# School Improvement Plan
# SY 2018-19

# Paul B Stephens ESE Center

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## Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district.  The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.

◇ **A. Vision and Direction**

## School Profile

| Principal: | Deborah Thornton | SAC Chair: | Matt Moskalczyc |
|---|---|---|---|

| School Vision | 100% Student Success |
|---|---|

| School Mission | Prepare each student for a life of purpose. |
|---|---|

## School Data

| Total School Enrollment | Ethnic Breakdown: | | | | | |
|---|---|---|---|---|---|---|
| | **Asian** | **Black** | **Hispanic** | **Multi-Racial** | **White** | **Other** |
| 189 | 4 | 20 | 21 | 6 | 138 | 0 |

| School Grade | 2018 Unsatisfactory | 2017 No Grade | 2016 No Grade | Title I |
|---|---|---|---|---|

| FSAA Proficiency Rates | Level 1 | | Level 2 | | Level 3 | | Level 4 | |
|---|---|---|---|---|---|---|---|---|
| | **2018 %** | **2017 %** | **2018 %** | **2017 %** | **2018 %** | **2017 %** | **2018 %** | **2017 %** |
| **Reading** | 63 | 63 | 17 | 23 | 2 | 4 | 0 | 0 |
| **Mathematics** | 46 | 71 | 6 | 27 | 2 | 3 | 0 | 0 |

| School Leadership Team | | | | |
|---|---|---|---|---|
| **Position/Role** | **First Name** | **Last Name** | **FT/PT** | **Years at Current School** |
| Principal | Deborah | Thornton | FT | 1-3 years |
| Assistant Principal | Lori | Godek | FT | 1-3 years |
| Literacy Coach | Cindy | Rekort | FT | 11-20 years |
| Team Leader | Melissa | Poteet | FT | 11-20 years |
| Team Leader | Donna | Kane | FT | 11-20 years |
| Team Leader | Dawn | Southers | FT | 4-10 years |
| Team Leader | Brian | Singler | FT | 11-20 years |
| Team Leader | Illiana | Liss | FT | 4-10 years |
| VE Specilaist | Mandy | Levy | FT | 11-20 years |
| Behavior Specialist | Nancy | Clawson | PT | 4-10 years |
| Behavior Specialist | David | Shields | FT | 4-10 years |
| Social Worker | TBD | | FT | |
| Secretary/Bookkeeper | Janet | Rawl | FT | 4-10 years |
| DMT | Dona | Lewis | FT | 4-10 years |
| **Total Instructional Staff:** | **53** | | **Total Support Staff:** | **73** |

### B. Improvement Priorities

Choose three priorities for improvement ("Big Rocks") that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

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**EXAMPLE THEORY OF ACTION**: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

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**1. Priority 1**: Communication

**Priority 1 Theory of Action:**  If we effectively implement high-leverage strategies which support Communication , then the percent of ESE students using reliable response mode will increase from 56% to 62%

**2. Priority 2**: Conditions for learning

**Priority 2 Theory of Action:**  If we effectively implement high-leverage strategies which support Conditions for learning, then the number of ESE students behavior support calls schoolwide will decrease from 1986 behavior support calls schoolwide to 1887 behavior support calls or less schoolwide.

Standards-based Instruction
**3. Priority 3**:

**Priority 3 Theory of Action:**  If we effectively implement high-leverage strategies which support Standards-based instruction, then the percent of ESE students making overall learning gains in ELA and Math  will increase from an average of 20% to 26%.

# 1 Continuous Improvement

**C. Monitoring and Achieving Improvement Priorities**

School Improvement is best achieved when a school—in its totality—works together to achieve the school's common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school's improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|---|---|---|---|---|---|---|---|---|
| | *The teams responsible for implementation and monitoring* | *Identify the priorities above for which each team is responsible* | *The problem you are trying to solve* | *Major actions taken to execute the improvement with fidelity* | *List the title of who is leading the work of each team* | *List the titles of those who participate on each team for implementation and monitoring* | *State how often you are monitoring* | *Describe what it looks like and what artifacts are available when this is implemented with fidelity* |
| 1. | SBLT/MTSS | All Priorities | • Increase academic proficiency<br>• Decrease behavior support calls<br>• Improve student communication skills | • Monitor progress toward SIP goals<br>• Review Academic and Behavior Data<br>• Identify professional development needs based on academic and behavior data | School Counselor | • Principal<br>• Assistant Principal<br>• InD Coach<br>• Social Worker<br>• SLPs<br>• Behavior Specialist<br>• Teachers<br>• Support Personnel | Two times monthly | • Agenda and Minutes of each MTSS<br>• Academic and behavior data<br>• Communication Matrix Profile will indicate improvement |
| 2. | Team Leaders | Priority 1 Priority 3 | • Plan professional development to support communication | • Provide time for grade level teams to collaborate and plan. | InD Coach | • Principal<br>• Assistant Principal<br>• InD Coach | Monthly | • Lesson plans aligned to Florida Standards Access Points.<br>• Communication needs of students |

| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|---|---|---|---|---|---|---|---|---|
| | | | and standard based instruction | • Plan weekly PLCs | | • Team Leaders | | will be evident in lesson plans<br>• Sign In sheets for professional development |
| 3. | Equity/Restorative Practices Team | Priority 2 Priority 3 | To ensure all staff recognize diversity in students background and cultures that may impact social and learning barriers | • Staff will be introduced to culturally relevant teaching through professional development | Equity Champion | • All Staff | Preschool and PLCs | • Sign In sheets for professional development |
| 4. | Child Study Team | Priority 2 | To monitor students absences across all grade levels to determine interventions to improve attendance | • review student attendance data<br>• Identify the causes of absences<br>• Develop Interventions | Principal | • Principal<br>• Assistant Principal, Social Worker<br>• School Counselor<br>• Registered Nurse | Bi-monthly | • Child Study Team reports are turned in to District personnel |
| 5. | Literacy LeadershipTeam | | Same as SBLT | • | | | | • |

# Conditions for Learning

### Climate and Culture

*DATA SOURCES TO REVIEW: Behavior Call Data*

**REFLECTION (4-Step Problem-Solving):**

1. Our current level of performance in school-wide behavior is a total of 1986 behavior support calls for 2017-18 school year. We expect our performance level to be reduced by 5% or more behavior support calls for the 2018-19 school year.
2. The problem/gap in behavior performance may be occurring due to students' communication challenges.
3. If high leverage strategies which support teaching communication skills would occur, the problem would be reduced by 5% or more, as evidenced by schoolwide behavior calls by May 2019. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by reviewing monthly schoolwide behavior support calls.

5. **SMART GOAL:**

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. (*include data or research to validate your hypothesis*.)

The percentage of schoolwide support calls generated by ESE students requiring behavior support/intervention will decrease from 1986 to 1887, as measured by schoolwide behavior support data by May 2019.

6. **STRATEGIES:**

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.

☐ Choose Climate and Culture Strategy

☐ Choose Climate and Culture Strategy

7. **ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

| Action Steps to implement these strategies | WHO is leading each strategy? | WHEN is it occurring? |
|---|---|---|
| *Attend district-led, two-day team training for Restorative Approaches and SEL* | • Principal/Restorative Practice Team | • June 2018 |
| *Ensure at least one staff member attend and becomes is a certified Trainer of Restorative Practice* | • Assistant Principal | • July 2018 |
| *Develop school-wide roll-out and development plan of RP/SEL.* | • Restorative Practice Team | • Preschool and throughout the 2018-19 school year |
| *Conduct learning opportunities.*<br>• *TEACCH*<br>• *Restorative Practices/Social Skills*<br>• *CPI*<br>• *Communication Strategies* | • Behavior Specialists<br>• Restorative Practice Team<br>• District Coordinator<br>• SLP Therapists | • October 2018<br>• 2018-19 school year<br>• Pre-School 2018<br>• Ongoing 2018-19 |

| | | |
|---|---|---|
| *Monitor and support staff for implementation with fidelity.* | • MTSS Team | • Monthly |
| *Review student and teacher data for trends and next steps.* | • MTSS Team | • Monthly |
| *Update school-wide plan on a monthly basis.*<br>• *Celebrate areas of growth*<br>• *Update strategies for areas of improvement* | • MTSS Team | • Monthly |

**8.   MONITORING:**

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     ☒ Priority 1          ☒ Priority 2          ☐ Priority 3

**9.   PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| TEACCH training 5 Day  "Train the Trainer" | 1 Behavior Specialist | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| TEACCH training strategies Part 1 | 10 ASD teachers and  10 SVE teachers | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| CPI Training | All instructional and support staff | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| Restorative Practice | All instructional and support staff | Priority 2 |
| Communication Strategies | All instructional staff | Priority 1 |

### B. Conditions for Learning: Attendance

**REFLECTION (4-Step Problem-Solving):**

1. Our current daily attendance rate is 87.28%. We expect our daily attendance rate to be 90%  by May 2019..
2. The problem/gap in attendance is occurring because many of our students have significant medical needs and caregivers do not aware of or do not access the resources available which prevent them from coming to school.
3. If caregivers understood and use resources that are available , the problem would be reduced by 5%.
4. We will analyze and review our data for effective implementation of our strategies by May 2019.

**5.   SMART GOAL:**

| |
|---|
| EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data. |

The percent of ESE students missing  more than 10% of school monthly will decrease from 41%   to 36% , as measured by attendance dashboard data by the end of May 2019.

**6.   STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

☒ Strengthen the implementation of Tier 3 interventions to address and support the needs of students.

☐ Choose Attendance Strategy

☐ Choose Attendance Strategy

**7.   ACTION STEPS:**  *(Adapt and tailor the action steps to meet the needs of your school to meet this goal.)*

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|---|---|---|
| *Review attendance taking process and school-wide strategies for positive attendance with all staff.* | Principal | preschool |
| *Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.* | Child Study Team | August 2018 |
| *Engage families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.* | Principal | Back To School Night |
| *Review data and effectiveness of school-wide attendance strategies on a bi-monthly basis.* | Child Study Team | Bi-Monthly |
| *Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-monthly basis.* | Child Study Team | Bi-Monthly |
| *Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).* | Data Management Tech | Daily |
| | | |

**8.   MONITORING:**

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):      ☒ Priority 1             ☒ Priority 2            ☒ Priority 3

**9.   PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|---|---|---|
| Utilize Focus for coding attendance and logging parent contacts | 30 Instructional Personnel | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| Inform teachers of options available for students who have long-term medical needs (Hospital/Homebound) | 30 Instructional Personnel | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |

## Academic Goals

*Instructions*

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

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**REFLECTION:** Review your data, and work though the problem-solving and gap analysis processes.

**SMART GOALS:** Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

**STRATEGIES:** Identify the high-leverage strategies your school will employ to support improvement.  You may choose from the drop-down menu provided by your level content specialists or write your own.

**ACTION STEPS:** Articulate what your school is doing to implement these strategies and achieve the goals.  Identify who is responsible and when is it occurring.

**MONITORING:** Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

**PROFESSIONAL LEARNING:** List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.

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## A. ELA/Reading Goal

*DATA SOURCES TO REVIEW:  2018 FSAA Data*

**REFLECTION (4 Step Problem-Solving):**
1.  Our current level of performance is 18%, as evidenced by learning gains as measured by 2018 FSAA.
2.  We expect our performance level to be 24% by May 2019.
3.  The problem/gap is occurring because the students response modes are often not be well established due to their significant cognitive disabilities
4.  If students are provided instruction that supports the development of their response mode, the problem would be reduced by 5%.

5.  **SMART GOALS:**

| EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSAA. |

The percent of ESE students who made learning gains will increase from 18% to 24%, as measured by FSAA.

6.  **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff practice to utilize questions to help students communicate content.
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☐ Choose Strategy

7.  **ACTION STEPS:**  *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Develop and Implement ELA lesson plans that are aligned to Florida Standards with Access Points and focused on real world connections | InD Coach | ongoing |
| Collaborative Planning | InD Coach/Team Leaders | weekly |
| Incorporate communication strategies into lesson planning | Team Leaders/SLP<br>Tech Spec. | monthly |

8.  **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

     ☒ Priority 1      ☐ Priority 2    ☒ Priority 3

9.  **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| ELA Curriculum training to focus on the new scope and sequence and lesson plans | 30 teachers<br>1 InD Coach | ☐ Priority 1<br>☐ Priority 2<br>☒ Priority 3 |
| Communication Matrix/Report training | 30 Teachers    1 Tech Spec.<br>3 SLPs        1 InD Coach | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Communication Plan Development (Philip Schweigert) | 30 Teachers   1 Tech Spec<br>3 SLPs      1 InD Coach | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## B. Mathematics Goal

*DATA SOURCES TO REVIEW: 2018 FSAA data*

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 21%, as evidenced in learning gains as measured by 2018 FSAA. .
2. We expect our performance level to be 28 % by May 2019.
3. The problem/gap is occurring because the student's response modes are often not be well established due to their significant cognitive disabilities.
4. If students are provided instruction that supports the development of their response mode, the problem would be reduced by 7%.

5. **SMART GOALS:**

| EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSAA. |
|---|

The percent of ESE students making learning gains  will increase from 21% to 28%, as measured by 2019 FSAA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Strengthen staff practice to utilize questions to help students communicate content.
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☐ Choose Strategy

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Develop and Implement Math lesson plans that are aligned to Florida Standards with Access Points and focused on real world connections | InD Coach | ongoing |
| Collaborative Planning | InD Coach/Team Leaders | weekly |
| Incorporate communication strategies into lesson planning | Team Leaders/SLP Tech Spec. | monthly |

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1      ☐ Priority 2     ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Math Curriculum training to focus on the new scope and sequence and lesson plans | 30 teachers<br>1 InD Coach | ☐ Priority 1<br>☐ Priority 2<br>☒ Priority 3 |
| Communication Matrix/Report training | 30 Teachers   1 Tech Spec.<br>3 SLPs          1 InD Coach | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Communication Plan Development (Philip Schweigert) | 30 Teachers   1 tech Spec.<br>3 SLPs          1 InD Coach | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## C. Science Goal

*DATA SOURCES TO REVIEW:  2018 FSAA Data*

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 18%, as evidenced by learning gains as measured by 2018 FSAA.
2. We expect our performance level to be 24% by May 2019.
3. The problem/gap is occurring because the students response modes are often not be well established due to their significant cognitive disabilities
4. If students are provided instruction that supports the development of their response mode, the problem would be reduced by 5%.

5. **SMART GOALS:**

| EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSAA. |
|---|

The percent of ESE students making learning gains  will increase from 18% to 24%, as measured by FSAA assessment.

*6.* **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Strengthen staff practice to utilize questions to help students communicate content.

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☐ Choose Strategy

7. **ACTION STEPS:**  *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Develop and Implement Science lesson plans that are aligned to Florida Standards with Access Points and focused on real world connections | InD Coach | ongoing |
| Collaborative Planning | InD Coach/Team Leaders | weekly |
| Incorporate communication strategies into lesson planning | Team Leaders/SLP Tech Spec. | monthly |

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

   ☒ Priority 1     ☐ Priority 2     ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Science Curriculum training to focus on the new scope and sequence and lesson plans | 30 teachers<br>1 InD Coach | ☐ Priority 1<br>☐ Priority 2<br>☒ Priority 3 |
| Communication Matrix/Report training | 30 Teachers   1 Tech Spec<br>3 SLPs    1 InD Coach | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Communication Plan Development (Philip Schweigert) | 26 Teachers   1 Tech Spec<br>3 SLPs      1 InD Coach | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## D. Social Studies Goal

*DATA SOURCES TO REVIEW:  2018 FSAA Data*

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 18%, as evidenced by learning gains as measured by 2018 FSAA.
2. We expect our performance level to be 24% by May 2019.
3. The problem/gap is occurring because the students response modes are often not be well established due to their significant cognitive disabilities
4. If students are provided instruction that supports the development of their response mode, the problem would be reduced by 5%.

5. **SMART GOALS:**

| EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSAA. |
| --- |

The percent of ESE students making learning gains will increase from 18% to 24%, as measured by FSAA assessment.

6. ***STRATEGIES:*** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Strengthen staff practice to utilize questions to help students communicate content.

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☐ Choose Strategy

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
| --- | --- | --- |
| Develop and Implement Science lesson plans that are aligned to Florida Standards with Access Points and focused on real world connections | InD Coach | ongoing |
| Collaborative Planning | InD Coach/Team Leaders | weekly |
| Incorporate communication strategies into lesson planning | Team Leaders<br>SLP  & Tech Spec | monthly |

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1      ☐ Priority 2     ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
| --- | --- | --- |
| Science Curriculum training to focus on the new scope and sequence and lesson plans | 30 teachers<br>1 InD Coach | ☐ Priority 1<br>☐ Priority 2<br>☒ Priority 3 |
| Communication Matrix/Report training | 30 Teachers     1 Tech Spec<br>3 SLPs     1 InD Coach | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Communication Plan Development (Philip Schweigert) | 30 Teachers    1 Tech Spec<br>3 SLPs            1 InD Coach | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## E. Healthy Schools Goal

*DATA SOURCES TO REVIEW: Alliance for a Healthier Generation*

**REFLECTION (4 Step Problem-Solving):**

1.  Our current level of performance is that we have achieved 4 out of 6 items under Healthy Promotion for Staff (Module 7), as evidenced in the results from the Healthy Schools action plan from the Alliance for a Healthier Generation.
2.  We expect our performance level to be 6 out of 6 and complete Module 7 by May 2019.
3.  The problem/gap is occurring because of the lack of health education of staff members.
4.  If health education for staff would occur, the problem would be reduced because staff would be more aware of their physical fitness and make healthier food choices.

5.  **SMART GOALS:**

| |
|---|
| EXAMPLE: The number of Healthier Generation Assessment modules completed for national recognition will increase from 4 to 6. |

The number of Healthier Generation action plan required items  will increase from 4 to 6 by May 2019,.

6.  **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Promote the use of walking paths inside and outside of school building and create monthly challenges. | Wellness Champion Team Leader | August 2018 |
| Share and promote health eating and living tips for staff during monthly staff meetings | Wellness Champion Team Leader | January 2019 |
| Promote the increased use of school fitness room. | Wellness Champion Team Leader | October 2018 |

7.  **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☐ Priority 1     ☒ Priority 2     ☐ Priority 3

8.  **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Guidelines/Professional Books available for all staff | 149 support and instructional staff | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| | | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| | | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## I. Graduation Goal

*DATA SOURCES TO REVIEW: Cohort reports*

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 100% of our students are on track to graduate, as evidenced by cohort report.
2. We expect our performance level to be 100% by May 2019.
3. The problem/gap may occur because students transferring into the school may have insufficient credits upon entering.
4. If student transcripts reflected appropriate courses for graduation, the problem would be eliminated.

**5. SMART GOALS:**

| |
|---|
| EXAMPLE: The percent of all students promoted on-track with their cohort will increase from 87% to 92%, as measured by course completion data. |

The percent of ESE students promoted on-track with their cohort maintain from 100% to 100%, as measured by May 2019 Cohort Report.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Strengthen staff ability to engage students for on-track promotion throughout high school.

☐ Choose Strategy

☐ Choose Strategy

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Check students transcripts | Assistant Principal, Data Management Technician | Ongoing |
| Enroll Students in required high school courses | Assistant Principal, Data Management Technician | Ongoing |
| | | |

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☐ Priority 1      ☐ Priority 2    ☒ Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| District provided materials and resources | Assistant Principal<br>Data Management Technician | ☐ Priority 1<br>☐ Priority 2<br>☒ Priority 3 |
| | | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## *Subgroups*

### A. Bridging the Gap with Equity for All: Black Students
*DATA SOURCES TO REVIEW: FSAA and Behavior Support Calls*

**REFLECTION:**

1.  Our current level of performance is 25% of black students taking FSAA (ELA), scored Level 2 or above on the FSAA.
2.  We expect our performance level to be 30% or more of black students taking FSAA (ELA) scoring Level 2 or above by May 2019.
3.  The problem/gap is occurring because the student's response modes are often not well established due to their significant cognitive disabilities.
4.  If students are provided instruction that supports the development of their response mode, the problem would be reduced by 5%.

**SMART GOALS:**

> EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students achieving performance level 2 or above will increase from 25% to 30%, as measured by FSAA (ELA) 2019.

5.  **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

| BTG Area | Strategies | Expected Impact and Results |
|---|---|---|
| Graduation Rate | ☒ Ensure equitable representation of black learners in school awards/recognition ceremonies. <br> ☐ Choose Strategy <br> ☐ Choose Strategy | • 100% of black students will graduate on time. |
| Student Achievement | ☒ Support teachers by providing professional development on building relationships and sharing student data with black families. <br> ☐ Choose Strategy <br> ☐ Choose Strategy | • Student achievement data will be consistently shared with families. |
| Student Discipline | ☒ Implement Restorative Practices throughout the school. <br> ☐ Choose Strategy <br> ☐ Choose Strategy | • Reduction of behavior support calls generated by black students will increase time within the classroom environment |
| Minority Hiring | ☒ Utilize supports from district office to support the recruitment and retention of black applicants. <br> ☐ Choose Strategy <br> ☐ Choose Strategy | • Increase of minority hiring |

6.  **MONITORING**: These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  ☐ Priority 1        ☒ Priority 2        ☒ Priority 3

**4**  **Subgroup Goals**

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Identify black students who are on the cusp for moving from Level 1 to Level 2 | InD Coach | August 2018 |
| Provide additional opportunities for FSAA practice | InD Coach | ongoing |
| Provide culturally relevant teaching practices to increase student engagement | Behavior Specialists | ongoing |

8. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority<br>Alignment |
|---|---|---|
| Provide training on FSAA practice opportunities to teachers of identified students | Case managers of identified students (to be determined) | ☐ Priority 1<br>☒ Priority 2<br>☒ Priority 3 |
| Professional Development on culturally relevant teaching practices | 149 instructional staff and support staff | ☐ Priority 1<br>☒ Priority 2<br>☒ Priority 3 |

## Family and Community Engagement

**STRATEGIES AND ACTION STEPS:**

List the specific strategies your school uses to build relationships with families and the community.

| Engagement Strategy Area | Specific Actions to implement these strategies | WHO is leading each strategy? | WHEN is it occurring? |
|---|---|---|---|
| 1. Effectively communicate with families about their students' progress and school processes/practices. | Parents will be notified by mail or flyers of the planned trainings.<br><br>During IEP meetings, teachers will review student's progress and develop IEP goals based on data with parent input.<br><br><br>SAC monthly meetings will review schoolwide data and processes. | • Assistant Principal<br><br>• Case Managers/Therapist<br><br><br>• Principal | • September 2018/Spring 2019<br>• Ongoing<br><br><br><br>• Monthly |
| 2. Provide academic tools to families in support of their students' achievement at home. | Each semester a training will be planned for parents based on the survey results. | • InD Coach (1st Semester)/TBD based on survey results | • September 2018/Spring 2019 |
| 3. Purposefully involve families with opportunities for them to advocate for their students. | A parent training survey will be developed to identify specific training topics.<br><br>Each semester a training will be planned for parents based on the survey results. | • InD Coach/School Counselor<br><br>• InD Coach SAC (1st Semester)/TBD based on survey results | • August 2018<br><br><br>• September 2018/Spring 2019 |
| 4. Intentionally build positive relationships with families and community partners. | A needs assessment will be developed to identify how to increase parent involvement.<br><br>The needs assessment and training survey results will be analyzed to determine strategies to increase parent involvement and to identify training topics.<br><br>Agency Fair will be held 2nd semester to provide parents/families access to community based resources/tools. | • InD Coach/Social Worker<br><br>• PTA/SBLT<br><br><br><br>• School Advisory/PTA | • August 2018<br><br><br>• September 2018<br><br><br><br>• Feb 2019 |

5. **MONITORING:**

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  ☒ Priority 1  ☒ Priority 2  ☒ Priority 3

6. **PROFESSIONAL LEARNING:**

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|---|---|---|
| Family Friendly Schools<br>Collaborating for Success | 6 Team Leaders<br>14 SBLT team | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## SAC Membership

| First Name | Last Name | Race | Stakeholder Group |
|---|---|---|---|
| Matt | Moskalczyc | White | Business/Community |
| Christine | Small | White | Parent |
| Melissa | Andress | White | Business/Community |
| John | Evans | White | Business/Community |
| BJ | Hill | White | Business/Community |
| Joyce | Vitraelli | White | Teacher |
| Letha | Wilcher | Black | Support Employee |
| Ileana | Liss | Hispanic | Other Instructional Employee |
| Deborah | Thornton | White | Principal |
| | | Select | Choose an item. |
| | | Select | Choose an item. |
| | | Select | Choose an item. |
| | | Select | Choose an item. |
| | | Select | Choose an item. |

## SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes    ☐ No, the steps being taken to meet compliance are (describe below):

| |
|---|
| |

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes, Committee Approval Date: Click or tap to enter a date.    ☐ No

## ⬢ BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.
*Budgeted amounts are approximations.*

| Budget Categories | | Amount |
|---|---|---|
| **1.** | **Academic Support** | $ **[Insert amount for category]** |
| | [Describe each support on a separate row] | [Insert Amount] |
| | [Describe each support on a separate row] | [Insert Amount] |
| **2.** | **Behavioral Support** | $ **[Insert amount for category]** |
| | [Describe each support on a separate row] | [Insert Amount] |
| | [Describe each support on a separate row] | [Insert Amount] |
| **3.** | **Materials and Supplies** | $ **[Insert amount for category]** |
| | [Insert materials on a separate row] | [Insert Amount] |
| | [Insert materials on a separate row] | [Insert Amount] |
| **4.** | **Employee Expenses** *(i.e., travel, registration fees, etc.)* | $ **[Insert amount for category]** |
| | [Describe each type on a separate row] | [Insert Amount] |
| | [Describe each type on a separate row] | [Insert Amount] |
| **5.** | **Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)* | $ **[Insert amount for category]** |
| | TDE's and stipends will be used for staff to collaborate with the other 60+ InD centers across the state and the Florida ACCESS Project to increase our knowledge of best instructional practices to ensure academic success of students on access points. | $1,314.00 |
| | [Describe categories on a separate row] | [Insert Amount] |
| **6.** | **Other** *(please list below)* | $ **[Insert amount for category]** |
| | Click or tap here to enter text. | |
| | [Describe each on a separate row] | [Insert Amount] |
| **TOTAL** $ **1,314.00** | | |