



# Vista Education Campus

Composite School Plan  
2018-2019

Principal Jennifer Novoa

## SCHOOL'S PURPOSE

### MISSION

Learning First!

### VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

## SCHOOL PURPOSE

The purpose of Vista Education Campus is to promote the mission of learning first for all. To accomplish our purpose, we prepare our students for adult life and the completion of the requirements for their high school diplomas. This is accomplished through classroom and community based instruction in the areas of post-secondary education, vocational preparation, and independent living. Technology is used to enhance student communication skills and learning. Teachers and staff work together with families and adult agencies to help individual students establish and fulfill a plan that is congruent with their interests, skills and abilities.

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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Vista Education Campus is located at 97 South 200 East, in Farmington, Utah. Our school neighborhood is a residential community, while our school boundaries are the whole of Davis County. Students come together from a variety of diverse communities throughout the school district.

### STUDENT BODY

Our student body is composed of Secondary Special Education students, ages 18-22. Our enrollment is stabilizing at around 300 students per year. As of October 1, 2017, our school had enrolled 294 students representing a continuum of disabilities from mild/moderate to severe and profound. This was an increase of 15 students from the previous year. Due to student graduations, aging out and the transient nature of transition students, our enrollment varies throughout the school year and typically drops at the end of the year.

### STAFF

The VEC staff consists of a Principal, Assistant Principal, 3 Program Coordinators, 14 Certified Teachers, and up to 91 full-time/part-time Classified Employees. All Certified Staff are currently licensed through the State of Utah in the areas of Mild/Moderate, Severe Disabilities, or Administration. All teachers and staff members receive professional development and training on district policy as well as how to safely manage student behavior, provide specialized instruction, and support self-help needs as students work toward transitioning to adult roles and responsibilities.

### SCHOOL CULTURE

Our culture provides an environment where students feel safe to learn, grow and develop in an accepting environment. Our students are assigned to small groups where case managers and staff form relationships of mutual trust, respect and accountability.

\* Philosophies – Everyone can be instructed and learn. Everyone supports learning in an environment of care, respect and dignity.

\* Ideas – “Warriors” – We chose Warriors for our school mascot, to represent the fact that all our students are battling to push forward and overcome the impact of their disabilities.

\* Priorities – Safety, Connection with Others, Opportunities for Involvement, Discovery of Interests and Strengths, Development of skills, Successful Transitions into Adulthood.

## UNIQUE FEATURES & CHALLENGES

Individualized Education – Every student has an Individual Education Plan (IEP) team composed of parents, social services representatives, school administrators, case managers and individual students. Each IEP is updated annually, and both standardized and curriculum-based assessments are conducted as necessary to assist IEP teams in determining Special Education Eligibility and student needs. Our students represent a vast continuum of disabilities from mild/moderate to severe and profound.

Transportation – Our students access their special education services through the Yellow School Bus or UTA Public Transportation. Several students drive to school. Nearly all students are instructed in the use of public transportation as a means of their groups getting to employment sites, community instruction, and recreation and leisure. Some students learn skills to enable them to use Public Transportation independently.

Employment Opportunities – Our school has partnerships with worksites that are facilitated by employment specialists. These sites provide our students great opportunities to work, develop general work skills (skills necessary in nearly all work environments), and explore employment interests. In addition to group employment sites, many VEC students work at independent worksites that provide them vocational training opportunities in a specific field of employment, much like internships. Yet other students secure employment independently and build their own experiences.

Small Groups – VEC uses a case management model that typically focuses on small group instruction that varies based on the instructional and support needs of the students. Teachers work with their para-educators to build close relationships of support for and between a small number of students in a group – typically 5-10 students. Students develop social skills and learn to work together in these groups.

Community Instruction – Using public transportation, groups of students go into the community weekly to learn and apply classroom instruction. Activities are in actual settings to practice and reinforce skills they will be using in their adult roles.

Davis Technology College (DTC) – We have one certified teacher and several para-professionals supporting students who have qualified for and received admission to the DTC. This teacher supports many high school students, as well. This is a unique and beneficial relationship with a local higher-education institution that helps many of our students to complete vocational certifications.

Adult Education - Our certified teacher and paraprofessionals at the DTC also support post-secondary aged students who are enrolled in Adult Education.

**ADDITIONAL INFORMATION****Ethnicity Demographics as of March 20, 2018:**

White 86 %  
Hispanic/Latino 6.6%  
Native Hawaiian or Other Pacific Islander 0.8%  
Native Indian or Alaskan Native 1.6%  
Asian 0.8%  
Black or African American 3.3%  
Multiple Races 0.8%

**Disability Demographics as of March 21, 2018:**

Autism 22.25%  
Deaf-Blind 0%  
Emotionally Disturbed 3.3%  
Hearing Impaired 0%  
Intellectually Disabled 35%  
Multi-Disabled 8.3%  
Orthopedically Impaired 0.4%  
Other Health Impaired 16%  
Specific Learning Disability 12.5%  
Traumatic Brain Injury 1.2%

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

- Provision of a Free and Appropriate Education (FAPE) to every student.
- Every student involved in some form of community-based learning and interaction, as well as some form of vocational training.
- Self-advocacy and communication skills promoted, taught and reinforced daily.
- Self-determination is the focus of our individual educational planning.
- Multi-year and long-term planning for each student through the IEP process, in addition to their progressing toward graduation or aging out.
- Opportunities in all levels of abilities provided to every student with the intent to maximize independence.
- Students progress on toward higher education, attending vocational and college programs.
- Most students leave our programs having contacted outside agencies that will provide continued vocational support.
- As appropriate, students trained on utilization of public transportation services.
- As appropriate, students independently test for and receive their Utah Department of Health Food Handler's Permit.
- All educators and their staff members complete Job and Independent Living Readiness checklists for their students on a regular basis.
- Provide a beginning of year safety training to all transportation employees who provide services to students at the VEC; this training also involved our teachers.
- Increased individualized nursing services to our students with intensive medical needs.
- Our severe-profound students have increased their interactions with other students and staff members in our school.
- School-wide implementation of the Circles curriculum that teaches students about safety, personal rights and boundaries.
- School-wide rules posted in all classrooms and common areas.
- Improved communication with Davis District's Transportation Department to provide greater support to students with disabilities.
- Our possible instructional time for students surpasses that mandated for K-12 students in the State of Utah.
- School-wide data collection utilizing our own data Checklists.
- Team-based electronic training model.

### AREAS OF RECENT IMPROVEMENT

- Increased community involvement of students with severe communication deficits and behavioral excesses.
- Increased in-school vocational opportunities for our students with severe communication deficits and behavioral excesses.
- Wide availability of ipods for individual student programming.

- The cafeteria is now utilized as an independent work site for up to 3 students.
- Ongoing job-seeking workshops for students from VR available during the school day.
- Vocational Rehabilitation has designated a counselor to our facility.
- More transition assessments have been placed in student IEP files; this is an improvement from the previous school year.
- Earlier involvement with outside agencies to provide individualized job training opportunities for students.
- Improved utilization of technology by classified staff members.
- Retention of bus drivers and assistants from DSD's Transportation Department.
- Much more timely completion of Evaluate Davis requirements by administration.
- More effective evaluation feedback to employees.
- Increased vocational opportunities for our students during our monthly Friday school-wide activities and special events.
- Aggressive updates to school technology resources to get our facility up to district-wide standards.
- Improved modeling and instruction for students who utilize augmentative communication devices.

#### AREAS OF NEEDED IMPROVEMENT

- Increase utilization of data from our Transition Checklists
- Continue to blend our four programs to better meet student needs
- Equitable workloads among coordinators
- Increase LEA support for administration using a Teacher on Special Assignment
- Increase new teacher mentoring using a Teacher on Special Assignment
- Improve services for “tweener” students who come to our school and are not yet ready for community involvement
- Increase teacher awareness of each other's programming, instructional efforts and staffing needs
- Adjust VEC Checklists to standardize measurement techniques

## PRIOR YEAR STATUS REPORT

### REPORT PROGRESS ON PRIOR YEAR (2016-2017) SCHOOL IMPROVEMENT PLAN

#### Goal #1:

(Student Achievement): The Vista Education Campus will track student progress on the Independent Living Skills Checklist indicator “Uses a budget or tracking system” for all students. This indicator was selected by teachers and administrators because, regardless of the methodology or specific budgeting skill sets they are taught, they all need to track their finances. We will show that our average student scores will increase at least one level of independence from beginning of the year baseline ratings to 3rd quarter ratings.

**Met Goal** (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

#### Goal #2:

SCHOOL GOAL #2 (College, Career, and Community Readiness): The Vista Education Campus will maintain its 2016 graduation rate of 34% (of students who attended our school for more than 89 days during the 2016 school year) by + or – 2% by April 2017.

Met Goal (*comments optional*)

**Did Not Meet Goal** (*comments required*)

Comments: 24.5% of our students graduated at the end of the 2016-2017 school year. As we supported students toward graduation, more students graduated prior to age 22 than in the previous school year. We are happy with this data. Our students’ needs vary a great deal and we provide services based on decisions made by individual IEP teams, so our yearly graduation rate will continue to be variable.

#### Goal #3:

- School-wide Evaluate Davis system data shows that our teachers were rated at an average of 2.35 on the indicator, “Learners with diverse learning needs have opportunities to demonstrate understanding in different ways.”

- Monthly trainings via will be provided to all VEC educators and staff members through an electronic format. One of the primary focuses of our training will be on providing students individualized opportunities for and methods of responding. All staff members will respond to brief competency surveys via email once they have completed each training.

**Met Goal** (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

#### **Goal #4:**

All educators will correctly document Summaries of Transition Assessments and Recommended Courses of Study on their IEPs.

**Met Goal** (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

#### **Goal #5:**

The cafeteria and kitchen at the VEC will be utilized as a daily work site in collaboration with DSD Food Services. Students will participate in preparation, serving and clean-up activities

**Met Goal** (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments: Our cafeteria is now utilized as an independent job site for 1-2 students per semester.



## CURRENT YEAR PROGRESS REPORT

### REPORT PROGRESS ON CURRENT YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

#### Goal #1

Using indicators from the Vista Education Campus Transition Checklists, The VEC will track student progress on 2 individualized indicators per student to show that at least 60% of students increase by one level of independence from the first quarter to the third quarter on each indicator during the 2017-2018 school year.

- Progressing according to plan  
 Not progressing according to plan

#### Comments:

Our assistant principal designed a simple spreadsheet that could be easily be completed by employees so we could measure our progress toward our goal.

Once the data was gathered, it was determined that 82% of our students increased by one level of independence on at least one of their two indicators. We are thrilled with our results!

#### Goal #2 (College, Career, and Community Readiness):

Teachers and administration will have quarterly data discussions to shift from exclusively using VEC Transition Checklist data when making individualized student decisions to also making school-wide decisions that utilize data from our VEC Transition Checklist

- Progressing according to plan  
 Not progressing according to plan

Comments: There were a couple of events this school year that undermined our ability to have school-wide data discussions with our educators. The biggest issue was that two of our administrators sustained concussions while on the job on November 17, 2017. Our recoveries have been slow. In addition to this, our administrative staff for 2017-2018 was reduced by one coordinator position so that we could provide a teacher to our severe/profound students. Finally, we had two provisional teachers on our staff that struggled to meet the requirements of their jobs and needed a great deal of support from administration.

These incidents necessitated a change in priorities at the administrative level. Our school functioned for approximately 3 months with just two full-time administrators. The majority of their time had to be focused on attending IEP meetings, supporting students with extreme behavioral issues, and supporting our provisional teachers.

**Goal #3 (Quality Staffing):**

All educators will include copies of Transition Assessments in student Special Education files.

- Progressing according to plan
- Not progressing according to plan

Comments: Our teachers have begun placing copies of Transition Assessments in their students' IEP files. We are not up to 100% completion of this goal, but progress is being made.

## GOALS AND PLANNED ACTIONS/RESOURCES

**GOAL #1:** The VEC administration will collaborate with our district Assessment Department to modify/adjust our Transition Checklists in a manner that will provide us with data that can more efficiently and effectively be utilized to guide school-wide planning.

### District Goal Area:

- |  |   |
|--|---|
| <input type="checkbox"/> Literacy                                      | <input checked="" type="checkbox"/> Ready for Success at the next level |
| <input type="checkbox"/> STEM  | <input type="checkbox"/> Teaching for Learning                          |
| <input checked="" type="checkbox"/> School Identified Area: Transition |   |

### Academic area(s) addressed by the goal:

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Reading     | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science               | <input type="checkbox"/> Health                    |
| <input checked="" type="checkbox"/> Writing     | <input type="checkbox"/> Fine Arts             | <input type="checkbox"/> World Languages           |

### Measures to determine progress/successful completion of the goal:

Creation of modified/revised Vista Education Campus Independent Living Skills and Job Readiness Skills checklists

### Action Plan:

1. Meet with Pete Vanderlinden, Assessment Supervisor, to discuss how our checklist questions are currently worded, and consider changes to how they are worded. In addition to this, we will discuss other methods of measuring student progress that may be more standardized than the current methods.
2. Introduce changes to our faculty and get their concerns and suggestions regarding revisions.
3. Consider additional revisions to checklists.

4. Continue to network with the Assessment department to get their help in effectively recording and manipulating the data we gather.

2. Pilot the newly-worded checklists and possible new data entry methods to determine ease of use, validity and reliability.

**GOAL #2:** Vista Education Campus teachers will improve their scores on Evaluate Davis Classroom Observation Indicator 7,8,10, or 18 by at least .20%.

**District Goal Area:**

- |  |  |
|--|--|
| <input type="checkbox"/> Literacy              | <input type="checkbox"/> Ready for Success at the next level |
| <input type="checkbox"/> STEM                  | <input checked="" type="checkbox"/> Teaching for Learning    |
| <input checked="" type="checkbox"/> Transition |  |

**Academic area(s) addressed by the goal:**

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Reading     | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science    | <input checked="" type="checkbox"/> Health         |
| <input checked="" type="checkbox"/> Writing     | <input type="checkbox"/> Fine Arts             | <input type="checkbox"/> World Languages           |

**Action Plan:**

Administration will examine year-end Evaluate Davis Classroom Observation data to determine what Indicator (7, 8, 10, or 18) our teachers struggle with the most.

Faculty training will be provided on the indicator to assist teachers in improving their observation ratings on that indicator. We will look at where we struggle and choose high effect size strategies to address the deficit.

Training will focus on teaching high effect size teaching strategies that will address the indicator we are most deficit on.

**Measures to determine progress/successful completion of the goal:**

Average teacher scores on the selected indicator.

**GOAL #3:** The Vista Education Campus administration will improve faculty members' understanding of each other's students and responsibilities. Teachers will share descriptions of their teams, student deficits and strengths, and duties of their TAs.

**District Goal Area:**

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the next level |
| <input type="checkbox"/> STEM     | <input checked="" type="checkbox"/> Teaching for Learning    |
| <input type="checkbox"/>          |  |

**Academic area(s) addressed by the goal:**

- |                                      |                                     |  |
|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Reading     | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies  |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science    | <input type="checkbox"/> Health          |
| <input type="checkbox"/> Writing     | <input type="checkbox"/> Fine Arts  | <input type="checkbox"/> World Languages |

**Measures to determine progress/successful completion of the goal:**

Creation of a chart that details information about each of the teams in our school. Every teacher will have access to this information in order to work with administration to make placement decisions for student.

**Action Plan:**

Coordinators will collaborate over the summer of 2018 to determine caseloads for teachers.

Teachers will provide information regarding general characteristics of the students on each of their teams and how they have configured their staff members to meet the needs of their students.

Information will be compiled into a chart that is provided to each teacher.