Charlotte Harbor School

2015-16 School Improvement Plan

Charlotte Harbor School

22450 HANCOCK AVE, Port Charlotte, FL 33980

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	38%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Charlotte County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

Provide the school's vision statement

Reaching our potential.

School Environment

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

Here at Charlotte Harbor School teachers learn about their students in a variety of ways, some of the lower level grades use a curriculum called Zones. This curriculum focuses on fostering self-regulation and emotional control, through this students are able to learn about themselves and why they may act the way they do. Also, all teachers have open communication with parents in which they are able to ask questions pertaining to the students background. In addition, IEP's are held annually for each student, in these meeting the IEP team is able to discuss the students and learn more about them on a personal level. We use " your Future" sheets at each IEP meeting, they ask what the student plans on doing in the future and what their interests are. Also, we have Self Determination, Unique skills, Social/ Emotional, and Career Prep access points that are incorporated in lesson plans. We also use Focus as a means of housing student information.

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

At Charlotte Harbor, we strive to make students feel safe and respected by treating all students equally. We have a secure campus where all perimeters, doors and gates remain locked at all times, each staff member is asked to carry their walkies and wear district issued ID badges. We have a Security Resource officer on campus during all school hours. All visitors, including parents are asked to sign in at the front office and are given a visits name tag before entering school grounds. Fire drills, Tornado drills and code red are practiced on a regular basis. All staff practices proper protocol in case of an emergency.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The new Zones curriculum is designed to foster self- regulation and emotional control by teaching the students to express how they are feeling, rather than act out. Teachers also fill out Mal- adaptive forms when a behavior occurs, these allow us to collect data on the antecedent, the behavior and the consequence and work toward preventative measures. Our school uses the Response to Intervention (RTIB/MTSS) method. Also, all staff has been trained in Crisis Prevention Intervention (CPI) to learn proper ways to verbally de-escalate a situation, and to use the least restrictive methods to get a particular situation under control.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

There is a psychologist that comes to the school to speak with those in need twice a week, a behavior counselor also comes twice a week, the SRO at our school discusses safety with individual classrooms. We have also implemented a new curriculum called The Zones of Regulation, this is designed to foster self-regulation and emotional control with our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In the 2015/2016 school year, Charlotte Harbor Center we had a total of 22 students with attendance below 90%, 19 students with 1 or more suspensions, 5 with a failing grade in either math or ELA and 28 total who scored a level 1 on statewide assessment in either Reading or Math (the students who failed both were included twice in this total).

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	1	2	8	4	6	3	4	4	7	4	5	4	57
One or more suspensions	0	0	0	1	0	2	1	1	0	1	1	2	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Charlotte Harbor's Intervention strategies are The Student Advisory Team which meets to discuss individual students, parent contact, behavioral data, Mal- adaptives stating the antecedent, behavior and consequence for the individual student, and behavioral intervention plans if need be. Our school also enforces Response to Intervention Behavior (RTIB/MTSS) and has implemented the ZONES of regulation curriculum to meet the emotional needs of our struggling students. Support Staff and teachers are also readily available to meet the needs of the students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Each student is on an IEP, parents are invited to participate in each one of these meetings, at these meetings goals and objectives are updated and discussed. Also, teachers keep daily journals to inform parents how their child's day went, if needed, phone calls are made. Also, parents are invited to participate in our School Advisory Committee, in which they are able to hear about what is going on in our school and are able to participate. Parents have access to FOCUS and our school based website for additional information. Also, Newsletters are sent home quarterly.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Here at CHC classes go on community based instruction trips (CBI's) to stay involved with the local community. Also, we have students that participate in the real world program at the Tech Center, here they practice life skills, functional skills and discuss their IEP's. Others have on the job training off campus, these students go to either Shelby Gardens or Edison to set tables, clean and/or recycle. We also are partnered with community organizations that support student success through donations. We continue to actively seek community and business involvement in our school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Bennett, Herb	Principal
Arritt, Jon	Assistant Principal
Wood, Sandra	Other
Simmons, Penny	Other

Duties

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

Principal - Day to day operation of the school. Academic leader and decision maker.
Assistant Principal - Day to day operations of the school. Academic leader and decision maker.
Behavior Specialist - Student IEP interventions, BIPS, FUBA's.
Liaison-Facilitate IEP meetings, represent students and families, operate legal paper work, teacher on special assignment. ESE resource leader.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The strategies used to recruit and retain highly qualified, certified-in-field, effective teachers are: Charlotte County Public Schools Job Board, PLC's. pd360 Teacher Evaluation, CEU, Staff Incentives through PBIS, SAC, Generation Ready, CASE/CAPE, In/Out of county workshops.
The people responsible for recruiting and retaining highly qualified, certified-in-field, effective teachers are: Herb Bennett, Linda Apple, Peggy Stoever, Sandra Wood, Jon Arritt, Laura Allen, Kristy Johnson, Sandi Redman, PBIS Team, Karen Owens, Outside Agencies (CEU's).

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Herb Bennett	Principal
Tracey Grundtisch	Teacher
Susan Smith	Teacher
Max Sollinger	Parent
Anna Sollinger	Parent
Farida Kahn-Singh	Parent
Tabitha Starr	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Through direct conversation between principal and SAC members an outline of the SIP was discussed and reviewed.

Development of this school improvement plan

Prior to the completion of the SIP the SAC and principal will review the plan and finalize it for submission.

Preparation of the school's annual budget and plan

Planned activites by the SAC for the 2015-2016 schools year are: Bake Sale (fundraising), T-shirt sales, support of Special Olympics, PBIS, Give with Target, Teacher Raffles, Pizza Hut Night Fundraiser, Box Tops, Sandy Storm Book Drive, Prom planning, Graduates annual gifts, Perkins fundraiser.

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

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Administration is actively recruiting parents in the minority status to the SAC committee. Phone calls are made, letters are sent home, SAC meeting dates are posted on school web site, and impromptu conversations are held when parents visit school.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Trombley, Jaclyn	Teacher, ESE
Cook, Nancy	Teacher, ESE
Simmons, Penny	Teacher, ESE
Cambareri, Adrienne	Teacher, ESE
Vangorp, Dan	Teacher, ESE
Arritt, Jon	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

All reading endorsed teachers promote literacy within the school with PLC's, use of reading curriculums throughout the school day, teacher consultation and collaboration, and reading buddies.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our school encourages positive working relationships between teachers by having our on going PLC groups, peer teachers available as often as need be and by classroom teachers sharing resources, lesson plans and ideas with one another. School uses University of South Florida as a consultation resource.

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

Charlotte County Public Schools Job Board, PLCs, Edivation, Teacher Evaluation, CEU, Staff Incentives through PBIS, Next Generation (AVATAR), CASE/CAPE, Out of County Workshops and teacher mentoring (NET).

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

All peer teachers are required to attend the Clinical Ed. training, once complete they apply to be a peer teacher and meet with PDC personnel. When the peer teacher is matched up with a NET teacher, they decide when and how often they will meet, each meeting is logged . The peer teacher is given a booklet of what to go over with their NET teacher. Meetings can take place as often as the NET teacher needs, and questions can be asked at anytime.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each teacher is asked to turn in bi-weekly lesson plans that are marked with the Florida state standards, IEP goals correlate with the standards, and PLC's are held to discuss resources in understanding standards such as CPALMS and Access Weebly website. Also, all curriculums used are research and standards based.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

With the use of data, teachers are able to determine the growth of each individual student and adapt the curriculums to meet their needs. For example, some struggling readers may require pictures paired with text, while others may require larger font. Other accommodations include extended time for processing, adapted keyboards and calculators, hands on materials, interactive devices, small group instruction and/or voice output devices. Teachers will be incorporating Universal Design Learning in individual classrooms.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 4,560

Due to the population we have here at Charlotte Harbor, many students are recommended for extended school year, the teacher provides data to support why the student is recommended and the IEP team may meet to discuss the recommendation.

Strategy Rationale

ESY provides a consistency for our students and helps minimize regression of skills gained throughout the school year.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bennett, Herb, herb.bennett@yourcharlotteschools.net

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

Progress reports are done by each teacher at the end of summer school.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

As students transition into our school we are prepared as a team to place them in an environment that will be appropriate academically, functionally, and behaviorally. These needs are decided by IEP team before students make their transition into the school. At these meetings we discuss proper placement, necessary accommodations, academic achievements, and behavior plans geared towards students transitioning to least restrictive environment.

Students that have shown consistent improvement in academics and a reduction of problem behaviors, can begin transition visits to their alternative school site. After a specific number of successful visits, the staffing specialist team will meet again to approve placement. Once students have made the final transition, our transitional aide begins a monitoring process to follow-up on the students' success.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Some students that are on a transitional IEP participate in job training that is either held on or off campus. These student clean, recycle, sort, do laundry and complete other life skills. The students that go off campus go to either Selby Gardens or Florida SouthWestern State College. They set tables, clean and recycle. Also, we have several students that participate in the real world program, this is held at the Charlotte Tech Center, here students learn different life skills and discuss their IEP's. Grades 6-12 have career prep access courses.

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

We currently have three West campus students enrolled in the real-world program at Charlotte Technical Center. These students trained for the real word program by completing on the job training both on and off campus. These students currently do not earn any certifications for participating in the program.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The school has students participating in the real world program at Charlotte Technical Center. In this program, students discuss their IEP's, learn about job skills, and functional skills. Also many of our students participate in on the job training, going to either Shelby Gardens or Edison College to do jobs such as recycling, cleaning, setting tables and rolling silverware. Students also practice job skills on our campus with our on site job coach.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

At Charlotte Harbor Center student readiness for the public post secondary level is based on student's individual goals and objectives, some students will participate in day programs, while others may benefit from Voc. rehab assistance to attend college.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Charlotte Harbor will improve student performance by aligning assessments, curriculum and lessons to the Florida standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Charlotte Harbor will improve student performance by aligning assessments, curriculum and lessons to the Florida standards. 1a

Targets Supported 1b

🔍 G070976

Indicator	Annual Target
Discipline incidents	60.0

Resources Available to Support the Goal 2

- iready-reading curriculum

- FastForward-reading curriculum

- Unique-reading curriculum

- Equals-math curriculum

- Reading Milestones-reading curriculum

- Zones of regulation curriculum

Targeted Barriers to Achieving the Goal 3

- Behaviors

Plan to Monitor Progress Toward G1. 8

The evidence collected will be Mal-adaptive forms, FOCUS data, A3 data, Individual behavior plans and data, IEP's, behavior specialist, teacher and staffing specialist meeting notes.

Person Responsible

Herb Bennett

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

IEP goals and objectives (social/emotional), number of mal-adaptives (RTIB and FOCUS), Individual behavior plan data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Charlotte Harbor will improve student performance by aligning assessments, curriculum and lessons to the Florida standards. `1`

🔑 G070976

G1.B1 Behaviors `2`

🔑 B185074

G1.B1.S1 To improve student behavior in order to provide more time on task. `4`

🔑 S196509

Strategy Rationale

We are the only center school in the district that serves this population's needs both behaviorally and academically therefore we are able to implement behavior strategies and provide differentiated instruction to meet each students needs. Baseline data from 14-15 school year annual reviews indicated that 69% of the goals showed making progress.

Action Step 1 `5`

Our action step is to implement behavior plans for the individual students that require additional assistance throughout the school day.

Person Responsible

Sandra Wood

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

The evidence collected will be Mal-adaptive forms, FOCUS data, A3 data, Individual behavior plans and data, IEP's, behavior specialist, Student Assistance Team meetings bi-weekly, teacher and staffing specialist meeting notes.

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

The Liasion at the school is corresponding with behavior specialist to indicate whether or not the student has a current behavior intervention plan, we also use Response to Intervention (RTIB)for the SANDS campus to indicate if students need revisions on their individual behavior intervention plans. West campus holds student assistance team(SAT) meetings to discuss appropriate revisions.

Person Responsible

Penny Simmons

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Evidence includes SAT and RTIB meeting minutes

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

The discipline incident reports

Person Responsible

Sandra Wood

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

The evidence collected will be Mal-adaptive forms, FOCUS data, A3 data, Individual behavior plans and data, IEP's, behavior specialist, teacher and staffing specialist meeting notes.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Our action step is to implement behavior plans for the individual students that require additional assistance throughout the school day.	Wood, Sandra	8/10/2015	The evidence collected will be Mal-adaptive forms, FOCUS data, A3 data, Individual behavior plans and data, IEP's, behavior specialist, Student Assistance Team meetings bi-weekly, teacher and staffing specialist meeting notes.	5/26/2016 weekly
G1.MA1	The evidence collected will be Mal-adaptive forms, FOCUS data, A3 data, Individual behavior plans and data,	Bennett, Herb	8/10/2015	IEP goals and objectives (social/ emotional), number of mal-adaptives	5/26/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	IEP's, behavior specialist, teacher and staffing specialist meeting notes.			(RTIB and FOCUS), Individual behavior plan data.	
G1.B1.S1.MA1	The discipline incident reports	Wood, Sandra	8/10/2015	The evidence collected will be Mal-adaptive forms, FOCUS data, A3 data, Individual behavior plans and data, IEP's, behavior specialist, teacher and staffing specialist meeting notes.	5/26/2016 weekly
G1.B1.S1.MA1	The Liasion at the school is corresponding with behavior specialist to indicate whether or not the student has a current behavior intervention plan, we also use Response to Intervention (RTIB)for the SANDS campus to indicate if students need revisions on their individual behavior intervention plans. West campus holds student assistance team(SAT) meetings to discuss appropriate revisions.	Simmons, Penny	8/10/2015	Evidence includes SAT and RTIB meeting minutes	5/26/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Charlotte Harbor will improve student performance by aligning assessments, curriculum and lessons to the Florida standards.

G1.B1 Behaviors

G1.B1.S1 To improve student behavior in order to provide more time on task.

PD Opportunity 1

Our action step is to implement behavior plans for the individual students that require additional assistance throughout the school day.

Facilitator

Jon Arritt and Sandra Wood

Participants

All staff

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.