

Doris A. Sanders Learning Center

1201 ENCHANTED DR, Lakeland, FL 33801

<http://schools.polk-fl.net/dslc>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-12	Yes	77%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	50%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Polk 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>.

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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 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 Doris A. Sanders Learning Center

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	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

To learn, achieve and believe in our potential.

b. Provide the school's vision statement

All students will experience success in attaining educational goals, exhibit universally acceptable social behavior, communicate effectively, participate in community experiences and become productive members of society.

2. School Environment

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

Having a small school setting is an advantage that allows staff, students and parents the opportunity to build relationships and work closely to determine the level of functioning for the student. The parent, teacher, therapists, administration, and agencies involved with the student if applicable create an Individual Education Plan (IEP) which will drive the educational program of the student. The IEP list the needs of the student and indicates the services that will be provided. The school staffing plan calls for a 3:1 student to staff ratio and students can attend school from ages 3 - 22. The majority of our students attend the school for most of their educational career.

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

The low student teacher ratio allows staff the opportunity to get to know the students quickly and to be able to attend to their needs. Our students require adult supervision at all times so they are met at the bus or office as they arrive in the morning and are with staff until they are placed back on the bus or given to the parent or guardian who picks them up in the afternoon. Each classroom has a teacher and at least two paraeducators who work with the students on a daily basis. Students are treated with respect and they know that staff are with them always through the good times and the bad. Staff know the names all students and work together to make sure to let every student know that they are special and our school is a place where they are loved and welcomed each and every day.

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

Teachers have classroom expectations posted and work on appropriate behaviors daily. Student behavior may be individually reinforced if needed and Behavior Intervention Plans (BIP's) are developed and implemented for those students who have significant behavioral issues. Staff are trained annually on classroom management behaviors and CPI implementation. If behaviors escalate to a serious point a Crisis Team can be called for assistance with the student. The Crisis Team consists of staff who have received the training in Non-Violent Crisis Intervention and are identified as staff the have consistently utilized behavior training to de-escalate behavior. The student is removed from the environment and given the opportunity to settle down. Select staff are also trained and

certified yearly in PCM (Professional Crisis Management) to be used with identified students who may benefit from this type of aid when their behavior escalates.

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

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students.

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

The Leadership team will monitor attendance, tardy rates and discipline data on a monthly basis. The school social worker will assist in monitoring attendance contracts and will provide assistance to the parents on an as needed basis. The school RN will work with parents of medically fragile students in order to maintain documentation of medical absences. The RN will work with the social worker to assist parents in obtaining services necessary to ensure the health of the students and school attendance.

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	1	1	0	0	1	1	1	2	0	1	0	0	0	8
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	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	1	1	0	0	1	1	1	2	0	1	0	0	0	8

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

Due to the medical issues the majority of our students face, we monitor attendance on an individual basis and work on their IEP goals to increase academics. Scores on the FSA/FSAA are examined and we work to try to move the student to the next level or help them maintain where they are at to show learning gains. Scores above are from the FSAA reading portion. Due to the cognitive disabilities of the students we do not have course failure and we try to do everything we can to keep them in school because we know suspension is not going to help our type of student.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/432427>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

A large portion of our curriculum focuses on appropriate social interactions and employability skills. Our pre-vocational and vocational focus employs academic, communication, social/emotional, and career skills instruction. Our students learn best by doing, therefore, we provide opportunities for students to practice their skills. The vocational trainer works with all students in grades 10 through the age of 22 in the school on what ever skill they need. Our students who have graduated and return work on skills like appropriate office conversation, appropriate dress, clocking in and out, quantity and quality of work, following directions, and other career related skills.

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
PEAVEY, DEBRA	Principal
Duque, Giselle	Guidance Counselor
Edwards, John	Teacher, ESE
Driver, Kathleen	Assistant Principal

b. Duties

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

The Leadership Team meets weekly to discuss academic, behavioral/discipline, and attendance concerns. The team reviews data that is collected from pre-post assessments, reviews behavioral incidents and the response in order to plan for future incidents, reviews attendance concerns for individual students, discuss staff plans for activities for academic and social areas and addresses

issues that need to be addressed as a school on parent involvement and concerns or issues that they may have.

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

The Leadership Team works with District supervisors, other principals, colleagues, school leaders, and support staff to plan for curriculum, scheduling, personnel, instructional strategies, behavioral strategies and parent involvement activities. Personnel and budget levels are set by the district office. Once those items are identified and communicated to the school the principal in collaboration with the Leadership team develops staff and student assignments. The operating and Title I budget worksheets are completed based on identified school needs. The SAC approves the Title I budget. We are an all ESE Center School serving student ranging in age from 3 - 22. Due to the low cognitive disabilities our students have their ESE overrides the ESOL services. ESE district support is available and assists through IDEA with staffing and some supplies utilized in the school. Title II professional development resources are available to all schools through Title II funds. In addition School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II - D funds as made available. Staff needs are assessed and professional development set based on unique needs of our students. When appropriate funds are asked for to make sure staff is trained in needed areas of academic/technology applications.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debra Peavey	Principal
Darrell Anderson	Student
Crystle Feran	Parent
Kathleen Driver	Education Support Employee
Giselle Duque	Education Support Employee
	Student

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

SAC Committee reviewed the progress of the 2016 -2017 SIP ending in May 2016. The SAC Committee gave input on information that was shared about parent concerns for their children's educational programming. Parent Survey's results were shared and discussed and plans for the 2017 - 2018 school year were discussed.

b. Development of this school improvement plan

Parental input and SAC input was gathered during planning meetings for the development of the SIP. Members reviewed the plan and gave input as to what they wanted students to attain in the educational setting. Additionally the Leadership team explained the Alternate Assessment results and identified alternate means to rate student achievement - Brigrance and Communication Matrix.

c. Preparation of the school's annual budget and plan

The annual budget is set by district office based on projected student enrollment. Once the dollar amount is set the school leadership team reviewed the suggested budget allocations made by the principal and made recommendations for the finalization of the budget. The majority of the budget is placed in a line item for instructional supplies for the classrooms.

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

Funds from the operating budget were used to purchase classroom supplies that included assistive technology, classroom manipulatives, supplemental academic materials, software for low prevalence populations. Operational Budget was used for classroom materials and computer programs = \$15,555.30. Title I money is used to add to the academic materials in the classroom and \$20, 678.55 was used to purchase items for the classrooms that could be used individually and as a group for the math, reading, science and writing. \$498.66 of the Title I money was spent on Parent Involvement for postage, light refreshments, meals, and workshop materials.

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
Driver, Kathleen	Assistant Principal
Edwards, John	Teacher, ESE
Peace, Madonna	Teacher, ESE

b. Duties

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

Literacy for student at Doris A. Sanders learning Learning Center is promoted through daily activities that include both the student's individual education plan goals and Access Points for the general curriculum.

Lesson plans include small group instruction utilizing reading materials such as library books and periodicals. Due to the significant cognitive impairments of our students,DSL/C uses reading texts developed by the curriculum committee to support and enhance the ELA Access Points.

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

Teachers are provided with 60 minutes of collaborative planning each week. Students are placed in classrooms based on how we believe they can learn best and then teachers are assigned. Teachers are divided into departments which meet weekly to discuss lesson planning, student behaviors, upcoming school events, and professional development needs. Staff development days are devoted to topics of need for the improvement of instruction of the students. Staff is given the opportunity to sign up for committee's that interest them for the school year. This builds rapport and strengthens their ties to what is important in our students academic school day.

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

Administration participates in district sponsored recruitment process. Applicants are required to have ESE certification and Elementary Education Certification. Professional Development appropriate for the population served at DSLC is provided in order to provide teachers with the tools necessary to perform their duties. Support staff assist with implementation of initiatives. A servant-leader philosophy is employed to assist with teacher retention.

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

When newly hired teachers or teachers new to the Center population are employed experienced staff are paired with the teacher to mentor and model teaching strategies. Time is provided to observe and collaborate with the mentor teacher in order to facilitate acclimation to the Center. Support staff provide assistance with writing Individual Education Plans and Behavior Intervention Plans. The Leadership Team also provides support for new teachers by modeling acceptable responses to behavior situations.

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

The District has identified curriculum for the Center schools that aligns to the Florida's Standards. Additionally, teachers utilize the Access Points which correspond to each course as found on C-Palms website to plan instruction. Use of Unique Learning Program ensures that the materials are aligned with the Florida 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

All students at DSLC have Individual Education Plans developed based on their needs and academic skills. The IEP drives the instruction for the students. The goals are developed based on data collected from the Florida State Alternate Assessment, Brigance Inventory of Skills, and The Communication Matrix. Students work on Access Points for the State Standards until they graduate from 12th grade, after that point they work on Transition and Career skills.

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: Extended School Year

Minutes added to school year: 10,800

Students eligible for Extended School Year are offered the opportunity to attend the program. The summer program focuses on each student's IEP goals as well as working on reading skills through the Unique Learning Curriculum.

Strategy Rationale

Students with significant cognitive disadvantages tend to lose skills when school is out of session for long periods of time. ESY is offered to limit the loss of skills when identified as a need. Placement in ESY is a staffing committee decision.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Duque, Giselle, giselle.duque@polk-fl.net

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

Data is collected on IEP goal attainment during the ESY program and used to determine what level of mastery the student is performing academically. Future goals may be determined based on progress made or not made on the goal.

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

Students may attend our school from age 3-22. Classrooms are made up of mixed grade levels. When students are staffed to attend DSLC a staffing committee convenes to discuss the needs of the students. The parents and staff of the school then meet to discuss specific needs of the student. Due to our ratio of 3 students to 1 staff person, a great deal of attention is provided to students easing the transition into our environment. For students transitioning out of school at age 22, DSLC has informed and assisted the parents of the student regarding services available to the family post education. Beginning at age 13 transition IEPs are developed, where the focus shifts from academics to functional life and work readiness skills. Parents are teamed with State Agencies to develop plans for the students. In addition, an Agency Fair is provided annually, bringing multiple vendors in to advise parents of possible resources at their disposal.

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

Students at DSLC focus on employability and life skills. After the age of 18, students education focuses on rudimentary job skills that can be taught both on and off campus. We work with students on job skills such as reporting to work on time, clocking in, following directions, asking for help, taking breaks appropriately, appropriate social interactions, money skills, and access to transportation. Students participate in learning about daily living skills, such as, cleaning, cooking, laundry, grocery shopping, and hygiene skills.

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

Due to our school population we do not offer industry certification. However, we do have a custodial training program and a recycling school enterprise that operates through student efforts. The students learn employability skills in order to prepare them for 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

For DSLC our academics focus around daily living and work skills and vocabulary. We offer a comprehensive Ag program that provides experience working with plants, tools and animals. We find that students learn better if the lessons are application based and the student can relate to the lesson.

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

NA

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:

FSAA_Level_2_3_2017-2018.pdf

<i>Worksheet for identifying areas of needs from FSAA data</i>
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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.

By looking at the data we have strengths in 9th grade Literacy and 10th grade Algebra 1 and need to work with Literacy (especially 6th grade), and excessive absences.

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.

Severe Cognitive Disabilities

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.** The DSLC staff with guidance from the speech pathologist will work on developing communication strategies for all students to be successful in all aspects of their lives.
- G2.** Planning - The Academic Leadership Team will plan, develop, implement and monitor ELA Curriculum.
- G3.** Monitoring - monitor attendance of students missing more than 5 days (92) to improve academic achievement
- G4.** Coaching - High School/Transition team along with assistance from the vocational trainer will develop and implement Community Based Instruction Program. (CBI)

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. The DSLC staff with guidance from the speech pathologist will work on developing communication strategies for all students to be successful in all aspects of their lives. 1a

G095820

Targets Supported 1b

Indicator	Annual Target
5Es Score: Ambitious Instruction	20.0

Targeted Barriers to Achieving the Goal 3

- Time and wide variety of disabilities and needs. Non-verbal vs. verbal - teaching everyone the same method for obtaining responses from each student

Resources Available to Help Reduce or Eliminate the Barriers 2

- Speech pathologist, training (weekly PLC's, in classroom, faculty meetings, targeted groups to work with), technology and Title I money to purchase adaptive equipment for student use and speech pathologist information and knowledge from ATiA Conference

Plan to Monitor Progress Toward G1. 8

Speech IEP goals will be analyzed and classroom implementation of Core Boards with student will be observed

Person Responsible

DEBRA PEAVEY

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

IEP Speech data, classroom observations, PLC minutes

G2. Planning - The Academic Leadership Team will plan, develop, implement and monitor ELA Curriculum.

1a

G089857

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	25.0

Targeted Barriers to Achieving the Goal 3

- Time to develop curriculum and implement with limited staff in rooms

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize all available staff, have a back-up plan and assess the effectiveness with pre/post tests

Plan to Monitor Progress Toward G2. 8

Pre/Post test results

Person Responsible

Kathleen Driver

Schedule

Monthly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Pre/Post test scores; FSAA scores in ELA

G3. Monitoring - monitor attendance of students missing more than 5 days (92) to improve academic achievement 1a

G089858

Targets Supported 1b

Indicator	Annual Target
Attendance rate	80.0

Targeted Barriers to Achieving the Goal 3

- Medical complexities of students, length of time on bus, parent awareness of importance of school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers, guidance counselor and social worker to send to homes for assistance, parent awareness of what school is about

Plan to Monitor Progress Toward G3. 8

Observation and evaluation of lesson plans/classroom visits

Person Responsible

DEBRA PEAVEY

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Notes from observations and conversations

G4. Coaching - High School/Transition team along with assistance from the vocational trainer will develop and implement Community Based Instruction Program. (CBI) 1a

G089859

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	5.0

Targeted Barriers to Achieving the Goal 3

- Paperwork, finances, time

Resources Available to Help Reduce or Eliminate the Barriers 2

- district ESE department, parents,

Plan to Monitor Progress Toward G4. 8

Effectiveness of lessons and feedback to teachers will be monitored and measured by the curriculum committee

Person Responsible

Kathleen Driver

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

ELA pre-post test scores will be evaluated and lessons observed to see what improvements can be made

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. The DSLC staff with guidance from the speech pathologist will work on developing communication strategies for all students to be successful in all aspects of their lives. **1**

 G095820

G1.B1 Time and wide variety of disabilities and needs. Non-verbal vs. verbal - teaching everyone the same method for obtaining responses from each student **2**

 B257943

G1.B1.S1 To work in classrooms with all personnel training them with the strategies needed per student needs and then do overall training to expand the knowledge and communication for the student around campus and at home **4**

 S273007

Strategy Rationale

All of our students need to know how to effectively communicate whether they are at school, home, in the community, or on the bus. Giving them the tools and resources and making people around them knowledgeable about their communication method will help to make each student feel more apart of their environment and get their needs addressed.

Action Step 1 **5**

School personnel will learn methods of communication for all students in their classrooms with assistance from the Speech Pathologist.

Person Responsible

DEBRA PEAVEY

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Speech Pathologist input, IEP goals for Speech, Observation in Classrooms, Materials presented being used

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

Speech Pathologist will follow weekly schedule to assist with implementing effective communication methods in classrooms

Person Responsible

DEBRA PEAHEY

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Speech Pathologist input, classroom observation for implementation of strategies, faculty meetings agendas for overall practice and clarity of methods being taught and used, mastery of Speech IEP goals

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

Speech Pathologist will work with classroom personnel to ensure each student develops communication strategies that work for them

Person Responsible

DEBRA PEAHEY

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom observation and Speech Pathologist input from bi-weekly meetings with administration

G2. Planning - The Academic Leadership Team will plan, develop, implement and monitor ELA Curriculum. 1

G089857

G2.B1 Time to develop curriculum and implement with limited staff in rooms 2

B239577

G2.B1.S1 Team will meet weekly/monthly to develop the ELA curriculum for the school 4

S252489

Strategy Rationale

To increase ELA scores and curriculum based on standards for the staff to implement

Action Step 1 5

Implementation of ELA curriculum

Person Responsible

Kathleen Driver

Schedule

Weekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

ELA Curriculum

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

Person Responsible

Schedule

Evidence of Completion

G3. Monitoring - monitor attendance of students missing more than 5 days (92) to improve academic achievement 1

G089858

G3.B1 Medical complexities of students, length of time on bus, parent awareness of importance of school 2

B239578

G3.B1.S1 Decrease the number of absences to increase academic achievement by close monitoring, making phone calls and referrals to the social worker 4

S252490

Strategy Rationale

Have to closely look at absences that are not medically related and help parents be aware of the importance of sending their child to school

Action Step 1

 5

School Attendance committee will monitor, discuss and refer students who have excessive absences to ensure we are doing everything possible to get the students to school.

Person Responsible

DEBRA PEAVEY

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Attendance committee notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1

 6

Attendance Committee will meet with administration to assist them with ensuring implementation of strategies are carried out

Person Responsible

DEBRA PEAVEY

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

district attendance documentation and committee notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Look at number of students absent more than 5 days for the 2017 - 2018 school year compared to 2016 - 2017

Person Responsible

DEBRA PEAVEY

Schedule

On 5/18/2018

Evidence of Completion

attendance committee minutes, district documentation

G4. Coaching - High School/Transition team along with assistance from the vocational trainer will develop and implement Community Based Instruction Program. (CBI) 1

G089859

G4.B1 Paperwork, finances, time 2

B239579

G4.B1.S1 Team will work together to develop the CBI program for high school/transition students 4

S252491

Strategy Rationale

To provide students with life skills and help them integrate into the community

Action Step 1 5

5 CBI trips will be developed for students

Person Responsible

John Edwards

Schedule

Monthly, from 10/2/2017 to 5/1/2018

Evidence of Completion

Completion of CBI paperwork

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

CBI Trips will be approved by administration prior to being submitted to ESE

Person Responsible

Kathleen Driver

Schedule

On 5/1/2018

Evidence of Completion

District CBI Paperwork, classroom follow-up

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

High School/Transition team will discuss CBI trip in collaborative planning upon completion of trip

Person Responsible

John Edwards
















Schedule

Every 6 Weeks, from 10/2/2017 to 5/1/2018

Evidence of Completion

Collaborative Planning minutes, district CBI paperwork

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					
G2.B1.S1.MA1  M365550	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.MA1  M365540	CBI Trips will be approved by administration prior to being submitted to ESE	Driver, Kathleen	10/2/2017	District CBI Paperwork, classroom follow-up	5/1/2018 one-time
G4.B1.S1.A1  A330075	5 CBI trips will be developed for students	Edwards, John	10/2/2017	Completion of CBI paperwork	5/1/2018 monthly
G4.B1.S1.MA1  M365544	High School/Transition team will discuss CBI trip in collaborative planning upon completion of trip	Edwards, John	10/2/2017	Collaborative Planning minutes, district CBI paperwork	5/1/2018 every-6-weeks
G3.B1.S1.MA1  M365530	Attendance Committee will meet with administration to assist them with ensuring implementation of...	PEAVEY, DEBRA	8/10/2017	district attendance documentation and committee notes	5/18/2018 monthly
G3.B1.S1.MA1  M365533	Look at number of students absent more than 5 days for the 2017 - 2018 school year compared to 2016...	PEAVEY, DEBRA	5/14/2018	attendance committee minutes, district documentation	5/18/2018 one-time
G1.MA1  M392698	Speech IEP goals will be analyzed and classroom implementation of Core Boards with student will be...	PEAVEY, DEBRA	8/10/2017	IEP Speech data, classroom observations, PLC minutes	5/24/2018 biweekly
G1.B1.S1.A1  A366361	School personnel will learn methods of communication for all students in their classrooms with...	PEAVEY, DEBRA	8/10/2017	Speech Pathologist input, IEP goals for Speech, Observation in Classrooms, Materials presented being used	5/24/2018 weekly
G3.B1.S1.A1  A330074	School Attendance committee will monitor, discuss and refer students who have excessive absences to...	PEAVEY, DEBRA	8/10/2017	Attendance committee notes	5/24/2018 weekly
G4.MA1  M346889	Effectiveness of lessons and feedback to teachers will be monitored and measured by the curriculum...	Driver, Kathleen	8/10/2017	ELA pre-post test scores will be evaluated and lessons observed to see what improvements can be made	5/24/2018 weekly
G3.MA1  M346888	Observation and evaluation of lesson plans/classroom visits	PEAVEY, DEBRA	8/10/2017	Notes from observations and conversations	5/24/2018 weekly
G1.B1.S1.MA1  M392696	Speech Pathologist will follow weekly schedule to assist with implementing effective communication...	PEAVEY, DEBRA	8/10/2017	Speech Pathologist input, classroom observation for implementation of strategies, faculty meetings agendas for overall practice and clarity of methods being taught and used, mastery of Speech IEP goals	5/24/2018 weekly
G1.B1.S1.MA1  M392697	Speech Pathologist will work with classroom personnel to ensure each student develops communication...	PEAVEY, DEBRA	8/10/2017	Classroom observation and Speech Pathologist input from bi-weekly meetings with administration	5/24/2018 weekly
G2.MA1  M346887	Pre/Post test results	Driver, Kathleen	8/14/2017	Pre/Post test scores; FSAA scores in ELA	5/28/2018 monthly
G2.B1.S1.A1  A330073	Implementation of ELA curriculum	Driver, Kathleen	8/14/2017	ELA Curriculum	5/28/2018 weekly

V. Professional Development Opportunities

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

G1. The DSLC staff with guidance from the speech pathologist will work on developing communication strategies for all students to be successful in all aspects of their lives.

G1.B1 Time and wide variety of disabilities and needs. Non-verbal vs. verbal - teaching everyone the same method for obtaining responses from each student

G1.B1.S1 To work in classrooms with all personnel training them with the strategies needed per student needs and then do overall training to expand the knowledge and communication for the student around campus and at home

PD Opportunity 1

School personnel will learn methods of communication for all students in their classrooms with assistance from the Speech Pathologist.

Facilitator

Debra Peavey, Kathleen Driver, Christine LeBlanc

Participants

All teachers, paras and school personnel

Schedule

Weekly, from 8/10/2017 to 5/24/2018

G2. Planning - The Academic Leadership Team will plan, develop, implement and monitor ELA Curriculum.

G2.B1 Time to develop curriculum and implement with limited staff in rooms

G2.B1.S1 Team will meet weekly/monthly to develop the ELA curriculum for the school

PD Opportunity 1

Implementation of ELA curriculum

Facilitator

Kathleen Driver

Participants

Curriculum Committee

Schedule

Weekly, from 8/14/2017 to 5/28/2018

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	School personnel will learn methods of communication for all students in their classrooms with assistance from the Speech Pathologist.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0092 - Doris A. Sanders Learning Ctr	Title, I Part A		\$10,000.00
			<i>Notes: \$550.00 dollars for ATIA Conference in Orlando for Speech Pathologist, money used for adaptive equipment purchase for students communication</i>			
2	G2.B1.S1.A1	Implementation of ELA curriculum				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	120-Classroom Teachers	0092 - Doris A. Sanders Learning Ctr	Title, I Part A		\$10,000.00
			<i>Notes: Money will be spent on paying committee members for hours beyond contract time, materials and supplies to ensure implementation of ELA curriculum (books - Grouchy Ladybug, Brown Bear, Brown Bear, Charlotte's Web, Where the Wild Things Are, Caps For Sale, National Geographic for Kids - Monkeys, National Geographic for Kids - Caterpillars to Butterflies, Hungry Caterpillar, My Name is Yoon, Stella Luna), manipulatives (puppets, felt board characters, plush animals for sensory association of the book), matching games/related activities to the story book, laminate, paper, Velcro, ink, computer apps, adaptive equipment for communication, communication devices)</i>			
3	G3.B1.S1.A1	School Attendance committee will monitor, discuss and refer students who have excessive absences to ensure we are doing everything possible to get the students to school.				\$0.00
4	G4.B1.S1.A1	5 CBI trips will be developed for students				\$0.00
					Total:	\$20,000.00