



ESE Service Delivery Transformation: The Cluster School Model

Enhancing Student Outcomes, Supporting Staff, and Maximizing District Resources



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Why?



Achievement gap for our students with disabilities is behind the state average.



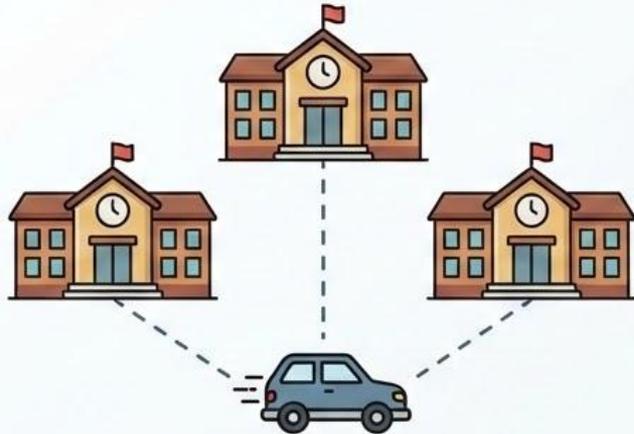
Nationwide teacher shortage acutely felt in demands for ESE Teachers.



Fiscal Responsibility.

Executive Summary: Moving From Diluted Resources to Centers of Excellence

The Challenge (Current State)



Resources are currently spread too thin across multiple campuses. Itinerant staff lose instruction time traveling, and specialized equipment is underutilized.

The Solution (Future State)



Transitioning to a “Cluster School” model. Concentrating specific programs to ensure specialized resources, equipment, and expert staff are pushed in directly to students.

Strategic Pillar 1: Right Support, Right Place, Right

Benefits for Students



Access to Expertise

Students gain full-time access to specialists and therapists at their site rather than waiting for itinerant visits.



Specialized Environment

Investments in dedicated self-regulation spaces, and life-skills become feasible and utilized. classroom/facility improvements.



Meaningful Peer Cohorts

Students-especially those aged 18-22-gain age-appropriate peer groups.

Flexible Inclusion: The Social Communication Cluster supports both alternative assessment and General Education students via push-in support.

Strategic Pillar 2: Moving from Isolation to Community

Teacher Retention & Staff Support



Ending Isolation

Clustering creates a team environment where ESE teachers and related services providers can collaborate, share resources, and support one another.



Full-Time Behavioral Support

Behavioral Support Clusters will receive a full-time Behavior Specialist, providing consistent interventions and support.



Role Clarity

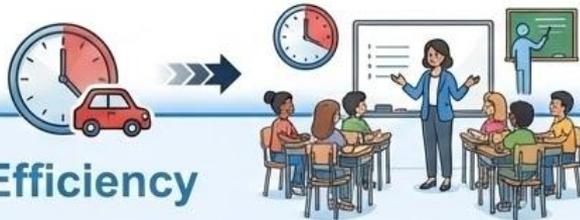
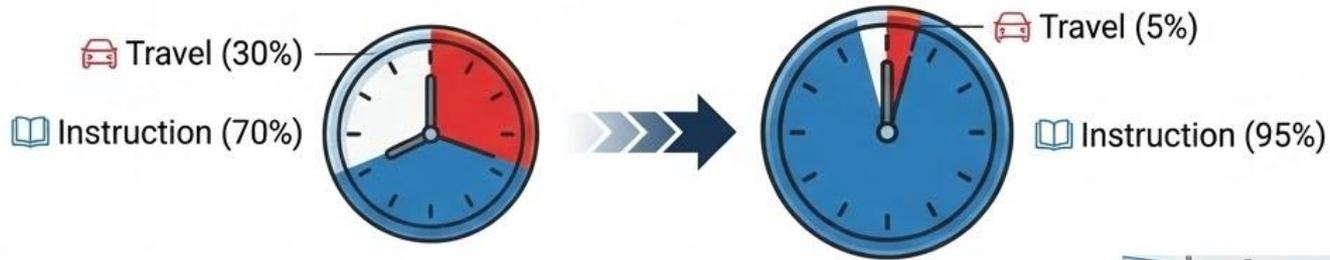
One service delivery model is In-Class Support (IS), which eliminates ambiguity and clarifies the ESE teacher's role.



Strategic Pillar 3: More Time Teaching, Less Time Traveling

Itinerant Efficiency & Resource Optimization

Itinerant Staff Time Allocation



Itinerant Efficiency

Speech, OT, PT, and Behavior specialists recover lost driving hours for direct student instruction.

Equipment ROI

Adaptive equipment and sensory tools are utilized by 20-30 students at a cluster site rather than 5-10 students at a neighborhood school.



The Three Specialized Clusters



Daily Living Skills

Focus: Students requiring intensive support for functional life skills.

Curriculum: Florida Alternate Assessment (FAA).

Facilities: Access to water/kitchenettes for life skills training.



Social Communication

Focus: Comprehensive support for students on the spectrum.

Flexibility: Serves both FAA students and General Education students (via push-in/pull-out).



Behavioral Support

Focus: Students requiring specialized behavioral intervention.

Key Resource: Assigned a full-time Behavior Specialist to provide consistent intervention and support.

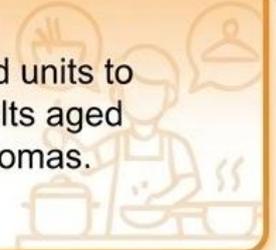
The 'Transition Work Study' Hubs

Specialized Support for Deferred Diploma Students (Ages 18-22)



Strategy

Creating specialized units to focus on young adults aged 18-22 deferring diplomas.



Benefit

These hubs focus on pre-employment skills and community-based instruction with age-appropriate peer groups.



Proof of Concept: West Elementary Consolidation

Current State (Diluted)

2025 - 2026

56 Total ESE

Self-Contained Classrooms

Cognitive: 11



Social Communication: 42



Behavior: 5



Consolidating
for Quality



Future State (Clustered)

2027 - 2028

38 Total ESE

Self-Contained
Classrooms

Cognitive: 6



Social Communication: 28



Behavior: 3



The Two-Year Implementation Roadmap



- Review IEPs, categorize students, and designate locations.

- Staff Skills Inventory and Facility Audits.

- Transition IEPs and clear communication parent outreach.

- Master schedule alignment for new clustering.

Managing the Impact (2026-2028)

A Transparent, Student-Centered Approach



Driven by IEPs:

Moves are based on student needs, not just logistics.



High-Touch Communication:

Transition IEP meetings ensure families are partners in the process.



Staff Alignment:

Skills inventories ensure expertise is placed where it is needed most.

West Elementary Impact Example

Closing isolated units at Pelican and Littleton.



Consolidating into robust programs at Hector Cafferata and Patriot.



A Unified Vision for Student Success



Student-Centered Support

Right support in the right environment.



Teacher Empowerment

Community of peers and role clarity.



District Efficiency

Maximizing resources and efficiency.

Immediate Next Steps



Begin Phase 2: Targeted Training & Resource Assessment.



Department Chairs to utilize Transition Checklist.



Superintendent & Board Questions

