Putnam County School District

Eleanor H. Miller School

2017-18 School Improvement Plan

Eleanor H. Miller School

156 HORSEMAN CLUB RD, Palatka, FL 32177

ehmiller.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Combination School PK-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	0%

School Grades History

Year

Grade

School Board Approval

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

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Eleanor H. Miller School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

Special needs students should receive planned, varied, quality learning opportunities including functional skills instruction, which enable each student to reach their individual highest potential in achievement and self sufficiency.

Every student should be provided with opportunities to gain confidence and self-advocacy skills while acquiring the communication and 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 as well opportunities to participate in school activities.

2. School Environment

a. 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 135 students, we are able to 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 and foster positive relationships. Additionally, the students stay with the teachers for multiple years, allowing them to build their understanding and insight.

b. 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 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.
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.

c. 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

We follow school-wide 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 MTSS meeting (generally scheduled on Wednesday's) 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, occupational therapy, physical therapy, mental wellness counseling and behavior supports

to ensure that the student gets the needed support services.

To minimize distractions and maximize engagement, 12 staff is 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.

d. 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 explicitly 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, SMA, etc) to coordinate services and to utilize outside agency programs such as Anger Management and Lasting Family Connections.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance:
We monitor attendance by calling home when a student is absent. Additionally, we follow truancy procedures by sending letters, scheduling MTSS meetings for absences, and notify the proper authorities of truancy. We recognize that all our students are disabled and many have health issues; therefore, 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 2016-17 absence data shows that 63 of 120 students had attendance rates below 90%. So approximately 53% of our student body had more than 18 absences last year. This seems high for regular students, but many of our students have significant health issues. Attendance is very important, but due to the medically fragile nature of many of our students, we don't focus on attendance as a primary indicator for these students.

Suspensions:

Our students are all ESE so they are limited to no more than 10 suspension days without a manifestation meeting. Last year, our data shows there were 47 students with one or more suspensions. There were a total of 127 days of OSS served by those 47 students. Despite our desire to lower this number, the majority of students receiving suspensions have an Emotional/Behavioral Disability. We manage their behavior mostly through in classroom incentives and consequences.

Academic Performance -Level 1:

Eighty percent of our students do not take EOCs or FSAs, instead they take the FSAA. The students who do take FSAs 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 EBD regular education students score level 1 on FSA.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	2	6	8	5	3	7	7	5	5	6	3	4	63
One or more suspensions	0	0	1	2	3	4	4	3	4	2	2	1	0	26
Course failure in ELA or Math	0	0	0	0	1	0	0	3	1	1	3	0	2	11
Level 1 on statewide assessment	0	0	0	1	2	1	4	2	3	1	7	1	0	22
	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	2	1	3	3	0	1	0	3	1	2	17

c. 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 individualized interventions. Below are our most common interventions:

1. Daily progress monitoring via a point sheet.
2. Small group setting, under 1:6 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. IEPs, BIPs as well as Safety Plans when needed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. 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. Each year, we hold a "meet and greet" day during pre-planning so parent can come out with their child and get acclimated. We recognize that if the parents feels welcome and perceives that their child is safe at our school, they unconsciously and consciously convey this to their child. Parent and care giver 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 positive, comfortable relationship.

Other forms of outreach to our parents include daily calls when the child is absent, a monthly BUZZ News publication and school wide daily communication notes. The BUZZ 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 three prong vision. It is presented at the start of each open house and parent 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 the student experienced and gives feedback on the students progress on our school wide expectations. The note can celebrate any accomplishments and can alert the parents to any concerns. Our medically fragile students have a much more detailed daily report. Their report includes the academic content for the day as well as 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 do highly encourage our parent's attendance at IEP meetings and parent conferences.

2. 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 his staff, Mr. Symonds has maintained 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 $3000.00. 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 Bee Mart/Bee Bucks PBS program.
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 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, and one local bank partnered with us on financial literacy, allowing our students to come to their facility and learn about banking.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Symonds, Rodney	Principal
Mills, Georgette	Other

b. Duties

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

The E. H. Miller 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, we 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.

2. 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 two 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.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants. Coordination of these services is done in the following ways:
(1) Principal meetings are scheduled monthly;
(2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
(3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
(4) All schools participate in an Instructional Review to identify individual school needs and desired support;
(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and

problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority.The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department

works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Rodney Symonds	Principal
Leither Godfrey	Teacher
Dora Wilkerson	Parent
Tammy Heath	Teacher
Michelle Puckett	Education Support Employee
Corrine Johnson	Parent
Desiree Akins	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC of E. H. Miller School is comprised of a representative group of 8 dedicated individuals: 1 administrator, 3 teachers, 1 instructional assistant, 2 parents/family.. The racial breakdown reflects our school make up with 4 white, and 3 black.
The SAC Committee met in August-Sept to evaluate last year's SIP. First our FSAA and FSA data was analyzed to see how we did and where we needed to focus for this year. Then we looked at school wide indicator data. Based on the data, we set two goals upon which to focus 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.

b. Development of this school improvement plan

The SAC began collaborating on this year's SIP starting in August. We reviewed our assessment data, last year's SIP, and reviewed the 8 step problem solving method. Prior to the first day of school, we used the problem solving steps to guide us through the decision to keep and extend one of last year's goals and to change the 2nd goal. We met on August 11, 12 2016 and then finalized our plan on Sept. 18, 2016.

c. 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, neither requires funding.

2. 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.

**3. Verify that the school is in compliance with section 1001.452, Florida
Statutes, regarding the establishment requirements and duties of the SAC**
Yes

*a. If the school is not in compliance, describe the measures being implemented to meet
SAC requirements*

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar
group, if applicable.**:**

Name	Title
Symonds, Rodney	Principal
Becker, Linda	Teacher, ESE
Godfrey, Leither	Teacher, ESE

b. Duties

**1. Describe how the LLT or similar group promotes literacy within the school, if
applicable**

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 our
IND classes
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.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

**1. 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. Each of our 12 teachers has an aide. Teachers are encouraged to take time for
collaboration and planning during PE class when the aide can supervise the class alone.
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.

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

The School will:
1. Utilize the district human resource department system to advertise for qualified applicants. We advertise for and only interview applicants who have ESE certification. Person Responsible is Rodney Symonds, 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, Florida Standards for ESE, etc. Person Responsible is Rodney Symonds, 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 Team meetings to foster a sense of teamwork and to keep awareness of pressing issues.

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

We will provide assistance and coaching through new teacher Portfolio activities, lesson planning - Domain 2 feedback, monthly conferencing, informal observations, etc. We have five new teacher this year completing the Beginning Teacher Packet.

Mr. Symonds will monitor progress on the beginning teacher packet activities. We will also conduct data chats monthly & will give feedback based on walkthroughs and observations.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Florida Standards and then made attainable via Access Points. UNIQUE curriculum is designed for special needs students and has three levels of performance: participatory, supported and independent. Further, we aligned our Brigance assessment to Florida Standards to give even more focus. We supplement Unique with reading curriculum from: SFA & MeVille to WeVille.

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-8 MFAS process (Aligned to Florida Standards) & assessments supported by NY Engage and other texts for practice instruction. We are also attaining iReady this year for our Elementary EBD class.
3. Science K-12 Discovery Science Online aligned to Florida Standards.
4. Social Studies - Various online support and textbooks. Teachers align to standards.

b. Instructional Strategies

1. 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 three types of data to create small differentiated groups in the classroom: Unique Monthly Testing, Brigance and FSAA. Additionally teachers use their students' 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 students' 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 delivered in small differentiated groups and whole group instruction. Science and Social Studies are delivered partially via whole group, but student practice and assessment is differentiated.

2. 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: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Symonds, Rodney, rsymonds@my.putnamschools.org

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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 representatives 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.

b. College and Career Readiness

1. 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) or VR Vocational Rehabilitation. These agencies can assist special needs students with transportation and tuition to attend post-secondary education. In addition, Vocational Rehab offers career readiness classes designed to equip students with the soft skills necessary to become successful employees. Our district also has a transition coordinator 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.

2. 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 regular, 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 also partner with Vocational Rehab to employ a TPCA job Coach. We currently have many of our Access diploma students job shadowing at Publix and other local small businesses. We feel this job experience is essential for transition to the workforce.

3. 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 students in our district. The majority of our students will earn a diploma via access points. The goal for our students is self-sufficiency.

4. 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 students in our district. Most of our students will earn a regular diploma via access points. The goal for our students is self-sufficiency.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 positive behavior supports, then we will see an increase in demonstration of appropriate social skills and a decrease in behavior problems.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

🔍 G098170

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- 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.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

- 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.

Plan to Monitor Progress Toward G1. 8

Growth on Brigance should correlate with growth on FAA. We will be calculate growth in both areas from SY16 to SY17 and then SY 17 to 18.

Person Responsible
Rodney Symonds

Schedule
Annually, from 8/10/2017 to 7/31/2018

Evidence of Completion
Growth on FAA.

G2. If we develop and implement school wide positive behavior supports, then we will see an increase in demonstration of appropriate social skills and a decrease in behavior problems. 1a

🔍 G098171

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	85.0
Students exhibiting two or more EWS indicators (Total)	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of good social skills with many students and the need to promote good character.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Business Partners generously donate to help fund initiatives for behavior enhancement.

- Morning announcement venue great for positive recognition & reinforcement of Character Counts pillar of the month.

- Existing EBD point system for tracking.

- EBD Task force dedicated to seeking out services to support EHM.

-

Plan to Monitor Progress Toward G2. 8

Total number of Out of School Suspensions will be reduced as a result of parent involvement and feedback on a daily basis. School year 2016-17 had 127 OSS.

Person Responsible

Rodney Symonds

Schedule

On 5/26/2017

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

🔑 G098170

G1.B1 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

🔑 B264064

G1.B1.S1 Develop a structure for testing that includes: clear expectations for which areas of Brigance will be assessed, timeline, and data collection venue. 4

🔑 S279722

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

Administer Brigance assessment to all IND students school wide, modified with counts for sub tests. Assessment administered twice this year to allow for increase in base score which can be converted to a percent score for increase.

Person Responsible

Rodney Symonds

Schedule

Semiannually, from 8/10/2017 to 6/30/2018

Evidence of Completion

Each teacher will upload a file for each of their students to the Brigance Google Folder.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal & Assistant Principal will conduct an iobserve walkthrough relating to Domain 1, 3 or 4 with the Brigance data uploaded by the teachers.

Person Responsible

Rodney Symonds

Schedule

On 10/28/2016

Evidence of Completion

Actual data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

At the end of the year, we will compare growth on Brigance with FAA growth to ensure Brigance assessment is a monitor for FAA.

Person Responsible

Rodney Symonds

Schedule

On 8/4/2017

Evidence of Completion

Correlation of data between Brigance results and FAA results.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

At the end of the year, we will compare growth on Brigance with FAA growth to ensure Brigance assessment is a monitor for FAA.

Person Responsible

Schedule

On 8/4/2017

Evidence of Completion

Correlation of data between Brigance results and FAA results.

G2. If we develop and implement school wide positive behavior supports, then we will see an increase in demonstration of appropriate social skills and a decrease in behavior problems. 1

🔑 G098171

G2.B3 Lack of good social skills with many students and the need to promote good character. 2

🔑 B264068

G2.B3.S1 Expand and improve fidelity with our PBS initiatives. 4

🔑 S279725

Strategy Rationale

The more we can promote positive behavior through explicit teaching, reinforcement, modeling, and feedback, the better our students will perform.

Action Step 1 5

Implement a token economy based on student performance aligned to our school - wide expectations. Acquire donations design the space for the Bee Mart.

Person Responsible

Rodney Symonds

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Bee Mart is set up, stocked and ready for student shopping.

Action Step 2 ⬛5

Design a system to convert student performance into "bucks" 70 = 1, 90+ = 2, 2 100s = extra buck.
Design deposit slips and timeline for pay periods. Students get paid for 5 days (Friday - Thurs.) on Friday morning. EBD students are using checking accounts, recording their deposit. They then write a check for the purchase and deduct that from their total. Ind students are awarded actually bucks, which they physically bring to the store to spend.

Person Responsible

Rodney Symonds

Schedule

On 5/25/2018

Evidence of Completion

Bee Mart is set up, stocked and ready for student shopping.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 ⬛7

We will check behavior data to see if the school level Incentive program is influencing positive behavior.

Person Responsible

Rodney Symonds

Schedule

Monthly, from 10/14/2017 to 5/18/2018

Evidence of Completion

Number of or percentage of students with one or more referral should show reduction.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M407971	Principal & Assistant Principal will conduct an iobserve walkthrough relating to Domain 1, 3 or 4...	Symonds, Rodney	10/10/2016	Actual data.	10/28/2016 one-time
G2.MA1 M407978	Total number of Out of School Suspensions will be reduced as a result of parent involvement and...	Symonds, Rodney	8/10/2016	We will run referral data in Skyward and compare to the previous year.	5/26/2017 one-time
G1.B1.S1.MA1 M407969	At the end of the year, we will compare growth on Brigance with FAA growth to ensure Brigance...	Symonds, Rodney	5/5/2017	Correlation of data between Brigance results and FAA results.	8/4/2017 one-time
G1.B1.S1.MA1 M407970	At the end of the year, we will compare growth on Brigance with FAA growth to ensure Brigance...		5/5/2017	Correlation of data between Brigance results and FAA results.	8/4/2017 one-time
G2.B3.S1.MA1 M407977	We will check behavior data to see if the school level Incentive program is influencing positive...	Symonds, Rodney	10/14/2017	Number of or percentage of students with one or more referral should show reduction.	5/18/2018 monthly
G2.B3.S1.A1 A376991	Implement a token economy based on student performance aligned to our school -wide expectations....	Symonds, Rodney	8/10/2017	Bee Mart is set up, stocked and ready for student shopping.	5/25/2018 quarterly
G2.B3.S1.A2 A376992	Design a system to convert student performance into "bucks" 70 = 1, 90+ = 2, 2 100s = extra buck....	Symonds, Rodney	8/10/2017	Bee Mart is set up, stocked and ready for student shopping.	5/25/2018 one-time
G1.B1.S1.A1 A376985	Administer Brigance assessment to all IND students school wide, modified with counts for sub...	Symonds, Rodney	8/10/2017	Each teacher will upload a file for each of their students to the Brigance Google Folder.	6/30/2018 semiannually
G1.MA1 M407972	Growth on Brigance should correlate with growth on FAA. We will be calculate growth in both areas...	Symonds, Rodney	8/10/2017	Growth on FAA.	7/31/2018 annually

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

		VII. Budget	
1	G1.B1.S1.A1	Administer Brigance assessment to all IND students school wide, modified with counts for sub tests. Assessment administered twice this year to allow for increase in base score which can be converted to a percent score for increase.	$0.00
2	G2.B3.S1.A1	Implement a token economy based on student performance aligned to our school -wide expectations. Acquire donations design the space for the Bee Mart.	$0.00
3	G2.B3.S1.A2	Design a system to convert student performance into "bucks" 70 = 1, 90+ = 2, 2 100s = extra buck. Design deposit slips and timeline for pay periods. Students get paid for 5 days (Friday - Thurs.) on Friday morning. EBD students are using checking accounts, recording their deposit. They then write a check for the purchase and deduct that from their total. Ind students are awarded actually bucks, which they physically bring to the store to spend.	$0.00
		Total:	$0.00