

Fairfax County Public Schools

**School Improvement Plan
2009 – 2010**

Key Center School

Cluster 5

Tom Flick, Principal

October 23, 2009

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position
Tom Flick	Principal
Ann Smith	Committee Chair
Nicole Bracken	School Based Technology Specialist
Nadia Jamai	Behavior Specialist
Jeanie Glasser	Vocational Coordinator
Steve Hudson	Behavior Specialist
Jill Hunt	Classroom Teacher
Aimee Rand	Speech Language Clinician
Stephanie Sher	Classroom Teacher

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

KEY CENTER SCHOOL —VISION STATEMENT

KCS creates an educational climate where diversity and individuality are celebrated and respected, and where all staff continually strives to maximize the potential of each student through increasingly higher expectations.

KEY CENTER SCHOOL —MISSION STATEMENT

Key Center creates a challenging learning environment, promoting high expectations for independence and success through individualized instruction to support different learning styles. Our school provides a safe, caring, engaging and supportive environment to foster positive relationships among students and staff. Key Center strives to have our parents, staff, and community members actively involved in our commitment to learning.

KEY CENTER SCHOOL—CORE VALUES/BELIEFS

- Relationships built upon the unique differences of our staff, students and families create a dynamic learning environment.
- All students are capable of learning and deserve an engaging, challenging, and motivating environment.
- Learning occurs at all times and across all domains of a student's life.
- The teacher's role is to provide instruction, check for understanding and continuously assess student needs.

SPECIAL PROGRAMS

ACADEMICS

- Borders Books
- Forestdale Elementary School (Books and Buddies)
- LINK- (Learning is New Knowledge)
- M.O.V.E. (Movement Opportunities Via Education)

ESSENTIAL LIFE SKILLS

- Adaptive Physical Education
- Art
- Behavior Transition Program
- Communication Collaboration – ATS/ Speech/ Teacher/ Staff/ Family consultation
- Feeding Committee
- Kingstowne Public Library
- Music/Sensory Activities
- Parents as Educational Partners (PEP)
- Positive Behavior Support
- Recreation/Leisure Based Instruction
- Vocational Training – In School; Community based

RESPONSIBILITY TO THE COMMUNITY

- Crestwood Elementary
- Edison Academy
- Garfield Elementary School
- Jungle's Gym Fitness and Aerobics
- Key Companions
- Key to Key Program
- Lee to Key Program
- Manchester Lakes Senior Community
- Mom's and Muppets - Springfield Mall
- School-wide Recycling Program
- Special Community Events
 - Creative Arts, Northern VA CC-May
 - International Children's Festival-September
 - Kennedy Center-March
 - Sound Waves-Rose Hill Elementary School
 - Secondary Prom -May
 - Tiny Tots-Lee High School - December

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input checked="" type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Staff will incorporate ASOL-based skills into Reading and Math IEP goals and objectives to improve student achievement.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Teachers have done a good job of incorporating English and Math goals into student IEPs over the last year. Focusing on skill development to support these goals is the next logical step in supporting student achievement.

Research indicates that increasing exposure to core content areas is considered best practice for exceptional learners. The Key Center student population is comprised of non-traditional learners. In order to best meet their educational needs, teachers must draw on an array of strategies geared toward addressing their multiple learning needs.

Key Center School has previously met AYP and is committed to preparing students for the state assessment. Virginia Alternate Assessment Program (VAAP) continues to be a required standardized assessment for our students. In examining AYP, there is a substantial increase in subgroup performance.

Data Sources:

2007-08 VAAP Scores

VAAP area	Pass-Advanced	Pass-Proficient	Failed
Reading	53%	26%	21%
Math	49%	21%	31%

2008-2009 VAAP Scores

VAAP Area	Pass-Advanced	Pass-Proficient	Failed
Reading	82%	16%	2%
Math	92%	3%	5%

School wide Totals: 84% of students have an IEP goal titled “English/Reading”
85% of students have an IEP goal titled “Math”

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Wealth of teacher experience in administrating the VAAP
- Testing coordinators are available to assist staff with preparing activities to meet the Aligned Standards of Learning (ASOL) areas
- Key Center has sufficient resources (staff & equipment) to support a multi-sensory approach to education.
- Teachers work to administer the VAAP at each child’s level of understanding and report individual performance explicitly and accurately.
- Teachers are dedicated to teaching independence through functional literacy (VAAP-READING) and numeracy (VAAP - MATH).
- Considerable increase in percentage of Pass-Advanced Math and Reading scores compared to 2007-2008
- Considerable decrease in percentage of failed Math and Reading scores compared to 2007-2008
- Collaboration among parents and staff to challenge students to meet academic goals.

Weaknesses:

- The complex needs of students within the low incidence population make testing preparation, implementation, and assessment difficult.
- The detailed preparation requirements for VAAP portfolio place an inordinate demand on teachers’ time, which affects the quality of classroom instruction.
- Standardized measures of academic expectations of VAAP do not accurately evaluate our students’ cognitive levels and instructional needs.
- New teachers need to be trained in preparation, implementation and assessment of VAAP lessons and evidence
- Availability of assessments which match our student population is very limited, given required accommodations and modifications for students to participate in the assessment.

Best Practice Research:

Per the requirements of the No Child Left Behind Act (NCLB) of 2001, all students, including those with significant intellectual disabilities, must be assessed in Reading and Math (Browder & Spooner, 2006). The primary reason for teaching academic content to students with significant intellectual disabilities is to promote equal access to the educational content all students receive. Lynch and Adams (2008) state that a student's IEP (Individual Education Plan) include individualized goals and objectives that reflect both individual needs and general education content.

Browder (2006) and Lynch & Adams (2008) suggest using a curriculum overlap, or threading model, as a way to ensure access to the general curriculum while continuing to recognize a student's need to learn functional skills. Simply stated, activities or units of study should address more than one content area using appropriate materials and environments. Research demonstrates that student with significant disabilities can learn many of the components that comprise both Reading and Math skills regardless of their ability to communicate.

Best practice research describes the potential benefits of providing students with severe disabilities access to the general education curriculum. Lynch and Adams present the idea that IEP's require goals and objectives that reflect individual needs as well as general curriculum standards. By including content areas in a student's IEP, teachers can continue to individualize by writing goals each student can achieve at his/her own symbolic level, while also granting access to the general education curriculum (Lynch, P. & Adams, P., 2008).

Downing explains that literacy can be broadly viewed as a means of learning and sharing information with others. Further, by providing literacy instruction to all students, their ability to actively participate increases and they gain life skills that can improve communication and learning throughout their lives (2006). Exposure to these curricular areas with appropriate accommodations may also improve a student's self-determination skills, as introducing them to academic content areas provides opportunities to communicate and make choices. (Browder, D., Wakeman, S., Flowers, C., Rickelman, R., Pugalee, D., & Karvonen, M., 2007).

Exposure to the content areas allows students opportunity to grow across grade levels or grade bands while working toward the alternate expectations found in standardized student assessments. Browder, et al., describes academic achievement within a student's symbolic level as progress towards independence and an opportunity for each student to meet high expectations. The desired result of this instruction is generalization to a student's current and future life (2007).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	. 85% of the students will demonstrate progress in the areas of reading as measured by at least a “3” (some progress) on their progress report by the end of the school year.
1.1.2	83% of the students will demonstrate progress in the areas of math as measured by at least a “3” (some progress) on their progress report by the end of the school year.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will incorporate ASOL-based skills into Reading and Math IEP goals and objectives.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Create ASOL-based Skill Database for IEPs.	SIP Academic Sub-committee	ASOL-based skill database – No cost; substitute coverage for planning sessions	x				SIP Academic Sub-committee meeting(s) Completion of ASOL-based skill database
2. Continue education for teachers focusing on how to incorporate ASOL-based skills in the IEP	Lead Teacher and School Testing Coordinators	VAAP Manuals – Printing cost, as necessary; School-wide classroom teacher VAAP In-Service Materials - No cost		x	x		Classroom Teacher Attendance Sheet VAAP exercise product sharing
3. All Individualized Education Plans scheduled on/after the half-day in-service will include VAAP content areas.	Classroom Teacher and Administrative Designees, Administrators	Sea-Stars Program – No cost	x	x	x		IEP goal Checklist Meeting with Classroom Teachers IEP Administrative Designee meeting Key Center Administration IEP review
4. As IEPs are developed, they will include ASOL-based skills	Teacher, Administrative Designee	No Cost				X	IEP Goal Checklist

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will incorporate ASOL-based skills into Reading and Math IEP goals and objectives.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. Establish school-wide, server based data collection form for monitoring student progress in reading and math	SBTS	No cost	X				SIP quarterly meeting
Teachers will report progress data on reading and math quarterly on this spreadsheet	SIP Committee		X	X	X	X	SIP Quarterly Meeting

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that apply to this school improvement plan objective.

- | | | | | | |
|-------------------------------------|-----|---|-------------------------------------|-----|--|
| <input type="checkbox"/> | 2.1 | Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> | 2.5 | Be inspired to learn throughout life. |
| <input checked="" type="checkbox"/> | 2.2 | Work effectively within a group dynamic. | <input checked="" type="checkbox"/> | 2.6 | Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> | 2.3 | Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input checked="" type="checkbox"/> | 2.7 | Develop practical life skills. |
| <input type="checkbox"/> | 2.4 | Possess the skills to manage and resolve conflict. | <input checked="" type="checkbox"/> | 2.8 | Make healthy and safe life choices. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Students will apply mastered skills to increase achievement and enhance independence through a variety of settings, purposes, and partners (peers, staff, family, community).

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Increased opportunities for, and a school-wide commitment to, the practice of communication skills will increase the likelihood for students to meet their goals. Ambulatory activities directly support health, independence, and cognitive growth. It is a best practice to encourage student participation in development of transition goals in preparation for their IEP.

Data Sources:

- 81% of the students are expressing themselves using aided and unaided communication during non-classroom based activities.
- 89% of students receiving ATS services are expressing themselves using augmentative communication during specials.
- 50% of students are walking as their primary means of mobility, while 66% of students are walking for 1-2 transitions per day.

- Independence during mealtime activities is an ongoing effort although there is no student baseline data available at this time.
- Students have been participating in transition goals through individual teacher efforts. There is no baseline data available for school-wide student participation in their IEP meetings.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths

- Training and professional development in communication has been provided for all staff.
- Increased coordination between Vocational Coordinator and Assistive Technology Specialist supports student participation in transition goals during IEP meetings; staff training in transition IEP assessment methods will also support student participation.
- Key Center School's environment offers a wealth of opportunity across various settings and throughout the school day to practice communication skills. Key Center has access to an array of both high and low technology communication devices. Key Center staff members recognize and identify each student's individual mode of communication.
- All staff members engage in social interactions with students throughout the day to encourage communication skills.
- ATS, resource teachers, and speech clinicians are committed to providing and maintaining augmentative communication devices or supports.
- Training opportunities are provided for staff and parents to address student communication needs.
- Students have the opportunity to practice mobility during the course of the school day and increased transition time is provided to support this.
- Sufficient equipment is available to support mobility activities.
- Additional communication-related resources and materials have been made available to all school personnel.
- Augmentative devices, purchased with grant-supported resources, are available for parents to check out for use with students at home.
- Key Center has a feeding committee to facilitate training, review concerns for mealtime guidelines, and serve as a resource for mealtime concerns that occur throughout the school year.
- School-wide commitment has led us to expect students to attend their IEP for developing or presenting their Transition Plan.
- Staff involved in feeding students with oral-motor difficulties continues to receive structured guidance on the mealtime routines.
- Collaboration between staff and parents to enable communication across various environments (home, school, community).

Weaknesses:

- Communication devices are prone to breaking down and replacement is costly and time intensive.
- Maintenance of mobility devices is time consuming.
- Increased use of higher technology devices requires additional training.
- Effective use of communication devices requires ongoing training for staff and students as needs change.
- At times, student medical, physical and/or behavioral needs disrupt ongoing instruction.
- The hands-on assistance required to meet students' needs also creates an additional challenge for communication and ambulation opportunities.
- Feeding requirements necessitate continued support due to student medical needs and annual adjustments of staff/student assignments.

Best Practice Research:

Students with severe disabilities often face challenges in learning core life skills of communication, mobility, self-feeding and being prepared for their transition to postsecondary placement. These critical life skills are necessary to maximize student's independence at home, school, and in the community. When these life skills are not mastered to the best of a student's ability, the opportunities for independence become limited. An integrated approach to teaching life skills has the potential to increase a child's aptitude for improving these skills. When there are opportunities to teach the same skills in a variety of activities throughout the child's day, the acquisition, synthesis, generalization, and maintenance of skills is more likely to occur (Giangreco et. al., 1989).

Communication is a critical life skill that empowers all of us to make personal needs known as well as establish relationships with others (Warren, 2000). Addressing mobility issues is crucial since motor-impaired children are poor in spatial skills under temporal constraints (Estil, Ingvaldsen & Whiting). Increased independence in self-feeding research has shown that, "In children with developmental disabilities, diagnosis-specific treatment of feeding disorders results in significantly improved energy consumption and nutritional status. These data also indicate that decreased morbidity (reflected by a lower acute care hospitalization rate) may be related, at least in part, to successful management of feeding problems." (Schwarz, S.M., Corridor, J., Fisher-Medina, J., Cohen, J., Rabinowitz, S., 2001). Student participation in their transition preparation increases the likelihood of success in their career setting. The value is such that IDEA 2004 included guidelines these guidelines to ensure student participation, "Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills" and, "LEA must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b). [34 CFR 300.321(b)] [20 U.S.C. 1414(d)(1)(B)]

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.2, 2.7	90% of all students will actively communicate for a variety of purposes using augmentative communication (signs, gestures, vocalizations) during Specials (LINK, Music, Art, and Adapted Physical Education).
2.7, 2.8	75% of students who are able to walk with varying levels of assistance will use walking as their primary means of mobility for at least two transitions per week to a Special.
2.7,2.8	90% of students will demonstrate active participation in mealtimes activities through at least 2 of the following: selecting food items with the least amount of physical assistance as possible; using adapted feeding equipment; communicating preferences for temperature, food, drink, “more”, “finished”.
2.6, 2.7	80% of students over the age of 14 will be presented with the opportunity to participate in completing a questionnaire communicating their preferences regarding their transition goals for their own IEP.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students will translate mastered skills to increase achievement and enhance independence through a variety of settings, purposes, and partners (peers, staff, family, community).							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Provide staff training in: a. Communication devices, strategies, language b. Mobility – positioning, equipment and safety c. Mealtime protocols – individualized feeding guidelines and concerns d. Transition Assessment – Student IEP participation for their transition plan	a. ATS, speech, classroom teachers-training; administration b. PT, Teachers; administration c. Feeding Committee, Teachers; administration d. Vocational Coordinator, Assistive Technology Resource Teacher	a. Professional Speaker/Materials, Linda Burkhardt (\$3,000) b. None c. None d. None	X	X	X	X	a. Staff Attendance at training (MyPLT) b. Staff Attendance at training - sign in c. Staff Attendance at training - sign in d. Staff Attendance at training - sign in

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students will translate mastered skills to increase achievement and enhance independence through a variety of settings, purposes, and partners (peers, staff, family, community).							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
2. Competency Testing a. Communication: Administer survey to staff b. Feeding: Administer Survey to targeted staff	a. SLP, ATS, Teachers b. OT, Feeding Committee	a. Communication Devices/Software (\$6,000) b. Replacement feeding equipment as needed.		X	X	X	a. Competency Survey b. Competency Survey
3. Mealtime Activity Survey completed by teachers/support staff	Teacher, OT, Feeding, SBTS	No cost		X		X	a. Survey Data
4. Participation in IEP Transition Goals & Assessment for students aged 14 and older	Vocational Coordinator, Teachers; Principal Designees; SASI operator	No cost		X	X	X	a. Completed transition assessment b. IEP Attendance- c. SASI created spreadsheet
5. Student Mobility: increased opportunities for students to walk	PT, Classroom Staff, Adapted PE Teachers, LINK Teacher, Music Teacher	No cost		X	X	X	a. Daily attendance will indicate mode of mobility to Specials.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Students will understand and demonstrate their role as contributing members of the community.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

The array of cognitive and physical disabilities presented by students at Key Center requires that community-related lessons be presented through multiple modalities prior to each community outing to give students the utmost opportunity to learn.

Data Sources:

Teachers have created various activities supporting CBI trips, but have not necessarily shared them with all of their colleagues. The Key Center PLC's can serve to support collaborative planning and lessons can be indexed and shared via the curriculum database.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths

- CBI remains a critical component of Key Center School's curriculum.
- The Friday schedule has been altered to allow additional non-classroom-based teachers to accompany students into the community for CBI and vocational experiences.
- Key Center staff includes a part-time community resource coordinator who is a passionate advocate for maximizing student experiences in the community. She is an effective organizer - contacting locations, organizing transportation and communicating to Key Center staff.
- Materials developed by the LINK (Learning is New Knowledge) teachers are readily available and can be very helpful in supporting teacher lesson plans.
- Key Center's strong in-house Vocational Program provides realistic simulations of work activities to better prepare students for community-based job sites.

Weaknesses

- CBI activities are viewed as more of a field trip rather than a critical component of the student's academic experience.
- Staff and student absences result in cancellation of planned CBI activities.
- Additional lesson plans have not been shared in a meaningful way.
- Transportation irregularities are an ongoing concern.
- Assistants and attendants are often expected to take on an instructional role in CBI outings when teachers stay behind with the majority of class members.

Best Practice Research:

Community-Based Instruction (CBI) is a critical component of the education program for our students, primarily because, as adults, the community is where they will need to use the skills they acquire during their school years. The expectation is that our students will live, work, shop, and play in integrated environments in the community, and that they will participate, either independently or with accommodations and supports, in typical activities across a variety of settings. Research has shown that students generalize skills acquired through CBI more quickly if the CBI trips are combined with simulation only instruction, i.e. pre-instruction in preparation for the CBI trip. (Cihak, DF; Alberto, PA; Kessler, KB; Taber, TA; 2004)

Videotaped instruction has proved particularly effective in the acquisition and generalization of functional words in a community based setting. (Kyhl, R; Alper, S; Sinclair, TJ; 1999)

**STUDENT ACHIEVEMENT GOAL
RESPONSIBILITY TO THE COMMUNITY**

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	Students will demonstrate an understanding of site specific appropriate behaviors and/or actions related to community based instruction on 75% of pre-trip activities.
3.1, 3.2	90% of classrooms will be recognized by the school-wide visual display of the PBS recognition system which emphasizes “Be safe, Be kind, Be Responsible” concepts.
3.1, 3.2	90% of students accessing community job sites will complete in-school vocational simulations to build and reinforce skills they will be performing at their job site.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase the opportunities for students to participate in CBI lessons to ensure they gain a better understanding of their role as contributing members of the community.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Create and implement CBI lessons to increase student understanding of their role as a member of the community: Purpose Materials needed Desired Outcome	Teachers	Laminating film, paper, folders, Velcro		x	x	x	Index list on server
2. Upload CBI preparation lessons to KC Server – 1 per PLC per quarter	SBTS	Boardmaker Software, Laptops		x	x	x	Check contents of digital drop box on server; PLC checklist
3. File Hard copies and supporting material in accessible containers	Community Resource/LINK	Laminating film, paper, folders, Velcro, containers/bins		x	x	x	Check off list for teachers
4. Provide real materials/activities for vocational simulations	Vocational Coordinator	Dining room supplies; laundry supplies; recycling supplies; cleaning supplies; coffee supplies; containers	x	x	x	x	Checklist
5. Plan, schedule and provide Paraprofessional Training for CBI detailing expectations and purpose of and how to provide instruction in the community.	Administration, Community Resource Coordinator, Vocational Coordinator	No cost	X	x	x		Staff Attendance at training - sign in

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase the opportunities for students to participate in CBI lessons to ensure they gain a better understanding of their role as contributing members of the community.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. School-wide Positive Behavior Support assemblies to reinforce the concepts of the school-wide program	PBS Committee	\$500 mini-grant	x	x	x	x	Classroom tally sheets, school visual display
7. Create indexing system for CBI lessons.	Community Resource Coordinator; SBTS	No cost		x	x	x	Index list on server
8. Explore posting PBS posters at work sites	Vocational Coordinator	Paper, ink, laminating film		x	x	x	List of sites

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;"><u>Academics</u></p> <p>Objective: Staff will incorporate English/Reading, Math and Technology into daily curriculum and IEP goals/objectives to enhance student achievement.</p> <p>1.1, 1.1.1 90% of students will have an IEP goal titled English/Reading by June 2009.</p> <p>1.1, 1.1.2 90% of students will have an IEP goal titled Math by June 2009.</p> <p>1.5 100% of students in attendance will use aided or unaided communication in their classroom setting daily.</p>	<p>84% 97/115</p> <p>85% 98/115</p> <p>100% 117/117</p>	<p>Supported: 1.1, 1.1.1, 1.1.2 Most IEP's were to be done after the proposed SIP, therefore offering ample time for these objectives to be instituted. Staff commitment was easily obtained as this has been an element of best practice for our students for some time.</p> <p>Inhibited: 1.1, 1.1.1, 1.1.2 Some IEP's were completed prior to the implementation of the SIP. Staff lack of understanding that literacy and math skills encompass more than the written format of print.</p> <p>Supported: 1.5 The school purchased a variety of assistive technology devices and software for school and Key Center staff. Provided in-service training on different ways to incorporate technology/communication devices throughout the school day.</p> <p>Inhibited: 1.5 Difficulty to use devices during Art and Adapted Physical Education class was due to time constraints. Teachers need to incorporate devices.</p>	<p>Staff Development using Research-Based Practices in order to achieve the current goal.</p> <p>IEP checklist for Area of Need for assessments and individual student needs.</p> <p>Key Center will continue the objectives 1.1, 1.1.1 and 1.1, 1.1.2 for the upcoming School Improvement Plan.</p> <p>The objective 1.5 was reached and will be revised for the upcoming School Improvement Plan.</p>

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<p align="center"><u>Essential Life Skills</u></p> <p>Objective: Student achievement will improve independent life skills by generalizing life skills from one setting or context to another (with multiple staff members and across instructional settings).</p> <p>2.3, 2.7, 2.8 80% of students will express themselves using aided or unaided communication during non-classroom based activities (office, buses, hallway) as reflected in data derived by the ‘mouthing off’ program.</p> <p>2.2, 2.3, 2.7 90% of students receiving Assistive Technology Services (ATS-54 student caseload), will express themselves using augmentative communication during specials (LINK, Music, Art, and Adapted Physical Education) as measured via checklist.</p>	<p>81% 95/117</p> <p>89% 50 / 56</p>	<p>Supported: 2.3, 2.7, 2.8 Relatively new program, encouragement and motivation were high to get program started. Staff incentives were initiated to help maintain the momentum to keep the program going.</p> <p>Inhibited: 2.3, 2.7, 2.8 Access to ‘mouthing off’ coupons was difficult. Holding onto the tickets and presenting them along with staff daily routines were difficult to maintain. Some students went on Homebound or had extended absences due to medical issues. Staff concerns; placement of devices for usage, not having tickets to issue, not having a device during transition times, not turning in tickets when asked and student name not on data collection ticket. Some students were in the classroom more than others.</p> <p>Supported: 2.2, 2.3, 2.7 Access to devices was sufficient, it was critical to have so many devices in various locations to achieve this goal. Since language has always been part of LINK and music activity periods, it presented natural opportunities for prompting the need for student greetings and/or responses.</p> <p>Inhibited: 2.2, 2.3, 2.7 Difficulty to use devices during Art and A.P.E. class was evidenced due to time constraints. Teachers need to incorporate devices into daily routines and planned lessons.</p>	<p>Objective: 2.3, 2.7, 2.8 Change schools’ master schedule to facilitate student communication opportunities outside of the classroom</p> <p>Train new faculty and staff regarding school communication initiative “mouthing-off”.</p> <p>Provide returning faculty with a reminder guideline sheet.</p> <p>Objective: 2.2, 2.2, 2.7 Develop and provide simple checklist to “specials” teachers.</p> <p>Provide support to “specials” teachers with regards to usage of augmentative devices.</p> <p>Develop system with classroom teachers to bring devices or communication materials to specials.</p> <p>Objective’s 2.2, 2.3, 2.7 will continue for the upcoming School Improvement Plan.</p>

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<p><u>Essential Life Skills, con't.</u></p> <p>2.3, 2.7 75% of students who are able to walk with varying levels of assistance will use walking as their primary means of mobility during the school day.</p> <p>2.3, 2.7 90% of students will have an IEP goal titled 'Life Skills' included on their IEP by June 2009.</p> <p>2.7 Students in the feeding program will display decreased signs of distress and/or feeding difficulties (watering eyes, choking, coughing, etc) for 80% of all mealtimes as measured via teacher checklist.</p>	<p>50% met full criteria</p> <p>66% met criteria of 1-2 transitions per day</p> <p>84 % 98/115</p> <p>No data</p>	<p>Supported: 2.3, 2.7 Available equipment, administration supportive of providing equipment for all students. Staff has been instructed on adapted equipment, including the importance of ambulating and the need to include this in the instructional program. In addition, therapists are available to provide solutions and/or repair to equipment.</p> <p>Inhibited: 2.3, 2.7 Time for transitions has been an issue. Staff felt there was inadequate time to get where they needed to go given parameters such as time to make transitions and staff support. Another factor inhibiting ability to walk includes varying medical issues, sleep patterns, and student decision.</p> <p>Supported: 2.3, 2.7 Research supports that students with severe disabilities face challenges in learning core life skills. Life skills are incorporated throughout the school day.</p> <p>Inhibited: 2.3, 2.7 Most IEP's were to be completed after the proposed SIP; however numerous IEP's were completed prior to the implementation of the SIP.</p> <p>Supported: 2.7 Therapists provided appropriate equipment for eating meals, provided a school wide in-service on feeding, and feeding related issues. Mealtimes guidelines were developed for each student.</p> <p>Inhibited: 2.7 Consistency among staff recognizing signs of distress and/or feeding difficulties. Staff understanding of in-service provided by therapists and cultural differences amongst staff. Medical concerns staff have no control over (i.e.; reflux).</p>	<p>Objective: 2.3, 2.7 After reviewing the data the committee recommends a reduction in percentage based on student review.</p> <p>Key Center will continue the objective on the upcoming School Improvement Plan.</p> <p>Objective: 2.3, 2.7 IEP checklist for Area 's of Need for Assessments and individual student needs.</p> <p>Key Center will continue the objective 2.3, 2.7 for the upcoming School Improvement Plan.</p> <p>Objective: 2.7 Continue monitoring teacher and staff use of mealtime guidelines and checklist to ensure continued reduction for signs of distress.</p> <p>Staff Development for new faculty and staff.</p> <p>Objective 2.7 will continue for the upcoming School Improvement Plan.</p>

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<p><u>Responsibility to the Community</u></p> <p>Objective: Increase the number of students participating in Community Based Instruction (CBI) and the Students Rights and Responsibilities lessons and assessments ensure students are respectful and contributing participants in both the school and community settings.</p> <p>3.2 80% of students that access the community will participate and complete a modified Student Responsibilities and Rights (SR&R) test.</p> <p>3.2 75% of students who participate in Community Based Instruction will engage in CBI-specific preparatory and follow-up activities as reflected on checklist.</p>	<p>91% 100 / 110</p> <p>No data</p>	<p>Supported: 3.2 Students were given modified versions of Students Rights and Responsibilities. LINK class provided lessons that correlated with the Students Rights and Responsibilities.</p> <p>Inhibited: 3.2 Student extended absences and behavioral issues arose which limited student participation in activities.</p> <p>Supported: 3.2 Weekly and monthly planned Community Based Instruction trips by community resource teacher.</p> <p>Inhibited: 3.2 Checklist data system was not established and therefore not implemented. Students were unavailable for CBI trips due to medical reasons, parent request, or behavioral issues.</p>	<p>Objective 3.2 has been met and will not continue on the upcoming School Improvement Plan.</p> <p>Appropriate materials have been created and will continue to be used yearly.</p> <p>Develop a checklist and pre-and post-activities based on Community Based Instruction.</p> <p>Objective 3.2 will continue on the upcoming School Improvement Plan because the goal was not met.</p>