



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sidney Lanier Center

312 NW 16TH AVE

Gainesville, FL 32601

352-955-6841

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

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	18
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	27
Appendix 2: Budget to Support Goals	29

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Sidney Lanier Center

Principal

Denise Schultz

School Advisory Council chair

Betsy Harris

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
John Green II	Assistant Principal

District-Level Information

District

Alachua

Superintendent

Hershel Lyons

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

There are 14 members in the Lanier School Advisory Council including the principal. Twenty-nine (29%) of the SAC are of Ethnicity other than white and 7% Low Socioeconomic status.

Thirty-one percent of the membership represent Teachers, 31% parents and 31 % community members.

Seven percent represent career service.

Betsy Harris, Teacher

Shannon Dennis, Teacher

Jeanne Wise, Teacher

Bailey Williams, Teacher

Felicia Terry, Career Service employee

Leslie Suskin, Community Member

Carolyn Isaac, Community Member

Marina Rojas, Community Member

Steve Jeppson, Community Member

Doris Tellado, Parent

Lori Dew, Parent

Denise Bouton, Parent

Peggy Holman, Parent

Involvement of the SAC in the development of the SIP

SAC members participated in needs assessments during the Spring of 2013 in conjunction with parents, faculty, staff and students. The results of these surveys were discussed during the May and June 2013 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.

Activities of the SAC for the upcoming school year

The Lanier School Advisory Council will meet monthly to review progress on goals and school based initiatives. Input regarding the use of funds, concerns and initiatives will be discussed. Expenditures of funds will be approved by the School Advisory Council based on requests submitted and alignment with the School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Denise Schultz		
Principal	Years as Administrator: 5	Years at Current School: 2
Credentials	Master of Science in Educational Leadership from NOVA Southeastern University Bachelor of Science in Physical Education and Sport Science from University of Denver. Certification: School Principal (all levels) Elementary Education (K - 6) Mentally Handicapped (K - 12) Physical Education (K - 8) Physical Education (6 -12) Middle Grades	
Performance Record	2012 - 2013 NG Center School 2011- 2012 Shell Elementary School School grade D (lowest 25% met in math but not reading; learning gains and percent proficient increased in math, reading and science, significant decrease in writing) 2010 - 2011 School grade C (lowest 25% met in both reading and math; gains and proficiency increase in math and science, decrease in reading at intermediate grades, slight decrease in writing proficiency) 2009 -2010 School grade B (lowest 25% gains significant in reading approximately 70%, gains in math met 50% but proficiency in reading and math below 50%, science proficiency under 10%) Prior school grade at Williston Elementary School included an "A" with AYP.	

John Green II		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Master of Education: concentration in Educational Leadership from Saint Leo University. Bachelor's of Arts: With a major in Sociology from the University of Florida. Certifications: Educational Leadership (All Levels), Elementary Education (K-6), Social Science (6-12)	
Performance Record	First year administrator	

Classroom Teachers

# of classroom teachers	18
# receiving effective rating or higher	18, 100%
# Highly Qualified Teachers	83%

certified in-field

18, 100%

ESOL endorsed

2, 11%

reading endorsed

3, 17%

with advanced degrees

9, 50%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

1, 6%

with 6-14 years of experience

4, 22%

with 15 or more years of experience

13, 72%

Education Paraprofessionals**# of paraprofessionals**

41

Highly Qualified

27, 66%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

8

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers who are new to Lanier are paired with a veteran teacher from their curriculum / grade 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 or similar.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Student Services Team meets 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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,

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Monthly data chats, formal administrative classroom observations, classroom walk throughs, formal behavior observations, data collection monitoring, lesson plan reviews, benchmark testing

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Unique Learning Systems monthly pre / post tests in reading, math, science, Unique Learning Systems benchmark assessments in reading and math (three times a year), Equals math beginning and end of

year assessment. Because Lanier is a school providing intensive instruction for students with significant cognitive disabilities, the instruction is highly individualized and intensive. Snapshots by Principal and Assistant Principal focusing on the implementation of targeted monthly instructional strategies.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Implement a consistent and formal data review system that focuses on team collaboration and problem solving.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 8,640

Unique Learning Systems

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre/Post Tests built into the Unique Learning Systems Curriculum

Who is responsible for monitoring implementation of this strategy?

Administrators: Principal and Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Denise Schultz	Principal
John Green II	Assistant Principal

How the school-based LLT functions

The LLT meets during team meetings and individually with teachers on a monthly basis to review OPM data . The team engages in discussion and problem solving regarding the progress and needs of the students and the implementation

Principal- coordinate and facilitate the dialogue, assure resources, guide the process

Assistant Principal-behavior intervention, resource development, data relative to behavior, intervention strategies, observations,

Major initiatives of the LLT

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

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All instructional staff will implement a research based reading program, data collection and regular data chats. In addition all staff will participate in monthly inservice related to increasing student engagement. The school will participate in ACCESS sponsored "Community of Practice" professional PLC on Accessing Common Core for Students with Significant Cognitive Disabilities. All teachers will participate in data chats and teacher professional development plans will target literacy initiatives.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students participating in the Pre-Kindergarten program are assessed three times annually and during the spring semester of the year prior to entering Kindergarten, an IEP will be held to discuss needs and services, determine appropriate supports and coordinate the transition to Kindergarten. In addition, families will be encouraged to participate in Kindergarten Round up.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students participate in ACCESS courses

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students and families participate in Transition IEPs beginning at the age of 16. 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.

Strategies for improving student readiness for the public postsecondary level

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	28%	No	61%
American Indian				
Asian				
Black/African American	41%	31%	No	47%
Hispanic				
White	76%	23%	No	78%
English language learners				
Students with disabilities	57%	28%	No	61%
Economically disadvantaged	58%	29%	No	63%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	36%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	40%
Students in lowest 25% making learning gains (FCAT 2.0)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		<i>[data excluded for privacy reasons]</i>	0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	70%

Area 3: Mathematics

Elementary and Middle School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	25%	No	50%
American Indian				
Asian				
Black/African American	47%	18%	No	52%
Hispanic				
White	41%	22%	No	47%
English language learners				
Students with disabilities	44%	19%	No	50%
Economically disadvantaged	46%	21%	No	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	50%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		<i>[data excluded for privacy reasons]</i>	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	25%	No	50%
American Indian				
Asian				
Black/African American	47%	50%	Yes	52%
Hispanic				
White	41%	25%	No	47%
English language learners				
Students with disabilities	44%	25%	No	50%
Economically disadvantaged	46%	67%	Yes	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	40%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	20%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	30%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

Area 4: Science**High School Science**

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental involvement includes: PTA meetings, IEP meetings, open house, music nights, Special Olympics, parent-teacher conference

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of parents/guardians will attend at least one educational / school function during the 2013-2014 school year.	138	100%	100%

Goals Summary

- G1.** Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

Goals Detail

G1. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

Targets Supported

- Reading (AMO's, FAA, Learning Gains, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Science
- Parental Involvement

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Low student achievement scores
- Limited opportunities in post secondary education

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule:

Monthly

Evidence of Completion:

Test scores and data chats

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

G1.B1 Low student achievement scores

G1.B1.S1 Professional development in high yield instructional strategies (i.e. Marzano, Kagan, Workstation)

Action Step 1

In service on high yield strategies

Person or Persons Responsible

Instructional and Non-instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets, classroom walk through, and lesson plans

Facilitator:

Administration

Participants:

Instructional and Non instructional staff

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Implementation of strategies during instruction

Person or Persons Responsible

Administrators and team leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, data chats, and classroom walk throughs

Plan to Monitor Effectiveness of G1.B1.S1

On going benchmark testing

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Pre/Post tests and data chats

G1.B1.S2 Implement ACCESS courses

Action Step 1

In service and implementation common core/ACCESS content

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Monthly

Evidence of Completion

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

Facilitator:

FLDOE ACCESS Project

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Implementation of ACCESS curriculum

Person or Persons Responsible

Administration and team leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, data chats, and classroom snapshots

Plan to Monitor Effectiveness of G1.B1.S2

Ongoing progress monitoring, pre/post tests and benchmark testing

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Student data

G1.B1.S3 Ongoing progress monitoring with data chats

Action Step 1

On going progress monitoring

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule

monthly

Evidence of Completion

Data chats

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Data chats to monitor student progress

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats and data notebooks

Plan to Monitor Effectiveness of G1.B1.S3

Gains on benchmark tests and Florida Alternate Assessment

Person or Persons Responsible

Instructional Staff and Administration

Target Dates or Schedule

Benchmark Test are completed 3 times a year. Florida Alternate Assessment once a year.

Evidence of Completion

Gains in test scores.

G1.B1.S4 Staff will participate in Community of Practice for ACCESS/Common Core for students with significant cognitive disabilities

Action Step 1

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

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule

ongoing daily, weekly, monthly

Evidence of Completion

Follow-up activities as assigned by project facilitator

Facilitator:

Project Facilitator

Participants:

Administration and Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B1.S4

participant records

Person or Persons Responsible

administration and project managers

Target Dates or Schedule

ongoing

Evidence of Completion

follow-up activities as assigned

Plan to Monitor Effectiveness of G1.B1.S4

Gain scores

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

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

G1.B4 Limited opportunities in post secondary education

G1.B4.S1 Increase vocational opportunities

Action Step 1

Increase job training opportunities on/off campus

Person or Persons Responsible

District and school based staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of students participating and locations

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Student attendance and participation in work related programs

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Daily

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B4.S1

Student observations and job placement/volunteer opportunities upon graduation

Person or Persons Responsible

District and Life planning team

Target Dates or Schedule

Ongoing and graduation

Evidence of Completion

Job placement and volunteer opportunities

G1.B4.S2 Participation in structured Community Based Instruction

Action Step 1

Focused community trips correlated to ACCESS curriculum

Person or Persons Responsible

Administration and Instructional Staff

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Lesson plans identifying targeted standards

Person or Persons Responsible

Administration and instructional self monitoring

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G1.B4.S2

Transition benchmark testing

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

3 times a year

Evidence of Completion

Completed benchmark tests

G1.B4.S3 Developing skills for independent or supported living

Action Step 1

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

Person or Persons Responsible

Administration and Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedules and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Student participation

Person or Persons Responsible

Administration and Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, snapshots

Plan to Monitor Effectiveness of G1.B4.S3

Teacher observations

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom based assessments

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

G1.B1 Low student achievement scores

G1.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

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets, classroom walk through, and lesson plans

G1.B1.S2 Implement ACCESS courses

PD Opportunity 1

In service and implementation common core/ACCESS content

Facilitator

FLDOE ACCESS Project

Participants

Instructional Staff

Target Dates or Schedule

Monthly

Evidence of Completion

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

G1.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

Target Dates or Schedule

ongoing daily, weekly, monthly

Evidence of Completion

Follow-up activities as assigned by project facilitator

Appendix 2: Budget to Support School Improvement Goals