School Improvement Plan

Visions Unlimited

Farmington Public School District

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Visions Unlimited is a post-secondary program operated by the Farmington Public Schools. Visions serves 96 young adults aged 18-26 with identified development and/ or acquired disabilities. Students are assigned to Visions Unlimited through the special education Individual Educational Planning Team (IEPT) process. There are seven professional teaching staff members who serve as case managers and instructors for the students' programs. Visions also has a number of ancillary staff to meet student needs including a school psychologist, social worker, transition consultant, occupational therapist, physical therapist and speech and language therapist.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Through the commitment of our staff and the support of the community, Visions Unlimited is dedicated to developing each student's potential in reaching the status of contributing citizen, productive worker and community participant.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Among our notable achievements in the last three years are:

Post-secondary students produced an increased number of products for sale through the Micro-enterprise class

Students continue to support families in our district by backing and delivering backpacks filled with non-perishable food on a biweekly basis.

The Visions curriculum has been aligned to the Career and Technical Education standards

Among our challenges are:

Our program and student needs have outgrown our building space.

Due to the economy it has gotten increasingly difficult for us to locate viable employment training opportunities for our students within our community.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Visions Unlimited continues to fill an immediate need for additional academic and employment training for students with moderate to severe cognitive impairments

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

This is our initial year in this process. We were only able to gather information from stakeholders through their participation in IEP meetings and school conferences. We will do this in a more formal and structured way in the future.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Information in this plan included input from teachers, ancillary staff, paraprofessionals, parents, community organizations and employment sites. All of these groups had to give input in the various meetings they are involved in relative to the school. The teachers are responsible for collecting the data and feedback from these events and sharing them with the school administrator.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be available as hard copies in the office and will be available on the website and updated as the plan is updated.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Staffing is directly related to enrollment trends. At the end of each year we review the student projections and adjust staff as appropriate in accordance with the Michigan Administrative Rules for Special Education

How do student enrollment trends affect staff recruitment?

Enrollment trends also have an impact on staff recruitment. We attempt to hire a diverse staff to reflect the diversity of our student body.

How do student enrollment trends affect budget?

Student enrollment trends impact budget in that we have to ensure that our budget reflects the programming needs of the students.

How do student enrollment trends affect resource allocations?

Resource allocation is directly related to student enrollment trends. We must ensure that our resources are allocated in a manner that most supports the needs of the students

How do student enrollment trends affect facility planning and maintenance?

Enrollment trends greatly influence facility planning and maintenance. We have to ensure that our physical plant is sufficient to meet the needs of our students and thus pay close attention to things such as accessibility.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends greatly impact our parent participation trends as the more students we serve the more parents we have that participate. Our educational program is driven by the students' Individualized Education Program (IEP) which is developed by a school based team in collaboration with parents, therefore parent participation is essential to our program.

How do student enrollment trends affect professional learning and/or public relations?

Student enrollment trends impact professional learning and public relations in many ways. As far as professional learning we strive to ensure that staff receive whatever learning is required so that they are able to meet the changing needs of our students as identified through enrollment trends. Additionally, we use the enrollment trend information to help inform the types of media we utilize in our public relations

campaign as well as the content of our messages.

What are the challenges you noticed based on the student enrollment data?

Some of the challenges we noted in our analysis of enrollment data were that our student population was outgrowing our physical plant and that our student population was changing in terms of needs and some of the students were possibly able to complete a diploma or similar program (such as GED) with additional time.

What action(s) will be taken to address these challenges?

One of the things that was done to meet these challenges was to develop an alternate program for higher functioning students capable of receiving a GED or work certification at another location

What are the challenges you noticed based on student attendance?

We do not currently experience any challenges due to student attendance.

What action(s) will be taken to address these challenges?

Although student attendance is currently not a significant challenge for us, we do actively work on maintaining high levels of student attendance through incentive programs

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Students at Visions Unlimited utilize the Career and Technical Education Standards. The highest levels of student achievement can be seen in the Personal Management standards

Which content area(s) show a positive trend in performance?

We show a positive trend in performance in all of our major content areas: Functional Math, Functional English Language Arts and Universal Work Skills (which are aligned to the Career and Technical Education standards - particularly Personal Management.)

In which content area(s) is student achievement above the state targets of performance?

There are no state targets of performance for this population since all of our students are above the 11th grade and would have been eligible for alternate state assessments when they were in high school.

What trends do you notice among the top 30% percent of students in each content area?

The top 30% of our students are performing well in each of the content areas listed in the previous questions. We notice that there is a great deal of overlap in the top 30% in each content area meaning that this group of students tends to excel in all areas.

What factors or causes contributed to improved student achievement?

The primary factor that led to increased student achievement is aligning the school curriculum and instruction to the state standards and benchmarks.

How do you know the factors made a positive impact on student achievement?

We know these factors made a significant impact based on the available data of performance prior to the institution of a standards based curriculum and the data after.

Which content area(s) indicate the lowest levels of student achievement?

The content are with the lowest levels of student achievement relative to the others is functional math.

Which content area(s) show a negative trend in achievement?

We do not currently have any content areas that reflect a negative trend in student achievement.

In which content area(s) is student achievement below the state targets of performance?

There are no state targets of performance for this population since all of our students are above the 11th grade and would have been eligible for alternate state assessments when they were in high school.

What trends do you notice among the bottom 30% of students in each content area?

Similar to the top 30% of students in each content area, the bottom 30% of our students are performing low in each of the content areas listed in the previous questions. We notice that there is a great deal of overlap in the bottom 30% in each content area meaning that this group of students tends to have difficulty in all areas.

What factors or causes contributed to the decline in student achievement?

We have not experienced a decline in student achievement.

How do you know the factors made a negative impact on student achievement?

We have no data to support that there has been a negative impact on student achievement.

What action(s) could be taken to address achievement challenges?

In order to address achievement challenges we will target specific standards and ensure that they are addressed in a systematic manner

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Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

- •Asian
- •African American or Black
- •White
- •Hispanic or Latino
- •Multiracial
- •Male
- •Female
- •Economically Disadvantaged
- •Homeless
- •Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

- •Asian
- •African American or Black
- •White
- •Hispanic or Latino
- •Multiracial
- •Male
- •Female
- •Economically Disadvantaged
- •Homeless
- •Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

All content areas covered in this building.

How do you know the achievement gap is closing?*

Based on data analysis.

What other data support the findings?

Universal Work Skills assessments, IEP goals, and Transition Assessments as well as CBA

What factors or causes contributed to the gap closing? (Internal and External)*

Internal: consistant use of standards based curriculum.

How do you know the factors made a positive impact on student achievement?

Data analysis pre and post curriculum initiatives.

What actions could be taken to continue this positive trend?

Continue to emphasize instruction using the standards based instruction. Continue to allow teachers to collaborate using data analysis as a context for collaboration.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

   •None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

   •None

In what content areas is the achievement gap greater for these subgroups?*

There are no content areas in which the achievement gaps are growing.

How do you know the achievement gap is becoming greater?*

We know the achievement gap is not becoming greater through data analysis.

What other data support the findings?*

Universal Work Skills data, IEP goals, Transition plans and CBA

What factors or causes contributed to the gap increasing? (Internal and External)*

Our gap has not increased.

How do you know the factors lead to the gap increasing?*

Our gap is not increasing

What actions could be taken to close the achievement gap for these students?*

Our gaps are closing through the faithful implementation of a standards based curriculum.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We do not have a subgroup of English Language Learners at this particular school

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Every student at this school is a student with a disability, however this is a post-secondary institution and we have a small number of 12th grade students. Those students would be able to participate in any intervention programs they would be eligible for. We have a number of in-school intervention programs designed to assist the students in achieving their individualized goals.

How are students designated 'at risk of failing' identified for support services?

Every student at Visions has an individualized plan and a case manager responsible for monitoring the plan and making adjustments to ensure that each student is able to meet their goals.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Due to the nature of our program we partner with community organizations to ensure that our students have access to Extended Learning Opportunities.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	25.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

We have a transitions coordinator who attends IEPs and lets parents know of available ELO.

Label	Question	Value
	What is the total FTE count of teachers in your school?	9.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

Label	Question	Value
	How many teachers have been teaching >15 years?	3.0

What impact might this data have on student achievement?

We have a very experienced staff and believe that this has a positive impact on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	10.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	38.0

What impact might this data have on student achievement?

Our teacher attendance is relatively good so we believe this has a positive impact on student achievement.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

We were not able to assess our students perception yet as we have just begun this process.

Which area(s) show a positive trend toward increasing student satisfaction?

We were not able to assess our students perception yet as we have just begun this process.

What area(s) indicate the lowest overall level of satisfaction among students?

We were not able to assess our students perception yet as we have just begun this process.

Which area(s) show a trend toward decreasing student satisfaction?

We were not able to assess our students perception yet as we have just begun this process.

What are possible causes for the patterns you have identified in student perception data?

We were not able to assess our students perception yet as we have just begun this process.

What actions will be taken to improve student satisfaction in the lowest areas?

We were not able to assess our students perception yet as we have just begun this process.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

We were not able to assess our students perception yet as we have just begun this process.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

We were not able to assess our parents' perception yet as we have just begun this process.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

We were not able to assess our parents' perception yet as we have just begun this process.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

We were not able to assess our parents' perception yet as we have just begun this process.

What are possible causes for the patterns you have identified in parent/guardian perception data?

We were not able to assess our parents' perception yet as we have just begun this process.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We were not able to assess our parents' perception yet as we have just begun this process.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

We were not able to assess our teachers' perception yet as we have just begun this process.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

We were not able to assess our teachers' perception yet as we have just begun this process.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

We were not able to assess our teachers' perception yet as we have just begun this process.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

We were not able to assess our teachers' perception yet as we have just begun this process.

What are possible causes for the patterns you have identified in staff perception data?

We were not able to assess our teachers' perception yet as we have just begun this process.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

We give an opportunity for teacher, para, ancillary staff, students, parents and community stakeholders to participate in our decision making process through the IEP process, staff meetings and community participation. We meet as a staff and discuss the input we receive for groups that are not staff groups and collaboratively make decisions that align with state and district requirements.

What evidence do you have to indicate the extent to which the standards are being implemented?

We have IEP goals, Universal Work Skills (and alignment graphs), lesson plans and curriculum based assessments.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	Those grades are not present in this school	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	available on school website.	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	8th grade is not at this school .	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	We review and update the EDPs as a part of our individual transition planning for each student.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Naomi Khalil, Director of Instructional Equity, 248-489-3596	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	We will look into this.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We will look into this.	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (http://www.mihealthtools.org/hsat), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment, an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	60-90 minutes at elementary level, 106-135 minutes at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 19	Our school has a health services provider or school nurse accessible to students.	Yes, we have a health services provider or school nurse for every 650 students	N/A

	Statement or Question	**Response**	**Rating**
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 31	Our school has a parent education program.	Yes	N/A

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to no indoor facilities	N/A

Quality Instruction and Progress Monitoring

Overview

Plan Name

Quality Instruction and Progress Monitoring

Plan Description

A plan to ensure curriculum alignment to standards and to improve and increase the use of data to support student achievement.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Visions Unlimited will make progress in the applied academic skills	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	All students at Visions Unlimited will develop work skills.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	The Visions curriculum will be aligned to the CCSS EE for 11-12 and CC	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: All students at Visions Unlimited will make progress in the applied academic skills

Measurable Objective 1:

100% of Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of increased applied academic skills in Career & Technical by 05/01/2015 as measured by performance on the Brigance TSI and CBA.

Strategy 1:

Curriculum Alignment - Teachers will need to develop lesson plans based on the CCSS and CTE standards that meet these qualifications.

Research Cited: Elliot, J.L., & Thurlow, M.L. (2006) Improving the performance of students with disabilities on district and state assessments (2nd ed). Thousand Oaks,

CA: Corwin Press

Tier:

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss strategies and resulting data	Professional Learning			09/02/2014	04/30/2015	$0	No Funding Required	All teachers and principal

Goal 2: All students at Visions Unlimited will develop work skills.

Measurable Objective 1:

100% of Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of increased skills in the personal management universal work skills in Career & Technical by 05/01/2015 as measured by Universal Work Skills logs.

Strategy 1:

Curriculum Alignment - Staff will align curriculum and activities to the CCSS and the Universal Work Skills logs to determine what activities best support this goal.

Research Cited: Elliot, J.L., & Thurlow, M.L. (2006) Improving the performance of students with disabilities on district and state assessments (2nd ed). Thousand Oaks,

CA: Corwin Press

Tier:

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will meet togther weekly and discuss educational strategies and resulting data	Professional Learning			09/02/2014	04/30/2015	$0	No Funding Required	Teachers and Administrators

Goal 3: The Visions curriculum will be aligned to the CCSS EE for 11-12 and CC

Measurable Objective 1:

collaborate to Align our Universal Work Skills Log and CTE Standards with the CCSS, EE for our age range by 06/13/2014 as measured by the completion of the task .

Strategy 1:

Document Review - Staff will look at existing alignment documents that aligned to the EHSCE and review the EHSCE alignment with the CCSS EE to show the alignment to the CCSS EE.

Research Cited: Elliot, J.L., & Thurlow, M.L. (2006) Improving the performance of students with disabilities on district and state assessments (2nd ed). Thousand Oaks, CA: Corwin Press

Tier:

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team will meet weekly to collaborate on alignment task	Professional Learning			09/02/2014	04/30/2015	$0	No Funding Required	Teachers and admin

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC	Teachers will meet weekly to discuss strategies and resulting data	Professional Learning			09/02/2014	04/30/2015	$0	All teachers and principal
PLC	Teachers will meet togther weekly and discuss educational strategies and resulting data	Professional Learning			09/02/2014	04/30/2015	$0	Teachers and Administrators
PLC	Team will meet weekly to collaborate on alignment task	Professional Learning			09/02/2014	04/30/2015	$0	Teachers and admin