Eleanor H. Miller School

2014-15 School Improvement Plan

Eleanor H. Miller School

156 HORSEMAN CLUB RD, Palatka, FL 32177

ehmiller.putnamschools.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

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	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Eleanor H. Miller School is to foster an atmosphere of mutual respect among all stakeholders and create a positive learning environment in which students experience success.

Provide the school's vision statement

Special needs students should receive planned, varied, quality learning opportunities and functional skills instruction, enabling each student to reach their potential highest level of achievement & self sufficiency possible.
Every student should be provided with opportunities to gain confidence, develop self-advocacy skills, and the communication & social skills necessary for appropriate and responsible social behavior.
Families should be welcomed as partners in the educational process & they should be provided with information about their children & with opportunities to participate in school activities.

School Environment

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

Since we are a small school, averaging around 120 students, we are able to deeply know our students, foster their self esteem and create a family environment. All students are in self-contained classrooms with low teacher:student ratios. These small classes allow the teachers to build an inventory of knowledge of the student. Additionally, the students stay with the teachers for multiple years, allowing them to build their understanding and insight.

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

E. H. Miller is an ESE Center School...a separate day school for Putnam County. All our students have significant cognitive or emotional/behavior disabilities that make it necessary for them to attend this separate day school. Because our population is very small, a family environment is fostered. The main driving force of our mission statement is to create an environment where special needs students feel safe and respected. We do this by:
1. Referencing and posting our mission statement across the school and explaining it at all meetings to reinforce that respect and safety are primary directives on our campus.
2. Communicating to Stakeholders that our mission statement drives all decisions.
3. Our School-wide expectations include respect and safety. We teach these expectations all year long and make a daily announcement reminding students of this every day. Teachers are encouraged to award Bee Bucks when positive behaviors are exhibited.
4. Each classroom has procedures and processes in place to ensure safety and mutual respect.
5. We do not have a before or after school program, but we teach safety skills to our students so they will be more safe when not on campus . Every classroom has a safety curriculum and a copy of the book "Don't You Dare Touch Me There." Personal Safety is stressed and taught extensively.

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

School-wide, we follow PBS protocols and use the MTSS process to ensure that all students are progressing. Discipline is handled according to the established BIP and district policy. Due to the unique aspects of being a special needs center school, our MTSS system is slightly different than the district adopted procedure. Our MTSS process is unique, so a special EHM MTSS form has been created to document our unique

aspects. We have data chats with teachers monthly to track progress and chart data. Meanwhile, at any

time, a teacher or staff member can fill out a form for an intervention MTSS meeting (generally scheduled on Mondays) to address an area of need in one of 3 areas: behavior, academics or attendance.

Additionally, students receive support services such as vision, speech/language, OT, PT, Mental Health

Counseling, and Behavior support from Behavior Specialists to ensure that the student gets the needed support services.

To minimize distractions and maximum engagement, 12 staff members are trained in CPI (Crisis Prevention Intervention). Staff is trained to remove a disruptive student from the classroom or to remove the rest of the class when a student is in crisis. We also have a tiered intervention protocol for behavior issues that require removal from the classroom. First, in-classroom interventions are attempted, but if they are not successful, the following are the steps: cool down, refocus and ultimately, if needed, restraint & or seclusion. Suspensions are used as a last resort.

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

Social emotional health is very important to independent functioning. Our IND population classrooms all foster high self esteem and focus on practicing social skills. Positive social interaction is taught and practiced.
Our EBD population has access to a full time mental wellness counselor and a school psychologist. Additionally the EBD staff is trained in CPI and TIC.
We partner with outside agencies (CDS, etc) to coordinate services and to utilize outside agency programs such as Anger Management and Lasting Family Connections.

Early Warning Systems

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

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

We are unique due to our student's special needs. We do monitor attendance by calling home when a student is absent and we follow truancy procedures by sending letters, scheduling MTSS meetings, and notifying the proper authorities. We do recognize that all our students are disabled and they have many health issues. So we do not hold our medically fragile students to the attendance policy. We are very aware of our students health issues and we stay in close contact with home.
Our students are all ESE so they are limited to no more than 10 suspension days without a manifestation meeting.
80% of our students do not take EOCs or FCAT, instead they take the FAA. The students who do take FCAT and EOCs are EBD and they are significantly below grade level due to behavior issues taking away from academic time over the years. Most of our students score level 1 on FCAT. I will fill out the chart below based on EBD students, excluding our IND medically fragile students. Their progress and needs are monitored via IEP progress reports.
So in the chart below, I'm excluding the counts for IND students with medical issues. This chart is data for just our K-12 EBD population.

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

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

Indicator	Grade Level									Total
	2	3	5	6	7	8	9	10	11	
Attendance below 90 percent	0	0	0	1	1	6	2	2	0	12
One or more suspensions	1	2	2	4	4	5	2	4	0	24
Course failure in ELA or Math	0	0	0	0	0	1	2	1	0	4
Level 1 on statewide assessment	0	1	1	4	5	6	4	5	1	27
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level							Total
	3	5	6	7	8	9	10	
Students exhibiting two or more indicators	1	1	4	4	6	4	5	25

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

Our entire school is designed to provide needed interventions. If I just address academic performance of our FCAT assessed students in this response, the interventions are:
1. Daily progress monitoring via a point sheet
2. Small group setting, under 5:1 adult to student ratio.
3. Self Contained classroom with breaks and daily incentives/edibles.
4. Long term goal setting and weekly or term incentives to promote academic achievement.
5. Individualized instruction in small groups to meet needs and appropriately challenge students.
6. IEP and BIP as well as Safety Plan when needed.

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

Since we are a separate day school serving students with significant disabilities, family support and trust is critical. The process of building a positive relationship begins with our PK students and parents. We hold a "meet and greet" day during pre-planning so PK parents can come out with their child and get acclimated. We recognize that if the parent feels welcome and perceives that their child is safe at our school, they will do a lot unconsciously to convey this to their child. Parents and care givers perceptions are critical to our success. For all our families we do outreach, welcome letters,

and phone calls periodically prior to the students starting a school year to build a good, comfortable relationship.

Other forms of outreach to our parents include daily calls when the child is absent, a monthly Beehive News" publication and daily communication notes. The Beehive Newsletter is a publication created by the principal to share the month's academic and social skills activities. We celebrate our students success and communicate important dates.

Our mission statement is constantly referenced and explained along with our 3 prong vision. It is presented at the start of each open house and parent & faculty meeting. We use this to set the tone and focus. Additionally, the mission statement is posted on the front page of our website, in the front office and in every common area and classroom on our campus.

We keep parents informed of their child's progress in various ways. Every child on our campus takes home a daily report for parents. Since we are a special needs school, the report content varies by student. Our EBD students daily communication to parents is a copy of the point sheet for the day. The EBD point sheet reflects both academic and behavioral aspects on a 100 point scale. Our IND students, many of whom are non-verbal, take home a simple form that lets parents know what type of day they had and celebrates any accomplishments and alerts parents to any concerns. Our medically fragile students have a much more detailed daily report. Their report does include the academic content for the day and how the student did, but it also includes detailed medical information as follows: tube feedings or regular feedings, diaper changes, bowel movements, and any other medical issues or treatments that were delivered.

We recognize the burden on our parents as evening care givers of handicapped children. We allow them to be involved in alternate ways. Just reading their child's daily reports and sending notes or responses back is a great form of participation for us. We know it's difficult for many of our families to come out to additional meetings and events as would be viewed as traditional parent involvement. We really stress our parent's attendance at IEP meetings and the occasional parent conference, but we know the bit of time they do have is often taken up with taking their child to doctor and therapy appointments.

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

Local community support is a significant initiative of the principal. With the assistance of her staff, Mrs. Piazza has developed an extensive Business Partner Program. We are supported by about 40 local businesses, organizations and leaders. This support comes in various forms:
1. Financial. Last year, donations for various programs totaled $5000.00. These funds were utilized to fund events such as our Fall Festival, Christmas Program, Prom, Easter Celebration, and Graduation. This funding is critical since our students aren't able to do traditional fundraising like many students do. Additionally, donations are often earmarked to be used to fund our EBD Program incentive program and our IND Bee Mart/Bee Bucks PBS programs.
2. Goods & Volunteer Services. Many local organizations have donated items to be used in our PBS system. Other organizations like the Anchor and Pilot Club donate their time for volunteering and supervising.
3. Experential Learning Venues. Many Local organizations have opened their facilities to us to provide learning opportunities for our students. For example, Publix Supermarket provides job shadowing for our students, one local bank partnered with us on financial literacy, allowing our students to come to their facility and tour and learn about banking.

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
Piazza, Mary	Principal

Duties

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

Mary Wood Piazza Principal
Jane Ford Assistant Principal
Leither Godfrey ESE EBD teacher
Cathy Campbell ESE IND High School teacher
Linda Becker ESE IND Intermediate teacher
+ additional staff as is appropriate (the "add another" function button wasn't working to add names)
This leadership group meets periodically to brainstorm and collaborate on issues. This group collaboratively reviews student data and uses a consensus building process to make decisions. The instructional staff members of the leadership team were selected due to their experience and ability to articulate ideas and share information and enthusiasm for initiatives. As we make decisions, they share with the greater faculty how the decisions were made and this ensures the entire staff feels that all aspects were considered and that the final decision was driven by our mission statement.

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

E. H. Miller is a Center School for students with significant cognitive disabilities and severe emotional and behavior disorders. As such, we receive weighted funding and thus don't qualify for Title 1 funding. We are supported by services through Putnam County School District by the following: Title X Homeless, District Bullying Prevention, School Safety, Violence Prevention, Nutrition/Food Service. Our students who qualify, receive on campus mental wellness counseling and have access to the School Psychologist who is on campus 2 days a week. Our students also receive counseling on campus from outside agencies such as Stewart Marchman and DJJ officers. Other outside agencies lending support include APD and CARD.
Students qualifying for support services such as OT, PT, Behavior services from a behavior specialist, Vision and Speech, receive those services on campus. Forms are signed by parents allowing our support service providers to share information with outside agencies. This allows the sharing of information to better serve our students and coordinate those services. Due to the unique aspects of being a special needs center school, many of our resources are dictated by federal law and driven by the student's IEPs. All of our students already have and IEP and many also have a BIP. Our staffing specialist, who coordinates all IEP meetings, leads the tracking and evaluation of all resources and services on an individual basis at each student's IEP meeting with the IEP team.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jane Ford	Principal
Altheia Henderson	Teacher
Ode Scroggins	Business/Community
Greg Walker	Business/Community
Leither Godfrey	Teacher
Dora Wilkerson	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC of E. H. Miller School is comprised of a representative group of 9 dedicated individuals: 2 administrators, 2 teachers, 1 instructional assistant, 2 parents, and 2 business partners. The racial breakdown reflects our school make up with 6 white, and 3 black.
The SAC met periodically to evaluate last year's SIP starting this past June. First our FAA and FCAT data was analyzed to see how we did and where we needed to focus for this year.
The SAC will meet periodically to monitor the implementation of the new SIP. Data is shared and progress tracked based on accomplishments and assessment data available.

Development of this school improvement plan

The SAC began collaborating on this year's SIP starting this past June. First our FAA and FCAT data was analyzed to see where we needed to focus. We received PD in the new 8 step problem solving method and used the new steps to develop our two primary goals for this school year. Over August and September we collaborated with the rest of the staff, parents and community representatives to fine tune our plan. Our first SAC meeting for the 2014-15 school year was Sept. 17, 2014, during our Fall Open House.

Preparation of the school's annual budget and plan

The schools annual budget is shared with the SAC. We have a very small budget at our school, so there is very little room for discussion of how to spend funds. Of our two goals, one requires some funding, which will be raised through donations from business partners.

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

There are some remaining SAC funds from year's past. The amount is just under $700.00:
SY 09 $111.54
SY 07 $ 76.85
SY 10 $538.99.
SAC has not yet voted to allocate any of their funds to projects in this plan.

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
Piazza, Mary	Principal

Duties

Describe how the LLT promotes literacy within the school

Mary Wood Piazza Principal
Jane Ford Assistant Principal
Leither Godfrey, ESE EBD elementary teacher
William Stroman ESE EBD secondary teacher
Cathy Campbell ESE High School teacher
Donna Moore ESE Middle School teacher
Linda Becker ESE Intermediate teacher
Lucie Little, ESE ELementary Teacher
(Names and functions added here as the add another button wasn't functioning.)
This group meets periodically to discuss our reading program. This group collaboratively reviews student data and re-groups students by ability to better meet their needs. Three of these teachers exchange students during the reading block. Additionally, they lesson plan together and share strategies.
The major initiative will be to do more collaboration and lesson study.

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

We have two strategies this year that will encourage collaboration.
1. Planning and Collaboration time is built into the school day. Each of our 12 teachers has an aide. Teachers are encouraged to take time for collaboration and planning during an activity that the aide can supervise the class alone. PE Playground time is suggested as a good time for the aide to watch the class; however, some have aides that can lead during academic time. Each teacher is encouraged to choose a time that works for their specific circumstances.
2. To guarantee collaboration, two types of documentation are required and monitored each 9 weeks via an online form submission process: PLC and Lesson/Strategy Study. The principal then records the participation in these two collaboration venues in iobserve as part of the teacher's yearly evaluation.

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

1. Utilize the district human resource department system to advertise for qualified applicants. We advertise for and only interview applicants who have ESE certification. Additionally we seek applicants who have specialized certification such as ASD and reading endorsement. Person Responsible is Mary Piazza, Principal
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 support services, TIC, PCM/CPI, Marzano best practices, Common Core for ESE, etc. Person Responsible is Mary Piazza, Principal.
3. Provide support to teachers and support services (i.e., Behavior, OT/PT, Speech/Language, Assistive Technology) to address challenges they may experience with students in the classroom. Additionally, we

are implementing weekly EBD Support Team Daily Debriefings to foster a sense of teamwork and to keep awareness of pressing issues.

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

Assistance and coaching through new teacher Portfolio activities, lesson planning - Domain 2 feedback, monthly conferencing, informal observations, etc. We have two new teachers this year completing the Beginning Teacher Packet. We plan to pair both of them with one of the two other EBD teachers.
Mrs. Ford and Mrs. Piazza will monitor progress on the beginning teacher packet activities. We will also conduct data chats monthly & will give feedback based on walkthroughs and observations.

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

For our IND population we utilize the online UNIQUE learning system curriculum which is aligned to common core/Florida Standards. UNIQUE curriculum is designed for special needs students and has 3 levels of performance: participatory, supported and independent. Further, we aligned our Brigance assessment to Florida Standards to give even more focus.
For our EBD core instruction, we use the following materials:
1. English/Language Arts K-6 Journey's, aligned to Florida Standards, 7-12 Prentice Hall aligned by teachers.
2. Math - K-12 MFAS process (Aligned to Florida Standards) & assessments supported by NY Engage and other texts for practice instruction.
3. Science K-12 Discovery Science Online aligned to Florida Standards
4. Social Studies - Various online support and textbooks. Teachers align to standards.

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

Since all our students have disabilities, our teachers are all trained to differentiate. Adding to the need to differentiate is the fact that all our classes are self contained with multiple grade levels.
Our IND teachers use 3 types of data to create small differentiated groups in the classroom: Unique Monthly Testing, Brigance and FAA. Additionally teachers use their student's IEP to inform modifications needed.
For example, how each student responds to questions can vary from: writing, typing on an assistive device, verbal response, pointing, Using Touch Chat on an ipad, using a communication book to point to Yes or No or the picture symbol, or for the most impaired, just using eye glance or utterance to indicate their response.
Our EBD student's diverse needs are met primarily through assessment and then small differentiated groups for instruction. Our new MFAS process has made grouping in math more manageable.
Reading is also delivered in small differentiated groups. Science and Social Studies are delivered partially via whole group, but student practice and assessment is differentiated.

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: Extended School Day

Minutes added to school year: 30

Across our district, all schools added 30 minutes to the school day. The 30 minutes allowed an increase in instructional time for students and more planning time for teachers.

Strategy Rationale

If teachers have more time to plan effective lessons using best practices, instruction will improve, and then student achievement will increase.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Piazza, Mary, mpiazza@my.putnamschools.org

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

FAA and FCAT results.

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

Prior to a student entering our school, a staffing "change of placement" meeting is held with parents and representative from our school. Once the child arrives, schools staff meets with the parents or caregivers, gives a tour, and introduces the child to their new teacher. Within a couple weeks of enrolling from another school, we have an IEP meeting to review and update the IEP.

When we are considering mainstreaming a student, we follow a set process that starts with a "consideration for change of placement meeting" followed by a "change of placement meeting." To ensure a positive transition, we incrementally progress with mainstreaming, adding just a couple classes at a time. The staffing specialist usually meets the student on the new campus to introduce them to staff and the new teachers. Progress is monitored so we can intervene when necessary to ensure the best transition.

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

Our goal is for our students to be as self-sufficient as possible. For some, post-graduation may mean getting assistance through APD (Association for Persons with Disabilities). APD can assist special needs students with transportation and tuition to a tech school such as our local First Coast. Our district has a transition coordinator, Becky Hopkins, who meets with parents, students and teachers and creates an individual transition plan when students turn age 14. This plan is re-assessed through high school and adjusted as needed.

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

Although we don't have a guidance counselor, administration and teachers fill the role to assist
students with goal setting and future planning. Our course selection is very limited since we are a
special needs/therapeutic day school. For students who are able to complete a standard diploma, we
seek to develop social skills sufficient that they can mainstream back to a regular high school with
more course offerings and electives. For our IND students, we are working to expand our OJT and
career preparation program. We currently have our special diploma students job shadowing at Publix,
but we want to expand to other businesses. We feel this job experience is essential for transition to
the workforce.

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

Our school is a separate day school, for the most impaired student in our district. The majority of our
students will earn a special diploma or eventually a diploma via access points. The goal for our
students is self-sufficiency, as opposed to post secondary training or college. We very limited career
instruction, but where it is appropriate, content is presented thematically, bridging content areas.

***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***

Our school is a separate day school, for the most impaired student in our district. The majority of our
students will earn a special diploma or eventually a diploma via access points. The goal for our
students is self-sufficiency, as opposed to post secondary training or college.

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.   If we develop and implement a consistent assessment/progress monitoring system, instruction will be more focused, then we will see an increase in student achievement.

G2.   If we develop and implement school wide social opportunities then we will see an increase in appropriate social skills and behavior problems will be reduced.

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. If we develop and implement a consistent assessment/progress monitoring system, instruction will be more focused, then we will see an increase in student achievement. `1a`

Targets Supported `1b`

🔑 G058739

Indicator	Annual Target
ELA/Reading Gains	60.0
FAA Reading Proficiency	60.0

Resources Available to Support the Goal `2`

- Knowledgeable staff, very effective teaching assistants, and supportive parents.

- New Performance Matters System with capability of data upload via Nefec and Skyward.

- Teachers have extensive knowledge of students needs & performance.

- We are a small campus and collaboration is natural.

- We already have Unique Pre & Post test assessments as well as the Brigance assessment.

- We have collaboration with sister school and data on what other ESE center schools are doing.

Targeted Barriers to Achieving the Goal `3`

- Time issues. Teachers have little planning time or time to create assessments. The existing Brigance is too lengthy, it's not streamlined. It takes too long to administer.

- Structure issues. We don't have an existing comprehensive structure for progress monitoring of IND students. Teachers don't know which areas to test on Brigance, they just use their best guess. Our Brigance data collection is paper pencil. We don't have a computerized system or database that allows us to input scores.

Plan to Monitor Progress Toward G1. `8`

Growth on Brigance evidenced between Fall 2014 and Spring 2015.

Person Responsible
Mary Piazza

Schedule
Semiannually, from 5/22/2015 to 5/22/2015

Evidence of Completion
Walkthrough observation in iobserve to rate teachers use of assessment and progress monitoring.

Plan to Monitor Progress Toward G1. `8`

Growth on FAA will be calculated from SY14 to SY15.

Person Responsible
Mary Piazza

Schedule
Annually, from 7/31/2015 to 7/31/2015

Evidence of Completion
Growth on FAA.

G2. If we develop and implement school wide social opportunities then we will see an increase in appropriate social skills and behavior problems will be reduced. 1a

G058740

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- C.B.I. funded bus for related field trips

- Motivated, creative staff, festivals, events and fun activities already part of the school's culture.

- Morning announcement venue great for positive recognition.

- EBD has a point system for tracking positive impact.

Targeted Barriers to Achieving the Goal 3

- Lack of current social interaction events

Plan to Monitor Progress Toward G2. 8

Referrals will be reduced

Person Responsible
Mary Piazza

Schedule
On 5/29/2015

Evidence of Completion
We will run referral data in Skyward and compare to the previous year.

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. If we develop and implement a consistent assessment/progress monitoring system, instruction will be more focused, then we will see an increase in student achievement. 1

🔍 G058739

G1.B2 Time issues. Teachers have little planning time or time to create assessments. The existing Brigance is too lengthy, it's not streamlined. It takes too long to administer. 2

🔍 B149522

G1.B2.S1 Provide time for a team of teachers to work on the assessment system, if this was done during the school day, subs could be acquired or aides could cover classes. If it is done over the summer, teachers would be paid a stipend. 4

🔍 S161381

Strategy Rationale

If teachers are given the collaborative time to work together they can streamline the testing and make a huge task manageable.

Action Step 1 5

Funding will be determined. We will see if there is funding for subs or if stipends can be paid to work on assessment alignment and streamlining (pre and main).

Person Responsible

Mary Piazza

Schedule

On 9/25/2014

Evidence of Completion

Email confirming funding will be shared with staff.

Action Step 2 `5`

Pre-planning Team will be selected and invited to develop the structure for the assessment/ progress monitoring system (5-8 members). We will add additional members for the main summer work.

Person Responsible

Mary Piazza

Schedule

On 9/25/2014

Evidence of Completion

Email will be sent to participants chosen, inviting them to be part of the pre-planning team.

Action Step 3 `5`

Number of days and dates for main summer in-service (assessment alignment) will be determined. All instructional staff will be invited to attend. The invitation will include instructions for participants to bring Brigance categories that they traditionally have assessed.

Person Responsible

Mary Piazza

Schedule

On 4/25/2014

Evidence of Completion

Dates will be added to First Class calendar and participants invited via email.

Action Step 4 `5`

Set overview meeting and plan agenda for Auguste PD on 8 step problem solving process and assessment alignment to standards.

Person Responsible

Mary Piazza

Schedule

On 5/2/2014

Evidence of Completion

Completed agenda.

Action Step 5 `5`

3 days of PD and collaboration will occur.

Person Responsible

Mary Piazza

Schedule

Weekly, from 5/8/2014 to 5/29/2014

Evidence of Completion

Sign in sheets and draft of assessment/progress monitoring system.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Cathy Campbell and Linda Becker will check in with Mary P. to ensure sub money has been secured, the leadership team has been emailed, conference room booked and dates placed on calendar.

Person Responsible

Mary Piazza

Schedule

On 4/25/2014

Evidence of Completion

Calendar dates scheduled and emails sent

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

An overview meeting will be planned to include explanation of 8 Step problem solving process and an overview of Brigance progression of skill assessment.

Person Responsible

Mary Piazza

Schedule

On 4/29/2014

Evidence of Completion

Overview Meeting agenda.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

After 3 days of Preplanning will occur Mrs. Piazza will check with team to make sure a draft is completed.

Person Responsible

Mary Piazza

Schedule

On 6/6/2014

Evidence of Completion

Draft emailed to staff for review over the summer prior to 3 day pre-planning August PD.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

At the end of September, each teacher will have utilized the new assessment system and excel spreadsheet and will submit their assessment data to principal.

Person Responsible

Mary Piazza

Schedule

On 9/30/2014

Evidence of Completion

Student Brigance data will be collected and submitted to principal for compilation.

G1.B3 Structure issues. We don't have an existing comprehensive structure for progress monitoring of IND students. Teachers don't know which areas to test on Brigance, they just use their best guess. Our Brigance data collection is paper pencil. We don't have a computerized system or database that allows us to input scores. 2

🔍 B149523

G1.B3.S1 Develop a structure for testing that includes: clear expectations for which areas of Brigance will be assessed, timeline, and data collection venue. 4

🔍 S161382

Strategy Rationale

If we make the process clear and efficient, teachers will have more time to analyze the results and use the data to inform their instruction.

Action Step 1 5

Utilize part of our 3 days of pre-planning inservice to train staff in the 8 step problem solving system and to complete the Assessment/Progress monitoring system that was developed in May.

Person Responsible

Mary Piazza

Schedule

Daily, from 8/11/2014 to 8/13/2014

Evidence of Completion

Sign in sheets from PD.

Action Step 2 5

Create database in excel for Brigance data collection with self-totaling columns.

Person Responsible

Mary Piazza

Schedule

On 9/1/2014

Evidence of Completion

Completed and emailed Excel spreadsheet.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Person Responsible

Schedule

Evidence of Completion

G2. If we develop and implement school wide social opportunities then we will see an increase in appropriate social skills and behavior problems will be reduced. `1`

🔑 G058740

G2.B3 Lack of current social interaction events `2`

🔑 B149528

G2.B3.S2 Develop and implement clubs. For the first 9 weeks, Donna & Tammy will present Cooking, Kathy & Camille will present Jewelry making, Altheia and Lucie will present Music, and Cathy & Linda will present gardening. We will start out with an exploratory wheel, then move to student selection. Finally, we would like to integrate EBD into the IND clubs. `4`

🔑 S161386

Strategy Rationale

If students love what they are doing in club, all types of students should be able to intermix. Also, if the clubs are exciting enough, EBD students will behave more so they can participate.

Action Step 1 `5`

Brainstorm and Develop list of clubs and sponsors & schedule for 1st 9 weeks.

Person Responsible

Mary Piazza

Schedule

On 8/14/2014

Evidence of Completion

Action Step 2 `5`

Arrange therapies and meetings to accommodate club schedule.

Person Responsible

Mary Piazza

Schedule

On 8/22/2014

Evidence of Completion

OT & PT and Speech schedules will reflect arrangement around Wed. club times.

Action Step 3 `5`

Develop list of community/individual resources/possibilities.

Person Responsible

Mary Piazza

Schedule

On 7/9/2014

Evidence of Completion

Teachers will each email their list of resources to Mary P. by June. 30. The list will be compiled and shared via email.

Action Step 4 `5`

Establish procedures for recognition of academics, character, and community service.

Person Responsible

Mary Piazza

Schedule

On 8/29/2014

Evidence of Completion

Email confirmation and awarding of character awards, and honor roll.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Mary P. will compile a list of clubs & will observe the clubs on Weds from 1:30-2:30 p.m.

Person Responsible

Mary Piazza

Schedule

On 9/24/2014

Evidence of Completion

Posted article about clubs with photos on E. H. Miller Website.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

PLC will monitor the number of positive recognitions from the beginning of year to end.

Person Responsible

Mary Piazza

Schedule

On 4/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Monitor progress of social skills via a student checklist 3 times per year. The checklist will include: Participation, Communication Skills (appropriate language, personal space), turn taking and sharing, Personal Presenatation, Respect, Compassion.

Person Responsible

Mary Piazza

Schedule

Quarterly, from 9/1/2014 to 4/30/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

We will rate the effectiveness of our club initiative.

Person Responsible

Mary Piazza

Schedule

On 4/3/2015

Evidence of Completion

We will create and implement a checklist rating survey for faculty.

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.B2.S1.A1	Funding will be determined. We will see if there is funding for subs or if stipends can be paid to work on assessment alignment and streamlining (pre and main).	Piazza, Mary	4/25/2014	Email confirming funding will be shared with staff.	9/25/2014 one-time
G1.B3.S1.A1	Utilize part of our 3 days of pre-planning inservice to train staff in the 8 step problem solving system and to complete the Assessment/Progress monitoring system that was developed in May.	Piazza, Mary	8/11/2014	Sign in sheets from PD.	8/13/2014 daily
G2.B3.S2.A1	Brainstorm and Develop list of clubs and sponsors & schedule for 1st 9 weeks.	Piazza, Mary	6/13/2014		8/14/2014 one-time
G1.B2.S1.A2	Pre-planning Team will be selected and invited to develop the structure for the assessment/progress monitoring system (5-8 members). We will add additional members for the main summer work.	Piazza, Mary	9/23/2014	Email will be sent to participants chosen, inviting them to be part of the pre-planning team.	9/25/2014 one-time
G1.B3.S1.A2	Create database in excel for Brigance data collection with self-totaling columns.	Piazza, Mary	8/13/2014	Completed and emailed Excel spreadsheet.	9/1/2014 one-time
G2.B3.S2.A2	Arrange therapies and meetings to accommodate club schedule.	Piazza, Mary	6/13/2014	OT & PT and Speech schedules will reflect arrangement around Wed. club times.	8/22/2014 one-time
G1.B2.S1.A3	Number of days and dates for main summer in-service (assessment alignment) will be determined. All instructional staff will be invited to attend. The invitation will include instructions for participants to bring Brigance categories that they traditionally have assessed.	Piazza, Mary	4/25/2014	Dates will be added to First Class calendar and participants invited via email.	4/25/2014 one-time
G2.B3.S2.A3	Develop list of community/individual resources/possibilities.	Piazza, Mary	6/30/2014	Teachers will each email their list of resources to Mary P. by June. 30. The list will be compiled and shared via email.	7/9/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A4	Set overview meeting and plan agenda for Auguste PD on 8 step problem solving process and assessment alignment to standards.	Piazza, Mary	5/2/2014	Completed agenda.	5/2/2014 one-time
G2.B3.S2.A4	Establish procedures for recognition of academics, character, and community service.	Piazza, Mary	8/15/2014	Email confirmation and awarding of character awards, and honor roll.	8/29/2014 one-time
G1.B2.S1.A5	3 days of PD and collaboration will occur.	Piazza, Mary	5/8/2014	Sign in sheets and draft of assessment/ progress monitoring system.	5/29/2014 weekly
G1.MA1	Growth on Brigance evidenced between Fall 2014 and Spring 2015.	Piazza, Mary	5/22/2015	Walkthrough observation in iobserve to rate teachers use of assessment and progress monitoring.	5/22/2015 semiannually
G1.MA2	Growth on FAA will be calculated from SY14 to SY15.	Piazza, Mary	7/31/2015	Growth on FAA.	7/31/2015 annually
G1.B2.S1.MA1	At the end of September, each teacher will have utilized the new assessment system and excel spreadsheet and will submit their assessment data to principal.	Piazza, Mary	9/30/2014	Student Brigance data will be collected and submitted to principal for compilation.	9/30/2014 one-time
G1.B2.S1.MA1	Cathy Campbell and Linda Becker will check in with Mary P. to ensure sub money has been secured, the leadership team has been emailed, conference room booked and dates placed on calendar.	Piazza, Mary	4/25/2014	Calendar dates scheduled and emails sent	4/25/2014 one-time
G1.B2.S1.MA2	An overview meeting will be planned to include explanation of 8 Step problem solving process and an overview of Brigance progression of skill assessment.	Piazza, Mary	4/29/2014	Overview Meeting agenda.	4/29/2014 one-time
G1.B2.S1.MA3	After 3 days of Preplanning will occur Mrs. Piazza will check with team to make sure a draft is completed.	Piazza, Mary	6/6/2014	Draft emailed to staff for review over the summer prior to 3 day pre-planning August PD.	6/6/2014 one-time
G1.B3.S1.MA1	[no content entered]			one-time	
G2.MA1	Referrals will be reduced	Piazza, Mary	8/19/2014	We will run referral data in Skyward and compare to the previous year.	5/29/2015 one-time
G2.B3.S2.MA1	We will rate the effectiveness of our club initiative.	Piazza, Mary	9/1/2014	We will create and implement a checklist rating survey for faculty.	4/3/2015 one-time
G2.B3.S2.MA1	Mary P. will compile a list of clubs & will observe the clubs on Weds from 1:30-2:30 p.m.	Piazza, Mary	9/3/2014	Posted article about clubs with photos on E. H. Miller Website.	9/24/2014 one-time
G2.B3.S2.MA2	PLC will monitor the number of positive recognitions from the beginning of year to end.	Piazza, Mary	9/1/2014		4/30/2015 one-time
G2.B3.S2.MA3	Monitor progress of social skills via a student checklist 3 times per year. The checklist will include: Participation, Communication Skills (appropriate language, personal space), turn taking and sharing, Personal Presenatation, Respect, Compassion.	Piazza, Mary	9/1/2014		4/30/2015 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 Opportuntities

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

G1. If we develop and implement a consistent assessment/progress monitoring system, instruction will be more focused, then we will see an increase in student achievement.

G1.B3 Structure issues. We don't have an existing comprehensive structure for progress monitoring of IND students. Teachers don't know which areas to test on Brigance, they just use their best guess. Our Brigance data collection is paper pencil. We don't have a computerized system or database that allows us to input scores.

G1.B3.S1 Develop a structure for testing that includes: clear expectations for which areas of Brigance will be assessed, timeline, and data collection venue.

PD Opportunity 1

Utilize part of our 3 days of pre-planning inservice to train staff in the 8 step problem solving system and to complete the Assessment/Progress monitoring system that was developed in May.

Facilitator

Mary Wood Piazza

Participants

12 Instructional Staff members.

Schedule

Daily, from 8/11/2014 to 8/13/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**