Sarasota County Schools

Oak Park School

2015-16 School Improvement Plan

Oak Park School

7285 PROCTOR RD, Sarasota, FL 34241

www.sarasotacountyschools.net/oakpark

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Combination	No	56%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
Yes	No	39%

School Grades History

Year	**2011-12**
Grade	F

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Oak Park is to provide exceptional students with experiences leading to successful interactions with others, functional independence, and continued education or post-school employment suited to their individual needs.

Provide the school's vision statement

We recognize each student's right to receive instruction to maximize individual potential. This will be accomplished by providing an optimal learning environment, using progress monitoring for innovative lesson design, research-based instructional practices and differentiated instruction, accessing current research and technology, and delivering a curriculum that include "access points" to address the individual needs of all students.

School Environment

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

Our school has an Intake Process, since our students must be eligible for Separate Day School. This process involves the parent, Home School Liaison and/or Guidance Counselor and when appropriate, the student. Our staff becomes knowledgeable about the student's culture, abilities and needs through collaborative discussion, answering specific questions geared to the familiarization of student's family, medical and cultural life. The teacher receives a copy of the Intake paperwork, IEP and Health Plan and Behavior Intervention Plan, if applicable. Our teachers are very informed about the students' family and personal relationships. Our teachers have daily written communication with our parents, which strengthens the relationship between teachers and students.

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

On students' IEPs, "constant supervision" is indicated, meaning all of our students are monitored by staff at all times. Our students may not conduct teacher errands or walk the campus without a staff member. During student arrival and dismissal at the bus zones, teachers and paraprofessionals unload and load each student one by one. We offer a free before school care option for our students. Oak Park has a Response Team. One of the team's prime purpose is to respond to student crisis' by going to the location of the crisis and removing the student using deescalation techniques. Our entire campus is Crisis Prevention Intervention trained. The Response Team is TEAM trained. In addition, we have a full time School Resource Officer on campus every day to ensure safety for all. Our implementation of PBIS, Positive Behavior Intervention Support, creates an environment where students feel respected and valued. Oak Park has a full time SRO, School Resource Officer, to ensure safety before, during and after school. In addition, we have two security monitors who ensure campus safety by actively monitoring the campus and verification of visitor arrivals.

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

Our school-wide behavioral system in place is centered around Positive Behavior Intervention Support , PBIS. We have established three school wide expectations: Respectful, Responsible and Ready to Learn. We have a PBIS committee to make school wide decisions regarding our behavior system based on data. We have established protocols for disciplinary incidents, use of the refocus room, removal of a student, FBA and BIP process, restraint and seclusion and data collection. The majority of our students have a Behavior Intervention Plan in place to ensure minimal distraction during the students instructional time and transitions. In addition, we have two full time Behavior Specialist to support students and teachers. Our entire campus has been trained for the full implementation of our PBIS program and Total Progress System, (TPS) data collection, to ensure fidelity. Students are rewarded with "paws" as they meet daily classroom and school wide expectations. As students are meeting expectations, less distractions are taking place which leads to more student engagement during instructional time.

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

Oak Park ensures the social-emotional needs of all students are being met by collaborating with outside counseling agencies and outside agencies, such as Severe Emotional Disturbed Network, (SEDNET), so students may receive counseling at school and teachers can have the appropriate training to support our students' emotional needs. We have student mentoring on campus among the different teams. Our neighboring elementary school collaborates with our PE department and mentors our students once a week. We have a full time School Home Liaison and Guidance Counselor. The guidance counselor provides counseling as a related service in a small group setting and one to one. The School Home Liaison provides emotional support by mentoring students and conducting one to one counseling when needed. We have other agencies through collaborative efforts who provide services, such as Pet Therapy, Music Therapy-Tidewell and Instride Hippo-therapy. These therapies are granted on student need. All teachers provide direct instruction in Social/Emotional skills and it is infused throughout our campus.

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

Every student at Oak Park has an Individualized Education Plan, IEP, which addresses the behavioral/social-emotional, communicative and academic needs of the student. The IEP is a part of our early warning system, since it addresses all needs, including attendance. In addition, we have a Student Support Team (SST), five academic teams and an Attendance Team. These teams are part of our system that identify and monitor students. Lastly, our behavior specialists meet and analyze behavior data, submitted by our teachers, monthly, to address suspension and behavioral needs. Each school team monitors academic performance, attendance and behavior. If a student is in need, interventions are created and monitored. Support staff works collaboratively along with parent to support intervention. If the intervention is not successful, student is then referred to SST and/or Attendance team, where more support is placed, re-evaluations begin and outside agencies contacted.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	3	4	13	7	9	13	13	18	6	9	6	28	137
One or more suspensions	6	3	1	7	6	15	12	10	11	2	0	1	5	79
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	7	5	3	6	9	8	0	0	0	0	38
Level 1, 2 or 3 on alternate assessment	0	0	0	9	7	7	12	6	13	12	6	0	0	72

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	3	2	7	6	15	12	10	11	2	5	1	5	85

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

All students who are identified by the early warning system have supports in place to improve their academic performance. Students who scored a level 1 on the statewide assessment for reading have extended uninterrupted reading time of 90 minutes and an additional 30 minute reading intervention time within their schedule. All students who scored a level 1, 2 or 3 on the alternate assessment may have one to one support from the teacher and/or paraprofessional during instructional time. Students who have had more than 5 days suspension, have a behavior intervention plan in place and counseling as a related service. Students who are identified as an attendance issue, may have several supports in place including, a BIP, outside counseling, intermittent hospital instruction, a mentor, school counseling and instruction in social/emotional 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

Oak Park keeps our families involved with their students progress and successes. Teachers reach out daily through communication logs to parents. We have a school wide newsletter that is distributed 4 times per year highlighting student celebrations and happenings on campus. Each parent is invited to the student's yearly IEP meeting to review yearly progress. Additionally, we offer parent workshops provided by our Board Certified Behavior Analysts to assist families with behaviors and building positive relationships. In addition, parents are invited to attend an interactive workshop for Agencies for Persons with Disabilities and school wide events such as Winter Wonderland, Fall Festival, Spring Fling, and Panther Prowl.

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

Oak Park has outstanding partnerships with 46 local community businesses and agencies. Due to the nature of our school and the students we serve, many community businesses and organizations, reach out to us in order to provide support to our students with special needs. At times, we do reach out to the community to secure funding for and resources. We have a business partner coordinator who will solicit local businesses and organizations to educate them about the diverse student population and their unique needs. we serve, refers them to our website and ask if they are interested in collaborating with us to support our students. We provide newsletters and an informational profile to build and sustain relationships. We also have a very involved Parent Teacher Student Organization (PTSO) which assists our school to secure funding and resources for our students.

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
Oliver, Edwina	Principal
Morales, Dawn	Assistant Principal
Frederic, Phyllis	Assistant Principal

Duties

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

Administrators: Provides support with instructional initiatives, curriculum, classroom management, collaborate with staff on parental concerns as well organizational management of the school.
ESE and Home School Liaison: Provides information about transition and IEP planning and services.
Behavior Teachers: Provides information about behavior interventions and relevant behavioral data
Guidance Counselor: Provide input on student social and emotional well-being.
Exceptional Student Education (ESE) Teachers: Provides information about individual student needs, grades, effort, data assessments, strengths and weaknesses.
Speech/Language Pathologists: Provides information and data regarding language and communication.
Team Leaders: Representatives from each Academic Team meet with Administration every other week to ensure the alignment of school resources, curriculum and school issues/events. During their weekly team meetings and Collaborative Planning Team meetings, team leaders facilitate collaborative planning to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. They also facilitate collaborative analysis of student performance data to determine intervention and support. Administration meets weekly to discuss, plan and problem solve school trends, concerns and instructional practices.

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

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

The school-based SST (Student Support Team) is responsible for supporting and coordinating interventions for individual students, once the interventions made by the grade level team were deemed unsuccessful. The SST team will define the problem using data, observations and relevant information; analyze and identify the problem revealing barriers and challenges; develop and implement a plan; evaluate the effectiveness of the strategies and plan. Often times, the IEP must be amended and re-evaluations are opened to further analyze the problem. The SST team comprises of Principal, Asst. Principal, Behavior Specialist, School Psychologist, Guidance Counselor, Home-School Liaison, ESE Liaison and therapists, Occupational, Physical and Speech-Language. The team will align available resources in order to meet the needs of our students. The Guidance Counselor is responsible for documenting meeting notes, interventions,support, services and data.

Input for the School Improvement Plan (SIP) structures will be gathered from the academic teams, School Advisory Council (SAC) and Program Specialists in individual areas of instructional need. Each academic team on our campus has specific input into the SIP that is related to the exceptionality of the students that he/she teaches. Our Team Leaders are responsible for disseminating information to their teams during weekly team meetings. Each organizational structure will make recommendations to school administration regarding programming and the expenditure of school, district and state funds, when applicable.

Federal. state and local funds, services, and programs are integrated at Oak Park School. Our school integrates the federal nutrition program of free and reduced lunch since 60% of students receive benefits. Another federal program that is accessed is IDEA, Individuals with Disabilities Education Act. 40% of IDEA funds are allocated to support two liaison positions, one Deaf & Hard of Hearing Teacher, one Autistic Teacher and two ESE Autistic Aides. Through IDEA funding, teachers may receive professional development during the summer. Another program that is integrated for students who receive job training and supervised job coaching. Funds are allocated from the state to our district for that program and service. ACCESS is a state funded program that provides teacher training and funds substitute coverage to support instruction for our severely cognitive disabled population. A local program that is funded by the state and local funding is SPARCC, Safe Place and Rape Crisis Center. SPARCC gives instruction regarding bullying, violence, drugs and alcohol to our students. A locally funded food bank program gives packaged food to our needy students on a weekly basis. Finally, our students who are homeless, are monitored and provided services at the district level.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Susan Lomas	Parent
Joan Goveia	Parent
Tamra Soto	Parent
Robyn Sadlo	Teacher
Deb Ezelle	Parent
Edwina M. Oliver	Principal
Anna Mulligan	Education Support Employee
Synthea Ford	Parent
Deb Dziadik	Teacher

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

SAC members will review the evaluation of 2014-2015 school improvement plan and determine if goals were met. If goals were not met, SAC will proposed if current proposed goals are attainable and determine what support is needed to attain the goals. The Principal or Assistant Principal will assist with the evaluation by providing the necessary data to determine if goals were met. SAC makes recommendations for strategies as a result of evaluations.

Development of this school improvement plan

SAC members will review proposed draft for 2015-2016 and offer feedback before a final vote to approve the plan. The Assistant Principal will provide any necessary information needed to SAC in regards to questions and data.

Preparation of the school's annual budget and plan

SAC members will review our school's annual budget and plan that is submitted by the district.

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

SAC funds will be used to support learning activities for students who participate in assessments for 2015-2016.

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
King, Cassandra	Teacher, ESE
Meo, Nicole	Teacher, ESE
Morales, Dawn	Assistant Principal
Frederic, Phyllis	Assistant Principal
Adler, Chris	Teacher, ESE
Craycraft, Joe	Teacher, ESE
Quattlebaum, Krysta	Teacher, ESE
Milbourn, Mary	Other
Gradin, Maria	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on school-wide implementation of our school reading initiatives. As a separate day school for severely disabled students, we must incorporate strategies that are tailored to the

individual needs of our students. The LLT is to support the Florida Access Standards and Florida Standards in Reading/ELA initiative for all of our students including those on the autism spectrum, emotional disabilities and other students with communication deficiencies. The team will also facilitate a literacy event during Support Florida Literacy Week during the school day. They will support literacy and communication/reading strategies to the instructional staff and paraprofessionals. The team will provide training to staff during their Collaborative Planning Times (CPT) and during Professional Days throughout the year.

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

Oak Park encourages positive working relationships between teachers. Teachers meet weekly to collaboratively plan for instruction. Teachers also meet with their team before school on a weekly basis to review student concerns and successes. They also collaborate during staff meetings, professional development, school wide events and team gatherings. This builds a positive relationship among the team.

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

As the only ESE Center School in the district our Administration has the opportunity to participate in the district recruitment trip to identify viable candidates with the qualifications to support our students. We have the unique opportunity to design and deliver specialized professional development training throughout the year to support teachers on campus. The Assistant Principal coordinates with our Professional Development Coordinator at the end of the year to outline our PD focus for the upcoming year. Additionally, the Admin team, provides reflective practice to teachers throughout the school year, facilitates monthly CPT meetings to deliver high yielding instructional strategies and best practices of teaching. The Assistant Principal creates a quarterly survey through Survey Monkey to provide teachers the opportunity to give feedback on initiatives, school culture, and organizational concerns.

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

Oak Park School utilizes the Sarasota County Teacher Mentoring Program. The program incorporates weekly meetings, curriculum training and coaching on a monthly basis. The rational for pairing mentors include teachers having similar class assignments with adjoining classrooms and pairing veteran teachers who are very knowledgeable of best practices, curriculum and teacher resources.

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

We utilize the district's adopted curriculum programs and materials. The two most recent implementation of the district's curriculum were adopted to address and incorporate the new Florida standards and Depth of Knowledge cognitive levels, GO Math, Big Idea Math, and iReady. Teachers have taken the necessary trainings to assist with a successful implementation. Webinars are provided to provide continuous support. Teachers also utilize the teacher resources that are available within

the online support. Long term instructional planning is conducted by the district and is reflected in the Instructional Focus Guides (IFG), in order to ensure all standards are taught within a structured timeline. Oak Park teachers meet during their CPTs to review, plan, adjust their instructional programs and lessons to ensure alignment. They review and implement the district's Instructional Focus Guides. Administration observes and provides feedback to teachers regarding instructional programs and material alignment.

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

During CPTs, teachers and administration, review student data, IEP goals and behavior plans to get a focus and plan of action to address student needs and strengths. Differentiated instruction takes place for all students, since many of our classrooms are mixed grade levels and varying abilities. Teachers may modify the amount of time that is given to complete an activity or assessment, questions, physical prompting, use of assistive technology, varying of tasks, scaffolded supports, visual representations and flexible groupings. Additionally, teachers supplement the support that is given by providing one to one instruction. Online reading and math supplemental programs are aligned to the student's ability levels, and individualized learning pathways are created and delivered based on need. Teachers are able to generate reports and determine if additional instruction is needed.

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

Strategy: Extended School Year

Minutes added to school year: 7,200

Students will attend Extended School Year for reading, math and behavioral enrichment and instruction.

Strategy Rationale

Students who qualify for Extended School Year are able to maintain their mastered skills by working on fluency, math, reading independent functioning and behavioral skills. Also, students are able to learn skills which they were not proficient, giving them a stronger foundation for the upcoming school year.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Morales, Dawn, dawn.morales@sarasotacountyschools.net

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

Teachers will assess students to gather a base line and at the end of the program. This data will be analyzed to determine if skills were maintained or improved. Data will be entered on the district's data collection form and on the IEP.

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

We support our 8th grade standard diploma track students outgoing cohort by holding a transition meeting with the high school liaison, parent, student and current teacher. At this meeting, students and parents become familiar of student expectations, school supports and activities. At the elementary level, students who are being considered for exiting, attend inclusion classes at the neighboring elementary school. This allows for the student and teacher to adjust and strengthen needed skills for a successful transitioning process.

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

Transitioning officially begins at the age of 14 and students' IEPs include plans for their future. All students are given transition assessments yearly to help them determine interest, strengths and needs. Students as early as Kindergarten are learning basic work skills and about jobs in our community. Our high school aged students are enrolled in career preparation or career experience classes. On campus we have a job training lab and many campus wide projects to teach job skills (book bag program, recycling, yarn shop, flier delivery, cafeteria, mosaic classes, horticulture, dog biscuits, and Panera shop). Additionally, we have two programs that specifically target off campus job training with their students. We have two full time job coaches onsite, three additional county wide job coaches and three teachers that work with our students to find the right job placements. We have over 20 of our students off campus at job training or placement sites. We collaborate with Suncoast Technical College (STC) to access certification programs and Community Haven that duplicates job skills used in private industries.

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

As a center school, we have a diverse population who needs vary greatly. For our students with developmental needs, we have brought in a variety or resources and curriculum to make meaningful connections for students. Teachers infuse real life learning experiences with their lessons. Across campus our students have ongoing access to local community resources. Students experience fire safety training, guest speakers, pet therapy, bike safety, scouting, Special Olympics, Arts, Music, counseling, agencies, community based instruction, work experience, and for some paid employment.

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

Teachers are participating in CPT's to develop lessons using the Florida Standards and Access Standards to create lessons with great rigor. They are also using ongoing data collection to monitor student progress. Students who are high school level have access to the Florida Ready to Work Program. This is a program that tests and scores students' job skills. It will give students a competitive edge and the opportunity to earn a credential from the state of Florida that proves to employers that they have the right skills and the right attitude for the job want. We have two classes, Practical Arts and Horticulture and the We-Work lab that support student achievement in career and technical education.

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

The strategies for improving student readiness include visual representation support, picture symbols, communication strategies involving Accountable Talk, assistive technology, on site job related tasks, infusion of social skills for independent functioning, mainstreaming of job skills and community based instruction.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1.   By the year 2016, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating Reading proficiency on FSAA.

G2.   By the year 2016, there will be a four percentage point increase for all students when less than 70% are currently demonstrating Reading proficiency on FSA.

G3.   By the year 2016, there will be a reduction of suspensions of four percentage point from the previous 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. By the year 2016, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating Reading proficiency on FSAA. [1a]

G072384

Targets Supported [1b]

Indicator	Annual Target
FAA Reading Proficiency	2.0

Resources Available to Support the Goal [2]

- *Unique Learning Systems *TeachTown *SuccessMaker *Collaborative Planning Time *Weebly *Total Progress System
-

Targeted Barriers to Achieving the Goal [3]

- Teachers have more than two grade levels in a classroom with students who have varying cognitive abilities and needs.

Plan to Monitor Progress Toward G1. [8]

Demonstrating proficiency and/or learning growth at identified level of FSAA

Person Responsible

Phyllis Frederic

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Results of mini assessments of Unique Learning Systems, SuccessMaker, Teach Town, teacher made assessments; results of FSAA

G2. By the year 2016, there will be a four percentage point increase for all students when less than 70% are currently demonstrating Reading proficiency on FSA. `1a`

G072385

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	4.0

Resources Available to Support the Goal `2`

- iReady iReady support manuals, student stories, workbooks, and teacher toolkit Read Naturally Reading Wonders/Works

Targeted Barriers to Achieving the Goal `3`

- Students behavior interferes with learning time in class, which leads to large gaps in reading fluency, phonics and comprehension.

Plan to Monitor Progress Toward G2. `8`

Teacher observations, student data

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Teacher observations, Student data- summative, district quarterly assessment

G3. By the year 2016, there will be a reduction of suspensions of four percentage point from the previous year. `1a`

Targets Supported `1b`

🔍 G072386

Indicator	Annual Target
One or More Suspensions	4.0

Resources Available to Support the Goal `2`

- TPS Data Collection Behavior Intervention Team Behavior Specialists PBiS Team PBiS Reward System Social Skills Curriculum Outside Agency Counseling Program

Targeted Barriers to Achieving the Goal `3`

- Changing the culture from a consequential thinking to a positive reward system

- Parental consent to get students counseling services

- Implementation of appropriate behavior intervention plans for students

- Staff needs to learn strategies to assist with the behavior function of escape

Plan to Monitor Progress Toward G3. `8`

Suspension data, time in refocus room, time in supportive learning environment

Person Responsible
Dawn Morales

Schedule
Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion
Suspension data, Data from refocus room and supportive learning environment room

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. By the year 2016, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating Reading proficiency on FSAA. 1

G072384

G1.B1 Teachers have more than two grade levels in a classroom with students who have varying cognitive abilities and needs. 2

B188661

G1.B1.S1 Become teacher experts with Florida Access Standards and formative assessments by using Weebly. 4

S200123

Strategy Rationale

Teachers will need to learn and master standards to give direct focus instruction and vary instructional support and assessment of students to determine learning outcomes.

Action Step 1 5

Professional development in intentional lesson planning, aligning access standards to a multi-grade level class and formative assessments.

Person Responsible

Phyllis Frederic

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Lesson plans, CPT Logs, PRIDE observations

Action Step 2 `5`

Teachers will utilize the individualized student assessment, student profile in the ULS, SuccessMaker and TeachTown online teacher resource to obtain base line data for each student.

Person Responsible

Edwina Oliver

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Report print out of data collection

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

Review of lesson plans, CPT notes and assessment data

Person Responsible

Phyllis Frederic

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Collaborative Planning, Classroom Walkthroughs, assessment data

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

Observation of teachers and student performance, get teacher feedback

Person Responsible

Phyllis Frederic

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Progress PRIDE observation notes, CPT logs, teacher survey feedback

G1.B1.S2 Desegregate data of FSAA, SuccessMaker and TeachTown during collaborative planning times. 4

S200124

Strategy Rationale

Teachers will need time to review and understand data in order to determine student weaknesses and strategize next step in remediation and support

Action Step 1 5

Professional development in obtaining reports, data review, and planning

Person Responsible

Phyllis Frederic

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Collaborative planning meetings, review of student data;review lesson plans and CPT notes, classroom observations

Person Responsible

Phyllis Frederic

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

CPT notes, student achievement on FSAA, PRIDE observation notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Student learning growth in the area of reading will be observed

Person Responsible

Phyllis Frederic

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Student data sheets, CPT notes, teacher observations

G2. By the year 2016, there will be a four percentage point increase for all students when less than 70% are currently demonstrating Reading proficiency on FSA. `1`

🔍 G072385

G2.B1 Students behavior interferes with learning time in class, which leads to large gaps in reading fluency, phonics and comprehension. `2`

🔍 B188662

G2.B1.S1 Teachers will attend iReady professional development trainings and webinars `4`

🔍 S200125

Strategy Rationale

This is a new reading supplemental program. Teachers need professional development to gain knowledge how to remediate students who are not able to progress on a learning path or not making adequate learning growth in a reading area. They need to learn how to review data and pull the correct reports that will assist with decision making with direct instruction, flexible groupings and progress monitoring.

Action Step 1 `5`

Professional development in iReady

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/1/2015 to 6/1/2016

Evidence of Completion

PLC notes, collaborative lesson plans

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

Monitor iReady data in iReady Notebooks, data sheet, observations during Reading time

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

iReady notebooks, iReady data collaborative lesson plans, PRIDE observation

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

PRIDE observations, student learning growth in end of the year iReady assessment

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

observation notes, iReady data

G2.B1.S2 Students will participate in Read Naturally reading program. 4

S200126

Strategy Rationale

This reading supplemental program focuses on fluency, rate, phonics and comprehension strategies who struggle with reading. Middle and upper elementary grade students have large gaps in reading and phonics. This program can assist students to close the reading gaps, since iReady doesn't offer the upper grades students phonic based lessons.

Action Step 1 5

Teachers will implement Read Naturally program in class

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/15/2015 to 5/26/2016

Evidence of Completion

Student progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review student data, observe classrooms and students

Person Responsible

Dawn Morales

Schedule

Monthly, from 11/4/2015 to 5/25/2016

Evidence of Completion

PRIDE observations, student data sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Review and analyze FAIR and iReady data

Person Responsible

Dawn Morales

Schedule

Quarterly, from 12/2/2015 to 5/25/2016

Evidence of Completion

FAIR and iReady data

G3. By the year 2016, there will be a reduction of suspensions of four percentage point from the previous year. `1`

G072386

G3.B1 Changing the culture from a consequential thinking to a positive reward system `2`

B188663

G3.B1.S1 Teachers will get professional development in the implementation of our PBIS system `4`

S200127

Strategy Rationale

Teachers need to understand the expectations and rewards of the program in order to fully implement the program in the classroom

Action Step 1 `5`

All staff will be trained in our PBIS program

Person Responsible

Dawn Morales

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

PD attendance, classroom environment and structure, walk-through observation notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

classroom walk-throughs

> ### Person Responsible
>
> Dawn Morales
>
> ### Schedule
>
> Monthly, from 9/1/2015 to 5/31/2016
>
> ### *Evidence of Completion*
>
> observation notes, data on paw return in store

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Classrooom observations

> ### Person Responsible
>
> Dawn Morales
>
> ### Schedule
>
> Monthly, from 9/1/2015 to 5/31/2016
>
> ### *Evidence of Completion*
>
> observation data, tracking data sheets

G3.B2 Parental consent to get students counseling services 2

🔍 B188664

G3.B2.S1 Make parent contact to explain benefits of counseling services and obtain consent during Student Intake 4

🔍 S200128

Strategy Rationale

Parent consent is needed

Action Step 1 5

Teachers and guidance counselor will make parent contact via phone, email, face to face conferences and during Student Intake to explain benefit of services.

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Contact log sheets

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

Look for completed log sheets, consent forms

Person Responsible

Dawn Morales

Schedule

Monthly, from 7/1/2015 to 5/31/2016

Evidence of Completion

Teacher/Guidance Counselor contact log, consent forms

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

Students will receive on site counseling services.

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Counseling logs sheets, contact data, RAPTOR sign in log

G3.B3 Implementation of appropriate behavior intervention plans for students `2`

🔑 B188665

G3.B3.S1 Behavior Specialist will assist teachers with writing and implementing an effective BIP based on data. `4`

🔑 S200129

Strategy Rationale

Teachers need support in analyzing behavior data and creating appropriate goals.

Action Step 1 `5`

Professional assistance

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 5/15/2015

Evidence of Completion

PLC notes, BIP plans

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

Professional assistance to teachers during PLC

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 5/15/2015

Evidence of Completion

PLC notes, flow chart

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

Student behavior will decrease

Person Responsible

Dawn Morales

Schedule

Quarterly, from 10/6/2014 to 5/22/2015

Evidence of Completion

TPS data, refocus room data, maladaptives

G3.B4 Staff needs to learn strategies to assist with the behavior function of escape 2

B188666

G3.B4.S1 Train staff with strategies to work with students in the classroom so escape can be reduced 4

S200130

Strategy Rationale

If staff has appropriate training, they will be equipped to handle varying situations and not send students out of the classroom

Action Step 1 5

Training

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 1/29/2015

Evidence of Completion

Team notes

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Observations

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 5/15/2015

Evidence of Completion

Team notes, observations

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Review of team notes, obserations

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/13/2014 to 3/13/2015

Evidence of Completion

Team notes, observation data

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	Professional development in intentional lesson planning, aligning access standards to a multi-grade level class and formative assessments.	Frederic, Phyllis	9/1/2015	Lesson plans, CPT Logs, PRIDE observations	5/31/2016 monthly
G1.B1.S2.A1	Professional development in obtaining reports, data review, and planning	Frederic, Phyllis	9/1/2015		5/31/2016 monthly
G2.B1.S1.A1	Professional development in iReady	Morales, Dawn	9/1/2015	PLC notes, collaborative lesson plans	6/1/2016 quarterly
G2.B1.S2.A1	Teachers will implement Read Naturally program in class	Morales, Dawn	10/15/2015	Student progress monitoring	5/26/2016 monthly
G3.B1.S1.A1	All staff will be trained in our PBIS program	Morales, Dawn	8/17/2015	PD attendance, classroom environment and structure, walk-through observation notes	5/31/2016 quarterly
G3.B2.S1.A1	Teachers and guidance counselor will make parent contact via phone, email, face to face conferences and during Student Intake to explain benefit of services.	Morales, Dawn	9/1/2015	Contact log sheets	5/31/2016 quarterly
G3.B3.S1.A1	Professional assistance	Morales, Dawn	10/6/2014	PLC notes, BIP plans	5/15/2015 monthly
G3.B4.S1.A1	Training	Morales, Dawn	10/6/2014	Team notes	1/29/2015 monthly
G1.B1.S1.A2	Teachers will utilize the individualized student assessment, student profile in the ULS, SuccessMaker and TeachTown online teacher resource to obtain base line data for each student.	Oliver, Edwina	9/1/2015	Report print out of data collection	6/1/2016 monthly
G1.MA1	Demonstrating proficiency and/or learning growth at identified level of FSAA	Frederic, Phyllis	9/1/2015	Results of mini assessments of Unique Learning Systems, SuccessMaker, Teach Town, teacher made assessments; results of FSAA	6/1/2016 monthly
G1.B1.S1.MA1	Observation of teachers and student performance, get teacher feedback	Frederic, Phyllis	9/1/2015	Progress PRIDE observation notes, CPT logs, teacher survey feedback	6/1/2016 monthly
G1.B1.S1.MA1	Review of lesson plans, CPT notes and assessment data	Frederic, Phyllis	9/1/2015	Collaborative Planning, Classroom Walkthroughs, assessment data	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Student learning growth in the area of reading will be observed	Frederic, Phyllis	9/1/2015	Student data sheets, CPT notes, teacher observations	5/31/2016 monthly
G1.B1.S2.MA1	Collaborative planning meetings, review of student data;review lesson plans and CPT notes, classroom observations	Frederic, Phyllis	9/1/2015	CPT notes, student achievement on FSAA, PRIDE observation notes	5/31/2016 monthly
G2.MA1	Teacher observations, student data	Morales, Dawn	9/1/2015	Teacher observations, Student data-summative, district quarterly assessment	6/1/2016 quarterly
G2.B1.S1.MA1	PRIDE observations, student learning growth in end of the year iReady assessment	Morales, Dawn	9/1/2015	observation notes, iReady data	6/1/2016 monthly
G2.B1.S1.MA1	Monitor iReady data in iReady Notebooks, data sheet, observations during Reading time	Morales, Dawn	9/1/2015	iReady notebooks, iReady data collaborative lesson plans, PRIDE observation	5/31/2016 monthly
G2.B1.S2.MA1	Review and analyze FAIR and iReady data	Morales, Dawn	12/2/2015	FAIR and iReady data	5/25/2016 quarterly
G2.B1.S2.MA1	Review student data, observe classrooms and students	Morales, Dawn	11/4/2015	PRIDE observations, student data sheets	5/25/2016 monthly
G3.MA1	Suspension data, time in refocus room, time in supportive learning environment	Morales, Dawn	9/1/2015	Suspension data, Data from refocus room and supportive learning environment room	5/31/2016 quarterly
G3.B1.S1.MA1	Classrooom observations	Morales, Dawn	9/1/2015	observation data, tracking data sheets	5/31/2016 monthly
G3.B1.S1.MA1	classroom walk-throughs	Morales, Dawn	9/1/2015	observation notes, data on paw return in store	5/31/2016 monthly
G3.B2.S1.MA1	Students will receive on site counseling services.	Morales, Dawn	9/1/2015	Counseling logs sheets, contact data, RAPTOR sign in log	5/31/2016 quarterly
G3.B2.S1.MA1	Look for completed log sheets, consent forms	Morales, Dawn	7/1/2015	Teacher/Guidance Counselor contact log, consent forms	5/31/2016 monthly
G3.B3.S1.MA1	Student behavior will decrease	Morales, Dawn	10/6/2014	TPS data, refocus room data, maladaptives	5/22/2015 quarterly
G3.B3.S1.MA1	Professional assistance to teachers during PLC	Morales, Dawn	10/6/2014	PLC notes, flow chart	5/15/2015 monthly
G3.B4.S1.MA1	Review of team notes, obserations	Morales, Dawn	10/13/2014	Team notes, observation data	3/13/2015 monthly
G3.B4.S1.MA1	Observations	Morales, Dawn	10/6/2014	Team notes, observations	5/15/2015 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.

G1. By the year 2016, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating Reading proficiency on FSAA.

G1.B1 Teachers have more than two grade levels in a classroom with students who have varying cognitive abilities and needs.

G1.B1.S1 Become teacher experts with Florida Access Standards and formative assessments by using Weebly.

PD Opportunity 1

Professional development in intentional lesson planning, aligning access standards to a multi-grade level class and formative assessments.

Facilitator

Dawn Morales

Participants

Teachers on DAT, PRO, Spectrum and Transition Teams

Schedule

Monthly, from 9/1/2015 to 5/31/2016

G1.B1.S2 Desegregate data of FSAA, SuccessMaker and TeachTown during collaborative planning times.

PD Opportunity 1

Professional development in obtaining reports, data review, and planning

Facilitator

Phyllis Frederic

Participants

Teachers

Schedule

Monthly, from 9/1/2015 to 5/31/2016

G2. By the year 2016, there will be a four percentage point increase for all students when less than 70% are currently demonstrating Reading proficiency on FSA.

G2.B1 Students behavior interferes with learning time in class, which leads to large gaps in reading fluency, phonics and comprehension.

G2.B1.S1 Teachers will attend iReady professional development trainings and webinars

PD Opportunity 1

Professional development in iReady

Facilitator

Dawn Morales

Participants

Teachers

Schedule

Quarterly, from 9/1/2015 to 6/1/2016

G3. By the year 2016, there will be a reduction of suspensions of four percentage point from the previous year.

G3.B1 Changing the culture from a consequential thinking to a positive reward system

G3.B1.S1 Teachers will get professional development in the implementation of our PBIS system

PD Opportunity 1

All staff will be trained in our PBIS program

Facilitator

Sue McGinnity, Mark Marsh

Participants

Teachers, parapropfessionals, admin, support staff

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

G3.B4 Staff needs to learn strategies to assist with the behavior function of escape

G3.B4.S1 Train staff with strategies to work with students in the classroom so escape can be reduced

PD Opportunity 1

Training

Facilitator

Mark Marsh

Participants

Support staff, response team, paraprofessionals

Schedule

Monthly, from 10/6/2014 to 1/29/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional development in intentional lesson planning, aligning access standards to a multi-grade level class and formative assessments.	$0.00
2	G1.B1.S1.A2	Teachers will utilize the individualized student assessment, student profile in the ULS, SuccessMaker and TeachTown online teacher resource to obtain base line data for each student.	$0.00
3	G1.B1.S2.A1	Professional development in obtaining reports, data review, and planning	$0.00
4	G2.B1.S1.A1	Professional development in iReady	$0.00
5	G2.B1.S2.A1	Teachers will implement Read Naturally program in class	$0.00
6	G3.B1.S1.A1	All staff will be trained in our PBIS program	$0.00
7	G3.B2.S1.A1	Teachers and guidance counselor will make parent contact via phone, email, face to face conferences and during Student Intake to explain benefit of services.	$0.00
8	G3.B3.S1.A1	Professional assistance	$0.00
9	G3.B4.S1.A1	Training	$0.00
		Total:	$0.00