

Alachua County Public Schools

# Sidney Lanier Center



2015-16 School Improvement Plan

## Sidney Lanier Center

312 NW 16TH AVE, Gainesville, FL 32601

<http://www.sbac.edu/pages/acps>

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	47%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	60%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Sidney Lanier School will ensure that students with disabilities learn authentic skills in a safe environment to be productive and integrated into their home, community, leisure and work. The Alachua County School Districts' mission statement:  
We are Committed to the Success of Every Student!

##### Provide the school's vision statement

We believe...

...That all students with disabilities can reach their highest possible standard of achievement.

...That students with disabilities can become contributing members of our community.

...That special education programs will reflect only the finest in research-based practices.

...That ongoing staff development will focus on the refinement of instructional practices that reflect the unique needs of our students.

...That all special education activities will be meaningful, authentic, and engaging for our students.

...That all Sidney Lanier Special Educators will be a model of excellence in their field.

The Vision Statement for The Alachua County School District is:

We will graduate students who have the knowledge, skills, and personal characteristics to be learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

#### School Environment

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

Ensure that relationship-building is a clear priority;

- Identify and foster school community stakeholders such as parents, students, teachers and school counselors, to assess the current state of the cultural awareness and student-teacher relationships (through data-based decision making). Identify on-campus leaders to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and build on the development of programs that meet the needs of students with severe disabilities.
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher, students and parents.
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures.
- Teachers will participate in the process of discussing students of concern and providing valuable information through student BIP (behavior intervention plan) along with their behavioral expectations.
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings.
- Promote the use of effective strategies using Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.
- Attend District provided Professional Development on multicultural offerings.
- Schedule and plan school wide multicultural projects.



In addition to the implementation of the strategies, progress monitoring will occur by the leadership team to ensure validity of the program. This data will be collected and shared with the team.

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

- Sidney Lanier will provide a safe nurturing student friendly environment to the students it serves. The school is dedicated to creating a positive, caring and supportive school community. Supports will be derived of instructional and external guidance through supplemental direct and indirect supports.
- The development of a dedicated system of student services where students with severe disabilities can thrive. Supports based on academic and behavioral resources will be provided the use of school, local and University resources will provide a varied and differentiated outlook for each student.
- Continue to develop and demonstrate the specific practices that reflect the application of the school's SwPBS program to create a contexts students will encounter before/during/after school.
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

**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**

- Ensure teachers are trained in Classroom management strategies (CHAMPS, CPI, etc.)
- SwPBS team reviews classroom data to ensure maximum participation in SwPBS.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
- Make references to school academic and behavioral expectations when providing students with positive feedback. Class meetings will occur on a frequent basis to include student feedback.
- Promote and continue to develop the School-wide recognition system
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Intervention Plans, Learning Strategies, Self-Management Skills, and Social Skills that contribute to student achievement and behavior changes.

**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**

- Student Services team will meet regularly to discuss students with barriers to academic and social success.
- Referral to the UF partner groups (Iwata, Vollmer) for behavioral interventions
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students and families to outside agencies who have Cooperative Agreements with the district or school.
- Support and improve the comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Provide identified staff (i.e. school counselor, student services team members) support to improve the school's differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-

based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

### 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

- Use of district data systems to identify students who have attendance, behavioral or academic concerns.
- Create a data decision structure to identify and differentiate students with excessive absences from students who are absent due to medical needs.
- Eliminate OSS and process/ refer behavior problems using multiple resources on site.
- Ensure teachers are aware of and part of the decision rules and procedures for notification after students are identified as meeting one of the data decision rules
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, behavior, and providing support for teachers to carry out student accommodations through the individual IEP.

#### 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
	1	3	6	7	8	9	11	12	
Attendance below 90 percent	1	1	1	1	2	1	4	12	23
One or more suspensions	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	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	0	0	0	
	0	0	0	0	0	0	0	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
Students exhibiting two or more indicators		

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

- Continue to use student services meetings to identify students of concern. Use school student services referral model for teams to identify and refer students. Student services team will be responsive to problem solve and create action plans for students of concern.
- Planned Discussions, Goal Setting for identified student.
- Notification procedures for parents, UF teams, school, agency and community outreach programs as needed.
- Coordinate and assess the school counseling program (Student Development Plan) with dedicated

time to develop, implement and evaluate intensive (individual) interventions, connecting students and their families to needed school-based and community resources.

- Use evidence-based interventions to close student need gaps related to early warning system. Ex. Functional Behavior Assessments through referral process with District/ UF teams. Aligning specific strategies that are evidence based using established, emerging, and unestablished categories

## 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**

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.
- During Open House, Meet the Teacher and various extra-curricular activities, use a non-threatening methods of introducing parents to teachers and administrators.
- Communicate classroom and school news to parents.
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.
- Positive notes, letters, phone calls home.
- Coordinate the school newsletter to involve parent led groups such as, The PTA, SAC, and business partners in the support and facilitation of school activities such as Special Olympics.

**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**

The method in which resources are secured from community partnerships are coordinated through the PTA, SAC and our booster club The Friends of Lanier which is made up of several business partners and community members. This group helps the school raise monies and resources which in turn help support large school academic initiatives and projects..

## 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:

Name	Title
Kamman, Royce	Principal
Dotts-Hoehnle, Kim	Assistant Principal

## Duties

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

Principal- coordinate and facilitate the dialogue, assure resources, guide the process  
 Assistant Principal-behavior intervention, resource development, data relative to behavior, intervention strategies, observations,  
 Guidance Counselor-oversight of IEP, evaluation options, procedures and resources in community, historical knowledge of the student and family situation.  
 Data Base - attendance tracking  
 Nursing staff- medical resources, historical, patterns, contacts, family information, medical / nursing care, information  
 Teachers- observations, data, feedback, family/parent communication, resources,

### **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**

Student Services Team meets bi weekly to address needs of students, consider referral to support programs, need for additional services, etc. Regular Data Chats are conducted to review academic data related to literacy. These teams include the Principal, Assistant Principal, Guidance Counselor, Nursing Staff, Data Base / Attendance, and teachers. Following discussion of concerns and brainstorming, a plan is developed.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Royce G. Kamman	Principal
Victoria Aragon	Parent
Cathy Costello	Business/Community
Leslie Suskin	Business/Community
Frankie Young	Education Support Employee
Angie Kimbler	Parent
Natalie DeVaughn	Education Support Employee
Melissa Pardue	Teacher
Abijah Bertrand	Teacher

## Duties

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

#### *Evaluation of last year's school improvement plan*

The SAC for the 201\5-16 school year met and voted in new members. This year Leslie Suskin will serve as SAC chair and Kathy Costello will serve as Secretary.  
 The SAC team reviewed the SIP plan and planned to meet quarterly for review to review progress on

goals and school based initiatives. The SAC also reviewed the progress of last years goals and the consensus was that the plan was on track with the improvement in reaching school goals. The SAC TEAM will continue to support professional development and parent involvement, materials, supplies and curriculum related to early intervention, literacy and transition services for students age 3 through 22.

*Development of this school improvement plan*

SAC members participated in needs assessments during the Spring of 2015 in conjunction with parents, faculty, staff and students. The results of these surveys were discussed during the May and June 2015 meetings and recommendations prioritized. The plan was drafted with input by all stakeholders, including faculty, staff, parents, volunteers, and students and reviewed by the School Advisory Council prior to be approved.

*Preparation of the school's annual budget and plan*

The 2015-16 budget has been allocated and approved. The budget plan is in progress.

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

School Improvement funds will be utilized to provide professional development, parent involvement, materials, supplies and curriculum related to early intervention, literacy and transition for ages 3 through 22.

***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:**

Name	Title
Kamman, Royce	Principal
Dotts-Hoehnle, Kim	Assistant Principal
Lynch, Matt	Administrative Support

**Duties**

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

Increased literacy on Florida Alternate Assessment and / or Benchmark testing, including non-FAA tested students.

The use of Unique and N2Y curriculum to assess and monitor progress will be tied to student progression.

Reduce incidents of problematic, destructive or disruptive repetitive behavior through enhanced behavior programming and increase student engagement.

We will institute ReThink Autism as a district initiative to provide students with ASD a means to succeed. This program provides ABA designated curriculum markers to show academic progress with ASD students.

This group of professionals is comprised of leaders in literacy. This team will include a literacy leader from each ESE team, and both administrators. The team uses data to establish the literacy goals for

that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

## 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**

The establishment of a monthly calendar will provide a greater opportunity for collaboration and training on school goals and initiatives.

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration

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

Attend local job fair(s) hosted by the District. Interview applicants who are qualified and experienced to teach students with pervasive disabilities.

Recruit and seek to fill para professional vacancies with qualified certified teachers when possible and utilizing substitutes for teachers and para professionals on regular basis.

Provide internships, practicum experiences and volunteering opportunities for qualified college students and adults.

Encourage teachers to participate in staff development. Offer training in areas pertinent to their teaching assignment (i.e., non-violent crisis intervention, content area curriculum and instruction, FAA, etc.)

Partner teachers new-to-the-school with veteran staff (i.e., department chairs).

Implement electronic snapshots to provide immediate feedback to teachers on quality instruction

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

All first year teachers participating in the Educator Support Program (ESP). ESP is the School District of Alachua County's formal program of support for newly hired educators. Systems of support include a district mentor support coach, staff development opportunities, observations, conferences, and written and oral feedback

Teachers who are new to Lanier are paired with a veteran teacher from their quad level team. The mentoring teacher must have demonstrated highly effective skills in the classroom, good communication with parents, peers and others as well as professional practices. When possible, the mentoring teacher will have received training in clinical education.

## 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***



Our school creates ongoing opportunities for teachers to unpack the Florida Alternative Assessment and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

We will also provide opportunities for teachers who provide FSA supports to students. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

We stand by the belief that all students can learn. Our goal is to provide various opportunities for all of our student to experience growth in social educational and life-long experiences.

### **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***

The school can describe the Rtl process, the use of tutorials, the use of intensive reading, and the use of small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Unique and N2Y curriculum.
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 60 minute math block
- Providing instruction based on student needs
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Summer Program

**Minutes added to school year:** 8,640

Unique Learning Systems and N2Y Curriculum designed for Students with severe disabilities. The distribution of time will be tied to the following initiatives:

- Extended School Day
- Extended School Year
- After School Program
- Summer Program

**Strategy Rationale**

- Core Academic Instruction
- Enrichment
- Teacher Collaboration, Planning, and Professional Development

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Dotts-Hoehnle, Kim, kimdh@gm.sbac.edu

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

Pre/Post Tests built into the Unique Learning Systems Curriculum Data will be collected through the ReThink data collection tool.

**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**

Students participating in the Elementary program are assessed monthly, an IEP meeting will be held to discuss needs and services to determine appropriate supports and coordinate the transition to each grade level. In the event a student has become proficient, we will meet to determine if a district placement in a regular school setting is appropriate.

**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**

Students and families participate in Transition IEP's beginning at the age of 14. During a student's final year of school (prior to turning 22), a Life Planning meeting is conducted where agencies providing supports for adults with disabilities meet with the IEP team to prepare a plan for post secondary programs.



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

Students participate in ACCESS courses or transition courses designated to teach school to work instruction.

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

Students in the transition ages of 16 - 22 participate in Career Readiness and Career Experiences with job training. Currently, the school is developing additional programs / contracts for students to develop work related skills.

**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**

See above.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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.** Increase student literacy by instituting comprehensive behavior modification programming. Decrease off task behaviors and increase time in class for all students.
  
- G2.** Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

## 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.** Increase student literacy by instituting comprehensive behavior modification programming. Decrease off task behaviors and increase time in class for all students. 1a

G073653

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- District, Local advocacy groups. Partnership with the University of Florida Behavioral Sciences groups. These groups will assist in the identification of behavioral issues. The groups will also assist in forming a comprehensive plan to address those issues.

**Targeted Barriers to Achieving the Goal** 3

**Plan to Monitor Progress Toward G1.** 8

We will use several methods of data collection. First will be daily check sheets to track behaviors for the school and for the parent to view. Second. The Behavior Resource Teacher will also keep a google document to track all student behavior. We will also track the number of positive behavior referrals for SwPBS

**Person Responsible**

Royce Kamman

**Schedule**

Biweekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

We will use a daily check sheet to track behaviors. With the Behavior Resource Teacher and the student services. team we will meet biweekly to look at data for progress monitoring. Weekly and Quarterly SwPBS rewards will be in place for positive behavior.

**G2.** Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan. 1a

G073654

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - SWD	65.0

**Resources Available to Support the Goal** 2

- Highly qualified veteran staff
- Federal Funding (Exceptional Student Education)
- Low Student to Staff ratio

**Targeted Barriers to Achieving the Goal** 3

- Low student achievement scores
- Attendance
- Need for increased student engagement in classroom
- Limited opportunities in post secondary education

**Plan to Monitor Progress Toward G2.** 8

Increase proficiency of scores on pre/post tests and benchmark tests

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Test scores and data chats

## 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

**G2.** Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan. **1**

 G073654

**G2.B1** Low student achievement scores **2**

 B192340

**G2.B1.S1** Professional development in high yield instructional strategies (i.e. Marzano, Kagan, Workstation) **4**

 S203803

### Strategy Rationale

Professional development strategies will be ties to "best practices " and evidence based practices.

### Action Step 1 **5**

In service on high yield strategies

#### Person Responsible

Kim Dotts-Hoehnle

#### Schedule

On 6/4/2015

#### Evidence of Completion

Sign in sheets, classroom walk through, and lesson plans

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

Implementation of strategies during instruction

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

On 6/4/2015

***Evidence of Completion***

Lesson plans, data chats, and classroom walk throughs

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

On going benchmark testing

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

On 6/4/2015

***Evidence of Completion***

Pre/Post tests and data chats

**G2.B1.S2 Implement ACCESS courses** 4

S203804

**Strategy Rationale**

With the change in graduation options, the course descriptions will fall under access courses. This change will require a schedule that will provide a valid path to graduation.

**Action Step 1** 5

In service and implementation common core/ACCESS content  
In service for FSA implementation for administrators, student services and staff

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

On 6/18/2015

***Evidence of Completion***

Sign in sheets, Class room walk through, and lesson plans

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

Implementation of ACCESS curriculum

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

On 6/4/2015

***Evidence of Completion***

Lesson plans, data chats, and classroom snapshots

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

Ongoing progress monitoring, pre/post tests and benchmark testing

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

On 6/4/2015

***Evidence of Completion***

Student data

**G2.B1.S3** Ongoing progress monitoring with data chats 4

 S203805

**Strategy Rationale**

The data chats will provide a snapshot for collaborative work throughout each team. The data will not only show student growth but will provide information on struggling students.

**Action Step 1** 5

On going progress monitoring

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

On 6/4/2015

***Evidence of Completion***

Data chats using results of Unique and N2Y assessments.



**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Data chats to monitor student progress

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

On 6/4/2015

***Evidence of Completion***

Data chats and data notebooks

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Gains on benchmark tests and Florida Alternate Assessment

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

On 6/4/2015

***Evidence of Completion***

Gains in test scores.

**G2.B1.S4** Staff will participate in Community of Practice for ACCESS/Common Core for students with significant cognitive disabilities **4**

 S203806

### **Strategy Rationale**

Continual training on community based training will provide faculty with information on changes in graduation requirements and place a structure for meeting the needs of each student through best practices.

### **Action Step 1** **5**

Access to Common Core for Exceptional Student Success Project (i.e. webinars, edmodo)

#### **Person Responsible**

Royce Kamman

#### **Schedule**

On 6/4/2015

#### **Evidence of Completion**

Follow-up activities as assigned by project facilitator

### **Plan to Monitor Fidelity of Implementation of G2.B1.S4** **6**

participant records

#### **Person Responsible**

Kim Dotts-Hoehnle

#### **Schedule**

On 6/4/2015

#### **Evidence of Completion**

follow-up activities as assigned

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

Gain scores

**Person Responsible**

Kim Dotts-Hoehnle


**Schedule**

On 6/4/2015

**Evidence of Completion**

Benchmark testing 3 times a year and Florida Alternate Assessment once a year.

**G2.B4 Limited opportunities in post secondary education** 2

 B192343

**G2.B4.S1 Increase vocational opportunities** 4

 S203809

**Strategy Rationale**

The application for multiple grants to provide a menu of transitional school based services for students to tie into real world employment opportunities

**Action Step 1** 5

Increase job training opportunities on/off campus

**Person Responsible**

Royce Kamman

**Schedule**

Daily, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Number of students participating and locations

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Student attendance and participation in work related programs

**Person Responsible**

Royce Kamman

**Schedule**

On 6/4/2015

***Evidence of Completion***

Lesson plans, student observations, Unique Learning Systems benchmark testing for Transition

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Student observations and job placement/volunteer opportunities upon graduation

**Person Responsible**

Royce Kamman

**Schedule**

On 6/4/2015

***Evidence of Completion***

Job placement and volunteer opportunities

**G2.B4.S2** Participation in structured Community Based Instruction **4**

 S203810

**Strategy Rationale**

With increased partnerships with local businesses, we have increased the number of opportunities for our transition students.

**Action Step 1** **5**

Focused community trips correlated to ACCESS curriculum

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B4.S2** **6**

Lesson plans identifying targeted standards

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7**

Transition benchmark testing

**Person Responsible**

Kim Dotts-Hoehnle

**Schedule**

Monthly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Completed benchmark tests

**G2.B4.S3 Developing skills for independent or supported living 4**

 S203811

**Strategy Rationale**

The goal is to revamp the transition program through real and current building level application. The vision is to build a relevant infrastructure that will assist students making the switch from school to work.

**Action Step 1 5**

Increase opportunities and participation in functional home living and personal home skills

**Person Responsible**

Royce Kamman

**Schedule**

On 6/4/2015

**Evidence of Completion**

Schedules and lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B4.S3 6**

Student participation and assessment using data from faculty assessment and job compatibility.

**Person Responsible**

Royce Kamman

**Schedule**

On 6/4/2015

**Evidence of Completion**

Lesson plans, snapshots

**Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7**

Teacher observations

**Person Responsible**

Royce Kamman

**Schedule**

On 6/4/2015

**Evidence of Completion**

Classroom based assessments

**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
G2.B1.S1.A1	In service on high yield strategies	Dotts-Hoehnle, Kim	8/18/2014	Sign in sheets, classroom walk through, and lesson plans	6/4/2015 one-time
G2.B1.S2.A1	In service and implementation common core/ACCESS content In service for FSA implementation for administrators, student services and staff	Dotts-Hoehnle, Kim	8/18/2014	Sign in sheets, Class room walk through, and lesson plans	6/18/2015 one-time
G2.B1.S3.A1	On going progress monitoring	Dotts-Hoehnle, Kim	8/18/2014	Data chats using results of Unique and N2Y assessments.	6/4/2015 one-time
G2.B1.S4.A1	Access to Common Core for Exceptional Student Success Project (i.e. webinars, edmodo)	Kamman, Royce	8/18/2014	Follow-up activities as assigned by project facilitator	6/4/2015 one-time
G2.B4.S1.A1	Increase job training opportunities on/off campus	Kamman, Royce	8/25/2014	Number of students participating and locations	6/4/2015 daily
G2.B4.S2.A1	Focused community trips correlated to ACCESS curriculum	Dotts-Hoehnle, Kim	8/18/2014	Lesson plans	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S3.A1	Increase opportunities and participation in functional home living and personal home skills	Kamman, Royce	8/18/2014	Schedules and lesson plans	6/4/2015 one-time
G1.MA1	We will use several methods of data collection. First will be daily check sheets to track behaviors for the school and for the parent to view. Second. The Behavior Resource Teacher will also keep a google document to track all student behavior. We will also track the number of positive behavior referrals for SwPBS	Kamman, Royce	8/24/2015	We will use a daily check sheet to track behaviors. With the Behavior Resource Teacher and the student services. team we will meet biweekly to look at data for progress monitoring. Weekly and Quarterly SwPBS rewards will be in place for positive behavior.	6/10/2016 biweekly
G2.MA1	Increase proficiency of scores on pre/post tests and benchmark tests	Dotts-Hoehnle, Kim	8/18/2014	Test scores and data chats	6/4/2015 quarterly
G2.B1.S1.MA1	On going benchmark testing	Dotts-Hoehnle, Kim	8/18/2014	Pre/Post tests and data chats	6/4/2015 one-time
G2.B1.S1.MA1	Implementation of strategies during instruction	Dotts-Hoehnle, Kim	8/18/2014	Lesson plans, data chats, and classroom walk throughs	6/4/2015 one-time
G2.B4.S1.MA1	Student observations and job placement/volunteer opportunities upon graduation	Kamman, Royce	8/18/2014	Job placement and volunteer opportunities	6/4/2015 one-time
G2.B4.S1.MA1	Student attendance and participation in work related programs	Kamman, Royce	8/18/2014	Lesson plans, student observations, Unique Learning Systems benchmark testing for Transition	6/4/2015 one-time
G2.B1.S2.MA1	Ongoing progress monitoring, pre/post tests and benchmark testing	Dotts-Hoehnle, Kim	8/18/2014	Student data	6/4/2015 one-time
G2.B1.S2.MA1	Implementation of ACCESS curriculum	Dotts-Hoehnle, Kim	8/18/2014	Lesson plans, data chats, and classroom snapshots	6/4/2015 one-time
G2.B4.S2.MA1	Transition benchmark testing	Dotts-Hoehnle, Kim	9/1/2014	Completed benchmark tests	6/4/2015 monthly
G2.B4.S2.MA1	Lesson plans identifying targeted standards	Dotts-Hoehnle, Kim	8/18/2014	Lesson plans	6/4/2015 biweekly
G2.B1.S3.MA1	Gains on benchmark tests and Florida Alternate Assessment	Dotts-Hoehnle, Kim	8/18/2014	Gains in test scores.	6/4/2015 one-time
G2.B1.S3.MA1	Data chats to monitor student progress	Dotts-Hoehnle, Kim	8/18/2014	Data chats and data notebooks	6/4/2015 one-time
G2.B4.S3.MA1	Teacher observations	Kamman, Royce	8/18/2014	Classroom based assessments	6/4/2015 one-time
G2.B4.S3.MA1	Student participation and assessment using data from faculty assessment and job compatibility.	Kamman, Royce	8/18/2014	Lesson plans, snapshots	6/4/2015 one-time
G2.B1.S4.MA1	Gain scores	Dotts-Hoehnle, Kim	8/18/2014	Benchmark testing 3 times a year and Florida Alternate Assessment once a year.	6/4/2015 one-time
G2.B1.S4.MA1	participant records	Dotts-Hoehnle, Kim	8/18/2014	follow-up activities as assigned	6/4/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G2.** Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

### **G2.B1** Low student achievement scores

**G2.B1.S1** Professional development in high yield instructional strategies (i.e. Marzano, Kagan, Workstation)

#### **PD Opportunity 1**

In service on high yield strategies

##### **Facilitator**

Administration

##### **Participants**

Instructional and Non instructional staff

##### **Schedule**

On 6/4/2015

### **G2.B1.S2** Implement ACCESS courses

#### **PD Opportunity 1**

In service and implementation common core/ACCESS content In service for FSA implementation for administrators, student services and staff

##### **Facilitator**

FLDOE ACCESS Project Set up district training on implementation of FSA and FSAA assessments.

##### **Participants**

Instructional Staff, Administration and Student Services.

##### **Schedule**

On 6/18/2015

**G2.B1.S4** Staff will participate in Community of Practice for ACCESS/Common Core for students with significant cognitive disabilities

**PD Opportunity 1**

Access to Common Core for Exceptional Student Success Project (i.e. webinars, edmoto)

**Facilitator**

Project Facilitator

**Participants**

Administration and Instructional Staff

**Schedule**

On 6/4/2015

## Technical Assistance Items

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

**G2.** Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

**G2.B1** Low student achievement scores

**G2.B1.S3** Ongoing progress monitoring with data chats

### PD Opportunity 1

On going progress monitoring

#### Facilitator

Administration, District training through use and development of Unique and N2Y programs. Implementation of Re-Think for Autism a district led initiative to provide ABA curriculum for students on the ASD spectrum.

#### Participants

Faculty

#### Schedule

On 6/4/2015

## Budget

### Budget Data

1	G2.B1.S1.A1	In service on high yield strategies				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$300.00
2	G2.B1.S2.A1	In service and implementation common core/ACCESS content In service for FSA implementation for administrators, student services and staff				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$300.00
3	G2.B1.S3.A1	On going progress monitoring				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$6,000.00

<b>Budget Data</b>						
						<i>Notes: Purchase or Unique and N2Y Curriculum software.</i>
<b>4</b>	<b>G2.B1.S4.A1</b>	<b>Access to Common Core for Exceptional Student Success Project (i.e. webinars, edmoto)</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,500.00
						<i>Notes: Funding has been approved by The SAC.</i>
<b>5</b>	<b>G2.B4.S1.A1</b>	<b>Increase job training opportunities on/off campus</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$5,000.00
						<i>Notes: We have applied for grants to enhance the opportunities for our transition students.</i>
<b>6</b>	<b>G2.B4.S2.A1</b>	<b>Focused community trips correlated to ACCESS curriculum</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	IDEA		\$1,000.00
<b>7</b>	<b>G2.B4.S3.A1</b>	<b>Increase opportunities and participation in functional home living and personal home skills</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$5,000.00
						<i>Notes: Application for grants and the Wal-Mart home living grant</i>
					<b>Total:</b>	<b>\$19,100.00</b>