Paul B. Stephens Ese Center

2019-20 School Improvement Plan

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Paul B. Stephens Ese Center

2935 COUNTY ROAD 193, Clearwater, FL 33759

http://www.stephens.pinellas.k12.fl.us

Demographics

Principal: Deborah Thornton

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grade	2018-19:
School Grades History	2017-18: 2016-17: 2015-16: 2014-15: 2013-14:
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Prepare each student for a life of purpose and independence.

Provide the school's vision statement

100% Student Success

School Leadership Team

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

Name	Title
Kane, Donna	Teacher, ESE
Teacher, ESE	
Montalbano, Kathleen	Teacher, ESE
Teacher, ESE	
Shields, David	Teacher, ESE
Teacher, ESE	
Rawl, Janet	Administrative Support
Administrative Support	
Poteet, Melissa	Teacher, ESE
Teacher, ESE	
Parks, Gail	Instructional Technology
Instructional Technology	
Levy, Mandy	Teacher, ESE
Teacher, ESE	
Liss, Ileana	Other
Other	
Mazer, Marlene	Attendance/Social Work
Attendance/Social Work	
Vereb, Stacie	
Godek, Lori	Assistant Principal
Assistant Principal	
Jones, Mary Katherine	Other
Other	
Thornton, Deborah	Principal
Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2	5	3	3	13	8	14	10	7	18	12	10	73	178
Attendance below 90 percent	0	3	1	2	7	4	5	3	2	8	7	6	16	64
One or more suspensions	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

28

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	1	3	6	5	6	3	2	10	7	6	6	20	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	61%	0%	65%	60%
ELA Learning Gains	0%	63%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	55%	52%
Math Achievement	0%	72%	62%	0%	69%	61%
Math Learning Gains	0%	63%	59%	0%	64%	58%
Math Lowest 25th Percentile	0%	54%	52%	0%	59%	52%
Science Achievement	0%	64%	56%	0%	62%	57%
Social Studies Achievement	0%	81%	78%	0%	82%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2 (0)	5 (0)	3 (0)	3 (0)	13 (0)	8 (0)	14 (0)	10 (0)	7 (0)	18 (0)	12 (0)	10 (0)	73 (0)	178 (0)
Attendance below 90 percent	0 ()	3 ()	1 ()	2 ()	7 ()	4 ()	5 ()	3 ()	2 ()	8 ()	7 ()	6 ()	16 ()	64 (0)
One or more suspensions	0 ()	3 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Our FSAA data show that the majority of our students are at a Level 1. The problem is occurring because the majority of our Level 1 students do not have a reliable mode of communicating what they know and understand. In addition we must accurately measure what they know with the most reliable assessment either perfromance task or Data-folio.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

ELA showed the least amount of proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

N/A

Which data component showed the most improvement? What new actions did your school take in this area?

Our math scores showed the most increase in proficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Building communication skills.
2. Identifying the most reliable mode of assessment. Data-folio or performance task
3. Streamlined progress monitoring to capture student success.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts
Rationale	Our current level of performance is 32% of our ESE students are scoring a level 2 or above as evidenced in the results of our current FSAA scores. The problem is occurring because the majority of our Level 1 students do not have a reliable mode of communicating what they know and understand. An increase in real world connections and more culturally relevant instruction through the use of a consistent mode of communication, core vocabulary and accurate form of assessment will lead to more students moving up a level of proficiency.

State the measureable outcome the school plans to achieve	The percent of ESE students who make learning gains to score at least a level 2 as measured by the ELA FSAA will increase from 32% to at least 52%.
Person responsible for monitoring outcome	Deborah Thornton (thorntonde@pcsb.org)
Evidence-based Strategy	Project Core a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines(e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the English Language Arts instruction.
Rationale for Evidence-based Strategy	The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/or symbols to communicate. The first Tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic instructional routine.

This will help build consistent and reliable modes of communication so we can accurately assess student progress and determine the most reliable method of assessment.

Action Step	
Description	1. During Individual Education Plan meetings teams will determine the appropriate form of the FSAA that accurately measures individual student learning gains. (Performance task or Data-folio) AND Identify communication skill goals to address based on the communication matrix. 2. Instructional staff will progress monitor students with individualized progress monitoring assessments aligned to learning targets. 3. During pre-school instructional staff will participate in MELD (Project Core) training to learn instructional practices to integrate core communication/ vocabulary into daily learning targets. 4. Instructional staff will plan real world culturally relevant lessons connected to identified learning targets. 5. During preschool ALL support staff will become fluent in the use of communication core boards across all areas of the school. (front office, clinic, classroom, cafeteria, behavior suite) 6. Speech therapists will provide weekly modeling in the use of a variety of communication modes that meet the needs of individual students and collaborate with classroom teachers to integrate a variety off communication modes to engage all students during academic activities. 7. Administrators and district staff developers will plan monthly support meetings to problem solve and focus our improvement efforts based on classroom walk-through and teacher input.
Person Responsible	Deborah Thornton (thorntonde@pcsb.org)

#2	
Title	Math
Rationale	Our current level of performance is 32% of our ESE students are scoring a level 2 or above as evidenced in the results of our current FSAA scores. The problem is occurring because the majority of our Level 1 students do not have a reliable mode of communicating what they know and understand. An increase in real world connections and more culturally relevant instruction through the use of a consistent mode of communication, core vocabulary and accurate form of assessment will lead to more students moving up a level of proficiency.
State the measureable outcome the school plans to achieve	The percent of ESE students who make learning gains to score at least a level 2 as measured by the Math FSAA will increase from 32% to at least 51%.
Person responsible for monitoring outcome	Deborah Thornton (thorntonde@pcsb.org)
Evidence-based Strategy	Project Core infused throughout mathematics instruction focused on vocabulary and communication. Master schedule will reflect common planning for Elementary, Middle, High and Extended Transition classes to allow for collaboration in developing culturally relevant real world lessons aligned to math access point learning targets.
Rationale for Evidence-based Strategy	The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/or symbols to communicate. The first Tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic instructional routine. This will help build consistent and reliable modes of communication so we can accurately assess student progress and determine the most reliable method of assessment.
Action Step	
Description	1. During Individual Education Plan meetings teams will determine the appropriate form of the FSAA that accurately measures individual student learning gains. (Performance task or Data-folio) AND Identify communication skill goals to address based on the communication matrix. 2. Instructional staff will progress monitor students with individualized progress monitoring assessments aligned to learning targets. 3. During pre-school instructional staff will participate in MELD (Project Core) training to learn instructional practices to integrate core communication/vocabulary into daily learning targets. 4. Instructional staff will plan real world culturally relevant lessons connected to identified learning targets.

5. During preschool ALL support staff will become fluent in the use of communication core boards across all areas of the school. (front office, clinic, classroom, cafeteria, behavior suite)
6. Speech therapists will provide weekly modeling in the use of a variety of communication modes that meet the needs of individual students and collaborate with classroom teachers to integrate a variety off communication modes to engage all students during academic activities.
7. Administrators and district staff developers will plan monthly support meetings to problem solve and focus our improvement efforts based on classroom walk-through and teacher input.

Person Responsible Deborah Thornton (thorntonde@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 32% of our ESE students are scoring a level 2 or above as evidenced in the results of our current FSAA scores. The problem is occurring because the majority of our Level 1 students do not have a reliable mode of communicating what they know and understand. An increase in real world connections and more culturally relevant instruction through the use of a consistent mode of communication, core vocabulary and accurate form of assessment will lead to more students moving up a level of proficiency.

State the measureable outcome the school plans to achieve	The percent of ESE students who make science learning gains to score at least a level 2 as measured by the Florida Standards Alternate Assessment will increase from 35% to at least 55%.
Person responsible for monitoring outcome	Deborah Thornton (thorntonde@pcsb.org)
Evidence-based Strategy	Project Core infused throughout science instruction focused on science vocabulary and communication. Master schedule will reflect common planning for Elementary, Middle, High and Extended Transition classes to allow for collaboration in developing culturally relevant real world lessons aligned to science access point learning targets.
Rationale for Evidence-based Strategy	The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/ or symbols to communicate. The first Tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic instructional routine. This will help build consistent and reliable modes of communication so we can accurately assess student progress and determine the most reliable method of assessment.

Action Step	
Description	1. During Individual Education Plan meetings teams will determine the appropriate form of the FSAA that accurately measures individual student learning gains. (Performance task or Data-folio) AND Identify communication skill goals to address based on the communication matrix. 2. Instructional staff will progress monitor students with individualized progress monitoring assessments aligned to learning targets. 3. During pre-school l instructional staff will participate in MELD (Project Core) training to learn instructional practices to integrate core communication/

vocabulary into daily learning targets.
4. Instructional staff will plan real world culturally relevant lessons connected to identified learning targets.
5. During preschool ALL support staff will become fluent in the use of communication core boards across all areas of the school. (front office, clinic, classroom, cafeteria, behavior suite)
6. Speech therapists will provide weekly modeling in the use of a variety of communication modes that meet the needs of individual students and collaborate with classroom teachers to integrate a variety off communication modes to engage all students during academic activities.
7. Administrators and district staff developers will plan monthly support meetings to problem solve and focus our improvement efforts based on classroom walk-through and teacher input.

Person Responsible   Deborah Thornton (thorntonde@pcsb.org)

#4	
Title	Social Studies
Rationale	Our current level of performance is 32% of our ESE students are scoring a level 2 or above as evidenced in the results of our current FSAA scores. The problem is occurring because the majority of our Level 1 students do not have a reliable mode of communicating what they know and understand. An increase in real world connections and more culturally relevant instruction through the use of a consistent mode of communication, core vocabulary and accurate form of assessment will lead to more students moving up a level of proficiency.

State the measureable outcome the school plans to achieve	The percent of ESE students who make learning gains to score at least a level 2 as measured by the Social Studies FSAA, will increase from 24% to at least 44%.
Person responsible for monitoring outcome	Deborah Thornton (thorntonde@pcsb.org)
Evidence-based Strategy	Project Core infused throughout social studies instruction focused on vocabulary and communication. Master schedule will reflect common planning for Elementary, Middle, High and Extended Transition classes to allow for collaboration in developing culturally relevant real world lessons aligned to social studies access point learning targets.
Rationale for Evidence-based Strategy	The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/or symbols to communicate. The first Tier of mSAL is focused on the classroom and the classroom teacher using Aided Language Stimulation in a systematic instructional routine. This will help build consistent and reliable modes of communication so we can accurately assess student progress and determine the most reliable method of assessment.

Action Step	
Description	1. During annual Individual Education Plan meetings teams will determine the appropriate form of the FSAA that accurately measures individual student learning gains. (Performance task or Data-folio) AND Identify communication skill goals to address based on the communication matrix. 2. Instructional staff will progress monitor students with individualized progress monitoring assessments at each grade level. 3.During preschool instructional staff will participate in MELD (Project Core) training to learn instructional practices to integrate core communication/vocabulary into daily learning targets.

4. Instructional staff will plan real world culturally relevant lessons connected to identified learning targets and

5. Through professional development ALL staff will become fluent in the use of communication core boards across all areas of the school. (front office, clinic, classroom, cafeteria, behavior suite)

6. Speech therapists will model the use of a variety of communication modes that meet the needs of individual students and plan with classroom teachers to integrate a variety off communication modes to engage all students during learning academic activities.

Person Responsible Deborah Thornton (thorntonde@pcsb.org)

#5	
Title	Conditions for Learning
Rationale	Paul B. Stephens School is dedicated to providing a safe, secure and healthy environment with supports and interventions that are adapted to the specialized needs of students who have significant cognitive and developmental disabilities. Each classroom team builds strong relationships with each other and the students they serve. Infused throughout our academic access point lessons is a focus on character education and independent functioning skills. We strive to plan real world culturally relevant lessons to meet the needs of our unique population. This connection is critical for our students to be successful. Behavior data is collected and used to make decisions regarding individual students, as well as school wide, behavioral strategies. In collaboration with classroom teachers a team of four behavior specialists creates and updates the FBA PBIPs, and reviews the preventative, intervention and reinforcement strategies with classroom staff and provides additional support through behavioral intervention on an as-needed basis.
State the measureable outcome the school plans to achieve	The number of behavior support calls for proactive support/intervention will increase from 1084 to 2084 as measured by school wide behavior support data by May 2020.
Person responsible for monitoring outcome	David Shields (shieldsda@pcsb.org)
Evidence-based Strategy	Positive behavior supports,sensory input, character education, restorative practices and social stories will be adapted to meet the needs of our learners and will be systematically implemented across all grade levels. Project core communication strategies will be incorporated into daily culturally relevant activities.
Rationale for Evidence-based Strategy	Students with significant cognitive and developmental disabilities benefit from systematic behavioral supports and interventions infused throughout their daily routines.
Action Step	
Description	1. During annual IEP meetings the team will review Social Emotional and Independent Learning Goals to ensure priority is given to building social interaction skills into daily culturally relevant lessons. 2. Review and adapt school guidelines for success and Tier 1 activities to build self regulation skills. 3. Schedule weekly behavior team meetings to address specific student/classroom interventions

4. Provide ongoing behavioral coaching to classroom teams to build proactive intervention strategies into daily routines
5. Allocate resources to increase sensory break areas into classrooms
6. Provide TEACCH and CPI,reminders, strategies and professional development on a monthly basis
7. Adjust classroom daily schedules to include restorative circles
8. Plan and implement character education lessons into daily routines and the morning show.

Person Responsible	David Shields (shieldsda@pcsb.org)

#6	
Title	Attendance
Rationale	Our current daily attendance rate is 88.63%. We reached our goal of decreasing the percent of students that missed more then 10 percent of school monthly to 36%. We continue to serve students that are medically fragile and require significant medical treatment on a regular basis. Our families do not have available wrap around services or ar unable to navigate to the appropriate resources when they are needed.
State the measureable outcome the school plans to achieve	The percent of ESE students missing more than 10% of school monthly will decrease from 36% to 30% as measured by attendance dashboard data by the end of May 2020.
Person responsible for monitoring outcome	Lori Godek (godekl@pcsb.org)
Evidence-based Strategy	We will continue to strengthen the implementation of Tier 3 interventions to address the needs of our students in need of most intensive supports and services.
Rationale for Evidence-based Strategy	Intervention for attendance is usually connected to medical needs and individualized by each student case by case.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff 2. Ensure parents are aware of the importance of getting to school and student success 3. During Child Study review data bi-monthly to review school-wide attendance strategies 4. Implement Tier 3 plans for students specific needs and review effectiveness/ barriers bi-monthly 5. Continue home and office visits to connect families with resources.
Person Responsible	Lori Godek (godekl@pcsb.org)

#7	
Title	Bridging the Gap Plan
Rationale	Our present level of performance shows an increase in the percentage of black students scoring a level two or above on the ELA FSAA. Scores increased from 25% to 27% of black students scoring a level 2 or higher. Of our 11 black students participating in the FSAA 8 scored at a Level 1 on the FSAA. The problem is occurring because the majority of our Black Level 1 students do not have a reliable mode of communicating what they know and understand. An increase in real world connections and more culturally relevant instruction through the use of consistent mode of communication and core vocabulary will lead to more students moving up a level of proficiency.

State the measureable outcome the school plans to achieve	The percent of black students achieving performance level of 2 or above will increase from 27% to 47% as measures by the FSAA (ELA) 2020.
Person responsible for monitoring outcome	Deborah Thornton (thorntonde@pcsb.org)
Evidence-based Strategy	Project Core a classroom-based intervention for students with significant cognitive disabilities who do not use speech, sign language or symbols to meet a broad range of communication needs. The Tier I, universal intervention in Project Core calls for modeling the use of symbols combined with explicit teaching of the meaning and use of the Universal Core vocabulary. Modeling and teaching are integrated into daily activities (arrival, mealtime, personal care) instructional routines (shared reading, predictable chart writing, alphabet knowledge/phonological awareness activities). Communication core boards will be used as mode of modeling communication during instruction. As the first tier of multi-tiered System for Augmenting Language the intervention is a classroom-based communication intervention for all students with targeted communication needs. Instructional routines(e.g., shared reading, predictable chart writing, alphabet/phonological awareness) are grounded in evidence-based practices and provide examples of the use of the Universal Core throughout the English Language Arts block of instruction.
Rationale for Evidence-based Strategy	The multi-tiered System for Augmenting Language (mSAL) is a three-tiered system for providing communication intervention that offers support to a large number of students with significant cognitive disabilities who do not currently use speech, signs, and/

or symbols to
communicate. The first Tier of mSAL is focused on the classroom and the
classroom teacher using Aided Language Stimulation in a systematic routine.
This will help build consistent and reliable modes of communication so we
can accurately assess student progress and determine the most reliable
method of assessment.

Action Step	
Description	Action Steps 1. During Individual Education Plan meetings teams will determine the appropriate form of the FSAA that accurately measures individual student learning gains. (Performance task or Data-folio) AND Identify communication skill goals to address based on the communication matrix. 2. Weekly instructional staff will progress monitor students with individualized progress monitoring assessments aligned to learning targets. 3. During pre-school l instructional staff will participate in MELD (Project Core) training to learn instructional practices to integrate core communication/ vocabulary into daily learning targets. 4. Instructional staff will plan real world culturally relevant lessons connected to identified learning targets. 5. Through professional development ALL staff will become fluent in the use of communication core boards across all areas of the school. (front office, clinic, classroom, cafeteria, behavior suite) 6. Speech therapists will model the use of a variety of communication modes that meet the needs of individual students and plan with classroom teachers to integrate a variety of communication modes to engage all students during academic activities. 7. Administrators and district staff developers will plan monthly support meetings to problem solve and focus our improvement efforts based on classroom walk-through and teacher input.
Person Responsible	Deborah Thornton (thorntonde@pcsb.org)

#8	
Title	Graduation Rate
Rationale	Our current level of performance is that 94% of all students were on track for graduation. We expect our performance to return to 100% for the 2020 school year. 1 student out of 16 did not graduate due to medical concerns.
State the measureable outcome the school plans to achieve	The percent of students promoted on track with their cohort improve from 94% to 100% as measured by May 2020 Cohort Report.
Person responsible for monitoring outcome	Deborah Thornton (thorntonde@pcsb.org)
Evidence-based Strategy	Ensure students are scheduled into the correct courses based on credit option using a flexible scheduling model.
Rationale for Evidence-based Strategy	Flexible scheduling allows individual students to obtain required courses for graduation.
Action Step	
Description	1. Schedule common planning for high school teachers to plan for meeting the needs of individual students 2. Data management technician and assistant principal check transcripts of incoming transfer students to schedule coursed needed for graduation. 3. Schedules of all high school students are reviewed by DMT and administration to ensure all requirements are met on time for graduation. 4. Social worker will continue to provide information on community supports for wrap around services 5. Utilize ESE EWS report to assist with progress monitoring towards graduation and meet monthly with High School team to review progress.
Person Responsible	Lori Godek (godekl@pcsb.org)

#9	
Title	Family and Community Engagement
Rationale	Our parents and community members are highly involved in our school and provide ongoing support for school improvement efforts. 95% of school survey participants agree that our school provides opportunities for stakeholders to be involved in the school. We will continue to build meaningful opportunities for families and community members to be involved with our school improvement efforts.

State the measureable outcome the school plans to achieve	The number of stakeholders responding to AdvancED surveys will increase from 37 to 57 participants as measured by 2020 survey results.
Person responsible for monitoring outcome	Deborah Thornton (thorntonde@pcsb.org)
Evidence-based Strategy	Increasing the number of effective partnerships is a school priority. Epstein's framework of six types of involvement will be used as the basis of developing an increased number of meaningfully engaged families and community stakeholders.
Rationale for Evidence-based Strategy	Programs that engage families and community members have activities that support the following types of involvement, parenting,communicating,volunteering,learning at home,decision making and collaborating with the community.

Action Step	
Description	1. Social worker will continue to connect families with community resources for wrap around services 2. Newly developed daily note home to provide specific progress info to families and two way communication 3. Quarterly family events will be added to school calendar focused on building relationships between stakeholders. 4. Therapists will provide take home bags to engage families in project core and learning at home.. 5. Expand the number of families involved in SAC and PTA decision making groups. 5. Develop committees to support and plan school wide engagement activities.
Person Responsible	Marlene Mazer (mazerm@pcsb.org)

#10	
Title	Healthy Schools
Rationale	Staff and students must maintain a healthy way of life to engage in work and school activities.
State the measureable outcome the school plans to achieve	The number of healthier schools action plan items will increase from 4 to 6 by May of 2020.
Person responsible for monitoring outcome	Stacie Vereb (verebs@pcsb.org)
Evidence-based Strategy	Focus items will be chosen from the Alliance for a Healthier Generation action plan.
Rationale for Evidence-based Strategy	District uses this assessment to prioritize school improvement efforts.
Action Step	
Description	1. Promote the use of walking paths inside and outside of school and create monthly challenges 2. Share and promote health eating and living tips for students,staff and families in bi-monthly newsletter 3. Purchase and implement school wide healthy vending machine access manned by students 4. Promote the use of school fitness room. 5. Create and initiate healthy living challenges for students and staff.
Person Responsible	Stacie Vereb (verebs@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part V: Budget

1	III.A	**Areas of Focus: English Language Arts**				$0.00
2	III.A	**Areas of Focus: Math**				$0.00
3	III.A	**Areas of Focus: Science**				$0.00
4	III.A	**Areas of Focus: Social Studies**				$0.00
5	III.A	**Areas of Focus: Conditions for Learning**				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0681 - Paul B. Stephens Ese Center	School Improvement Funds		$1,200.00
			Notes: *Provide funding for professional development opportunities and subs for TDE's when needed.*			

6	III.A	Areas of Focus: Attendance	$0.00
7	III.A	Areas of Focus: Bridging the Gap Plan	$0.00
8	III.A	Areas of Focus: Graduation Rate	$0.00
9	III.A	Areas of Focus: Family and Community Engagement	$0.00
10	III.A	Areas of Focus: Healthy Schools	$0.00
		Total:	$1,200.00