

Executive Summary of Paul B. Stephens ESC's School Improvement Plan for 2015-16

Paul B. Stephens Exceptional Student Center has 206 students grades PreK to age 22, two administrators, 66 instructional staff, and 88 staff members. The mission of Paul B. Stephens ESE Center is to educate and prepare each student for a life of purpose. This is our belief that all children can learn and contribute to society. Paul B. Stephens ESE Center has met the requirements of the AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

To accomplish this mission, Paul B. Stephens ESE Center has 7 Goals:

- 1) On the new Florida Standards Alternative Assessment (FSAA) there will be an increase of 5 percent of students in Levels 1-3 making learning gains of 5 points or more and 30 percent of students will score at Levels 4-9 in ELA with Black students scoring commensurate to white peers with similar disabilities
- 2) On the new Florida Standards Alternative Assessment (FSAA) there will be an increase of 5 percent of students in Levels 1-3 making learning gains of 5 points or more and an increase in the number of students scoring at Levels 4-9 in Writing with Black students scoring commensurate to white peers with similar disabilities.
- 3) On the new Florida Standards Alternate Assessment (FSAA) there will be an increase in the percentage of students in Levels 1-3 making learning gains and an increase in the number of students scoring at Levels 4-9 in Mathematics with Black students scoring commensurate to white peers with similar disabilities.
- 4) On the new Florida Standards Alternative Assessment (FSAA) there will be an increase in the number of students scoring at Levels 4-9 on the Science portion with Black students scoring commensurate to white peers with similar disabilities;
- 5) All students will have an opportunity to experience a variety of software, hardware and Augmentative devices for the purpose of reinforcing academics and communication throughout the 2015-2016 school year to participate in STEM activities.
- 6) 50% or more students will show learning gains in their knowledge of the social studies topics based on their progress from ULS pre-test to ULS post-test results.
- 7) High school transition students will be exposed to a variety of work experiences within the school and community setting to help prepare them for Supportive Competitive Employment throughout the 2015-2016 school year.
- 8) School staff will work toward Bronze Level recognition with the Alliance for a Healthier Generation.

The core instructional and monitoring strategies included in our action plans:

- The Gradual Release Model (Model, Lead, Test) will be used to guide students to use different skills, strategies and procedures as independently as possible.
- Constant Time Delay, a form of errorless learning that can be used with discrete responses, is a control procedure used extensively in behavior change and learning interventions for persons with disabilities.

- Teachers will focus student recognition and rewards based on standards of performance (scales and rubrics), emphasizing the use of symbolic recognition rather than just tangible rewards.
- The System of Least Prompts (or Least-to-Most Prompting) is a prompting strategy that is used after the student learns a skill and is working towards mastery and independent use.
- MTSS meetings will include analysis of academic and behavioral data on a monthly basis. Data Chats will be held by the instructional coach with teachers following each ULS unit, and administrators will provide feedback during classroom walkthroughs and lesson plan checks.

Our professional development efforts include using the year-long Marzano Framework with an emphasis on goal setting and scale development, aligning the access points and course descriptions with instructional planning, using the ULS curriculum materials and formative assessment, developing communication plans to ensure all students are increasing their ability to communicate effectively, integrating the use of technology into instruction, using the Ablenet Equals math curriculum materials, and engaging teachers in lesson study to improve their practice. Instruction in identifying sensory needs and sensory diets and providing interventions as well as use of the sensory room will be integrated throughout the year.

Our parent involvement efforts center around increasing attendance at school events, many of which are coordinated with the PTA. Curriculum Concepts for the Unique Learning System will be sent home for parents to review for every thematic unit and, after each unit, parents will be informed of their student's progress on those concepts. Efforts will continue to be made for all parents to attend IEP and Re-evaluation meetings either in person or by phone; teachers conference during the school year with 100% of our parents/guardians. We will also seek parent input into school newsletters to incorporate information they are seeking. Family events have been planned and will be facilitated throughout the year to foster a positive relationship with our families and encourage parent engagement.

For more information about Paul B. Stephens ESC's School Improvement Plan, please go to our website at <http://www.pcsb.org/stephens>.