

Lake County Schools

Lake Academy Eustis



2017-18 Schoolwide Improvement Plan

Lake Academy Eustis

301 IDLEWILD AVE, Eustis, FL 32726

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	51%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lake Academy Eustis

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Bringing Hope to Life.

2. School Environment

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

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

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

Staff encourage open communication with the students throughout the school day especially related to their emotional needs. During these communications if issues related to bullying, threats, or other unsafe situations are exposed they are addressed immediately with the students. Students who have a therapist are also afforded the opportunity to have them present during the conversation. It is during these times that plans are developed to ensure the safety of students by addressing their safety concerns. The student or situation that has made the student feel unsafe is addressed directly and immediately. Students with therapists are afforded the opportunity to process the concerns further with the therapist. If there continues to be concerns for students individual safety and well being, a licensed therapist and/or law enforcement can assist a student for a possible Baker Act or Marchman Act that allows for further assessment or evaluation.

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

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

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

The three areas addressed in the PBS System are respect, responsibility, and safety. Each of these categories are outlined on the behavioral points log along with the respective behaviors that fall under them. Indicated also are the consequences for these behaviors including not earning points for that period, being taken off level, or losing a level(s). Students are informed every year of the behavioral system and staff are retrained on this during preplanning week. Staff are also trained during this time on behavior intervention procedures and de-escalation techniques. TEAM procedures, trauma-informed care, and other mental health training is conducted to ensure appropriate, positive interactions are used to assure the least restrictive measures are used for student safety and well being.

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

We serve three distinct client bases within the school. The special day program serves students who are here for intensive behavioral and emotional needs. They are assigned a therapist that provides a both individual and group counseling to the students and are available during crisis situations that occur on campus. A psychosocial rehabilitation counselor (PSR) provides group training in the form of social and life skills. In the classroom the students have access to staff that provide support in crisis situations and are afforded LEAPS training through their PSR counselor. Psychiatric services are offered at the school for medication management and initial evaluations if the parent(s) agrees.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

identified students she pursues court action (TIC). Typically this is pursued for students under the age of 16 or older if the parents seek assistance. This option is not available to students that have juvenile justice involvement.

Suspensions are only completed in our Alternative Disciplinary Program (ADP) and bus suspensions for our high school special day students under limited circumstances. Parents are notified of all incidents and our encouraged to participate in follow meetings and discussions to prevent future occurrences. Students who have 2 or more suspensions will have meetings held with the parents and MTSS can be pursued if there are behavioral or academic concerns. Parent meetings are documented and data is collected, and interventions are implemented based on problem solving meetings. MTSS is continued along the continuum until identified effective interventions or identification is discovered.

STAR (Renaissance) assessments are completed quarterly and this combined with other summative and formative assessments assist teachers identifying struggling students. Using this information teachers target students who are struggling through active feedback and instructional modification. In doing this, differentiation is employed for continued student academic success and prevents continued academic failure.

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

Within the special day and interim alternative settings, REFINE meetings are conducted to review and intervene with students where two physical interventions or two severe safety issues have occurred within a 30 day period. This provides for an assessment to be completed and the development of a behavioral intervention plan (BIP) so prevent further occurrences.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	2	3	2	2	3	1	3	3	2	1	1	23
One or more suspensions	0	0	0	0	0	0	5	10	4	0	0	0	0	19
Course failure in ELA or Math	0	0	0	4	0	0	0	5	4	4	5	0	0	22
Level 1 on statewide assessment	0	0	0	6	5	4	6	7	6	4	6	3	2	49

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	5	2	3	5	5	6	3	2	1	1	33

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

Students identified as having deficiencies in reading are provided intensive reading for 90 minutes in the morning. In their core curriculum differentiated instruction is provided using the Gradual Release

of Responsibility Model. During this process teachers can continue to conduct formative assessments to ensure understanding of the information and proper completion of academic assignments. All students can utilize Achieve3000 this year to help students gain reading levels. This is web-based program that differentiates instruction based on student's reading ability.

Mathematics follows this same principle and students are afforded individual academic practice using IXL.Com. Through this program teachers can assign students mathematics skills in their areas of deficits and build upon their strengths. Teachers can assign lessons and students can use these to better understand the concepts. Through the formative and summative assessments on IXL.Com teachers can better monitor progress.

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

Within the special day and interim alternative settings, REFINE meetings are conducted to review and intervene with students where two physical interventions or two severe safety issues have occurred within a 30 day period. This provides for an assessment to be completed and the development of a behavioral intervention plan (BIP) so prevent further occurrences.

If student is showing significant signs of struggle through the above assessments and data, student can be referred to the Multi-Tier System of Supports (MTSS) for academic evaluation. During this process interventions and modifications in curriculum are used to determine if there are any deficits in ELA or Math. From this further assessments, with parental consent, can be completed by the school district to determine educational challenges and possible placement in an Exceptional Student Education (ESE) program.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

A large portion of the parental population within the special day school, alternative disciplinary program and interim 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. Last year's response to the parent lunches exceeded expectation but the parent night turnouts were below hopes and desires.

This year we are expanding into a PTA group and will be reaching out to parents to become part of the school community.

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

Throughout the school year resources are sought through written and verbal communication to community leaders. These are sought for participation in career fairs and educational presentations. It is during these events that students, teachers, and administration make essential community links for the at-risk prevention and intervention. As each interaction is successful, more and more communication between agencies occur. The biggest community involvement has come through career week participation. Community members seek to educate and enlighten students about the work force and prepare them for job searches. Interview skill, attire, and resumes are discussed along with proper etiquette and business communication skills.

Through breaking the perception of the school and students, community members are more open to providing support to the students. Efforts are being made to get more community involvement by seeking out funding sources including grants to solidify community partnership.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Chieffallo, Chad	Principal
Mongiovi, Benedetto	Assistant Principal
Martin, Scartlett	Assistant Principal
Bonds, Natalie	Teacher, K-12
Mitchell, Brenda	Paraprofessional

b. Duties

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

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

Benedetto Mongiovi, Assistant Administrator, holds degrees in the human services and educational field and has experience working in a private school and last year at LAKE Academy. He is an active member of the Army and is currently a reserve officer. He has a drive to work with this population and

brings a background of financial savvy to the organization. His innate ability to work with this population along with financial fortitude allows him to complete the same responsibilities on campus in the absence of the administrator. He is also the go to individual for technical support and works with the IT department on ensuring readiness of the campus for testing.

Scarlett Martin, Assistant Administrator, has previous experience in the mental health and education fields. She has a Masters Degree in Guidance and Counseling and holds certification in this area along with a degree in Mental Health Counseling. Her expertise will help to reduce the restraints and train staff on appropriate interventions and interactions. Completion of the Behavioral Analyst certification coursework will additionally help her in this arena.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Teachers are divided into teams of three and are assigned students who are under Response to Intervention (RtI) or Multi-Tiered Systems of Supports (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 Functional Behavioral Assessment /Behavioral Intervention Plan (FBA/BIP) has to be modified for the students needs. Any information that is gathered by the staff from the parents is included in these discussions such as psychosocial factors, mental health issues, health problems, and other dynamics that may be interfering with the student's progress.

The same process is used for academic interventions. The progress of the student is tracked differently through assessments completed online or through formative assessments completed by the teacher. Summative assessments such as the Scholastic are also tracked for reading gains or losses. If the behavioral issues are directly related to the performance of the student or are a trigger for students' adverse behaviors then behavioral data is tracked for improvements or regressions.

Any student identified as needing further supports is then referred to Exceptional Student Education department for discussions about asking for further testing. Parents are invited to these meetings and data is reviewed to determine if the next step is needed. If not, further interventions are attempted and if agreed upon with the parents appropriate testing is requested by the school. Testing is then completed and a final meeting is held to determine eligibility.

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

Title I Part D funding will be used to purchase additional equipment and supplies to supplement the existing materials already attained. Technology integrated will be a primary focus with dollars supporting online programs such as Achieve3000 and Education.Com.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Charles Mojock	Business/Community
Tim Morris	Business/Community
Mike Sleaford	Business/Community
Chad Chieffallo	Principal
Jill Baird	Business/Community
Jennifer Hill	Business/Community
Jonathan Cherry	Business/Community
Claire Hedgcock	Business/Community
Paul Johns	Business/Community
Frank Pelot	Business/Community
Jon Simpson	Business/Community
Jessie Smith	Business/Community
Bruce Saylor	Business/Community
Doug Childers	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the SIP and gave suggestions for improvement.

b. Development of this school improvement plan

NA

c. Preparation of the school's annual budget and plan

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

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

Over the last year there have been maintenance and rehabilitation projects within the school. Over the summer the school has undergone a complete repainting and repair and there was installation of exterior magnetic doors for added security. The cost of the door locks was \$20,000 and painting and repaired was estimated to be about \$5,0000. In addition this year and additional 15 Dell Laptops are expected to be purchased, costing approximately \$15,000 to assist with the expansion of technology in the classroom and for testing purposes. Title 1 funding support the continued use of Achieve3000 at \$3775. IXI.com for math continues to be used for Math at \$1500 and Star Math and Reading will be used for evaluation throughout the year costing \$2600. We continue to use Discovery Education and this is paid at \$750.

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Chieffallo, Chad	Principal
Mongiovi, Benedetto	Assistant Principal
Martin, Scartlett	Assistant Principal

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.at home.
5. Increase evidence-based resources for classroom teachers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

Students identified as having deficiencies in reading are provided intensive reading for 90 minutes in the morning. In their core curriculum differentiated instruction is provided using the Gradual Release of Responsibility Model. During this process teachers can continue to conduct formative assessments to ensure understanding of the information and proper completion of academic assignments. Elementary and middle school students can utilize Achieve 3000 reading program for additional reading support. Access point students have developed individualized instruction that is geared toward their abilities but are aligned with the Access Points for specified curriculum.

Mathematics follows this same principle and students are afforded individual academic practice using IXL.Com. Through this program teachers can assign students mathematics skills in their areas of deficits and build upon their strengths. Teachers can assign lessons and student can use these to better understand the concepts. Through the formative and summative assessments on IXL.com teachers can better monitor progress.

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

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

Strategy: Summer Program

Minutes added to school year: 4,326

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mongiovi, Benedetto, bmongiovi@lsbc.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

b. College and Career Readiness

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

Educational meetings are held on each student to determine their schedule of courses. Discussions emerge regarding hopes for dual enrollment and attendance depending on the circumstances. Students must return to their zone school to be afforded these opportunities. They are also exposed to a career week once a year where community members present for training, educational and work activities. Information is further posted to community boards in the school and information is accessible in the school on military, vocational, and collegiate options to student. This also includes information on scholarships and admission criteria.

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

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

Teachers are also incorporating the technological aspects of college and career prep in assignments to prepare students for the return to their zoned 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.

Lake Tech affords students opportunities to receive auto, culinary, CNA, and other certifications if they are dual enrolled or attend following high school. Students have these opportunities at their zone school and information is brought to them through community presentations during career week or through information being available in the school.

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


Strategic Goals Summary

- G1.** There will be 10 or less reported incidents of violence involving the use of safety procedures and/or police involvement.
- G2.** There will be 5 or less uses of physical interventions (TEAM) per month.
- G3.** Thirty-Five percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.
- G4.** Forty-Five percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.
- G5.** Forty percent of students designated to take the FSAA will making learning gains in reading by end of the school year.
- G6.** Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.
- G7.** Thirty-Five percent of students designated to take the FSAA will show learning gains in math by the end of the school year.
- G8.** Thirty-Five percent of students will read at or above grade level by the end of the school year.

Strategic Goals Detail

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

G1. There will be 10 or less reported incidents of violence involving the use of safety procedures and/or police involvement. **1a**

 G097963

Targets Supported **1b**

Indicator	Annual Target
School Climate Survey - Student	10.0

Targeted Barriers to Achieving the Goal **3**

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

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Eustis Police Department Has been actively involved with the campus on preventative measures in reducing the threats in the community that come into the school. They have been speaking with parents and students that have suggested or made statements of violence toward the school and have shown presence when requested by the staff suspected contraband being brought into the school.
- LEAPS This program teaches the appropriate social skills including conflict resolution and anger management that in combination with the PSR groups allow for students to learn appropriate ways to address and deal with anger and frustration. As a result students are less likely to respond in the negative fashion to request and provocation.
- PSR Groups Students take part in PSR Groups in the special day program to address daily living skills, anger management issues, coping skills, communication skills, etc. to better learn how to work with others. This assist in learning appropriate responses to agitation, anger, and frustration along with communicating emotions and needs.
- Psychiatric Evaluations and Medication Management Students in the special day program at LAKE Academy are offered the opportunity for a psychiatric evaluation and medication monitoring and management during the school year. This provides continued monitoring for needed medication adjustments that may be leading to continued disruptive and aggressive behaviors. It also provides the opportunity for the teachers and support staff to provide insight into the continued behaviors of the student along with changes in documented behaviors.

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Review of the incidents and police logs to determine whether there is a decrease or increase in targeted behaviors.

G2. There will be 5 or less uses of physical interventions (TEAM) per month. 1a

G097964

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	5.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- LEAPS Online social skills program geared toward students that have difficulty with controlling and understanding their emotions. Lessons can be addressed as a group during periods of the day or can be fixated on one student at a time to work on personal growth. Lessons have been found to be effective is working with this type of student base.
- Therapeutic Services Individual and group therapeutic services are offered to the special day school population. Issues related to their mental illness are addressed along with conflict resolution can be addressed. Student can learn to work together and have the ability to verbalize their concerns with relation to their home life and educational environment. Goals are set with a proactive approach to addressing social and emotional issues.
- REFINE Meetings These meetings will be conducted following the use of physical interventions or severe episodes of property destruction and/or physical aggression. Meeting will Review the information, Evaluate the circumstances, Find the function for the behavior, Integrate the information into the school and classroom, determine the Needs for the implementation and Execute the changes. If there have been two or more major incidents, a behavioral committee will evaluate the situation and work with behavioral support staff to develop a formalized intervention plan.

Plan to Monitor Progress Toward G2. 8

Review of restraints and REFINE Meeting forms

Person Responsible

Benedetto Mongiovi


Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

DOE data base for the number of physical interventions completed each month.

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

 G097965

Targets Supported **1b**

Indicator	Annual Target
Statewide Science Assessment Level 3	35.0

Targeted Barriers to Achieving the Goal **3**

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

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Discovery Education Online resource for science that offers videos, articles, and interactive tools to support science learning and make it hands on. Videos allow for the information to come to life and offers opportunity for the teacher to summaries information and stop and ask questions. It also affords for formative assessments to be conducted through questioning and feedback.
- Discovery Knowledge Eyewitness Videos Provided detailed information about the subject matter and offers videos of the actual events discussed (e.g. volcanoes). Information can then be discussed and questions are used to determine learning gains and understanding.
- Weekly Reader Supplemental magazine that offers information and articles on various topics. These can be used for individual assignments and small group instruction. It is a modern media format and allows students to learn by reading and answering questions built into the material and those posed by the teacher.
- Applied Practice Teachers are engaging in applied practice and taking information aligned from standards and placing into an interactive format for students to have the ability to learn concepts and ideas from various learning styles. This comes from assignments and action plans from teachers and also from the academic professional learning communities.
- Science A-Z This program provides for supplemental materials for teachers to use to support students in learning science materials. Information is available on a broad and differentiated spectrum for student to be able to capture the main idea and concept of the information being delivered.

Plan to Monitor Progress Toward G3. 8

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

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

Person Responsible

Benedetto Mongiovi


Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

 G097966

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal **3**

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

Resources Available to Help Reduce or Eliminate the Barriers **2**

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

Plan to Monitor Progress Toward G4. 8

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Students scoring 70% or more on the summative unit assessments

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

G097967

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Hooked on Phonics Reading program that teaches alphabetic and word recognition, sounds, blends, picture to word identification and progresses from beginner to intermediate to on level reading. It uses visual and auditory contexts to aid in comprehension and understanding
- RazKids Online based program that offers differentiated instruction to students with low level reading and cognitive ability. Allows for the recognition of words through pictorial and auditory examples and lessons.
- Letter to Word Matching This allows for the student to puzzle together pictures that come with the word below. This allows for the student to relate the picture to the word and eventually to identify the word itself.
- Achieve3000 Online program that allows for practice of differentiated reading and specialized reading materials for students. Program assessment Lexile levels of students and progression made throughout the year during Lexile checks and from student's progress on answering questions associated with the article read.

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Benedetto Mongiovi

Schedule

Quarterly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Copies of the completed work and assessments in the green file along with findings of assessments with Achieve3000 and Star Math/Reading assessments.

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

G097968

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	20.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G6. 8

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

G097969

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	35.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G7. 8

Formative assessments determining gains from previous day and completion of the Brigance twice a year and completion of Star Math assessment completed quarterly.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

G097970

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
ELA/Reading Gains	35.0
ELA/Reading Lowest 25% Gains	35.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G8. 8

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

Person Responsible

Benedetto Mongiovi

Schedule

Quarterly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. There will be 10 or less reported incidents of violence involving the use of safety procedures and/or police involvement. **1**

 **G097963**

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

 **B263397**

G1.B1.S1 Students in all classrooms will receive LEAPS or PSR counseling to address appropriate social skills development 20 minutes per day. **4**

 **S278947**

Strategy Rationale

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

Action Step 1 **5**

Students will receive PSR counseling or LEAPS lessons 20 minutes per day.

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

G1.B1.S2 Student in the special day program will receive individual therapy to address their mental health and behavioral needs. 4

S278948

Strategy Rationale

Affording students the opportunity to address their individual concerns and emotional challenges will reduce the probability of them acting out violently in the classroom. Students also learn better coping skills and self soothing techniques to minimize or prevent emotional and physical escalation.

Action Step 1 5

Students in special day setting will receive individual therapy (parent approval required)

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Therapists will document contact in Tier for review of any contact they have with the students.

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

Review of the therapists documentation of contact in Tier.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Data will be extracted from Tier to review contact with student has been or not.
Communication with therapists will be documented if their expectations have not been met.

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

Data of increases or decreases on the daily points log will be reviewed.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Information will be reviewed of students that are having increases in their behaviors and addressed through a collaborative team approach to determine if the therapy is assisting in decreasing violent behaviors.

G2. There will be 5 or less uses of physical interventions (TEAM) per month. 1

G097964

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

B263398

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

S278949

Strategy Rationale

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

Action Step 1 5

Student will take part in PSR groups

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of group or PSR groups on a weekly basis.

Action Step 2 5

Student will complete LEAPS lessons

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

Completion of the LEAPS lesson documented by the teacher.

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

Review of the behavioral data logs on targeted students from REFINE Meetings

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Increases or decreases in the behavioral data on the daily points logs

G2.B1.S2 REFINE Meetings - These meetings will be conducted following the use of physical interventions or severe episodes of property destruction and/or physical aggression. 4

S278950

Strategy Rationale

Meeting will Review the information, Evaluate the circumstances, Find the function for the behavior, Integrate the information into the school and classroom, determine the Needs for the implementation and Execute the changes. If there have been two or more major incidents, a behavioral committee will evaluate the situation and work with behavioral support staff to develop a formalized intervention plan.

Action Step 1 5

Completions of REFINE Meeting

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of the REFINE form meeting in the meeting book.

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

Documentation will be reviewed to ensure meeting compliance

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Review of the REFINE book to ensure proper information has been completed and documented.

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

Review of incident reports and physical restraint logs.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Monitoring for fluctuations in the use of physical restraints especially decreases in restraints.

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

G097965

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

B263400

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

S278951

Strategy Rationale

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

Action Step 1 5

Review of the PBS System and behavioral level system and appropriate behavioral interventions and techniques.

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of PBS points on daily points log.

Action Step 2 5

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

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Information being entered into DOE database along with daily points logs and number of incident reports being completed and turned into administration.

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

 S278952

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of meeting with staff about the review of the articles.

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

Assign staff articles to read and review with them during individual or group meetings.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Meeting documentation showing that the meetings have occurred and the information was reviewed.

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

Monitoring the number of behavioral incidents involving the use of calming time or physical restraint.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

 B263401

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

 S278953

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

Reports of user use from Achieve 3000

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

Frequency of the articles completed

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

Increases in the Lexile levels of students

Person Responsible

Benedetto Mongiovi

Schedule

Quarterly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

G097966

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

B263403

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

S278954

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of Training

Action Step 2 5

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

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

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.B2.S1 6

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Review of documentation of PBS point on daily points log and use of points at PBS store.

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Quarterly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

 S278955

Strategy Rationale

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

Action Step 1 **5**

Review relevant literature on mental health disorders

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of meetings with staff regarding various mental health disorders and interventions.

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

Meeting and review with the school administrator.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

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

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

Increased scores on formative and summative assessments in science

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 10/8/2017 to 6/29/2018

Evidence of Completion

Teachers will monitor progress of students through summative and formative assessments in the classroom. Standardized tests will be reviewed by assistant administrator to determine progress (occurring as tests are completed)

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

 B263404

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

 S278956

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

Reports of usage from IXL program

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

Review of reports from the programs showing usage.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

Review of progression reports on the programs

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Graphs demonstrating growth and progression from the assigned programs.

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

G097967

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

B263405

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

S278957

Strategy Rationale

Addressing high rates of behavioral issues within the classroom reduces the disruption to the classroom for all students. This indirectly improves the probability for academic success the individual student and his peers. This ensures increased academic time and increased efficiency and retention for all students.

Action Step 1 5

Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This will be completed through the use of REFINE forms and meetings to determine progress and adjustments needed.

Person Responsible

Benedetto Mongiovi

Schedule

Quarterly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Completion of observations by the Assistant 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. REFINE meetings and data collected through daily points logs.

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

 S278958

Strategy Rationale

Implementation of the school wide level system and PBS addressing the behavioral concerns and problems that interfere with the student learning and progress. Rewarding appropriate behaviors increased their frequency and decrease the frequency of the inappropriate behaviors.

Action Step 1 5

Review of PBS procedures and school store.

Person Responsible

Benedetto Mongiovi

Schedule

On 6/29/2018

Evidence of Completion

Documentation of training by Administrator

Action Step 2 5

Review of the PBS records and behavioral records.

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

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 6

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

Person Responsible

Chad Chieffallo

Schedule

Weekly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Documentation that the observation records have been reviewed.

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

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 Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Entering incident reports and restraint forms in proper databases and REFINE meetings

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

G097968

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

B263409

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

S278959

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/30/2018

Evidence of Completion

Documentation of the completion of the child study team meetings.

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

Attending meetings with the social worker and parents.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 8/10/2017

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

 B263410

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

 S278960

Strategy Rationale

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

Action Step 1 **5**

Observed daily interactions of staff with students and review of behavioral data and restraints along with completion of the REFINE meeting following restraints.

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

Action Step 2 **5**

Review of the PBS System and behavioral level system

Person Responsible

Benedetto Mongiovi

Schedule

Quarterly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of the training.

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation that the review of the data was completed by the administrator and during REFINE meetings.

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

 S278961

Strategy Rationale

Learning about the multitude of mental health disorders that they work with in the classroom allows for staff to properly intervene with the students with evidence-based practices. Understanding the conditions reduces the need for physical intervention and assists in building the rapport necessary for academic success.

Action Step 1 5

Review relevant information and articles related to multiple mental health disorders

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/30/2018

Evidence of Completion

Assistant Administrator will document meetings, group and individual, in relation to the training in the staff's PD file.

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

Assistant administrator will monitor the completion of training

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Administrator will complete staff training and development form for staff to sign and place in their professional development file.

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

Behavioral daily points logs and level sheets will be monitored for increases or decreases in behaviors.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Documentation on the daily points log and the behavioral report cards will show decreased or increase in behaviors. Monthly graphs will also assist with this in conjunction with the PBS points earned on the same forms.

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

G097969

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

B263412

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

S278962

Strategy Rationale

Addressing high rates of behavioral issues within the classroom reduces the disruption to the classroom for all students. This indirectly improves the probability for academic success the individual student and his peers. This ensures increased academic time and increased efficiency and retention for all students.

Action Step 1 5

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

On 6/29/2018

Evidence of Completion

Through observation, records reviews, and during the completion of the IEP process. Modifications will occur as needed and adjusted FBA/BIP will be placed in green file. As green files are audited the FBA/BIP will be looked for and staff questioned about implementation. REFINE meetings will ensure that behavior plans are modified as needed.

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

 S278963

Strategy Rationale

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

Action Step 1 5

Review of the PBS records and behavioral records.

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

Action Step 2 5

Review of PBS procedures and school store.

Person Responsible

Benedetto Mongiovi

Schedule

On 6/29/2018

Evidence of Completion

Documentation of training by the site administrator.

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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 and during the REFINE meetings.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Entering incident reports and restraint forms in proper databases and documentation of the REFINE meetings.

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

B263413

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

S278964

Strategy Rationale

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

Action Step 1 5

Monthly meeting with the school social worker, administrator and parents

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of the child study team meeting.

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

Attendance of the administrator during the meeting.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

 G097970

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

 B263417

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

 S278967

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of the child study teams on the meeting log.

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

Attendance of the administrator at the monthly meetings.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of signatures of the child study team meeting logs.

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

 B263418

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

 S278968

Strategy Rationale

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

Action Step 1 **5**

Implementation of the PBS system throughout the school..

Person Responsible

Benedetto Mongiovi

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

Review of the daily points logs during classroom walk through

Person Responsible

Benedetto Mongiovi

Schedule

Weekly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

 S278969

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Scartlett Martin

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Documentation of the assigned topic and reading.

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

Monthly meeting to review reading and what was learned.

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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

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

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

Person Responsible

Benedetto Mongiovi

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

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













IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G4.B2.S2.MA1 M406312	Meeting and review with the school administrator.	Mongiovi, Benedetto	8/10/2016	Documentation of the review meeting and discussion on the related topic to ensure clarity and understanding.	6/30/2017 monthly
G5.B1.S2.MA1 M406319	When observation sheets are turned in showing that monitoring is taking place and through...	Chieffallo, Chad	8/10/2016	Documentation that the observation records have been reviewed.	6/30/2017 weekly
G6.B3.S2.MA1 M406325	Behavioral daily points logs and level sheets will be monitored for increases or decreases in...	Mongiovi, Benedetto	8/10/2016	Documentation on the daily points log and the behavioral report cards will show decreased or increase in behaviors. Monthly graphs will also assist with this in conjunction with the PBS points earned on the same forms.	6/30/2017 monthly
G6.B2.S1.MA1 M406322	Attending meetings with the social worker and parents.	Mongiovi, Benedetto	8/10/2017	Documentation of the child study team meetings that will be logged and kept in relation to identified students.	8/10/2017 monthly
G1.MA1 M406296	Daily points log, monthly graphing and incident reports will be reviewed for progress.	Mongiovi, Benedetto	8/10/2017	Review of the incidents and police logs to determine whether there is a decrease or increase in targeted behaviors.	6/29/2018 monthly
G2.MA1 M406301	Review of restraints and REFINE Meeting forms	Mongiovi, Benedetto	8/10/2017	DOE data base for the number of physical interventions completed each month.	6/29/2018 monthly
G3.MA1 M406308	Unit test will be conducted following the pacing guide. Units will be revisited and modified...	Mongiovi, Benedetto	8/10/2017	Students scoring 70% or more on the summative unit assessments..	6/29/2018 monthly
G4.MA1 M406315	Unit test will be conducted following the pacing guide. Units will be revisited and modified...	Mongiovi, Benedetto	8/10/2017	Students scoring 70% or more on the summative unit assessments	6/29/2018 monthly
G5.MA1 M406320	Formative assessments determining gains from previous day and completion of the Brigance twice a...	Mongiovi, Benedetto	8/10/2017	Copies of the completed work and assessments in the green file along with findings of assessments with Achieve3000 and Star Math/Reading assessments.	6/29/2018 quarterly
G6.MA1 M406327	Unit test will be conducted following the pacing guide. Units will be revisited and modified...	Mongiovi, Benedetto	8/10/2017	Students scoring 70% or more on the summative unit assessments..	6/29/2018 weekly
G7.MA1 M406334	Formative assessments determining gains from previous day and completion of the Brigance twice a...	Mongiovi, Benedetto	8/10/2017	Copies of the completed work and assessments in the green file including assessments.	6/29/2018 monthly
G8.MA1 M406345	Star Reading Inventory will be completed every nine weeks. Formative assessments in class...	Mongiovi, Benedetto	8/10/2017	Students reaching grade level on the summative assessments that are given every nine weeks. This includes grade level performance in correlation to Lexile levels in Achieve3000.	6/29/2018 quarterly
G1.B1.S1.MA1 M406292	Documentation of the violent offenses on the daily points logs and incident reports	Mongiovi, Benedetto	8/10/2017	Will review the documentation from the class and incidents completed on the violent situations that lead to the use of safety procedures and/or police involvement.	6/29/2018 monthly
G1.B1.S1.MA1 M406293	Staff will document through progress notes or lesson plans the implementation of LEAPS or PSR...	Mongiovi, Benedetto	8/10/2017	Review of the staff lesson plans or PSR schedule along with the progress notes and billing if the schedule does not match the information in the classroom.	6/29/2018 weekly
G1.B1.S1.A1 A375845	Students will receive PSR counseling or LEAPS lessons 20 minutes per day.	Mongiovi, Benedetto	8/10/2017	Documentation of the LEAPS lessons and group scheduling for the PSR.	6/29/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M406297	Review of the behavioral data logs on targeted students from REFINE Meetings	Mongiovi, Benedetto	8/10/2017	Increases or decreases in the behavioral data on the daily points logs	6/29/2018 monthly
G2.B1.S1.MA1 M406298	Review of the group and PSR billing along with teacher's instructional plans.	Mongiovi, Benedetto	8/10/2017	Documentation of the review of records including billing and teacher lesson plans.	6/29/2018 monthly
G2.B1.S1.A1 A375847	Student will take part in PSR groups	Mongiovi, Benedetto	8/10/2017	Documentation of group or PSR groups on a weekly basis.	6/29/2018 weekly
G2.B1.S1.A2 A375848	Student will complete LEAPS lessons	Mongiovi, Benedetto	8/10/2017	Completion of the LEAPS lesson documented by the teacher.	6/29/2018 daily
G3.B2.S1.MA1 M406302	Review of the incident reports, restraints, and daily points logs for increases and decreases in...	Mongiovi, Benedetto	8/10/2017	Information being entered into DOE database along with daily points logs and number of incident reports being completed and turned into administration.	6/29/2018 monthly
G3.B2.S1.MA1 M406303	Documentation of observations and monitoring of monthly behavioral data and restraints.	Mongiovi, Benedetto	8/10/2017	Documentation that the review of the data was completed by the administrator	6/29/2018 monthly
G3.B2.S1.A1 A375850	Review of the PBS System and behavioral level system and appropriate behavioral interventions and...	Mongiovi, Benedetto	8/10/2017	Documentation of PBS points on daily points log.	6/29/2018 daily
G3.B2.S1.A2 A375851	Observed daily interactions of staff with students and review of behavioral data and restraints.	Mongiovi, Benedetto	8/10/2017	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/29/2018 weekly
G3.B3.S1.MA1 M406306	Increases in the Lexile levels of students	Mongiovi, Benedetto	8/10/2017	Report will be pulled from Achieve3000 showing the increase or decrease in the Lexile level of the students.	6/29/2018 quarterly
G3.B3.S1.MA1 M406307	Frequency of the articles completed	Mongiovi, Benedetto	8/10/2017	Reports will be pulled from Achieve3000 that list the articles and completion of the articles by the students.	6/29/2018 monthly
G3.B3.S1.A1 A375853	Completion of the Achieve3000 program during 90 minute reading period in morning.	Mongiovi, Benedetto	8/10/2017	Reports of user use from Achieve 3000	6/29/2018 daily
G4.B2.S1.MA1 M406309	Review of the incident reports, restraints, and daily points logs for increases and decreases in...	Mongiovi, Benedetto	8/10/2017	Reduction in the number of incident reports and increases in daily points earned.	6/29/2018 quarterly
G4.B2.S1.MA1 M406310	Lead Tech and administrator will monitor for documentation on daily points logs	Mongiovi, Benedetto	8/10/2017	Review of documentation of PBS point on daily points log and use of points at PBS store.	6/29/2018 monthly
G4.B2.S1.A1 A375854	Continued implementation of the school-wide PBS system and school store	Mongiovi, Benedetto	8/10/2017	Documentation of Training	6/29/2018 weekly
G4.B2.S1.A2 A375855	Observed daily interactions of staff with students and review of behavioral data and restraints.	Mongiovi, Benedetto	8/10/2017	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/29/2018 daily
G4.B3.S1.MA1 M406313	Review of progression reports on the programs	Mongiovi, Benedetto	8/10/2017	Graphs demonstrating growth and progression from the assigned programs.	6/29/2018 monthly
G4.B3.S1.MA1 M406314	Review of reports from the programs showing usage.	Mongiovi, Benedetto	8/10/2017	Reports on student usage and percentages will be pulled and reviewed to ensure that students are using the assigned programs as prescribed.	6/29/2018 monthly
G4.B3.S1.A1 A375857	Student will complete 30 minutes of IXL and Achieve 3000 per day.	Mongiovi, Benedetto	8/10/2017	Reports of usage from IXL program	6/29/2018 daily
G5.B1.S1.MA1 M406316	Teacher will monitor the behavioral techs for proper behavioral modification interventions on a...	Mongiovi, Benedetto	8/10/2017	Completion of observations by the Assistant Administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the	6/29/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				improvement and worsening of the behaviors. REFINE meetings and data collected through daily points logs.	
G5.B1.S1.MA1 M406317	Review FBA/BIP to ensure they are completed and ensure proper implementation of behavior plan by...	Mongiovi, Benedetto	8/10/2017	Through observation, records reviews, and during the completion of the IEP process.	6/29/2018 monthly
G5.B1.S1.A1 A375858	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for...	Mongiovi, Benedetto	8/10/2017	Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	6/29/2018 quarterly
G6.B2.S1.MA1 M406321	Increases or decreases of the attendance of truant students and identification of other truant...	Mongiovi, Benedetto	8/10/2017	Records will be kept along with the documentation of the meetings for the identified student so that increases or decreases in absences can be monitored.	6/29/2018 monthly
G6.B3.S1.MA1 M406323	Review of the incident reports, restraints, and daily points logs for increases and decreases in...	Mongiovi, Benedetto	8/10/2017	Information being entered into the proper database and monitored for increases or decreases.	6/29/2018 monthly
G6.B3.S1.MA1 M406324	Documentation of observations and monitoring of monthly behavioral data and restraints.	Mongiovi, Benedetto	8/10/2017	Documentation that the review of the data was completed by the administrator and during REFINE meetings.	6/29/2018 monthly
G6.B3.S1.A1 A375862	Observed daily interactions of staff with students and review of behavioral data and restraints...	Mongiovi, Benedetto	8/10/2017	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/29/2018 daily
G6.B3.S1.A2 A375863	Review of the PBS System and behavioral level system	Mongiovi, Benedetto	8/10/2017	Documentation of the training.	6/29/2018 quarterly
G7.B1.S1.MA1 M406328	Teacher will monitor the behavioral techs for proper behavioral modification interventions on a...	Mongiovi, Benedetto	8/10/2017	Completion of observations by the administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the improvement and worsening of the behaviors.	6/29/2018 monthly
G7.B1.S1.MA1 M406329	Behavior plan completed and given to the teacher and placed into green file and audit concerning...	Mongiovi, Benedetto	8/10/2017	Through observation, records reviews, and during the completion of the IEP process. Modifications will occur as needed and adjusted FBA/BIP will be placed in green file. As green files are audited the FBA/BIP will be looked for and staff questioned about implementation. REFINE meetings will ensure that behavior plans are modified as needed.	6/29/2018 one-time
G7.B1.S1.A1 A375865	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for...	Mongiovi, Benedetto	8/10/2017	Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	6/29/2018 monthly
G7.B2.S1.MA1 M406332	Monitoring of the attendance for increasing and decreases in attendance of truant students....	Mongiovi, Benedetto	8/10/2017	Copies of the reports used during the monthly meeting to track attendance for Skyward. Also, any academic reports that are being used including progress notes and report cards.	6/29/2018 monthly
G7.B2.S1.MA1 M406333	Attendance of the administrator during the meeting.	Mongiovi, Benedetto	8/10/2017	Documentation of the child study team meeting with the appropriate signatures of the involved parties.	6/29/2018 monthly
G7.B2.S1.A1 A375868	Monthly meeting with the school social worker, administrator and parents	Mongiovi, Benedetto	8/10/2017	Documentation of the child study team meeting.	6/29/2018 monthly
G8.B3.S1.MA1 M406339	Review of the attendance for the month along with any academic progress.	Mongiovi, Benedetto	8/10/2017	Decrease absences as shown by monthly reports along with increases in Lexile levels and reading performance of summative and formative assessments.	6/29/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B3.S1.MA1 M406340	Attendance of the administrator at the monthly meetings.	Mongiovi, Benedetto	8/10/2017	Documentation of signatures of the child study team meeting logs.	6/29/2018 monthly
G8.B3.S1.A1 A375871	Monthly meeting with the social worker, teacher, parents, administrator and other related services.	Mongiovi, Benedetto	8/10/2017	Documentation of the child study teams on the meeting log.	6/29/2018 monthly
G8.B4.S1.MA1 M406341	Review of the behavior frequency on the daily points log, restraint logs, and incident reports.	Mongiovi, Benedetto	8/10/2017	Data compiled from all areas will be reviewed and kept for future reference comparing previous month and year data.	6/29/2018 monthly
G8.B4.S1.MA1 M406342	Review of the daily points logs during classroom walk through	Mongiovi, Benedetto	8/10/2017	Report completed showing the documentation was being completed correctly according to the policies.	6/29/2018 weekly
G8.B4.S1.A1 A375872	Implementation of the PBS system throughout the school..	Mongiovi, Benedetto	8/10/2017	Documentation of the PBS points on the daily points log following the PBS bell.	6/29/2018 daily
G1.B1.S2.MA1 M406294	Data of increases or decreases on the daily points log will be reviewed.	Mongiovi, Benedetto	8/10/2017	Information will be reviewed of students that are having increases in their behaviors and addressed though a collaborative team approach to determine if the therapy is assisting in decreasing violent behaviors.	6/29/2018 monthly
G1.B1.S2.MA1 M406295	Review of the therapists documentation of contact in Tier.	Mongiovi, Benedetto	8/10/2017	Data will be extracted from Tier to review contact with student has been or not. Communication with therapists will be documented if their expectations have not been met.	6/29/2018 monthly
G1.B1.S2.A1 A375846	Students in special day setting will receive individual therapy (parent approval required)	Mongiovi, Benedetto	8/10/2017	Therapists will document contact in Tier for review of any contact they have with the students.	6/29/2018 weekly
G2.B1.S2.MA1 M406299	Review of incident reports and physical restraint logs.	Mongiovi, Benedetto	8/10/2017	Monitoring for fluctuations in the use of physical restraints especially decreases in restraints.	6/29/2018 monthly
G2.B1.S2.MA1 M406300	Documentation will be reviewed to ensure meeting compliance	Mongiovi, Benedetto	8/10/2017	Review of the REFINE book to ensure proper information has been completed and documented.	6/29/2018 monthly
G2.B1.S2.A1 A375849	Completions of REFINE Meeting	Mongiovi, Benedetto	8/10/2017	Documentation of the REFINE form meeting in the meeting book.	6/29/2018 weekly
G3.B2.S2.MA1 M406304	Monitoring the number of behavioral incidents involving the use of calming time or physical...	Mongiovi, Benedetto	8/10/2017	Data from the daily points logs and frequency of the incident reports will demonstrate whether the frequency of behaviors are decreasing.	6/29/2018 monthly
G3.B2.S2.MA1 M406305	Assign staff articles to read and review with them during individual or group meetings.	Mongiovi, Benedetto	8/10/2017	Meeting documentation showing that the meetings have occurred and the information was reviewed.	6/29/2018 monthly
G3.B2.S2.A1 A375852	Staff will read and review articles on mental health issues and educational disorders.	Mongiovi, Benedetto	8/10/2017	Documentation of meeting with staff about the review of the articles.	6/29/2018 weekly
G4.B2.S2.MA1 M406311	Increased scores on formative and summative assessments in science	Mongiovi, Benedetto	10/8/2017	Teachers will monitor progress of students through summative and formative assessments in the classroom. Standardized tests will be reviewed by assistant administrator to determine progress (occurring as tests are completed)	6/29/2018 monthly
G4.B2.S2.A1 A375856	Review relevant literature on mental health disorders	Mongiovi, Benedetto	8/10/2017	Documentation of meetings with staff regarding various mental health disorders and interventions.	6/29/2018 monthly
G5.B1.S2.MA1 M406318	Daily observations and interactions of behaviors and monthly review of the incident reports and...	Mongiovi, Benedetto	8/10/2017	Entering incident reports and restraint forms in proper databases and REFINE meetings	6/29/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.A1  A375859	Review of PBS procedures and school store.	Mongiovi, Benedetto	8/10/2017	Documentation of training by Administrator	6/29/2018 one-time
G5.B1.S2.A2  A375860	Review of the PBS records and behavioral records.	Mongiovi, Benedetto	8/10/2017	Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.	6/29/2018 daily
G6.B3.S2.MA1  M406326	Assistant administrator will monitor the completion of training	Mongiovi, Benedetto	8/10/2017	Administrator will complete staff training and development form for staff to sign and place in their professional development file.	6/29/2018 monthly
G7.B1.S2.MA1  M406330	Daily observations and interactions of behaviors and monthly review of the incident reports and...	Mongiovi, Benedetto	8/10/2017	Entering incident reports and restraint forms in proper databases and documentation of the REFINE meetings.	6/29/2018 monthly
G7.B1.S2.MA1  M406331	When observation sheets are turned in showing that monitoring is taking place and through...	Mongiovi, Benedetto	8/10/2017	Documentation during walk through of the proper documentation of PBS points earned.	6/29/2018 weekly
G7.B1.S2.A1  A375866	Review of the PBS records and behavioral records.	Mongiovi, Benedetto	8/10/2017	Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.	6/29/2018 daily
G7.B1.S2.A2  A375867	Review of PBS procedures and school store.	Mongiovi, Benedetto	8/10/2017	Documentation of training by the site administrator.	6/29/2018 one-time
G8.B4.S2.MA1  M406343	Review of the daily points logs, incident reports and restraint logs.	Mongiovi, Benedetto	8/10/2017	Collection of the information will be reviewed and summarized for comparison from previous month and years.	6/29/2018 monthly
G8.B4.S2.MA1  M406344	Monthly meeting to review reading and what was learned.	Mongiovi, Benedetto	8/10/2017	Documentation of the meeting along with notes of the information that was learned and gained.	6/29/2018 monthly
G8.B4.S2.A1  A375873	Assigned reading to the staff according to a specified mental health topic.	Martin, Scartlett	8/10/2017	Documentation of the assigned topic and reading.	6/29/2018 monthly
G6.B2.S1.A1  A375861	Meetings with the school social worker, parents, and administration about the truant students.	Mongiovi, Benedetto	8/10/2017	Documentation of the completion of the child study team meetings.	6/30/2018 monthly
G6.B3.S2.A1  A375864	Review relevant information and articles related to multiple mental health disorders	Mongiovi, Benedetto	8/10/2017	Assistant Administrator will document meetings, group and individual, in relation to the training in the staff's PD file.	6/30/2018 monthly

V. Professional Development Opportunities

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

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

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

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

PD Opportunity 1

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

Facilitator

Benedetto Mongiovi, Ed.S, Asst Administrator, Chad Chieffallo, M.Ed, MFT, Administrator

Participants

All teachers and techs

Schedule

Weekly, from 8/10/2017 to 6/29/2018

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

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

G4.B2.S1 Implementation of PBS and PBS Store

PD Opportunity 1

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

Facilitator

Chad Chieffallo, Administrator

Participants

All teachers and behavioral techs

Schedule

Weekly, from 8/10/2017 to 6/29/2018

PD Opportunity 2

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

Facilitator

Natalie Bonds, Lead Teacher, Brenda Mitchell, Academy Tech Supervisor, Benedetto Mongiovi, Ed.S, Assistant Administrator

Participants

All Behavioral Techs and Teachers

Schedule

Daily, from 8/10/2017 to 6/29/2018

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

PD Opportunity 1

Review relevant literature on mental health disorders

Facilitator

Benedetto Mongiovi, M.Ed

Participants

All behavioral techs and teachers.

Schedule

Monthly, from 8/10/2017 to 6/29/2018

G5. Forty percent of students designated to take the FSAA will making learning gains in reading by end of the school year.

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

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

PD Opportunity 1

Review of PBS procedures and school store.

Facilitator

Administrator and Academy Tech Supervisor

Participants

All teachers and techs

Schedule

On 6/29/2018

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

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

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

PD Opportunity 1

Review of the PBS System and behavioral level system

Facilitator

Administrator and Assistant Administrator.

Participants

All teachers and behavioral techs.

Schedule

Quarterly, from 8/10/2017 to 6/29/2018

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

PD Opportunity 1

Review relevant information and articles related to multiple mental health disorders

Facilitator

Assistant Administrator

Participants

All Techs and Teachers

Schedule

Monthly, from 8/10/2017 to 6/30/2018

G7. Thirty-Five percent of students designated to take the FSAA will show learning gains in math by the end of the school year.

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

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

PD Opportunity 1

Review of PBS procedures and school store.

Facilitator

Assistant Administrator

Participants

All teachers and techs

Schedule

On 6/29/2018

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

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

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

PD Opportunity 1

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

Facilitator

Assistant Administrator

Participants

All teachers and techs

Schedule

Monthly, from 8/10/2017 to 6/29/2018

VI. Technical Assistance Items

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

G1. There will be 10 or less reported incidents of violence involving the use of safety procedures and/or police involvement.

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

G1.B1.S2 Student in the special day program will receive individual therapy to address their mental health and behavioral needs.

TA Opportunity 1

Students in special day setting will receive individual therapy (parent approval required)

Facilitator

Individual therapists on each campus

Participants

Teacher, techs in the students classroom can use the skills learned to promote a proper behavioral response.

Schedule

Weekly, from 8/10/2017 to 6/29/2018

G2. There will be 5 or less uses of physical interventions (TEAM) per month.

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

G2.B1.S2 REFINe Meetings - These meetings will be conducted following the use of physical interventions or severe episodes of property destruction and/or physical aggression.

TA Opportunity 1

Completions of REFINe Meeting

Facilitator

Assistant Administrator

Participants

Teachers and behavioral techs

Schedule

Weekly, from 8/10/2017 to 6/29/2018

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

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

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

TA Opportunity 1

Review of the PBS System and behavioral level system and appropriate behavioral interventions and techniques.

Facilitator

Benedetto Mongiovi, Asst. Administrator, Chad Chieffallo, Administrator

Participants

All Teachers and Techs

Schedule

Daily, from 8/10/2017 to 6/29/2018

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

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

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

TA Opportunity 1

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

Facilitator

Benedetto Mongiovi, Assistant Administrator

Participants

All teachers and some level III techs

Schedule

Daily, from 8/10/2017 to 6/29/2018

G5. Forty percent of students designated to take the FSAA will making learning gains in reading by end of the school year.

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

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

TA Opportunity 1

Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This will be completed through the use of REFINE forms and meetings to determine progress and adjustments needed.

Facilitator

Behavioral Analyst, School Assistant Administrator, Therapist, Teacher, Academy Tech Supervisor

Participants

Teachers and support staff for implementation and review when school-wide implementations are not working.

Schedule

Quarterly, from 8/10/2017 to 6/29/2018

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

TA Opportunity 1

Review of the PBS records and behavioral records.

Facilitator

Academy Tech Supervisor and Assistant Administrator

Participants

Behavioral Techs and Teachers

Schedule

Daily, from 8/10/2017 to 6/29/2018

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

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

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

TA Opportunity 1

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

Facilitator

Administrative Assistant and Assistant Administrator

Participants

Teacher, Social Worker, Parents, and Assistant Administrator

Schedule

Monthly, from 8/10/2017 to 6/30/2018

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

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

TA Opportunity 1

Observed daily interactions of staff with students and review of behavioral data and restraints along with completion of the REFINE meeting following restraints.

Facilitator

Administrator, Academy Tech Supervisor, Behavioral Analyst and Therapist

Participants

All teachers and techs

Schedule

Daily, from 8/10/2017 to 6/29/2018

G7. Thirty-Five percent of students designated to take the FSAA will show learning gains in math by the end of the school year.

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

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

TA Opportunity 1

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

Facilitator

Assistant Administrator, Lead Teacher, Academy Tech Supervisor, and Behavioral Analyst

Participants

All Techs and Teachers

Schedule

Monthly, from 8/10/2017 to 6/29/2018

VII. Budget

1	G1.B1.S1.A1	Students will receive PSR counseling or LEAPS lessons 20 minutes per day.				\$0.00
2	G1.B1.S2.A1	Students in special day setting will receive individual therapy (parent approval required)				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis	General Fund		\$70,000.00
			Notes: Notes			
3	G2.B1.S1.A1	Student will take part in PSR groups				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis	General Fund		\$15,000.00
			Notes: Notes			
4	G2.B1.S1.A2	Student will complete LEAPS lessons				\$1,000.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis			\$1,000.00
			<i>Notes: Notes</i>			
5	G2.B1.S2.A1	Completions of REFINE Meeting				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	100-Salaries	0536 - Lake Academy Eustis	General Fund		\$500.00
			<i>Notes: Notes</i>			
6	G3.B2.S1.A1	Review of the PBS System and behavioral level system and appropriate behavioral interventions and techniques.				\$0.00
7	G3.B2.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints.				\$0.00
8	G3.B2.S2.A1	Staff will read and review articles on mental health issues and educational disorders.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis	General Fund		\$500.00
			<i>Notes: Notes</i>			
9	G3.B3.S1.A1	Completion of the Achieve3000 program during 90 minute reading period in morning.				\$3,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis	Title I, Part D		\$3,800.00
			<i>Notes: Notes</i>			
10	G4.B2.S1.A1	Continued implementation of the school-wide PBS system and school store				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis	General Fund		\$3,000.00
			<i>Notes: Notes</i>			
11	G4.B2.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints.				\$0.00
12	G4.B2.S2.A1	Review relevant literature on mental health disorders				\$0.00
13	G4.B3.S1.A1	Student will complete 30 minutes of IXL and Achieve 3000 per day.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0536 - Lake Academy Eustis	General Fund		\$1,000.00
			<i>Notes: Notes</i>			
14	G5.B1.S1.A1	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This will be completed through the use of REFINE forms and meetings to determine progress and adjustments needed.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis			\$15,000.00
			<i>Notes: Notes</i>			
15	G5.B1.S2.A1	Review of PBS procedures and school store.				\$0.00
16	G5.B1.S2.A2	Review of the PBS records and behavioral records.				\$0.00
17	G6.B2.S1.A1	Meetings with the school social worker, parents, and administration about the truant students.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis	General Fund		\$500.00
			<i>Notes: Notes</i>			
18	G6.B3.S1.A1	Observed daily interactions of staff with students and review of behavioral data and restraints along with completion of the REFINE meeting following restraints.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis			\$500.00
			<i>Notes: Notes</i>			
19	G6.B3.S1.A2	Review of the PBS System and behavioral level system				\$0.00
20	G6.B3.S2.A1	Review relevant information and articles related to multiple mental health disorders				\$0.00
21	G7.B1.S1.A1	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse and through the REFINE meeting procedures				\$0.00
22	G7.B1.S2.A1	Review of the PBS records and behavioral records.				\$0.00
23	G7.B1.S2.A2	Review of PBS procedures and school store.				\$0.00
24	G7.B2.S1.A1	Monthly meeting with the school social worker, administrator and parents				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0536 - Lake Academy Eustis			\$1,500.00
			Notes: Notes			
25	G8.B3.S1.A1	Monthly meeting with the social worker, teacher, parents, administrator and other related services.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0536 - Lake Academy Eustis	General Fund		\$2,000.00
			Notes: Notes			
26	G8.B4.S1.A1	Implementation of the PBS system throughout the school..				\$0.00
27	G8.B4.S2.A1	Assigned reading to the staff according to a specified mental health topic.				\$0.00
Total:						\$114,300.00