Rikki Kotz

Participants

GROUP 1- HASS, Kasha, Perri, Werking, Helmes, McLaughlin, Lower, Hall GROUP 2- HAY, Abreu, Charanza, Patterson, Anderson, Wilcoxson, Castellanos, New KG class GROUP 3- BOMBARD, Johnson, Muruaga, Reynolds, McClam GROUP 4- VUCIC, Kisse, Lerner GROUP 5- KOTZ, Fairservice

Schedule

Weekly, from 8/27/2014 to 6/5/2015

G4.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2014-2015 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

PD Opportunity 1

C2 Collaborative Cohort

Facilitator

Academic Services

Participants

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Schedule

Quarterly, from 9/18/2014 to 2/19/2015

PD Opportunity 2

C2 Collaborative School-based Cohort Trainings

Facilitator

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Participants

Classroom Teachers

Schedule

Weekly, from 9/18/2014 to 2/19/2015

G4.B1.S3 The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

PD Opportunity 1

School Writing Team: The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

Facilitator

Jordan Bombard

Participants

Jordan Bombard, David Hass, Gina Hay

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G5. The number of students achieving proficiency in Writing on the 2014-2015 FAA will increase from 18% to 21%

G5.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

G5.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

PD Opportunity 1

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2014-2015 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Facilitator

GROUP 1 - David Hass GROUP 2 - Gina Hay GROUP 3 - Jordan Bombard GROUP 4 - Molly McLaughlin

Participants

GROUP 1- HASS, Kasha, Perri, Lower, Fairservice GROUP 2- HAY, Abreu, Charanza, Patterson, Anderson, Castellanos, GROUP 3- BOMBARD, Johnson, Muruaga, Wilcoxson, McClam, Vucic, Kissee, Lerner GROUP 4 - MCCLAUGHLIN, Helmes, Werking, Reynolds, Hall, Kotz

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

PD Opportunity 2

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Facilitator

GROUP 1- David Hass GROUP 2- Gina Hay GROUP 3- Jordan Bombard GROUP 4- Susan Vucic
GROUP 5- Rikki Kotz

Participants

GROUP 1- HASS, Kasha, Perri, Werking, Helmes, McLaughlin, Lower, Hall GROUP 2- HAY, Abreu, Charanza, Patterson, Anderson, Wilcoxson, Castellanos, New KG class GROUP 3- BOMBARD, Johnson, Muruaga, Reynolds, McClam GROUP 4- VUCIC, Kisse, Lerner GROUP 5- KOTZ, Fairservice

Schedule

Weekly, from 8/27/2014 to 6/5/2015

G5.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2014-2015 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

PD Opportunity 1

C2 Collaborative Cohort

Facilitator

Academic Services

Participants

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

PD Opportunity 2

C2 Collaboration Cohort School-based Trainings

Facilitator

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Participants

Classroom Teachers

Schedule

Weekly, from 9/18/2014 to 6/5/2015

G5.B1.S3 The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

PD Opportunity 1

School Writing Team: The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

Facilitator

Jordan Bombard

Participants

Jordan Bombard, David Hass, Gina Hay

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G6. The number of students achieving proficiency in Science on the 2014-2015 FAA will increase from 21% to 24%

G6.B1 Due to all of our students having significant cognitive disabilities we have multiple levels of learning in every classroom and requires differentiated instruction and individualized instruction for all students.

G6.B1.S1 Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

PD Opportunity 1

LESSON STUDY: Provide professional development for the Florida Standards through the Lesson Study Process and Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. The purpose of our Lesson Study Process for 2014-2015 is: *To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant cognitive disabilities. *To learn how to create MASSI's (Math Activities with Scripted Systematic Instruction) and LASSI's (Language Arts Scripted Systematic Instruction). *To help teachers build knowledge of the essential systematic instructional methods and promoting strategies that are used in the MASSI's and LASSI's to teach students targeted skills.

Facilitator

GROUP 1 - David Hass GROUP 2 - Gina Hay GROUP 3 - Jordan Bombard GROUP 4 - Molly McLaughlin

Participants

GROUP 1- HASS, Kasha, Perri, Lower, Fairservice GROUP 2- HAY, Abreu, Charanza, Patterson, Anderson, Castellanos, GROUP 3- BOMBARD, Johnson, Muruaga, Wilcoxson, McClam, Vucic, Kissee, Lerner GROUP 4 - MCCLAUGHLIN, Helmes, Werking, Reynolds, Hall, Kotz

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

PD Opportunity 2

PROFESSIONAL LEARNING COMMUNITIES: Provide professional development for the Florida Standards through the Professional Learning Communities. Within a multi-tiered system of student supports, these strategies involve groups of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Facilitator

GROUP 1- David Hass GROUP 2- Gina Hay GROUP 3- Jordan Bombard GROUP 4- Susan Vucic
GROUP 5- Rikki Kotz

Participants

GROUP 1- HASS, Kasha, Perri, Werking, Helmes, McLaughlin, Lower, Hall GROUP 2- HAY, Abreu, Charanza, Patterson, Anderson, Wilcoxson, Castellanos, New KG class GROUP 3- BOMBARD, Johnson, Muruaga, Reynolds, McClam GROUP 4- VUCIC, Kisse, Lerner GROUP 5- KOTZ, Fairservice

Schedule

Weekly, from 8/27/2014 to 6/5/2015

G6.B1.S2 Teacher leaders will participate in the C2 Collaborative Cohort throughout the 2014-2015 school year. These leaders will receive information and training from the district, then bring it back to our teachers for further training related to specific topics.

PD Opportunity 1

C2 Collaborative Cohort

Facilitator

Academic Services

Participants

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Schedule

Quarterly, from 9/18/2014 to 2/19/2015

PD Opportunity 2

C2 Collaborative School-based Cohort Trainings

Facilitator

Debbie Stedelin, AP Gina Hay, ESE Teacher Kristin Kasha, ESE Teacher David Hass, ESE Teacher

Participants

Classroom Teachers

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

G6.B1.S3 The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

PD Opportunity 1

School Writing Team: The school's writing team will develop unit assessments in ELA, Math, Science, and Social Studies. The assessments will align the Instructional Framework and the Florida Access Standards. Items will be pulled from the FLDOE Test Item Bank or will be created by the writing team.

Facilitator

Jordan Bombard

Participants

Jordan Bombard, David Hass, Gina Hay

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Budget Rollup

Summary	
Description	Total
Goal 2: The number of student restraints and seclusions will decrease by 30% during the 2014-2015 school year.	400
Goal 3: The number of students achieving learning gains in Reading on the 2014-2015 FAA will increase from 45% to 48%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.	800
Goal 4: The number of students achieving learning gains in Mathematics on the 2014-2015 FAA will increase from 49% to 52%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.	500
Goal 5: The number of students achieving proficiency in Writing on the 2014-2015 FAA will increase from 18% to 21%	500
Goal 6: The number of students achieving proficiency in Science on the 2014-2015 FAA will increase from 21% to 24%	500
Grand Total	2,700

Goal 2: The number of student restraints and seclusions will decrease by 30% during the 2014-2015 school year.		
Description	Source	Total
B2.S1.A1 - Discretionary Funds	Other	400
Total Goal 2		400

Goal 3: The number of students achieving learning gains in Reading on the 2014-2015 FAA will increase from 45% to 48%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.		
Description	Source	Total
B1.S1.A1 - Discretionary Funds	Other	500
B1.S3.A1 - SAI Funds	Other	300
Total Goal 3		800

Goal 4: The number of students achieving learning gains in Mathematics on the 2014-2015 FAA will increase from 49% to 52%. Our student progress is measured by gains, not student proficiency. Lake Hills School receives a School Improvement Rating as opposed to a yearly grade.		
Description	Source	Total
B1.S1.A1 - Discretionary Funds	Other	500
Total Goal 4		500

Goal 5: The number of students achieving proficiency in Writing on the 2014-2015 FAA will increase from 18% to 21%		
Description	Source	Total
B1.S1.A1 - Discretionary Funds	Other	500
Total Goal 5		500

Goal 6: The number of students achieving proficiency in Science on the 2014-2015 FAA will increase from 21% to 24%

Description	Source	Total
B1.S1.A1 - Discretionary Funds	Other	500
Total Goal 6		500