



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lake Academy Leesburg

2020 TALLEY RD

Leesburg, FL 34748

352-315-7890

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

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## School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> Yes	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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## School Grades History

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Lake Academy Leesburg

##### Principal

Rudy Rolle

##### School Advisory Council chair

Tim Morris

#### Names and position titles of the School-Based Leadership Team (SBLT)

##### Name

##### Title

Pamela-Johnson Pickett: Lead Teacher

Herleesha Gardner: Lead Teacher

#### District-Level Information

##### District

Lake

##### Superintendent

Dr. Susan Moxley

##### Date of school board approval of SIP

12/16/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Lake Academy utilizes our Board of Directors as our SAC. Tim Morris-Chair; Dr. Mojock-Vice Chair; Mr. Sleaford- Treasurer; Mrs. S. Sullivan- Secretary

#### Involvement of the SAC in the development of the SIP

NA

#### Activities of the SAC for the upcoming school year

As the Academy identify's needs based on current LCBS initiatives, the committee votes on approval. These initiatives are modified in many instances and the committee will continue in the same way this year.

#### Projected use of school improvement funds, including the amount allocated to each project

We have allocated a total of \$50,000 to be used for the purchase of new equipment for the students, such as computers, Tablets, Reading and Writing materials, as well as new supplies to support our PBS School Store.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Rudy Rolle**

Principal

Years as Administrator:

Years at Current School:

**Credentials**

Bachelor of Science- Business Administration and Economics; Bethel College

Master of Education- Educational Leadership; Nova Southeastern University

Mr. Rolle is certified in Business to expire in 2015.

**Performance Record**

As a former Site Administrator, Mr. Rolle helped 95% of the students at the Eustis Academy achieve AYP during the 08-09 school year. During that same year, 90% of the students enrolled who were not reading at grade level made learning gains. Also, 90% of the students not on level in math made gains. Last year, 70% of students at Lake Academy Eustis achieved AYP; however no school grade was given.

Mr. Rolle established a PBS system in the school and has decreased the number of incidents by over 80% since its birth.

<b>Chad Chieffallo</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 6
<b>Credentials</b>	Currently holds a Masters Degree in Education with emphasis in supervision and administration. Working towards a second Masters Degree in Marriage and Family Therapy. Holds Temporary Certifications in Social Science 6-12 and ESE.	
<b>Performance Record</b>	Restrains in the school have diminished 70% since being administrator. Behavioral interventions have successfully been used to reduce behavioral difficulties and knowledge in the mental health field had led t the identification of students for 504 plans and ESE placement. Rtl now MTSS has been incorporated into the school for both ESE and ADP students.	

**Instructional Coaches**

<b># of instructional coaches</b>	2
<b># receiving effective rating or higher</b>	(not entered because basis is < 10)
<b>Instructional Coach Information:</b>	

<b>Kelly Bradshaw</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 6
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Professional Certification in ESE and Social Work.	
<b>Performance Record</b>	Has successfully educated IND and ASD students at various levels Administers alterative assessments and aids with FCAT administrations. Students from her classroom have been returned to their zone schools and continue to remain successful there.	

<b>William Benjamin</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Holds a professional certification in K-6 Elementary Education.	
<b>Performance Record</b>	Students in the classroom have made significant gains in reading and mathematics. He has formed Professional Learning Communities with other teachers and worked with the K-3 elementary teacher in organizing and educating her students in a small group and individual format. He strives to get the best out of students educationally.	



**Classroom Teachers**

**# of classroom teachers**

8

**# receiving effective rating or higher**

(not entered because basis is < 10)

**# Highly Qualified Teachers**

0%

**# certified in-field**

2, 25%

**# ESOL endorsed**

0, 0%

**# reading endorsed**

0, 0%

**# with advanced degrees**

2, 25%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

5, 63%

**# with 6-14 years of experience**

3, 38%

**# with 15 or more years of experience**

0, 0%

**Education Paraprofessionals**

**# of paraprofessionals**

13

**# Highly Qualified**

0, 0%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the 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.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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 FAIR 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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The site administrator of the school is the final filter for the paper for students needing additional supports and is a direct support the staff as an advisor for behavioral issues. Site 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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Fidelity is monitored by the site administrator and an assigned behavioral tech. Weekly the data is turned into the assigned tech to ensure that information is not missing. Site administrator signs off on district fidelity sheets for student under RtI. At least weekly the site administrator walks through classroom to ensure that educational and behavioral requirements are being met. If the requirements are not being met then they are addressed individual with the staff.

Site administrator is also an integral part to the campus and directly works with students that are struggling behaviorally. Conducting meetings with them and the staff to analyze whether proper interventions are being used. Academic feedback is given to the staff through Wednesday meetings and staff development days. Technology issues are handled by the site administrator as well. Any issues with login or program related issues are directly handled by him. Monitoring of assessments is done throughout nine weeks to make sure that district and school related assessment requirements are being met.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The school serves K-12 students that academically and behaviorally challenged and have variations in performance capabilities. Students within each academic level use different academic interventions and modify behavioral interventions on an individualized basis. Formative assessments are completed 2-3 times per week in the reading and mathematics and daily on the writing assignments given. Summative assessments through FAIR and Scholastic Reading and Math Inventory are completed on a nine weeks basis.

Mathematics are assessed through the completion of the IXL.com program. Students are assigned worked based on their performance and staff monitor progress and assign other areas to be worked on. Class assignments are monitored along with the verbal feedback of students during dialogue and question and answer sessions. Teachers also work individual with the student when they are struggling and again assign classwork based on the formative assessments.

Science is monitored through formative and summative assessments given by the teacher through the course work. When difficulties are identified the teacher determines whether it is subject based or difficult with core academic issues such as reading and math. Since a majority of students struggle in all academic areas, curriculum is integrated at core levels to support was learned during other subjects. Reading and mathematics in the science are modified depending on the reading performance of students. Students also work in small groups and individualize academic support is given to the student by the teacher.

Attendance is monitoring by a office support staff. She prints out the attendance data or takes referrals from teachers regarding students that have truancy issues. Information is pulled on a monthly basis from the district database and then letters are sent out to parents along with phone call to setup a meeting regarding attendance. After this the student is continually monitored by the teacher daily and by the support staff monthly when data is extracted. Meetings with the school worker follow if truancy continues to be an issue and a CIN/FIN order can be pursued if there is no improvement with the attendance. This process allows for the students to be monitored if they improve but they start back to missing school again.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Staff have been trained and have continual training throughout the year on MTSS and behavioral modification and maintenance. Teachers write FBA/BIP for all ESE students and this is reviewed by the site administrator to ensure that function and intervention match. There is also training conducted by a BCBA during the year and behaviors plans are written and monitored by her and the site administrator. Teachers are monitored through paperwork on their understanding of MTSS for academic and behavioral issues. Staff are given direct feedback through daily interactions with the students that is monitored by the site administrator. Academic assistance is given through the development of professional learning communities by teachers. Seasoned teachers advise others on how to integrate curriculum and support for all students and will have them come into the room or meet after work to engage in dialogue and offer direct modeling. Teachers are also sent to district based training in targeted areas.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated 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 Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

Site administrator assigns two teachers, one per classroom along with a behavioral tech. They are responsible for the monitoring of students and site administrator for an support activities (e.g. fire department visit) that occur during this time.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
William Benjamin	Teacher
Chad Chieffallo	Site Administrator
Kelly Bradshaw	Teacher

## How the school-based LLT functions

LLT will be meeting on a monthly basis to discuss the interventions and proper implementations of reading activities and goals. This information then will be shared with the teachers during scheduled meetings and training will be offered with any targeted interventions and strategies. Evaluation of new programs, websites, resources, and support materials will be completed and disseminated to other educational staff. Classroom walk through and monitoring of implementation will aid with this along with monitoring students learning gains throughout the year using formative and summative assessments.

## Major initiatives of the LLT

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.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Common core standards are being implemented throughout all curriculum and grade levels. Teachers are communicating the expectations of their students to ensure that coordinated efforts across grades and through educational levels. Transitional planning is conducted between teachers to monitor the progression of students throughout elementary, middle, and high school. Preparation for the students to return to zone schools are conducted to align with the reading expectations of students at each. Due to the uniqueness of the school population being K-12, majority ESE students, it allows for the teachers to work through individual plans of progression for the students through their individual education plans. Teachers have connecting curriculum that aligns with the curriculum maps of the school board while catering to the individual student. Modification of assignments in each subject of allows for the continuation of reading goals that are given in the intensive reading offered 90 minutes per day. By scaffolding the educational reading requirements internally and externally within each grade level, students reading gains are enhanced. Addressing the behavioral components assists teachers with identifying students who reading skills are hindering their progression. Conducting one on one time with staff allows for the students to make individual progress without contributing to social embarrassment and educational avoidance.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 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.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Lake Academy offer required courses only. Educational meeting are held on each student to determine their schedule of courses.

**Strategies for improving student readiness for the public postsecondary level**

A career inventory is given to the students to pinpoint post secondary options for students. Also, a career fair is held annually to promote various post secondary options.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	25%	2%	No	33%
American Indian		0%		
Asian		0%		
Black/African American	27%	0%	No	34%
Hispanic		0%		
White	16%	5%	No	23%
English language learners		0%		
Students with disabilities	23%	17%	No	31%
Economically disadvantaged	25%	3%	No	33%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	18%	20%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	10%	25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		20%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		30%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		10%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		10%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**



**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	2%	No	30%
American Indian				
Asian				
Black/African American	22%	0%	No	30%
Hispanic				
White	8%	5%	No	17%
English language learners				
Students with disabilities	20%	3%	No	28%
Economically disadvantaged	23%	3%	No	30%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	15%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	10%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	27	30%	45%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		<i>[data excluded for privacy reasons]</i>	45%

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	0%	No	30%
American Indian				
Asian				
Black/African American	22%	0%	No	30%
Hispanic				
White	8%	0%	No	17%
English language learners				
Students with disabilities	20%	0%	No	28%
Economically disadvantaged	23%	0%	No	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	10%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	10%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	10%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

## High School Science

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		
Students scoring at or above Level 7	[data excluded for privacy reasons]		

### Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

## Area 7: Social Studies

### U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

### Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

## Area 8: Early Warning Systems

### Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	33%	10%
Students retained, pursuant to s. 1008.25, F.S.	4	80%	20%
Students who are not proficient in reading by third grade	4	100%	25%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	49%	25%
Students who fail a mathematics course	6	13%	8%
Students who fail an English Language Arts course	5	11%	8%
Students who fail two or more courses in any subject	7	15%	10%
Students who receive two or more behavior referrals	13	44%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	13	44%	20%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	30%	15%
Students in ninth grade with one or more absences within the first 20 days	3	17%	10%
Students in ninth grade who fail two or more courses in any subject	2	14%	8%
Students with grade point average less than 2.0	10	20%	10%
Students who fail to progress on-time to tenth grade	4	40%	10%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	1	25%	50%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	1	25%	50%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	25%	50%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents Night - Fall and Spring	5	10%	20%
Parent/Student Luncheon	6	8%	15%
Resource Fair for Parents - District Wide at School	10	5%	15%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.
- G2.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.
- G3.** Twenty percent of students designated to take the FAA will making learning gains in reading by end of the 2013-2014 school year.
- G4.** Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.
- G5.** Twenty percent of students designated to take the FAA will show learning gains in math by the end of the 2013-2014 school year.
- G6.** Thirty percent of students will read at or above grade level by the end of the 2013-2014 school year.
- G7.** Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the 2013-14 school year.
- G8.** [copied goal - enter new description]
- G9.** Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in 2013-14 school year.

## Goals Detail

**G1.** Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### **Resources Available to Support the Goal**

- 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.
- Superteachworksheets.com Support material for teachers to go with the content of the worksheets. These sheets are separated from grade level and offer opportunity for the staff to complete small group and individual instruction with formative assessments through inquisitions.
- 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**

- 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 the Goal

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 or Persons Responsible**

Teachers and administrative staff

### **Target Dates or Schedule:**

Teachers will conduct formative assessments daily and will complete summative assessments based on the pacing guide from the school district. Administrators will monitor through weekly walk through and review of the summative assessments.

### **Evidence of Completion:**

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

**G2.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Middle School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### **Resources Available to Support the Goal**

- 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**

- 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 the Goal

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 or Persons Responsible**

Teachers and administrative staff

### **Target Dates or Schedule:**

Teachers will conduct formative assessments daily and will complete summative assessments based on the pacing guide from the school district. Administrators will monitor through weekly walk through and review of the summative assessments.

### **Evidence of Completion:**

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

**G3.** Twenty percent of students designated to take the FAA will making learning gains in reading by end of the 2013-2014 school year.

### **Targets Supported**

- Reading (FAA, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School FAA, High School FAA)
- Algebra 1 EOC
- Geometry EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### **Resources Available to Support the Goal**

- 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**

- 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 the Goal

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

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule:**

Daily through formative assessments and twice year with Brigance.

**Evidence of Completion:**

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

**G4.** Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)
- Writing
- Science
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### **Resources Available to Support the Goal**

- Biology Curriculum (Holt McDougal) Includes: 1. Textbook 2. Coloring Book 3. Workbook 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.

### **Targeted Barriers to Achieving the Goal**

- 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 the Goal

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 or Persons Responsible**

Teachers and administrative staff

### **Target Dates or Schedule:**

Teachers will conduct formative assessments daily and will complete summative assessments based on the pacing guide from the school district. Administrators will monitor through weekly walk through and review of the summative assessments.

### **Evidence of Completion:**

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

**G5.** Twenty percent of students designated to take the FAA will show learning gains in math by the end of the 2013-2014 school year.

### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School FAA, High School FAA)
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### **Resources Available to Support the Goal**

- 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**

- 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 the Goal**

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

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule:**

Daily through formative assessments and twice year with Brigance.

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

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



**G6. Thirty percent of students will read at or above grade level by the end of the 2013-2014 school year.**

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### **Resources Available to Support the Goal**

- Story Town Educational Materials (K-3)- Enrichment program that uses modified reading curriculum and engaging stories that can be projected and used in small classroom instruction. Can also be used for one on one assignments as well.
- 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.

### **Targeted Barriers to Achieving the Goal**

- Lack of Parental Involvement Parental support especially for reading in the home decrease chance of meeting objective. Materials sent home with the parents may not be used by them to support students reading objectives.
- 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 the Goal**

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

#### **Person or Persons Responsible**

Teachers and administrative staff

#### **Target Dates or Schedule:**

Teachers will conduct formative assessments daily and every nine weeks will complete summative assessments. Administrators will monitor through weekly walk through and nine weeks monitoring of summative assessments.

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

Students reaching grade level on the summative assessments that are given every nine weeks.

**G7.** Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the 2013-14 school year.

### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Science - Middle School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

### **Resources Available to Support the Goal**

- IXL.Com This is an interactive mathematics program that provides immediate feedback to students and teachers. With a built in reward system of certificates, it allows teachers to differentiate instruction to students individually by assigning appropriate tasks.
- Edmark Mathematics Program This interactive computer program demonstrates how to complete the mathematics problems and offers interactive practice. Students can get immediate individualized instruction and practice. Teachers are able to differentiate instruction by assigning relevant tasks within the program.
- Big Ideas Curriculum The Big Ideas Curriculum breaks down middle school mathematics and affords opportunity for hands-on instruction. It globalizes mathematics and makes it easier for students to understand the core principals and how they apply to the individual lesson.
- 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**

- 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 the Goal

Scholastic Mathematics Inventory will be completed every nine weeks. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

### **Person or Persons Responsible**

Teachers and administrative staff

### **Target Dates or Schedule:**

Teachers will conduct formative assessments daily and every nine weeks will complete summative assessments. Administrators will monitor through weekly walk through and nine weeks monitoring of summative assessments.

### **Evidence of Completion:**

Students reaching grade level on the summative assessments that are given every nine weeks.

**G8. [copied goal - enter new description]****Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Science - Middle School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

**Resources Available to Support the Goal**

- IXL.Com This is an interactive mathematics program that provides immediate feedback to students and teachers. With a built in reward system of certificates, it allows teachers to differentiate instruction to students individually by assigning appropriate tasks.
- Edmark Mathematics Program This interactive computer program demonstrates how to complete the mathematics problems and offers interactive practice. Students can get immediate individualized instruction and practice. Teachers are able to differentiate instruction by assigning relevant tasks within the program.
- Big Ideas Curriculum The Big Ideas Curriculum breaks down middle school mathematics and affords opportunity for hands-on instruction. It globalizes mathematics and makes it easier for students to understand the core principals and how they apply to the individual lesson.
- 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**

- 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 the Goal

Scholastic Mathematics Inventory will be completed every nine weeks. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

### **Person or Persons Responsible**

Teachers and administrative staff

### **Target Dates or Schedule:**

Teachers will conduct formative assessments daily and every nine weeks will complete summative assessments. Administrators will monitor through weekly walk through and nine weeks monitoring of summative assessments.

### **Evidence of Completion:**

Students reaching grade level on the summative assessments that are given every nine weeks.

**G9.** Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in 2013-14 school year.

### **Targets Supported**

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### **Resources Available to Support the Goal**

- IXL.Com This is an interactive mathematics program that provides immediate feedback to students and teachers. With a built in reward system of certificates, it allows teachers to differentiate instruction to students individually by assigning appropriate tasks.
- Edmark Mathematics Program This interactive computer program demonstrates how to complete the mathematics problems and offers interactive practice. Students can get immediate individualized instruction and practice. Teachers are able to differentiate instruction by assigning relevant tasks within the program.
- Big Ideas Curriculum The Big Ideas Curriculum breaks down middle school mathematics and affords opportunity for hands-on instruction. It globalizes mathematics and makes it easier for students to understand the core principals and how they apply to the individual lesson.
- 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**

- 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 the Goal

Scholastic Mathematics Inventory will be completed every nine weeks. Monitoring IXL.com for academic gains as part of formative assessments in the classroom. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

### **Person or Persons Responsible**

Teachers and administrative staff

### **Target Dates or Schedule:**

Teachers will conduct formative assessments daily and every nine weeks will complete summative assessments. Administrators will monitor through weekly walk through and nine weeks monitoring of summative assessments.

### **Evidence of Completion:**

Students reaching grade level on the summative assessments that are given every nine weeks.



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.

**G1.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.

**G1.B2.S1** Monthly monitoring of student attendance.

#### Action Step 1

Download attendance for students with greater than three absences in the last month.

##### Person or Persons Responsible

Administrative Assistant

##### Target Dates or Schedule

Monthly

##### Evidence of Completion

Spreadsheet of the students with their absences.

#### Action Step 2

Meetings with the school social worker, parents, and administration about the truant students.

##### Person or Persons Responsible

Administrative Assistant

##### Target Dates or Schedule

Monthly

##### Evidence of Completion

Documentation of the completion of the child study team meetings.

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Attending meetings with the social worker and parents.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the child study team meetings.

### **Plan to Monitor Effectiveness of G1.B2.S1**

Increases or decreases of the attendance of truant students and identification of other truant students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Spreadsheet of attendance and meetings documentation with the social worker for review.

**G1.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.

**G1.B3.S1 Implementation of school-wide level system and PBS.**

**Action Step 1**

Review of the PBS System and behavioral level system

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

During preplanning week.

**Evidence of Completion**

Documentation of the training.

**Facilitator:**

Chad Chieffallo, Site Administrator

**Participants:**

All teachers and behavioral techs.

**Action Step 2**

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

**Person or Persons Responsible**

Site Administrator and Lead Tech

**Target Dates or Schedule**

Daily through observation and monthly through data monitoring.

**Evidence of Completion**

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

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

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

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G1.B3.S1**

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

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Daily through observations and monthly through data monitoring.

**Evidence of Completion**

Information being entered into the proper database.

### **Plan to Monitor Fidelity of Implementation of G1.B3.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B3.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G2.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.

**G2.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.

**G2.B2.S1** Monthly monitoring of student attendance.

### Action Step 1

Download attendance for students with greater than three absences in the last month.

#### Person or Persons Responsible

Administrative Assistant

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Spreadsheet of the students with their absences.

**Action Step 2**

Meetings with the school social worker, parents, and administration about the truant students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the completion of the child study team meetings.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Attending meetings with the social worker and parents.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the child study team meetings.

**Plan to Monitor Effectiveness of G2.B2.S1**

Increases or decreases of the attendance of truant students and identification of other truant students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Spreadsheet of attendance and meetings documentation with the social worker for review.

**G2.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.

**G2.B3.S1 Implementation of school-wide level system and PBS.**

**Action Step 1**

Review of the PBS System and behavioral level system

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

During preplanning week.

**Evidence of Completion**

Documentation of the training.

**Facilitator:**

Chad Chieffallo, Site Administrator

**Participants:**

All teachers and behavioral techs.

**Action Step 2**

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

**Person or Persons Responsible**

Site Administrator and Lead Tech

**Target Dates or Schedule**

Daily through observation and monthly through data monitoring.

**Evidence of Completion**

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

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

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

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G2.B3.S1**

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

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Daily through observations and monthly through data monitoring.

**Evidence of Completion**

Information being entered into the proper database.

### **Plan to Monitor Fidelity of Implementation of G2.B3.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**



## Plan to Monitor Effectiveness of G2.B3.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G3.** Twenty percent of students designated to take the FAA will making learning gains in reading by end of the 2013-2014 school year.

**G3.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.

**G3.B1.S1** Individual behavioral program to deal with the high rates of behavioral problems.

### Action Step 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.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

As needed for difficult and severe behavioral issues

### Evidence of Completion

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

## **Action Step 2**

Review of the FBA/BIP and development or modification of the behavioral intervention plan.

### **Person or Persons Responsible**

Behavior Analyst

### **Target Dates or Schedule**

As needed for difficult and severe behavioral issues.

### **Evidence of Completion**

Behavior plan completed and given to the teacher and placed into green file.

## **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

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

### **Person or Persons Responsible**

Educational Specialist and Site Administrator

### **Target Dates or Schedule**

As information is turned in for the IEP or as the behavior plans are completed by the teacher or behavior analyst.

### **Evidence of Completion**

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

## **Plan to Monitor Effectiveness of G3.B1.S1**

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

### **Person or Persons Responsible**

Teacher, Site Administrator and Behavioral Analyst.

### **Target Dates or Schedule**

Teacher daily through interactions with the students and site administrator through interactions and walk through completion. Behavioral analyst when she comes every two weeks.

### **Evidence of Completion**

Completion of observations by the site 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.

**G3.B1.S2** Implementation of the PBS points system in the classroom.

**Action Step 1**

Review of PBS procedures and school store.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

During preplanning week before the school year.

**Evidence of Completion**

Documentation of training by the site administrator.

**Facilitator:**

Chad Chieffallo, Site Administrator

**Participants:**

All teachers and behavioral techs

**Action Step 2**

Review of the PBS records and behavioral records.

**Person or Persons Responsible**

Site Administrator and Lead Behavioral Tech

**Target Dates or Schedule**

Daily through interactions, observations, and review of the records.

**Evidence of Completion**

Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

When observation sheets are turned in showing that monitoring is taking place and through observations of the campus.

#### Person or Persons Responsible

Administrator

#### Target Dates or Schedule

Monthly and as present on campus.

#### Evidence of Completion

Documentation that the observation records have been reviewed.

### Plan to Monitor Effectiveness of G3.B1.S2

Daily observations and interactions of behaviors and monthly review of the incident reports and restraint forms. Review of the behavioral data that is being collected.

#### Person or Persons Responsible

Site Administrator

#### Target Dates or Schedule

Daily and monthly.

#### Evidence of Completion

Entering incident reports and restrain forms in proper databases.

**G3.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.

### G3.B2.S1 Monthly monitoring of attendance

#### Action Step 1

Attendance of students that have missed 3 or more days in the last 30 days.

#### Person or Persons Responsible

Administrative Assistant

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Spreadsheet of the students and absences.

**Action Step 2**

Meetings with the school social worker, site administrator, and parents regarding the attendance of targeted students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the child study team meetings regarding attendance.

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

Attending the meetings for the targeted students.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the meetings with the parents and support staff.

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

Monitoring of the attendance for increasing and decreases in attendance of truant students. Identification of any new students that may be truant.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Printout of spreadsheet of students in comparison to previous month.

**G4.** Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.

**G4.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.

**G4.B2.S1** Monthly monitoring of student attendance.

**Action Step 1**

Download attendance for students with greater than three absences in the last month.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Spreadsheet of the students with their absences.

**Action Step 2**

Meetings with the school social worker, parents, and administration about the truant students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the completion of the child study team meetings.

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

Attending meetings with the social worker and parents.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the child study team meetings.

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

Increases or decreases of the attendance of truant students and identification of other truant students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Spreadsheet of attendance and meetings documentation with the social worker for review.

**G4.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.

**G4.B3.S1 Implementation of school-wide level system and PBS.**

**Action Step 1**

Review of the PBS System and behavioral level system

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

During preplanning week.

**Evidence of Completion**

Documentation of the training.

**Facilitator:**

Chad Chieffallo, Site Administrator

**Participants:**

All teachers and behavioral techs.

**Action Step 2**

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

**Person or Persons Responsible**

Site Administrator and Lead Tech

**Target Dates or Schedule**

Daily through observation and monthly through data monitoring.

**Evidence of Completion**

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



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

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

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G4.B3.S1**

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

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Daily through observations and monthly through data monitoring.

**Evidence of Completion**

Information being entered into the proper database.

### **Plan to Monitor Fidelity of Implementation of G4.B3.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G4.B3.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G5.** Twenty percent of students designated to take the FAA will show learning gains in math by the end of the 2013-2014 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.

### Action Step 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.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

At the beginning of the school year or has IEP comes due.

### Evidence of Completion

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

## **Action Step 2**

Review of the FBA/BIP and development or modification of the behavioral intervention plan.

### **Person or Persons Responsible**

Behavior Analyst

### **Target Dates or Schedule**

As needed for difficult and severe behavioral issues.

### **Evidence of Completion**

Behavior plan completed and given to the teacher and placed into green file.

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

Behavior plan completed and given to the teacher and placed into green file.

### **Person or Persons Responsible**

Educational Specialist and Site Administrator

### **Target Dates or Schedule**

As information is turned in for the IEP or as the behavior plans are completed by the teacher or behavior analyst.

### **Evidence of Completion**

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

## **Plan to Monitor Effectiveness of G5.B1.S1**

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

### **Person or Persons Responsible**

Teacher, Site Administrator and Behavioral Analyst.

### **Target Dates or Schedule**

Teacher daily through interactions with the students and site administrator through interactions and walk through completion. Behavioral analyst when she comes every two weeks.

### **Evidence of Completion**

Completion of observations by the site 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.

**Action Step 1**

Review of PBS procedures and school store.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

During preplanning week before the school year.

**Evidence of Completion**

Documentation of training by the site administrator.

**Facilitator:**

Chad Chieffallo, Site Administrator

**Participants:**

All teachers and behavioral techs

**Action Step 2**

Review of the PBS records and behavioral records.

**Person or Persons Responsible**

Site Administrator and Lead Behavioral Tech

**Target Dates or Schedule**

Daily through interactions, observations, and review of the records.

**Evidence of Completion**

Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.

### Plan to Monitor Fidelity of Implementation of G5.B1.S2

When observation sheets are turned in showing that monitoring is taking place and through observations of the campus.

#### Person or Persons Responsible

Administrator

#### Target Dates or Schedule

Monthly and as present on campus.

#### Evidence of Completion

Documentation that the observation records have been reviewed.

### Plan to Monitor Effectiveness of G5.B1.S2

Daily observations and interactions of behaviors and monthly review of the incident reports and restraint forms. Review of the behavioral data that is being collected.

#### Person or Persons Responsible

Site Administrator

#### Target Dates or Schedule

Daily and monthly.

#### Evidence of Completion

Entering incident reports and restrain forms in proper databases.

**G5.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.

### G5.B2.S1 Monthly monitoring of attendance

#### Action Step 1

Attendance of students that have missed 3 or more days in the last 30 days.

#### Person or Persons Responsible

Administrative Assistant

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Spreadsheet of the students and absences.

**Action Step 2**

Meetings with the school social worker, site administrator, and parents regarding the attendance of targeted students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the child study team meetings regarding attendance.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1**

Attending the meetings for the targeted students.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the meetings with the parents and support staff.

**Plan to Monitor Effectiveness of G5.B2.S1**

Monitoring of the attendance for increasing and decreases in attendance of truant students. Identification of any new students that may be truant.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Printout of spreadsheet of students in comparison to previous month.

**G6.** Thirty percent of students will read at or above grade level by the end of the 2013-2014 school year.

**G6.B1** Lack of Parental Involvement Parental support especially for reading in the home decrease chance of meeting objective. Materials sent home with the parents may not be used by them to support students reading objectives.

**G6.B1.S1** School will conduct parent nights and parent-student luncheons to attempt to bring parents into the school. Parent nights will be conducted twice in the year as well as the parent -student luncheons.

**Action Step 1**

Vendor and Title One involvement in Parent Night and Luncheon.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Set date and time for the event and contact Title One for the financial support for refreshments. Make contact with other agencies for their participation to encourage parents attendance.

**Evidence of Completion**

Response from vendors and title one staff.

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Call the vendors and title one to prepare for the event.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Month prior to the schedule parent night.

**Evidence of Completion**

Response from the vendors they are going to attend and title one sponsoring the refreshments.

### Plan to Monitor Effectiveness of G6.B1.S1

Percentage of parents who attend event.

#### Person or Persons Responsible

Site Administrator

#### Target Dates or Schedule

Date of the events

#### Evidence of Completion

Documentation of sign in list and completion of data comparing the number with those that are currently enrolled.

**G6.B1.S2** Christmas event provides the opportunity for the parents to come and see their child perform for the sponsor and watch them receive their gifts for the holiday.

#### Action Step 1

Prepare for the Christmas event by submitting for grant from Harper Foundation.

#### Person or Persons Responsible

Site Administrator and administrative assistant

#### Target Dates or Schedule

During October

#### Evidence of Completion

Grant submitted and approved

### Plan to Monitor Fidelity of Implementation of G6.B1.S2

Determine whether grant has been given and seek out other funding if not.

#### Person or Persons Responsible

Site Administrator

#### Target Dates or Schedule

End of October

#### Evidence of Completion

Moving forward with planning for Christmas Event.



### Plan to Monitor Effectiveness of G6.B1.S2

Percentage of parents that attend event from sign in sheet.

#### Person or Persons Responsible

Site Administrator

#### Target Dates or Schedule

Date of Event

#### Evidence of Completion

Data collected from the event converted into percentages and shared with other administrative staff.

**G6.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.

**G6.B3.S1** Follow procedures to monitor attendance and call parents into meetings regarding school attendance.

#### Action Step 1

Meetings with school social worker and parents and site administrator.

#### Person or Persons Responsible

Administrative Assistant

#### Target Dates or Schedule

Monthly meetings at assigned date during the month.

#### Evidence of Completion

Documentation that the meeting was completed and signatures by participants.

### Plan to Monitor Fidelity of Implementation of G6.B3.S1

Attending meetings with students, parents, social worker, and administrative assistant for truant students.

#### Person or Persons Responsible

Site Administrator

#### Target Dates or Schedule

Monthly when attending the meetings.

#### Evidence of Completion

Signatures of all participants that attend meeting.

### Plan to Monitor Effectiveness of G6.B3.S1

Will look at attendance for students that have missed more than three days in the last month and see if the same students are having issues or improving.

#### Person or Persons Responsible

Administrative Assistant

#### Target Dates or Schedule

Monthly when attendance is pulled.

#### Evidence of Completion

Documentation on continued meetings and keeping copies of the attendance that is pulled monthly.

**G6.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.

### G6.B4.S1 School-wide implementation of the level system and PBS.

#### Action Step 1

Documenting behavioral problems and PBS points earned. Administering rewards and consequences incorporated in each.

#### Person or Persons Responsible

All behavioral techs and teachers

#### Target Dates or Schedule

Daily in the classroom.

#### Evidence of Completion

Documentation on the daily points log and monthly graphs.

#### Facilitator:

Chad Chieffallo, Site Administrator

#### Participants:

All teachers and behavioral techs

### **Plan to Monitor Fidelity of Implementation of G6.B4.S1**

Monitoring daily progress log and monthly graphs to ensure points and interventions are appropriately given.

#### **Person or Persons Responsible**

Lead Tech

#### **Target Dates or Schedule**

Periodically through the week.

#### **Evidence of Completion**

Documentation completed by the lead tech showing that walk through was completed with the behavioral techs.

### **Plan to Monitor Effectiveness of G6.B4.S1**

Monitoring the behavioral sheets, incident reports, and restraint forms that come into the office.

#### **Person or Persons Responsible**

Site Administrator

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Input the incident reports and restraint forms into the appropriate databases. Speaking with staff especially lead tech about the behavioral issues being addressed.

**G7.** Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the 2013-14 school 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.

**G7.B2.S1** Monthly monitoring of student attendance.

**Action Step 1**

Pulling monthly data on attendance for students and meeting with the school social worker on truancy. Meetings with parents of truant students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of attendance and meetings that are being held with the social worker and parents of the students.

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

Attending meetings with the administrative assistant, school social worker and parents.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Signature of participation on the monthly meeting forms.

### Plan to Monitor Effectiveness of G7.B2.S1

Will monitor for decreases in absences of target students when attendance is pulled monthly. Will have further meetings if necessary or identify new students that are exhibiting truancy issues.

#### Person or Persons Responsible

Administrative Assistant

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Documentation of meetings and records of absences that have been pulled from database.

**G7.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.

### G7.B3.S1 Implementation of school-wide level system and PBS.

#### Action Step 1

Refreshing the procedures for proper information and data collection.

#### Person or Persons Responsible

Site Administrator

#### Target Dates or Schedule

Starting at the beginning of the year on August 19, 2013.

#### Evidence of Completion

Attendees signature of attendance sheet.

#### Facilitator:

Chad Chieffallo, Site Administrator

#### Participants:

All teachers and techs

## **Action Step 2**

Monitoring daily points logs and PBS points sheets.

### **Person or Persons Responsible**

Site Administrator and Lead Tech

### **Target Dates or Schedule**

Throughout the day during the school year.

### **Evidence of Completion**

Completion of monitoring sheets.

## **Plan to Monitor Fidelity of Implementation of G7.B3.S1**

Monitoring of observation checklists completed by the lead tech and site administrator.

### **Person or Persons Responsible**

Administrator

### **Target Dates or Schedule**

End of the training at the beginning of the year and end of each month.

### **Evidence of Completion**

Documentation that the monitoring has been completed.

## **Plan to Monitor Effectiveness of G7.B3.S1**

Monitoring of the behaviors occurring during school hours and monthly monitoring of behavioral data on whether there is an increase in behaviors and restraints.

### **Person or Persons Responsible**

Site Administrator

### **Target Dates or Schedule**

Daily through behavioral observation and monthly through data monitoring.

### **Evidence of Completion**

Documentation of the observations and review of the behavioral data.

**G7.B3.S2** Increase mental health and behavioral interventions knowledge of teachers and behavioral techs.

**Action Step 1**

Assignment of articles to be read by behavioral techs and teachers.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Meetings with the staff demonstrating knowledge of the articles.

**Facilitator:**

Chad Chieffallo, Site Administrator

**Participants:**

All teachers and behavioral techs.

**Plan to Monitor Fidelity of Implementation of G7.B3.S2**

Meetings with the behavioral techs and teachers.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of meetings with the staff.

## Plan to Monitor Effectiveness of G7.B3.S2

Observations completed through daily interactions and review of behavioral data and restraints.

### Person or Persons Responsible

Site Administrator

### Target Dates or Schedule

Daily through observations and monthly through behavioral monitoring.

### Evidence of Completion

Completions of observation checklist and entering restraints into database along with incident reports into company database.

## G8. [copied goal - enter new description]

**G8.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.

**G8.B2.S1** Monthly monitoring of student attendance.

### Action Step 1

Pulling monthly data on attendance for students and meeting with the school social worker on truancy. Meetings with parents of truant students.

### Person or Persons Responsible

Administrative Assistant

### Target Dates or Schedule

Monthly

### Evidence of Completion

Documentation of attendance and meetings that are being held with the social worker and parents of the students.



### **Plan to Monitor Fidelity of Implementation of G8.B2.S1**

Attending meetings with the administrative assistant, school social worker and parents.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Signature of participation on the monthly meeting forms.

### **Plan to Monitor Effectiveness of G8.B2.S1**

Will monitor for decreases in absences of target students when attendance is pulled monthly. Will have further meetings if necessary or identify new students that are exhibiting truancy issues.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of meetings and records of absences that have been pulled from database.

**G8.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.

**G8.B3.S1 Implementation of school-wide level system and PBS.**

**Action Step 1**

Refreshing the procedures for proper information and data collection.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Starting at the beginning of the year on August 19, 2013.

**Evidence of Completion**

Attendees signature of attendance sheet.

**Facilitator:**

Chad Chieffallo, Site Administrator

**Participants:**

All teachers and techs

**Action Step 2**

Monitoring daily points logs and PBS points sheets.

**Person or Persons Responsible**

Site Administrator and Lead Tech

**Target Dates or Schedule**

Throughout the day during the school year.

**Evidence of Completion**

Completion of monitoring sheets.

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

Monitoring of observation checklists completed by the lead tech and site administrator.

#### **Person or Persons Responsible**

Administrator

#### **Target Dates or Schedule**

End of the training at the beginning of the year and end of each month.

#### **Evidence of Completion**

Documentation that the monitoring has been completed.

### **Plan to Monitor Effectiveness of G8.B3.S1**

Monitoring of the behaviors occurring during school hours and monthly monitoring of behavioral data on whether there is an increase in behaviors and restraints.

#### **Person or Persons Responsible**

Site Administrator

#### **Target Dates or Schedule**

Daily through behavioral observation and monthly through data monitoring.

#### **Evidence of Completion**

Documentation of the observations and review of the behavioral data.

**G8.B3.S2** Increase mental health and behavioral interventions knowledge of teachers and behavioral techs.

**Action Step 1**

Assignment of articles to be read by behavioral techs and teachers.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Meetings with the staff demonstrating knowledge of the articles.

**Facilitator:**

Chad Chieffallo, Site Administrator

**Participants:**

All teachers and behavioral techs.

**Plan to Monitor Fidelity of Implementation of G8.B3.S2**

Meetings with the behavioral techs and teachers.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of meetings with the staff.

## Plan to Monitor Effectiveness of G8.B3.S2

Observations completed through daily interactions and review of behavioral data and restraints.

### Person or Persons Responsible

Site Administrator

### Target Dates or Schedule

Daily through observations and monthly through behavioral monitoring.

### Evidence of Completion

Completions of observation checklist and entering restraints into database along with incident reports into company database.

**G9.** Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in 2013-14 school year.

**G9.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.

**G9.B2.S1** Monthly monitoring of student attendance.

### Action Step 1

Download attendance for students with greater than three absences in the last month.

### Person or Persons Responsible

Administrative Assistant

### Target Dates or Schedule

Monthly

### Evidence of Completion

Spreadsheet of the students with their absences.

**Action Step 2**

Meetings with the school social worker, parents, and administration about the truant students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the completion of the child study team meetings.

**Plan to Monitor Fidelity of Implementation of G9.B2.S1**

Attending meetings with the social worker and parents.

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of the child study team meetings.

**Plan to Monitor Effectiveness of G9.B2.S1**

Increases or decreases of the attendance of truant students and identification of other truant students.

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Spreadsheet of attendance and meetings documentation with the social worker for review.

**G9.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.

**G9.B3.S1 Implementation of school-wide level system and PBS.**

**Action Step 1**

Review of the PBS System and behavioral level system

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

During preplanning week.

**Evidence of Completion**

Documentation of the training.

**Facilitator:**

Chad Chieffallo, Site Administrator

**Participants:**

All teachers and behavioral techs.

**Action Step 2**

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

**Person or Persons Responsible**

Site Administrator and Lead Tech

**Target Dates or Schedule**

Daily through observation and monthly through data monitoring.

**Evidence of Completion**

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

### **Plan to Monitor Fidelity of Implementation of G9.B3.S1**

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

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G9.B3.S1**

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

**Person or Persons Responsible**

Site Administrator

**Target Dates or Schedule**

Daily through observations and monthly through data monitoring.

**Evidence of Completion**

Information being entered into the proper database.

### **Plan to Monitor Fidelity of Implementation of G9.B3.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**



**Plan to Monitor Effectiveness of G9.B3.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.

**G1.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.

**G1.B3.S1** Implementation of school-wide level system and PBS.

### PD Opportunity 1

Review of the PBS System and behavioral level system

#### Facilitator

Chad Chieffallo, Site Administrator

#### Participants

All teachers and behavioral techs.

#### Target Dates or Schedule

During preplanning week.

#### Evidence of Completion

Documentation of the training.

**G2.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.

**G2.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.

**G2.B3.S1** Implementation of school-wide level system and PBS.

### **PD Opportunity 1**

Review of the PBS System and behavioral level system

#### **Facilitator**

Chad Chieffallo, Site Administrator

#### **Participants**

All teachers and behavioral techs.

#### **Target Dates or Schedule**

During preplanning week.

#### **Evidence of Completion**

Documentation of the training.

**G3.** Twenty percent of students designated to take the FAA will making learning gains in reading by end of the 2013-2014 school year.

**G3.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.

**G3.B1.S2** Implementation of the PBS points system in the classroom.

### **PD Opportunity 1**

Review of PBS procedures and school store.

#### **Facilitator**

Chad Chieffallo, Site Administrator

#### **Participants**

All teachers and behavioral techs

#### **Target Dates or Schedule**

During preplanning week before the school year.

#### **Evidence of Completion**

Documentation of training by the site administrator.

**G4.** Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.

**G4.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.

**G4.B3.S1** Implementation of school-wide level system and PBS.

### **PD Opportunity 1**

Review of the PBS System and behavioral level system

#### **Facilitator**

Chad Chieffallo, Site Administrator

#### **Participants**

All teachers and behavioral techs.

#### **Target Dates or Schedule**

During preplanning week.

#### **Evidence of Completion**

Documentation of the training.

**G5.** Twenty percent of students designated to take the FAA will show learning gains in math by the end of the 2013-2014 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.S2** Implementation of the PBS points system in the classroom.

### **PD Opportunity 1**

Review of PBS procedures and school store.

#### **Facilitator**

Chad Chieffallo, Site Administrator

#### **Participants**

All teachers and behavioral techs

#### **Target Dates or Schedule**

During preplanning week before the school year.

#### **Evidence of Completion**

Documentation of training by the site administrator.

**G6.** Thirty percent of students will read at or above grade level by the end of the 2013-2014 school year.

**G6.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.

**G6.B4.S1** School-wide implementation of the level system and PBS.

**PD Opportunity 1**

Documenting behavioral problems and PBS points earned. Administering rewards and consequences incorporated in each.

**Facilitator**

Chad Chieffallo, Site Administrator

**Participants**

All teachers and behavioral techs

**Target Dates or Schedule**

Daily in the classroom.

**Evidence of Completion**

Documentation on the daily points log and monthly graphs.



**G7.** Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the 2013-14 school year.

**G7.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.

**G7.B3.S1** Implementation of school-wide level system and PBS.

**PD Opportunity 1**

Refreshing the procedures for proper information and data collection.

**Facilitator**

Chad Chieffallo, Site Administrator

**Participants**

All teachers and techs

**Target Dates or Schedule**

Starting at the beginning of the year on August 19, 2013.

**Evidence of Completion**

Attendees signature of attendance sheet.

**G7.B3.S2** Increase mental health and behavioral interventions knowledge of teachers and behavioral techs.

**PD Opportunity 1**

Assignment of articles to be read by behavioral techs and teachers.

**Facilitator**

Chad Chieffallo, Site Administrator

**Participants**

All teachers and behavioral techs.

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Meetings with the staff demonstrating knowledge of the articles.

**G8.** [copied goal - enter new description]

**G8.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.

**G8.B3.S1** Implementation of school-wide level system and PBS.

**PD Opportunity 1**

Refreshing the procedures for proper information and data collection.

**Facilitator**

Chad Chieffallo, Site Administrator

**Participants**

All teachers and techs

**Target Dates or Schedule**

Starting at the beginning of the year on August 19, 2013.

**Evidence of Completion**

Attendees signature of attendance sheet.

**G8.B3.S2** Increase mental health and behavioral interventions knowledge of teachers and behavioral techs.

**PD Opportunity 1**

Assignment of articles to be read by behavioral techs and teachers.

**Facilitator**

Chad Chieffallo, Site Administrator

**Participants**

All teachers and behavioral techs.

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Meetings with the staff demonstrating knowledge of the articles.

**G9.** Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in 2013-14 school year.

**G9.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.

**G9.B3.S1** Implementation of school-wide level system and PBS.

### **PD Opportunity 1**

Review of the PBS System and behavioral level system

#### **Facilitator**

Chad Chieffallo, Site Administrator

#### **Participants**

All teachers and behavioral techs.

#### **Target Dates or Schedule**

During preplanning week.

#### **Evidence of Completion**

Documentation of the training.

## Appendix 2: Budget to Support School Improvement Goals