

# Lake County Schools

# Lake Academy Eustis



# 2015-16 School Improvement Plan

## Lake Academy Eustis

301 IDLEWILD AVE, Eustis, FL 32726

<http://www.lsbc.net/>

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	93%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

### School Grades History

Year

Grade

### School Board Approval

This plan is pending approval by the Lake County School Board.

### 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	30
<b>Appendix 1: Implementation Timeline</b>	<b>62</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>66</b>
Professional Development Opportunities	67
Technical Assistance Items	71
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

This program contracts with the Lake County Public schools to provide educational and/or therapeutic services to children who are unable to function in the traditional classrooms. Services at LAKE Academy include individual, group and psychosocial rehabilitation. Treatment/behavior modification is evidence based and strives to promote appropriate behavior necessary for long-term success in school. We believe that creating a therapeutic environment in which students feel supported and emotionally safe increases the opportunities for achieving treatment goals and a successful return to public school.

##### **Provide the school's vision statement**

Bring Hope to Life.

#### School Environment

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

We have a diverse campus of students that come from diverse communities. Culture is learned through discussions that are integrated into the school curriculum throughout subject areas. This is especially true during times of social rehabilitation discussions and groups, and projects given in various subjects. Through these interactions, rapport is built with the teachers and students. Interactions during behavioral interventions and redirection afford opportunities to further expand upon those relationships. It is during these occurrences that students often divulge information about their cultural and family values and beliefs. These therapeutic interventions foster the relationships between staff and students.

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

Staff encourage open communication with the students throughout the school day especially related to their emotional needs. During these communications if an issue related to bullying, threats, or other unsafe situations are exposed they are addressed immediately with the students. Students that have a therapist are also afforded the opportunity to have them present during the conversation. It is during these times that plans are developed to ensure the safety of student by addressing their safety concerns. The student or situation that has made the student feel unsafe is addressed directly and immediately. Students with therapists are afforded the opportunity to process the concerns further with the therapist.

As a global precaution for safety, students are checked daily with a metal detector and by hand. This includes checking their socks and shoes. Students found with any contraband are removed to another area and appropriate authorities are notified (if needed). Discovering contraband leads to a secondary search of the person and sometimes the school bus they have arrived on.

##### **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 school had a schoolwide behavioral plan implement throughout the school outlining the expected behaviors and documenting inappropriate behaviors. Within the scope of the behavior plan is the Positive Behavioral Support System. Student earn points during the day for exhibiting appropriate behaviors at predetermined times during the day. Integrated into the school bell system, an 2-3 second bell goes off during the day and staff mark whether the student has earned his point for that period. At the end of the day these points are calculated and added to their bank. The bank can then be used to purchase items from the school store on Friday.

The three areas addressed in the PBS System are respect, responsibility, and safety. Each of these categories are outlined on the behavioral points log along with the respective behaviors that fall under them. Indicated also is the consequences for these behaviors including not earning points for that period, being taken off level, or losing a level(s). Students are informed every year of the behavioral system and staff are retrained on this during preplanning week. Staff are also training during this time on behavior intervention procedures and de-escalation techniques.

**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**

We serve three distinct client bases within the school. The special day program serves students that are here for intensive behavioral and emotional needs. They are assigned a therapist that provides a both individual and group counseling to the students, and are available during crisis situations that occur on campus. A psychosocial rehabilitation counselor (PSR) provides group training in the form of social and life skills. In the classroom the students have access to staff that provide support in crisis situations and are afforded LEAPS training. Psychiatric services are offered at the school for medication management and initial evaluations. The Child Safety Matters curriculum will be implemented this year to address recognize bullying, cyberbullying, and abuse.

The alternative education and alternative disciplinary program students are afforded a referral to the Children's Clinical On-site Services (CCOS) that provides therapy service to the students. These services can also follow the student back to their zone school to assist with transition; this can be used for special day when they return to their zone school as well. Case management is another service offered to students with mental health challenges. The referral is made through the school or therapist for students identified as needing more oversight and parentst that need additional support for the student. Services are coordinated through the case manager. For more severe needs, the CAT program offers direct psychiatric services to the student along with intensive oversight to prevent students from being placed in a more restrictive environment.

**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**

Attendance is pulled and reviewed on a monthly basis to identify students that have 5 or more cumulative unexcused absences. Truancy meetings are held with the parents regarding this along with the school social worker. Once the third meeting has been held the social worker again speaks with the parents and, at times, conducts a home visit. If there continues to be a truancy issue with the identified students she pursues court action (TIC).

Suspensions are only completed in our Alternative Disciplinary Program (ADP) and parents are contacted. Students that have 2 or more suspensions will have meetings held with the parents and MTSS can be pursued if there are behavioral or academic concerns. Parent meetings are documented and data is collected, and interventions are implemented based on problem solving meetings. MTSS is continued along the continuum until identified effective interventions or identification is discovered.

Scholastic assessment are completed quarterly and this combined with other summative and

formative assessments assists teachers identifying struggling students. Using this information teachers target students that are struggling through active feedback and instructional modification. In doing this, differentiation is employed for continued student academic success and prevents continued academic failure.

- Attendance below 90 percent
- Course failure in ELA or mathematics
- One or more suspensions, whether in school or out of school
- A level 1 score on the statewide, standardized assessments in ELA or mathematics.

#### **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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

***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**

Student identified as having deficiencies in reading are provided intensive reading for 90 minutes in the morning. In their core curriculum differentiated instruction is provided using the Gradual Release of Responsibility Model. During this process teachers can continue to conduct formative assessments to ensure understanding of the information and proper completion of academic assignments. Elementary and middle school students can utilize Edmark reading program for additional reading support and beginning this year teachers will begin instructing students using SRA materials. Mathematics follows this same principal and students are afforded individual academic practice using IXL.Com. Through this program teachers can assign students mathematics skills in their areas of deficits and build upon their strengths. Students also can use Destination Success software to have critical instruction in deficient areas. Teachers can assign lessons and student can use these to better understand the concepts. Through the formative and summative assessments on IXL.com and Destination Success, teachers can better monitor progress.

At the core of the academic issues are the behavioral interventions. Schoolwide PBS system is used as an award for successful behavioral management in the classroom. Students can then use the points earned to purchase items in the school store. This same management system affords students more academic time and success by teaching the behavioral components needed for academic success including listening, concentrating, sitting, and practicing appropriate social interactions with students and staff. Social skills are learned through group therapy and PSR groups. LEAPS provides direct instruction of the appropriate social skills.

#### **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**

Parent nights, open house, and meet the teach nights, educational meetings, IEP's meetings, parent requested meetings, are all used to encourage parents to come learn and advocate for the best interest of their child.

A large portion of the parental population within the special day school, alternative disciplinary program and alternative education program are not involved with the students. We have targeted parents through parents night and offering resource fairs and parent lunches in an attempt to get the parents to come to the school and get involved with their students. These have yielded low turnout percentages for the events despite the staff offering incentives for the students for having their parents attended. In years past there have been some decent turn outs but last year was not as productive.

**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**

Throughout the school year resources are sought through written and verbal communication to community leaders. These are to seek participation in career fairs and educational presentations. It is during these events that students, teachers, and administration make essential community links for the at-risk prevention and intervention. As each interaction is successful, more and more communication between agencies occur. For instance, it took 3 years to get the LCSO Mounted Patrol to bring their horses out to the school during extended school year. After their first presentation the perception of the students changed and they offered to return whenever we wanted.

In years past, just reaching out to a new agency even for one student. Through breaking the perception of the school and students, community members are more open to provided support to the students. Each year, the Harper Foundation funds both the Christmas and Thanksgiving Dinner along with items for the student. It is through repeated contact and outreach efforts that these events occur.

**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
Chieffallo, Chad	Principal
Mongiovi, Benedetto	Assistant Principal

**Duties**

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

The administrator of the school is the final filter for students needing additional supports and is a direct support the staff as an advisor for behavioral issues. Administrator has several years of experience in the mental health and behavioral field and offers advice to staff in dealing with behaviors. Paperwork is brought to him and is reviewed before the meeting with the district and parents. In addition, he develops additional forms for the staff as needed for behavioral data collection and has provided training to the teachers and behavioral techs on behavioral modification and support in the classroom. Ensuring maintenance of the school contracts and finding additional supports for the staff is also an essential duties. This includes finding and offering training opportunities for the staff and administrative personnel.

Assistant Administrator degrees in the human services and educational field and has experience working in a private school and last year at LAKE Academy. He is an active member of the Army and is currently an reserve officer. He has a drive to work with this population and brings a background of financial savvy to the organization. His innate ability to work with this population along with financial fortitude allows him to complete the same responsibilities on campus in absence of the administrator. He is also the go to individual for technical support and works with the IT department on ensuring readiness of the campus for testing.

***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***

Staff collect data through the behavioral daily points log. This information is then transposed onto the monthly graphs for level and daily points. This data is utilized to track intervention effectiveness, known changes in medications, or other personal changes when targeting a student for intervention. When collecting data for someone under Tier III interventions this is translated onto the appropriate forms and graphs for the school district.

Teachers are divided into teams of three and are assigned students under who are under RtI or MTSS. Information is collected by the team and the teams meet to discuss the progress of the students and to ensure that data and paperwork is being completed. This is used to determine whether the FBA/BIP has to be modified for the students needs. Any information that is gathered by the staff from the parents is included in these discussions such as psychosocial factors, mental health issues, health problems, and other dynamics that may be interfering with the student's progress. The same process is used for academic interventions. The progress of the student is tracked differently through assessments completed online or through formative assessments completed by the teacher. Summative assessments such as the Scholastic are also tracked for reading gains or losses. If the behavioral issues are directly related to the performance of the student or are a trigger for students' adverse behaviors then behavioral data is tracked for improvements or regressions. Any student identified as needing further supports is then referred to Exceptional Student Education department for discussions about asking for further testing. Parents are invited to these meetings and data is reviewed to determine if the next step is needed. If not, further interventions are attempted and if agreed upon with the parents appropriate testing is requested by the school. Testing is then completed and a final meeting is held to determine eligibility.

PBS was started a few years ago as a school-wide intervention process. This has aided significantly with behavioral and academic issues with students. School store is used by students once per week to buy things with their points and the bell is built into the school bell system so that staff know when to give the points to students for Respect, Responsibility, and Safety. These have also been integrated into the school-wide behavioral monitoring system.

Title I Part D funding will be used to purchase additional equipment and supplies to supplement the existing materials already attained. We will also use part of those funds to assist in staff development and training.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Dr. Charles Mojock	Business/Community
Tim Morris	Business/Community
Mike Sleford	Business/Community
Susan Sullivan	Business/Community
Jessie Smith	Parent
Chad Chieffallo	Principal
Jill Baird	Business/Community
Jennifer Hill	Business/Community
Jonathan Cherry	Business/Community
Claire Hedgcock	Business/Community
Paul Johns	Business/Community
Marion J. McNair	Business/Community
Frank Pelot	Business/Community
Dr. Cece Rivers	Student
Jon Simpson	Student
Lee Strawhun	Business/Community

### 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*

The SAC reviewed the SIP and gave suggestions for improvement.

*Development of this school improvement plan*

NA

*Preparation of the school's annual budget and plan*

SAC's involvement in this area was to help decide where the funds budgeted would best serve our student population.

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

We have allocated a total of \$75,000 to be used for the purchase of new equipment for the students, such as Reading and Writing materials, as well as new supplies to support our PBS School Store. Funds were also used to improve the quality of the school environment and allow for the transformation of the campus to a new location and have a new playground. Portion of the money was used for the purchasing of new furniture and building beautification including painting, floor maintenance and repairs.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

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

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Chieffallo, Chad	Principal
Mongiovi, Benedetto	Assistant Principal

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The goal of the LLT is to work to increase reading and mathematic gains with the student that attend the academy.

Major initiatives will be:

1. Increased reading fluency and comprehension.
2. Increase percentage of students reading at grade level.
3. Increase number of 3rd graders reading at grade level.
4. Increase parental involvement in supplemental reading at home.
5. Increase evidence-based resources for classroom teachers.

### 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**

Round-ups are conducted in the mornings to discuss any areas of concerns or issues that may arise during the day. Staff are encourage to use integrated curriculum and professional learning communities across classrooms, subject areas, and grade levels. This is also incorporated in the behavioral programming within the school. Teachers, behavioral techs, and administration work collaboratively in addressing behavioral issues. Staff with better rapport with certain students are sought to address them when in behavioral crisis. Administration will speak with students and walk throughout the campus to assess, assist, and intervene with active behavioral issues. From this a culture of cooperation and collaboration is formed.

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

Lake Academy uses various methods of recruitment for these teachers including advertising and word of mouth through LCSB. Our main focus is on staff development from within to ensure that we have the needed teachers in the right positions, who are highly qualified in their subject areas.

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

New teachers are paired with a seasoned teacher to aid in the transition into the classroom. Professional Learning Communities have been developed to assist with feedback and offer support. Teachers visit classrooms and offer support and feedback to the new teacher along with the administrators. New teachers visit the other classrooms to view interactions and educational standards that have to be met.



## 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***

Teachers have access to CPalms and the Lake County School Boards blueprints, course descriptions, and academice materials. Identifying the course expectations, teachers align the instructional materials with the blue prints of the school district. Lesson plans through CPalms are utilized or modified to incorporate other state standards in preparation for the ELA and mathematics standardized assessments. Through the use of adopted curriculum and support materials, teachers develop instructional plans to gear students toward academic success. Through alignment with the course description and district blue prints, teachers ensure that standards are addressed through instruction.

#### 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***

Student identified as having deficiencies in reading are provided intensive reading for 90 minutes in the morning. In their core curriculum differentiated instruction is provided using the Gradual Release of Responsibility Model. During this process teachers can continue to conduct formative assessments to ensure understanding of the information and proper completion of academic assignments.

Elementary and middle school students can utilize Achieve 3000 reading program for additional reading support and beginning this year teachers will begin instructing students using SRA materials for those on Access Points Curriculum.

Mathematics follows this same principal and students are afforded individual academic practice using IXL.Com. Through this program teachers can assign students mathematics skills in their areas of deficits and build upon their strengths. Students also can use Destination Success software to have critical instruction in deficient areas. Teachers can assign lessons and student can use these to better understand the concepts. Through the formative and summative assessments on IXL.com and Destination Success, teachers can better monitor progress.

At the core of the academic issues are the behavioral interventions. School wide PBS system is used as an award for successful behavioral management in the classroom. Students can then use the points earned to purchase items in the school store. This same management system affords students more academic time and success by teaching the behavioral components needed for academic success including listening, concentrating, sitting, and practicing appropriate social interactions with students and staff. Social skills are learned through group therapy and PSR groups. LEAPS/ Child Safety Matters provides direct instruction of the appropriate social skills.

***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: Summer Program**

**Minutes added to school year: 4,326**

Students can attend summer school to allow for additional support for 12 days. Interactive activities, one on one support, and hands-on participation allows for students to make some learning gains in reading and mathematics.

**Strategy Rationale**

This environment allows for a smaller setting outside of the school year for students to focus on deficiencies through fun, interactive means. Included within this is community involvement to support and affirm community relations within the school's community. Learning summer safety that can carry throughout the school year along with supporting and encouraging English and Mathematics literacy affords and integrated educational environment.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Mongiovi, Benedetto, bmongiovi@lsbc.net

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

Teachers monitor students daily to determine if learning gains are being met through formative assessments. This then directs the additional instruction and support for the next day.

**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**

Being a highly transitional environment the ability to be highly effective in grade level progression is difficult. Within the context of intragrade level development students are exposed to a multitude of education tools and assessment to promote educational and academic growth in preparation for grade promotion. Being we are a K-12 school environment, students that are maintained in our environment over the course of academic progress benefit from the professional learning communities and collaborative learning environments between academic levels. Teachers for the subsequent years remain the same so students have the same educational staff for as many as 3-4 years, affording them the opportunity to progress based on the summative and formative assessments of the staff. Transitioning from one academic environment to another is easily done as teachers have been in communication and have worked with the students in behavioral setting allowing for a smoother transition. Students are prepared for the next level because the academic expectations for the teachers are aligned. For the middle and high school students, the same teachers rotate to the classrooms and students have transitional skills built in from the previous year.

**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**

Educational meeting are held on each student to determine their schedule of courses.



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

Special day school and alternative placements drives the need for social rehabilitation and self management both of which are critical skills when preparing for college and career. Addressing these issues through academic and social skills development with the LEAPS/ Children Safety Matters program and prep courses allows for teachers to assist students with identifying areas of improvement. Through the implementation of these programs, direct instruction, and dialogue students are learning vital skills to make them college and career ready.

Teachers are also incorporating the technological aspects of college and career prep in assignments to prepare students for the return to their zone schools, technological training, and college courses. Completing PowerPoint documentations, internet searches, data collection and analysis, writing research supported papers, and learning formatting procedures along with using vital software prepare students for academic and career success.

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

A career inventory is given to the students to pinpoint post secondary options for students. Students are provided access to information regarding vocational and secondary educational options. These options are based on the student performance ability and academic progress. Information is provided on meeting these standards so that students may attend various educational alternatives including Job Corps, LAKE Tech, and other independent educational service providers.

**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**

Data from the high school feedback report is not available for LAKE Academy.

## 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:

.

#### 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.

Throughout the year formative and summative assessments are completed through the use of Scholastic, Brigance, ELA and MAFS testing. This information has revealed significant inadequacies in all academic areas especially reading and math. Student behavioral issues have interfered with academic progress and this is reflected in their performance in the class and on performance based

testing. These have reviewed many students having 3-4 years of deficits in reading fluency and comprehension and mathematical computations.

### **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.

The school is highly transient in nature and large portion of students are not here from year to year. Secondly, students have academic deficits from their zone schools due to their behavioral issue. This combined with the learning disabilities and mental health components impact students ability effectively focus on learning thereby influencing retention of materials. The end result are students that have not completed their learning objectives from previous years and are unable to maintain normal academic pace.

---

## 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.** There will be 3 or less reported incidents of violence involving the use of safety procedures and/or police involvement.
- G2.** There will be 10 or less reported incidents of bullying during the school year.
- G3.** Thirty-Five percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.
- G4.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.
- G5.** Twenty percent of students designated to take the FAA will making learning gains in reading by end of the school year.
- G6.** Thirty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.
- G7.** Thirty percent of students designated to take the FAA will show learning gains in math by the end of the school year.
- G8.** Thirty percent of students will read at or above grade level by the end of the school year.

## 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.** There will be 3 or less reported incidents of violence involving the use of safety procedures and/or police involvement. **1a**

 G071439

**Targets Supported** **1b**

Indicator	Annual Target
School Climate Survey - Student	3.0

**Resources Available to Support the Goal** **2**

- Eustis Police Department Has been actively involved with the campus on preventative measures in reducing the threats in the community that come into the school. They have been speaking with parents and students that have suggested or made statements of violence toward the school and have shown presence when requested by the staff suspected contraband being brought into the school.
- LEAPS This program teaches the appropriate social skills including conflict resolution and anger management that in combination with the PSR groups allow for students to learn appropriate ways to address and deal with anger and frustration. As a result students are less likely to respond in the negative fashion to request and provocation.

**Targeted Barriers to Achieving the Goal** **3**

- High proportion of the students are sent to the school due to violent behaviors at their zone schools. The probability of violence in the school are dramatically increased due to these circumstances and environmental make-up.

**Plan to Monitor Progress Toward G1.** **8**

Daily points log, monthly graphing and incident reports will be reviewed for progress.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Will review the progress on the daily points log and number of incident reports requiring safety protocol to be implemented and/or police involvement.

**G2. There will be 10 or less reported incidents of bullying during the school year.** 1a

G071440

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Resources Available to Support the Goal** 2

- LEAPS Online social skills program geared toward students that have difficulty with controlling and understanding their emotions. Lessons can be addressed as a group during periods of the day or can be fixated on one student at a time to work on personal growth. Lessons have been found to be effective is working with this type of student base.
- Therapeutic Services Individual and group therapeutic services are offered to the special day school population. Issues related to their mental illness are addressed along with conflict resolution can be addressed. Student can learn to work together and have the ability to verbalize their concerns with relation to their home life and educational environment. Goals are set with a proactive approach to addressing social and emotional issues.

**Targeted Barriers to Achieving the Goal** 3

- School is a behavioral-focused environment where students are sent for an inability to control their anger and frustrations. Large portion of the students have high comorbidity with both mental health and educational diagnosis making learning appropriate social skill increasingly difficult due to the high volume of disruptive events and provoking actions of others. Much of this is a manifestation of their mental health and home environment where the possibility for effective change is limited.

**Plan to Monitor Progress Toward G2.** 8

Review of the complaints in relation to bullying.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Documentation of review along with summative data comparing month to month and year to year trends.

**G3.** Thirty-Five percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides. 1a

G071441

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	35.0

**Resources Available to Support the Goal** 2

- Discovery Education Online resource for science that offers videos, articles, and interactive tools to support science learning and make it hands on. Videos allow for the information to come to life and offers opportunity for the teacher to summaries information and stop and ask questions. It also affords for formative assessments to be conducted through questioning and feedback.
- Discovery Knowledge Eyewitness Videos Provided detailed information about the subject matter and offers videos of the actual events discussed (e.g. volcanoes). Information can then be discussed and questions are used to determine learning gains and understanding.
- Weekly Reader Supplemental magazine that offers information and articles on various topics. These can be used for individual assignments and small group instruction. It is a modern media format and allows students to learn by reading and answering questions built into the material and those posed by the teacher.

**Targeted Barriers to Achieving the Goal** 3

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.
- Academic Performance of Students Upon Arrival Student arrive poor reading and mathematics that interfere with the science capabilities. This requires modification of the assignments so that students can apply foundational skills that are not present.

**Plan to Monitor Progress Toward G3.** 8

Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given.

Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Students scoring 70% or more on the summative unit assessments..

**G4.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide. 1a

G071442

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

**Resources Available to Support the Goal** 2

- Glencoe Reading Essentials Includes: 1. Textbook 2. Chapter Resources Practice Pages 3. Blueprints for Success A comprehensive curriculum that supports the curriculum map and pacing guide. It incorporates next generation sunshine state standards into all portions. This material can be used to conduct whole group, small group, and individualized instruction. It also provides support for the common core standards in reading and math.
- Eye Witness Videos Accounts of real events related to the subject matter being presented. Students are able to watch the events, take notes, and teacher and ascertain through formative assessment student progress and understanding. This information then can be used to determined the direction of the next lecture.
- Neos Computer based interactive tool that allows students to individual respond to a group question through the Know-It application, for test to be given, and differentiated questions to be asked. Teacher places the quizzes and questions in and information is uploaded to the main computer. Know-It offers immediate feedback the teacher on the individual and percentage of students that got the information correct.

**Targeted Barriers to Achieving the Goal** 3

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.
- Academic Performance of Students Upon Arrival Student arrive poor reading and mathematics that interfere with the science capabilities. This requires modification of the assignments so that students can apply foundational skills that are not present.

**Plan to Monitor Progress Toward G4.** 8

Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given.

Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

**Person Responsible**

**Schedule**

On 6/10/2016

**Evidence of Completion**

Students scoring 70% or more on the summative unit assessments

**G5.** Twenty percent of students designated to take the FAA will making learning gains in reading by end of the school year. 1a

G071443

**Targets Supported** 1b

Indicator	Annual Target
FAA Reading Proficiency	40.0

**Resources Available to Support the Goal** 2

- Hooked on Phonics Reading program that teaches alphabetic and word recognition, sounds, blends, picture to word identification and progresses from beginner to intermediate to on level reading. It uses visual and auditory contexts to aid in comprehension and understanding
- RazKids Online based program that offers differentiated instruction to students with low level reading and cognitive ability. Allows for the recognition of words through pictorial and auditory examples and lessons.
- Letter to Word Matching This allows for the student to puzzle together pictures that come with the word below. This allows for the student to relate the picture to the word and eventually to identify the word itself.

**Targeted Barriers to Achieving the Goal** 3

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

**Plan to Monitor Progress Toward G5.** 8

Formative assessments determining gains from previous day and completion of the Brigance twice a year.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Copies of the completed work and assessments in the green file.



**G6.** Thirty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy. 1a

G071444

### Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	30.0

### Resources Available to Support the Goal 2

- Biology Curriculum (Holt McDougal) Includes: 1. Textbook 2. Coloring Book 3. Workbook 4. Web-based curriculum These are all connected with the next generation sunshine state standards and are matched by units. Information is continually linked and allows for it to be taught, visually seen, and practiced. The workbook offers a teaching opportunity but has the ability to be used as a formative assessment for the teacher.
- Microscopes Allows for hands-on interaction with the students by looking at slides closely and applying what they have seen in text. It affords them chance to see things in relation to real world applications.
- Neos Computer based interactive tool that allows students to individual respond to a group question through the Know-It application, for test to be given, and differentiated questions to be asked. Teacher places the quizzes and questions in and information is uploaded to the main computer. Know-It offers immediate feedback the teacher on the individual and percentage of students that got the information correct.
- Discovery Education Allows access to viable and realistic information about the related topics. Allows for the differentiation of instruction to identified students and provides another medium of instruction for struggling students. Students can take information learned from videos and tie it into the real world phenomenon and actual events and actions. In doing so the students can take their experiences and align them to the lesson that is being taught.

### Targeted Barriers to Achieving the Goal 3

- Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn.
- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

**Plan to Monitor Progress Toward G6. 8**

Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given.

Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Students scoring 70% or more on the summative unit assessments..

**G7.** Thirty percent of students designated to take the FAA will show learning gains in math by the end of the school year. 1a

G071445

**Targets Supported** 1b

Indicator	Annual Target
FAA Reading Proficiency	30.0

**Resources Available to Support the Goal** 2

- Hooked on Phonics Reading program that teaches alphabetic and word recognition, sounds, blends, picture to word identification and progresses from beginner to intermediate to on level reading. It uses visual and auditory contexts to aid in comprehension and understanding.
- IXL.com Program can be used to modify assignments for the student so that basic skills and identification can be practiced. Program offers basic mathematics, object identifications, and daily living mathematics for students to prepare for the FAA.
- Manipulatives Blocks, coins, paper dollars, matching cards, and other hands on activities allow for the students to learn through tactile and visual stimulations and auditory confirmation by the teacher.

**Targeted Barriers to Achieving the Goal** 3

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.
- Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn.

**Plan to Monitor Progress Toward G7.** 8

Formative assessments determining gains from previous day and completion of the Brigance twice a year.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Copies of the completed work and assessments in the green file.

**G8.** Thirty percent of students will read at or above grade level by the end of the school year. 1a

G071446

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0
ELA/Reading Gains	30.0
ELA/Reading Lowest 25% Gains	30.0

**Resources Available to Support the Goal** 2

- Achieve 3000 An online differentiated instruction program that monitors lexile growth and deficits and adjust reading for personal and individual growth. Students have to opportunity to select items of high interest that are at their reading level and capability thereby increasing interest and the possibility of sustained reading interest.
- Hooked on Phonics (K-3) (Beginning Readers VE Classroom) Teachers pronunciation and letter recognition to word recognition and sounding. Begins with letter identification and incorporates sounds into blends into words and sentence completion.
- SRA (Science Research Associates) Reading Curriculum by McGraw-Hill Modified reading curriculum based on students baseline testing. Work in completed in a small group and individualism format depending on student performance. Includes levels of mastery before students are advanced onto the next reading level. Is able to be used with below to grade level readers.
- Neos Computer based interactive tool that allows students to individual respond to a group question through the Know-It application, for test to be given, and differentiated questions to be asked. Teacher places the quizzes and questions in and information is uploaded to the main computer. Know-It offers immediate feedback the teacher on the individual and percentage of students that got the information correct. It allows for teachers to assign questions for student to complete journaling to practice writing skills and teacher can review and offer feedback
- Razkids Used for the elementary population, this programs allows for focused differentiated instruction for the younger population. Stories are of high interest and allow for students to make progress in proficiency and comprehension. As an online program, it provides flexibility to struggling readers and a diverse student population.

**Targeted Barriers to Achieving the Goal** 3

- Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn or participate in the 90 minutes of reading in the morning.
- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

**Plan to Monitor Progress Toward G8. 8**

Scholastic Reading Inventory will be completed every nine weeks.  
Formative assessments in class assignments through verbal feedback and questioning.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Students reaching grade level on the summative assessments that are given every nine weeks.  
This includes grade level performance in correlation to Lexile levels in Achieve3000.

## 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.** There will be 3 or less reported incidents of violence involving the use of safety procedures and/or police involvement. **1**

 **G071439**

**G1.B1** High proportion of the students are sent to the school due to violent behaviors at their zone schools. The probability of violence in the school are dramatically increased due to these circumstances and environmental make-up. **2**

 **B186189**

**G1.B1.S1** Students in all classrooms will receive LEAPS or PSR counseling to address appropriate social skills development 30 to 45 minutes per day. **4**

 **S197583**

### Strategy Rationale

Intervening with students in a preventative vs. reactive means will reduce the violent encounters by addressing the appropriate ways to deal with conflict resolution and anger management. This also will include information on peer pressure, substance abuse, and risky behaviors all of which contribute to violent behaviors in the school system.

### Action Step 1 **5**

Students will receive PSR counseling or LEAPS lessons 30-45 minutes per day.

#### Person Responsible

Benedetto Mongiovi

#### Schedule

Daily, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Documentation of the LEAPS lessons and group scheduling for the PSR.

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

Staff will document through progress notes or lesson plans the implementation of LEAPS or PSR groups.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Review of the staff lesson plans or PSR schedule along with the progress notes and billing if the schedule does not match the information in the classroom.

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

Documentation of the violent offenses on the daily points logs and incident reports

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016


***Evidence of Completion***

Will review the documentation from the class and incidents completed on the violent situations that lead to the use of safety procedures and/or police involvement.

**G2.** There will be 10 or less reported incidents of bullying during the school year. 1

 G071440

**G2.B1** School is a behavioral-focused environment where students are sent for an inability to control their anger and frustrations. Large portion of the students have high comorbidity with both mental health and educational diagnosis making learning appropriate social skill increasingly difficult due to the high volume of disruptive events and provoking actions of others. Much of this is a manifestation of their mental health and home environment where the possibility for effective change is limited. 2

 B186190

**G2.B1.S1** Psychoeducational training for the students in relation to their emotional states and mental health awareness. 4

 S197584

### **Strategy Rationale**

As students become more aware of their own emotions in relation to their mental illness and environmental factors, they will better learn how to control their responses and reduce the possibility of provocation, reducing the incidents of documented bullying.

### **Action Step 1** 5

Student will take part in PSR groups

#### **Person Responsible**

Benedetto Mongiovi

#### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Documentation of group or PSR groups on a weekly basis.

### **Action Step 2** 5

Student will complete LEAPS lessons

#### **Person Responsible**

Benedetto Mongiovi

#### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Completion of the LEAPS lesson documented by the teacher.



**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Review of the group and PSR billing along with teacher's instructional plans.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation of the review of records including billing and teacher lesson plans.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Review of the amount of bullying complaints

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Review of the complaints and documentation of frequency of the complaint for comparison from month to month and year to year.

**G3.** Thirty-Five percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides. 1

G071441

**G3.B2** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. 2

B186192

**G3.B2.S1** Continuation of the PBS System and Store 4

S197585

### Strategy Rationale

Behavioral support services including reinforcement and overall general support is essential for the reduction of behaviors. PBS allows for these interventions to be conducted throughout the school day with the daily interactions of the staff. Direction of positive supports allows students to focus on the goals to obtain access to the points needed in the school store. Decreased behavioral issues allows for the increased educational time and growth.

### Action Step 1 5

Implementation of PBS school-wide

#### Person Responsible

Benedetto Mongiovi

#### Schedule

Monthly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Documentation of PBS points on daily points log.

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review of the daily points log and observation of school store use.

#### Person Responsible

Benedetto Mongiovi

#### Schedule

On 6/10/2016

#### Evidence of Completion

Documentation of review of the daily points logs and school store use.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Review of the daily points logs and weekly report cards.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Decreases in the number of disruptive behaviors on the daily points log.

**G3.B2.S2** Continued education in the mental health and special education field for staff. 4

 S197586

**Strategy Rationale**

Staff having continuing education increased the proper responses to the behaviors thereby leading to better classroom management and educational progress.

**Action Step 1** 5

Staff will read and review articles on mental health issues and educational disorders.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

On 6/10/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Meeting will be scheduled with the assigned staff member

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation of meeting regarding the article with the staff.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Review of the incident reports and daily points logs.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016


***Evidence of Completion***

Data from the daily points logs and frequency of the incident reports will demonstrate whether the frequency of behaviors are decreasing.

**G3.B3** Academic Performance of Students Upon Arrival Student arrive poor reading and mathematics that interfere with the science capabilities. This requires modification of the assignments so that students can apply foundational skills that are not present. 2

 B186193

**G3.B3.S1** Implementation of the Achieve3000 Differentiated reading program. 4

 S197587

### Strategy Rationale

Differentiated reading program will allow for individual academic instruction through the differentiation of the articles. Students will also be able to achieve growth based on performance and articles automatically increase in Lexile level based on successful completion of articles.

### Action Step 1 5

Completion of the Achieve3000 program during 90 minute reading period in morning.

#### Person Responsible

Benedetto Mongiovi

#### Schedule

Daily, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Documentation of the completion of the articles in the program.

### Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Frequency of the articles completed

#### Person Responsible

Benedetto Mongiovi

#### Schedule

Monthly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Reports will be pulled from Achieve3000 that list the articles and completion of the articles by the students.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Increases in the Lexile levels of students

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Report will be pulled from Achieve3000 showing the increase or decrease in the Lexile level of the students.

**G4.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide. 1

G071442

**G4.B2** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. 2

B186195

**G4.B2.S1** Implementation of PBS and PBS Store 4

S197588

### Strategy Rationale

Behavioral support services including reinforcement and overall general support is essential for the reduction of behaviors. PBS allows for these interventions to be conducted throughout the school day with the daily interactions of the staff. Direction of positive supports allows students to focus on the goals to obtain access to the points needed in the school store. Decreased behavioral issues allows for the increased educational time and growth.

### Action Step 1 5

Continued implementation of the school-wide PBS system and school store

#### Person Responsible

Benedetto Mongiovi

#### Schedule

On 6/10/2016

#### Evidence of Completion

Documentation of the completion of the child study team meetings.

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Lead Tech and administrator will monitor for documentation on daily points logs

#### Person Responsible

Benedetto Mongiovi

#### Schedule

On 6/10/2016

#### Evidence of Completion

Documentation of PBS point on daily points log and used of points at PBS store.

## Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Decreases in overall percentages of behaviors in the school

### Person Responsible

Benedetto Mongiovi

### Schedule

On 6/10/2016

### Evidence of Completion

Reduction in the number of incident reports and increases in daily points earned.

## G4.B2.S2 Increased staff training in mental health and educational challenges 4

 S197589

### Strategy Rationale

Increasing staff awareness of the effects of mental health on behavioral and academic issues will allow for proper interventions to be conducted with the students in the classroom thereby reducing the behavioral challenges and increasing academic success and growth

## Action Step 1 5

Reading assigned articles on relate topics.

### Person Responsible

Benedetto Mongiovi

### Schedule

On 6/10/2016

### Evidence of Completion



## Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Meeting and review with the school administrator.

### **Person Responsible**

Benedetto Mongiovi

### **Schedule**

On 6/10/2016

### ***Evidence of Completion***

Documentation of the review meeting and discussion on the related topic to ensure clarity and understanding.

## Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Review of the daily points logs and incident reports.

### **Person Responsible**

Benedetto Mongiovi


### **Schedule**

On 6/10/2016

### ***Evidence of Completion***

Increases in daily points earned and reduction in the behaviors documented on daily points log and incident reports.

**G4.B3** Academic Performance of Students Upon Arrival Student arrive poor reading and mathematics that interfere with the science capabilities. This requires modification of the assignments so that students can apply foundational skills that are not present. 2

 B186196

**G4.B3.S1** Increase in staffing ratio and one on one time with differentiated instruction including hands-on activities, videos, and use of Achieve3000 for reading instruction and IXL for mathematics. 4

 S197590

### **Strategy Rationale**

Student will be exposed to a variety of approaches to science and mathematics definitions, vocabulary, and systems to solve equations and apply the scientific terms. Through Achieve 3000 students will be able to increase their reading ability and thereby better comprehend the information that is be presented.

### **Action Step 1** 5

Student will complete 30 minutes of IXL and Achieve 3000 per day.

#### **Person Responsible**

Benedetto Mongiovi

#### **Schedule**

On 6/10/2016

#### ***Evidence of Completion***

### **Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Review of reports from the programs showing usage.

#### **Person Responsible**

Benedetto Mongiovi

#### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

#### ***Evidence of Completion***

Reports on student usage and percentages will be pulled and reviewed to ensure that students are using the assigned programs as prescribed.

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Review of progression reports on the programs

**Person Responsible**

Benedetto Mongiovi

**Schedule**


***Evidence of Completion***

Graphs demonstrating growth and progression from the assigned programs.

**G5.** Twenty percent of students designated to take the FAA will making learning gains in reading by end of the school year. **1**

 G071443

**G5.B1** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. **2**

 B186197

**G5.B1.S1** Individual behavioral program to deal with the high rates of behavioral problems. **4**

 S197591

### **Strategy Rationale**

Individualized behavioral plans assist with targeting behaviors within the scope of the educational environment. Identifying the behaviors in the classroom that are leading to academic frustration or are a result of this will allow for more educational time and therefore allow for more academic progress.

### **Action Step 1** **5**

Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.

#### **Person Responsible**

Benedetto Mongiovi

#### **Schedule**

On 6/10/2016

#### **Evidence of Completion**

Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Review FBA/BIP to ensure they are completed and ensure proper implementation of behavior plan by staff.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Through observation, records reviews, and during the completion of the IEP process.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Teacher will monitor the behavioral techs for proper behavioral modification interventions on a daily basis. Administrator will observe and evaluate proper implementation through walk through. Behavior analyst will meet with administrator and then conduct room observations with feedback to staff. Review of behavioral data, incident reports and restraints.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Completion of observations by the administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the improvement and worsening of the behaviors.

**G5.B1.S2** Implementation of the PBS points system in the classroom. 4

 S197592

**Strategy Rationale**

Positive Behavioral Supports allows for the students to earn rewards for appropriate behaviors and allows for generalization of the behaviors to the classroom environment and back to their zone school. Generalization unifies the educational and behavioral aspects with personal growth through the use of the behavioral points and school store.

**Action Step 1** 5

Staff will implement PBS in the classrooms and document points to be earned.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation of the points earned on the daily points log.

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Monitor the documentation of PBS points through daily walkthroughs.

**Person Responsible**

Chad Chieffallo

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Academy Tech Supervisor will document the use of the daily points earned through classroom walk through.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Decrease of the behavioral marks and incident reports.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Review of the number of restraints and incident reports will be reviewed on a monthly basis for an increase or decrease.

**G6.** Thirty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy. 1

 G071444

**G6.B2** Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn. 2

 B186201

**G6.B2.S1** Review of the attendance through child study team meetings with the parents and support staff. 4

 S197593

**Strategy Rationale**

Addressing student attendance early in the educational school year allows for the greatest success for students. Meetings with the parents provides opportunity for parental support or lack thereof and use of community support to improve student dedication and focus. This will allow for more information to be learned as they will be in attendance.

**Action Step 1** 5

Monthly meetings with the school social worker and related staff and parents.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Ms. Val will meet with the school administrator, social worker, and parents in relation to targeted students absences.

**Plan to Monitor Fidelity of Implementation of G6.B2.S1** 6

Attendance of meeting by the school administrator

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation of the child study team meetings that will be logged and kept in relation to identified students.

**Plan to Monitor Effectiveness of Implementation of G6.B2.S1** 7

Monthly records of students attendance will be pulled from Skyward

**Person Responsible**

Benedetto Mongiovi

**Schedule**


Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Records will be kept along with the documentation of the meetings for the identified student so that increases or decreases in absences can be monitored.



**G6.B3 Behavioral and Mental Health Complications** A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. **2**

 B186202

**G6.B3.S1 Implementation of school-wide level system and PBS.** **4**

 S197594

### **Strategy Rationale**

Behavioral support services including reinforcement and overall general support is essential for the reduction of behaviors. PBS allows for these interventions to be conducted throughout the school day with the daily interactions of the staff. Direction of positive supports allows students to focus on the goals to obtain access to the points needed in the school store. Decreased behavioral issues allows for the increased educational time and growth.

### **Action Step 1** **5**

Observed daily interactions of staff with students and review of behavioral data and restraints.

#### **Person Responsible**

Benedetto Mongiovi

#### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.

### **Action Step 2** **5**

Review of the PBS System and behavioral level system

#### **Person Responsible**

Benedetto Mongiovi

#### **Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Documentation of the training.

**Plan to Monitor Fidelity of Implementation of G6.B3.S1** 6

Documentation of observations and monitoring of monthly behavioral data and restraints.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation that the review of the data was completed by the administrator.

**Plan to Monitor Effectiveness of Implementation of G6.B3.S1** 7

Review of the incident reports, restraints, and daily points logs for increases and decreases in behaviors.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Information being entered into the proper database and monitored for increases or decreases.

**G6.B3.S2** Increased staff knowledge of mental health and behavioral management 4

 S197595

**Strategy Rationale**

Increasing staff awareness of the effects of mental health on behavioral and academic issues will allow for proper interventions to be conducted with the students in the classroom thereby reducing the behavioral challenges and increasing academic success and growth

**Action Step 1** 5

Completed assigned reading by the staff

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation that the assigned reading has been given to staff.

**Plan to Monitor Fidelity of Implementation of G6.B3.S2** 6

Monthly meeting with the administrator to review the assigned article.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation of meeting with the staff along with the outcomes showing fidelity

**Plan to Monitor Effectiveness of Implementation of G6.B3.S2** 7

Review of the behavioral sheets, daily points log and incident reports.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016


***Evidence of Completion***

Review of the data and incidents reports showing a decrease in behavioral issues and restraints. Documentation will be kept showing the tracking of the effectiveness.

**G7.** Thirty percent of students designated to take the FAA will show learning gains in math by the end of the school year. **1**

 G071445

**G7.B1** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. **2**

 B186204

**G7.B1.S1** Individual behavioral program to deal with the high rates of behavioral problems. **4**

 S197596

### **Strategy Rationale**

Individualization of the treatment or behavioral plan allows for the targeted behaviors interfering with academic progress to be addressed. In doing so the barrier will be reduced or eliminated allowing for increased academic time and progress.

### **Action Step 1** **5**

Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.

#### **Person Responsible**

Benedetto Mongiovi

#### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.

**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Behavior plan completed and given to the teacher and placed into green file and audit concerning the behavioral plan will be documented.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

On 6/10/2016

***Evidence of Completion***

Through observation, records reviews, and during the completion of the IEP process.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Teacher will monitor the behavioral techs for proper behavioral modification interventions on a daily basis. Administrator will observe and evaluate proper implementation through walk through. Behavior analysis will meet with administrator and then conduct room observations with feedback to staff. Review of behavioral data, incident reports and restraints.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Completion of observations by the administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the improvement and worsening of the behaviors.

**G7.B1.S2** Implementation of the PBS points system in the classroom. 4

 S197597

**Strategy Rationale**

Behavioral support services including reinforcement and overall general support is essential for the reduction of behaviors. PBS allows for these interventions to be conducted throughout the school day with the daily interactions of the staff. Direction of positive supports allows students to focus on the goals to obtain access to the points needed in the school store. Decreased behavioral issues allows for the increased educational time and growth.

**Action Step 1** 5

Adding PBS points earned to the daily points log that each student earns

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation on the daily points log of the points earned.

**Plan to Monitor Fidelity of Implementation of G7.B1.S2** 6

Review of the daily points log during the walk through in the classrooms.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation during walk through of the proper documentation of PBS points earned.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Review of the daily behavior sheets, incident reports and restraint logs

**Person Responsible**

Benedetto Mongiovi


**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Increases or decreases of the number of behaviors, incident reports or restraint logs in comparison to the previous month and year.

**G7.B2** Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn. 2

 B186205

**G7.B2.S1** Monitoring and meetings with the administrator, school worker, parents and other support services. 4

 S197598

**Strategy Rationale**

Early intervention with the attendance can lead to the greatest chance of increasing academic performance by allowing for more academic instruction and time. Absences disrupt academic growth and lead to academic failure. Involving all pertinent parties allows for the greatest support of the student and best overall outcome.

**Action Step 1** 5

Monthly meeting with the school social worker, administrator and parents

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Documentation of the child study team meeting.



**Plan to Monitor Fidelity of Implementation of G7.B2.S1** 6

Attendance of the administrator during the meeting.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation of the child study team meeting with the appropriate signatures of the involved parties.

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1** 7

Review of the academic performance of the targeted students and reports on attendance.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016


***Evidence of Completion***

Copies of the reports used during the monthly meeting to track attendance for Skyward. Also, any academic reports that are being used including progress notes and report cards.

**G8.** Thirty percent of students will read at or above grade level by the end of the school year. 1

 G071446

**G8.B3** Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn or participate in the 90 minutes of reading in the morning. 2

 B186209

**G8.B3.S1** Review of attendance with all related parties including social worker, teacher, administrator, parents and additional support staff. 4

 S197601

### Strategy Rationale

Early intervention with the attendance can lead to the greatest chance of increasing academic performance by allowing for more academic instruction and time. Absences disrupt academic growth and lead to academic failure. Involving all pertinent parties allows for the greatest support of the student and best overall outcome.

### Action Step 1 5

Monthly meeting with the social worker, teacher, parents, administrator and other related services.

#### Person Responsible

Benedetto Mongiovi

#### Schedule

Monthly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Documentation of the child study teams on the meeting log.

### Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

Attendance of the administrator at the monthly meetings.

#### Person Responsible

Benedetto Mongiovi

#### Schedule

Monthly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Documentation of signatures of the child study team meeting logs.

**Plan to Monitor Effectiveness of Implementation of G8.B3.S1** 7

Review of the attendance for the month along with any academic progress.

**Person Responsible**


**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Decrease absences as shown by monthly reports along with increases in Lexile levels and reading performance of summative and formative assessments.

**G8.B4** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. 2

 B186210

**G8.B4.S1** Continuation of school-wide PBS system 4

 S197602

**Strategy Rationale**

Behavioral support services including reinforcement and overall general support is essential for the reduction of behaviors. PBS allows for these interventions to be conducted throughout the school day with the daily interactions of the staff. Direction of positive supports allows students to focus on the goals to obtain access to the points needed in the school store. Decreased behavioral issues allows for the increased educational time and growth.

**Action Step 1** 5

Documentation of the PBS points earned on the daily points log.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Documentation of the PBS points on the daily points log following the PBS bell.

**Plan to Monitor Fidelity of Implementation of G8.B4.S1** 6

Review of the daily points logs during classroom walk through

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Report completed showing the documentation was being completed correctly according to the policies.

**Plan to Monitor Effectiveness of Implementation of G8.B4.S1** 7

Review of the behavior frequency on the daily points log, restraint logs, and incident reports.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Data compiled from all areas will be reviewed and kept for future reference comparing previous month and year data.

**G8.B4.S2** Increased staff knowledge and awareness on mental illness and behavioral management. 4

 S197603

**Strategy Rationale**

Increasing staff awareness of the effects of mental health on behavioral and academic issues will allow for proper interventions to be conducted with the students in the classroom thereby reducing the behavioral challenges and increasing academic success and growth.

**Action Step 1** 5

Assigned reading to the staff according to a specified mental health topic.

**Person Responsible**

Chad Chieffallo

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation of the assigned topic and reading.

**Plan to Monitor Fidelity of Implementation of G8.B4.S2** 6

Monthly meeting to review reading and what was learned.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation of the meeting along with notes of the information that was learned and gained.

**Plan to Monitor Effectiveness of Implementation of G8.B4.S2 7**

Review of the daily points logs, incident reports and restraint logs.

**Person Responsible**

Benedetto Mongiovi

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Collection of the information will be reviewed and summarized for comparison from previous month and years.

**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	Students will receive PSR counseling or LEAPS lessons 30-45 minutes per day.	Mongiovi, Benedetto	8/24/2015	Documentation of the LEAPS lessons and group scheduling for the PSR.	6/10/2016 daily
G2.B1.S1.A1	Student will take part in PSR groups	Mongiovi, Benedetto	8/24/2015	Documentation of group or PSR groups on a weekly basis.	6/10/2016 weekly
G3.B2.S1.A1	Implementation of PBS school-wide	Mongiovi, Benedetto	8/24/2015	Documentation of PBS points on daily points log.	6/10/2016 monthly
G3.B2.S2.A1	Staff will read and review articles on mental health issues and educational disorders.	Mongiovi, Benedetto	8/24/2015		6/10/2016 one-time
G3.B3.S1.A1	Completion of the Achieve3000 program during 90 minute reading period in morning.	Mongiovi, Benedetto	8/24/2015	Documentation of the completion of the articles in the program.	6/10/2016 daily
G4.B2.S1.A1	Continued implementation of the school-wide PBS system and school store	Mongiovi, Benedetto	8/24/2015	Documentation of the completion of the child study team meetings.	6/10/2016 one-time
G4.B2.S2.A1	Reading assigned articles on relate topics.	Mongiovi, Benedetto	8/24/2015		6/10/2016 one-time
G4.B3.S1.A1	Student will complete 30 minutes of IXL and Achieve 3000 per day.	Mongiovi, Benedetto	8/24/2015		6/10/2016 one-time
G5.B1.S1.A1	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.	Mongiovi, Benedetto	8/24/2015	Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	6/10/2016 one-time
G5.B1.S2.A1	Staff will implement PBS in the classrooms and document points to be earned.	Mongiovi, Benedetto	8/24/2015	Documentation of the points earned on the daily points log.	6/10/2016 daily
G6.B2.S1.A1	Monthly meetings with the school social worker and related staff and parents.	Mongiovi, Benedetto	8/24/2015	Ms. Val will meet with the school administrator, social worker, and parents in relation to targeted students absences.	6/10/2016 monthly
G6.B3.S1.A1	Observed daily interactions of staff with students and review of behavioral data and restraints.	Mongiovi, Benedetto	8/24/2015	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B3.S2.A1	Completed assigned reading by the staff	Mongiovi, Benedetto	8/24/2015	Documentation that the assigned reading has been given to staff.	6/10/2016 monthly
G7.B1.S1.A1	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.	Mongiovi, Benedetto	8/24/2015	Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	6/10/2016 monthly
G7.B1.S2.A1	Adding PBS points earned to the daily points log that each student earns	Mongiovi, Benedetto	8/24/2015	Documentation on the daily points log of the points earned.	6/10/2016 daily
G7.B2.S1.A1	Monthly meeting with the school social worker, administrator and parents	Mongiovi, Benedetto	8/24/2015	Documentation of the child study team meeting.	6/10/2016 monthly
G8.B3.S1.A1	Monthly meeting with the social worker, teacher, parents, administrator and other related services.	Mongiovi, Benedetto	8/24/2015	Documentation of the child study teams on the meeting log.	6/10/2016 monthly
G8.B4.S1.A1	Documentation of the PBS points earned on the daily points log.	Mongiovi, Benedetto	8/24/2015	Documentation of the PBS points on the daily points log following the PBS bell.	6/10/2016 daily
G8.B4.S2.A1	Assigned reading to the staff according to a specified mental health topic.	Chieffallo, Chad	8/24/2015	Documentation of the assigned topic and reading.	6/10/2016 monthly
G2.B1.S1.A2	Student will complete LEAPS lessons	Mongiovi, Benedetto	8/24/2015	Completion of the LEAPS lesson documented by the teacher.	6/10/2016 daily
G6.B3.S1.A2	Review of the PBS System and behavioral level system	Mongiovi, Benedetto	8/24/2015	Documentation of the training.	6/10/2016 quarterly
G1.MA1	Daily points log, monthly graphing and incident reports will be reviewed for progress.	Mongiovi, Benedetto	8/24/2015	Will review the progress on the daily points log and number of incident reports requiring safety protocol to be implemented and/or police involvement.	6/10/2016 monthly
G1.B1.S1.MA1	Documentation of the violent offenses on the daily points logs and incident reports	Mongiovi, Benedetto	8/24/2015	Will review the documentation from the class and incidents completed on the violent situations that lead to the use of safety procedures and/or police involvement.	6/10/2016 monthly
G1.B1.S1.MA1	Staff will document through progress notes or lesson plans the implementation of LEAPS or PSR groups.	Mongiovi, Benedetto	8/24/2015	Review of the staff lesson plans or PSR schedule along with the progress notes and billing if the schedule does not match the information in the classroom.	6/10/2016 weekly
G2.MA1	Review of the complaints in relation to bullying.	Mongiovi, Benedetto	8/24/2015	Documentation of review along with summative data comparing month to month and year to year trends.	6/10/2016 monthly
G2.B1.S1.MA1	Review of the amount of bullying complaints	Mongiovi, Benedetto	8/24/2015	Review of the complaints and documentation of frequency of the complaint for comparison from month to month and year to year.	6/10/2016 monthly
G2.B1.S1.MA1	Review of the group and PSR billing along with teacher's instructional plans.	Mongiovi, Benedetto	8/24/2015	Documentation of the review of records including billing and teacher lesson plans.	6/10/2016 monthly
G3.MA1	Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.	Mongiovi, Benedetto	8/24/2015	Students scoring 70% or more on the summative unit assessments..	6/10/2016 monthly
G3.B2.S1.MA1	Review of the daily points logs and weekly report cards.	Mongiovi, Benedetto	8/24/2015	Decreases in the number of disruptive behaviors on the daily points log.	6/10/2016 monthly
G3.B2.S1.MA1	Review of the daily points log and observation of school store use.	Mongiovi, Benedetto	8/24/2015	Documentation of review of the daily points logs and school store use.	6/10/2016 one-time
G3.B3.S1.MA1	Increases in the Lexile levels of students	Mongiovi, Benedetto	8/24/2015	Report will be pulled from Achieve3000 showing the increase or decrease in the Lexile level of the students.	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Frequency of the articles completed	Mongiovi, Benedetto	8/24/2015	Reports will be pulled from Achieve3000 that list the articles and completion of the articles by the students.	6/10/2016 monthly
G3.B2.S2.MA1	Review of the incident reports and daily points logs.	Mongiovi, Benedetto	8/24/2015	Data from the daily points logs and frequency of the incident reports will demonstrate whether the frequency of behaviors are decreasing.	6/10/2016 monthly
G3.B2.S2.MA1	Meeting will be scheduled with the assigned staff member	Mongiovi, Benedetto	8/24/2015	Documentation of meeting regarding the article with the staff.	6/10/2016 monthly
G4.MA1	Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.		8/24/2015	Students scoring 70% or more on the summative unit assessments	6/10/2016 one-time
G4.B2.S1.MA1	Decreases in overall percentages of behaviors in the school	Mongiovi, Benedetto	8/24/2015	Reduction in the number of incident reports and increases in daily points earned.	6/10/2016 one-time
G4.B2.S1.MA1	Lead Tech and administrator will monitor for documentation on daily points logs	Mongiovi, Benedetto	8/24/2015	Documentation of PBS point on daily points log and used of points at PBS store.	6/10/2016 one-time
G4.B3.S1.MA1	Review of progression reports on the programs	Mongiovi, Benedetto	8/24/2015	Graphs demonstrating growth and progression from the assigned programs.	monthly
G4.B3.S1.MA1	Review of reports from the programs showing usage.	Mongiovi, Benedetto	8/24/2015	Reports on student usage and percentages will be pulled and reviewed to ensure that students are using the assigned programs as prescribed.	6/10/2016 monthly
G4.B2.S2.MA1	Review of the daily points logs and incident reports.	Mongiovi, Benedetto	8/24/2015	Increases in daily points earned and reduction in the behaviors documented on daily points log and incident reports.	6/10/2016 one-time
G4.B2.S2.MA1	Meeting and review with the school administrator.	Mongiovi, Benedetto	8/24/2015	Documentation of the review meeting and discussion on the related topic to ensure clarity and understanding.	6/10/2016 one-time
G5.MA1	Formative assessments determining gains from previous day and completion of the Brigance twice a year.	Mongiovi, Benedetto	8/24/2015	Copies of the completed work and assessments in the green file.	6/10/2016 quarterly
G5.B1.S1.MA1	Teacher will monitor the behavioral techs for proper behavioral modification interventions on a daily basis. Administrator will observe and evaluate proper implementation through walk through. Behavior analyst will meet with administrator and then conduct room observations with feedback to staff. Review of behavioral data, incident reports and restraints.	Mongiovi, Benedetto	8/24/2015	Completion of observations by the administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the improvement and worsening of the behaviors.	6/10/2016 monthly
G5.B1.S1.MA1	Review FBA/BIP to ensure they are completed and ensure proper implementation of behavior plan by staff.	Mongiovi, Benedetto	8/24/2015	Through observation, records reviews, and during the completion of the IEP process.	6/10/2016 monthly
G5.B1.S2.MA1	Decrease of the behavioral marks and incident reports.	Mongiovi, Benedetto	8/24/2015	Review of the number of restraints and incident reports will be reviewed on a monthly basis for an increase or decrease.	6/10/2016 monthly
G5.B1.S2.MA1	Monitor the documentation of PBS points through daily walkthroughs.	Chieffallo, Chad	8/24/2015	Academy Tech Supervisor will document the use of the daily points earned through classroom walk through.	6/10/2016 weekly
G6.MA1	Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be	Mongiovi, Benedetto	8/24/2015	Students scoring 70% or more on the summative unit assessments..	6/10/2016 weekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	given. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.				
G6.B2.S1.MA1	Monthly records of students attendance will be pulled from Skyward	Mongiovi, Benedetto	8/24/2015	Records will be kept along with the documentation of the meetings for the identified student so that increases or decreases in absences can be monitored.	6/10/2016 monthly
G6.B2.S1.MA1	Attendance of meeting by the school administrator	Mongiovi, Benedetto	8/24/2015	Documentation of the child study team meetings that will be logged and kept in relation to identified students.	6/10/2016 monthly
G6.B3.S1.MA1	Review of the incident reports, restraints, and daily points logs for increases and decreases in behaviors.	Mongiovi, Benedetto	8/24/2015	Information being entered into the proper database and monitored for increases or decreases.	6/10/2016 monthly
G6.B3.S1.MA1	Documentation of observations and monitoring of monthly behavioral data and restraints.	Mongiovi, Benedetto	8/24/2015	Documentation that the review of the data was completed by the administrator.	6/10/2016 monthly
G6.B3.S2.MA1	Review of the behavioral sheets, daily points log and incident reports.	Mongiovi, Benedetto	8/24/2015	Review of the data and incidents reports showing a decrease in behavioral issues and restraints. Documentation will be kept showing the tracking of the effectiveness.	6/10/2016 monthly
G6.B3.S2.MA1	Monthly meeting with the administrator to review the assigned article.	Mongiovi, Benedetto	8/24/2015	Documentation of meeting with the staff along with the outcomes showing fidelity	6/10/2016 monthly
G7.MA1	Formative assessments determining gains from previous day and completion of the Brigance twice a year.	Mongiovi, Benedetto	8/24/2015	Copies of the completed work and assessments in the green file.	6/10/2016 monthly
G7.B1.S1.MA1	Teacher will monitor the behavioral techs for proper behavioral modification interventions on a daily basis. Administrator will observe and evaluate proper implementation through walk through. Behavior analysis will meet with administrator and then conduct room observations with feedback to staff. Review of behavioral data, incident reports and restraints.	Mongiovi, Benedetto	8/24/2015	Completion of observations by the administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the improvement and worsening of the behaviors.	6/10/2016 monthly
G7.B1.S1.MA1	Behavior plan completed and given to the teacher and placed into green file and audit concerning the behavioral plan will be documented.	Mongiovi, Benedetto	8/24/2015	Through observation, records reviews, and during the completion of the IEP process.	6/10/2016 one-time
G7.B2.S1.MA1	Review of the academic performance of the targeted students and reports on attendance.	Mongiovi, Benedetto	8/24/2015	Copies of the reports used during the monthly meeting to track attendance for Skyward. Also, any academic reports that are being used including progress notes and report cards.	6/10/2016 monthly
G7.B2.S1.MA1	Attendance of the administrator during the meeting.	Mongiovi, Benedetto	8/24/2015	Documentation of the child study team meeting with the appropriate signatures of the involved parties.	6/10/2016 monthly
G7.B1.S2.MA1	Review of the daily behavior sheets, incident reports and restraint logs	Mongiovi, Benedetto	8/24/2015	Increases or decreases of the number of behaviors, incident reports or restraint logs in comparison to the previous month and year.	6/10/2016 monthly
G7.B1.S2.MA1	Review of the daily points log during the walk through in the classrooms.	Mongiovi, Benedetto	8/24/2015	Documentation during walk through of the proper documentation of PBS points earned.	6/10/2016 weekly
G8.MA1	Scholastic Reading Inventory will be completed every nine weeks. Formative assessments in class assignments through verbal feedback and questioning.	Mongiovi, Benedetto	8/24/2015	Students reaching grade level on the summative assessments that are given every nine weeks. This includes grade level performance in correlation to Lexile levels in Achieve3000.	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B3.S1.MA1	Review of the attendance for the month along with any academic progress.		8/24/2015	Decrease absences as shown by monthly reports along with increases in Lexile levels and reading performance of summative and formative assessments.	6/10/2016 monthly
G8.B3.S1.MA1	Attendance of the administrator at the monthly meetings.	Mongiovi, Benedetto	8/24/2015	Documentation of signatures of the child study team meeting logs.	6/10/2016 monthly
G8.B4.S1.MA1	Review of the behavior frequency on the daily points log, restraint logs, and incident reports.	Mongiovi, Benedetto	8/24/2015	Data compiled from all areas will be reviewed and kept for future reference comparing previous month and year data.	6/10/2016 monthly
G8.B4.S1.MA1	Review of the daily points logs during classroom walk through	Mongiovi, Benedetto	8/24/2015	Report completed showing the documentation was being completed correctly according to the policies.	6/10/2016 weekly
G8.B4.S2.MA1	Review of the daily points logs, incident reports and restraint logs.	Mongiovi, Benedetto	8/24/2015	Collection of the information will be reviewed and summarized for comparison from previous month and years.	6/10/2016 monthly
G8.B4.S2.MA1	Monthly meeting to review reading and what was learned.	Mongiovi, Benedetto	8/24/2015	Documentation of the meeting along with notes of the information that was learned and gained.	6/10/2016 monthly

## 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.*

**G3.** Thirty-Five percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.

**G3.B2** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

**G3.B2.S2** Continued education in the mental health and special education field for staff.

### PD Opportunity 1

Staff will read and review articles on mental health issues and educational disorders.

#### Facilitator

Benedetto Mongiovi, Asst. Administrator

#### Participants

All teachers and techs

#### Schedule

On 6/10/2016

**G4.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.

**G4.B2** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

**G4.B2.S2** Increased staff training in mental health and educational challenges

### **PD Opportunity 1**

Reading assigned articles on relate topics.

#### **Facilitator**

Benedetto Mongiovi, M.Ed

#### **Participants**

All behavioral techs and teachers.

#### **Schedule**

On 6/10/2016

**G6.** Thirty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.

**G6.B3** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

**G6.B3.S1** Implementation of school-wide level system and PBS.

**PD Opportunity 1**

Review of the PBS System and behavioral level system

**Facilitator**

Administrator

**Participants**

All teachers and behavioral techs.

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**G6.B3.S2** Increased staff knowledge of mental health and behavioral management

**PD Opportunity 1**

Completed assigned reading by the staff

**Facilitator**

Administrator

**Participants**

All Techs and Teachers

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**G8.** Thirty percent of students will read at or above grade level by the end of the school year.

**G8.B4** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

**G8.B4.S2** Increased staff knowledge and awareness on mental illness and behavioral management.

**PD Opportunity 1**

Assigned reading to the staff according to a specified mental health topic.

**Facilitator**

Administrator

**Participants**

All teachers and techs

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

## Technical Assistance Items

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

**G3.** Thirty-Five percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.

**G3.B2** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

### **G3.B2.S1** Continuation of the PBS System and Store

#### **PD Opportunity 1**

Implementation of PBS school-wide

##### **Facilitator**

Benedetto Mongiovi, Asst. Administrator, Chad Chieffallo, Administrator

##### **Participants**

All Teachers and Techs

##### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**G4.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.

**G4.B3** Academic Performance of Students Upon Arrival Student arrive poor reading and mathematics that interfere with the science capabilities. This requires modification of the assignments so that students can apply foundational skills that are not present.

**G4.B3.S1** Increase in staffing ratio and one on one time with differentiated instruction including hands-on activities, videos, and use of Achieve3000 for reading instruction and IXL for mathematics.

### **PD Opportunity 1**

Student will complete 30 minutes of IXL and Achieve 3000 per day.

#### **Facilitator**

Benedetto Mongiovi, Assistant Administrator

#### **Participants**

All teachers and some level III techs

#### **Schedule**

On 6/10/2016



**G5.** Twenty percent of students designated to take the FAA will making learning gains in reading by end of the school year.

**G5.B1** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

**G5.B1.S1** Individual behavioral program to deal with the high rates of behavioral problems.

#### **PD Opportunity 1**

Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.

##### **Facilitator**

Behavioral Analyst and School Administrator

##### **Participants**

Teacher and Techs of the associated student.

##### **Schedule**

On 6/10/2016

**G5.B1.S2** Implementation of the PBS points system in the classroom.

#### **PD Opportunity 1**

Staff will implement PBS in the classrooms and document points to be earned.

##### **Facilitator**

Administrator and Academy Tech Supervisor

##### **Participants**

All teachers and techs

##### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

**G6.** Thirty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.

**G6.B3** Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

**G6.B3.S1** Implementation of school-wide level system and PBS.

### PD Opportunity 1

Observed daily interactions of staff with students and review of behavioral data and restraints.

#### Facilitator

Administrator and Academy Tech /Supervisor

#### Participants

All teachers and techs

#### Schedule

Daily, from 8/24/2015 to 6/10/2016

### Budget

#### Budget Data

1	G1.B1.S1.A1	Students will receive PSR counseling or LEAPS lessons 30-45 minutes per day.				\$0.00
2	G2.B1.S1.A1	Student will take part in PSR groups				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis	General Fund		\$15,000.00
Notes: Notes						
3	G2.B1.S1.A2	Student will complete LEAPS lessons				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis			\$1,000.00
Notes: Notes						
4	G3.B2.S1.A1	Implementation of PBS school-wide				\$0.00

Budget Data						
5	G3.B2.S2.A1	Staff will read and review articles on mental health issues and educational disorders.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis	General Fund		\$500.00
			Notes: Notes			
6	G3.B3.S1.A1	Completion of the Achieve3000 program during 90 minute reading period in morning.				\$3,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis	Title I Part D (N&D)		\$3,800.00
			Notes: Notes			
7	G4.B2.S1.A1	Continued implementation of the school-wide PBS system and school store				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis	General Fund		\$2,000.00
			Notes: Notes			
8	G4.B2.S2.A1	Reading assigned articles on relate topics.				\$0.00
9	G4.B3.S1.A1	Student will complete 30 minutes of IXL and Achieve 3000 per day.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis	General Fund		\$1,000.00
			Notes: Notes			
10	G5.B1.S1.A1	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis			\$5,000.00
			Notes: Notes			
11	G5.B1.S2.A1	Staff will implement PBS in the classrooms and document points to be earned.				\$0.00
12	G6.B2.S1.A1	Monthly meetings with the school social worker and related staff and parents.				\$500.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis	General Fund		\$500.00
			Notes: Notes			
13	G6.B3.S1.A1	Observed daily interactions of staff with students and review of behavioral data and restraints.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis			\$500.00
			Notes: Notes			
14	G6.B3.S1.A2	Review of the PBS System and behavioral level system				\$0.00
15	G6.B3.S2.A1	Completed assigned reading by the staff				\$0.00
16	G7.B1.S1.A1	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.				\$0.00
17	G7.B1.S2.A1	Adding PBS points earned to the daily points log that each student earns				\$0.00
18	G7.B2.S1.A1	Monthly meeting with the school social worker, administrator and parents				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0536 - Lake Academy Eustis			\$1,500.00
			Notes: Notes			
19	G8.B3.S1.A1	Monthly meeting with the social worker, teacher, parents, administrator and other related services.				\$0.00
20	G8.B4.S1.A1	Documentation of the PBS points earned on the daily points log.				\$0.00
21	G8.B4.S2.A1	Assigned reading to the staff according to a specified mental health topic.				\$0.00
Total:						\$30,800.00