Lake Academy Leesburg

2017-18 Schoolwide Improvement Plan

Lake Academy Leesburg

2020 TALLEY RD, Leesburg, FL 34748

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	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	63%

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 Leesburg

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 communites. 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 afford 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 asset 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 schoolwide 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, responsiblity, 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 consquences 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 managment 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	1	3	1	3	5	10	8	8	9	1	1	50
One or more suspensions	0	0	0	0	0	0	7	15	8	0	0	0	0	30
Course failure in ELA or Math	0	0	1	6	1	0	0	6	7	5	4	1	0	31
Level 1 on statewide assessment	0	0	0	7	2	1	12	10	14	2	4	0	0	52

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	3	3	7	15	10	4	5	1	0	53

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 inteventions. Schoolwide 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 their 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, § 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 will 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 member 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 provided 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
Bradshaw, Kelly	Teacher, K-12
Fluitt, Sonya	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
Jon Cherry	Business/Community
Claire Hedgcock	Business/Community
Jennifer Hill	Business/Community
Paul Johns	Student
Jon Simpson	Business/Community
Jessie Smith	Business/Community
Jill Baird	Business/Community
Chad Chieffallo	Principal
Bruce Saylor	Business/Community
Doug Childers	Business/Community
Frank Pelot	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, § 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 envolvement 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
Bradshaw, Kelly	Teacher, ESE

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.

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. Identfying 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 asssessments. 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 deficients 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)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Martin, Scartlett, smartin@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, §
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 prevous 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"Â? 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 incidents involving violence leading to 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 percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.

G4.   Thirty-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.

G9.   Thirty-Five percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year.

G10.   Thirty-Five percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter.

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 incidents involving violence leading to the use of safety procedures and /or police involvement. 1a

🔍 G097971

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	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 zoned schools. The probability of violence in the school is dramatically increased due to these circumstances and environmental make-up.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 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.

- Leesburg Police Department The community resource officer for this department and her sergeant have met with the school and have joined forces to work toward community and school safety. Information from the department about students will be shared to help ensure the safety of the school and maintain officer professionalism during their interactions with students. They have committed to rebuild the relationship between the school and police department along with assisting in early intervention with the younger student population.

- Individual Therapy (Special Day with Parental Approval) Students will be provided individual therapy in special day program. This will aid them in learning better coping skills, address past trauma, and work through current familial and individual issues to reduce aggressive responses. From this better communication, self-soothing techniques, and coping skills are learned.

- 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

Police Logs and Incident Reports

Person Responsible
Scartlett Martin

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

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`

🔑 G097972

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
Scartlett Martin

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

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

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

🔍 G097973

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	30.0

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

- 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 summarize information and stop and ask questions. It also affords for formative assessments to be conducted through questioning and feedback.

- Discovery Knowledge Eyewitness Videos Provides 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.

- 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.

- 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.

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
Scartlett Martin

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

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

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

🔍 G097974

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	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.

- 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 can result in a lack of lesson comprehension due behavioral exhibition and inability 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`

- 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 Access to modules and videos related to the information that is being presented in the classroom. Affords students to ability to work independently or as a small or whole group. Differentiation of materials allows for the student to access information on their own or with teacher assignment. The specificity of the programming allows further understanding and in-depth research.

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
Scartlett Martin

Schedule
Daily, from 8/10/2017 to 6/30/2018

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`

🔍 G097975

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 a lack of lesson comprehension due behavioral exhibition and inability 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.

- 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

Scartlett Martin

Schedule

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

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

🔍 G097976

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 lesson comprehension due to behavioral manifestation and inability 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 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 tests 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 to the teacher on the individual and percentage of students that got the information correct.

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Students scoring 70% or more on the summative unit assessments and teacher feedback from formative 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

🔍 G097977

Targets Supported 1b

Indicator	Annual Target
FSAA Mathematics 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 lesson comprehension due behavioral manifestation and inability 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 Florida Standards Alternative Assessment (FSAA).

- 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

Scartlett Martin

Schedule

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

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

🔑 G097978

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
ELA/Reading Gains	40.0
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

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

- Transient Rate of Students There is a high transient rate for students. They return to zoned schools and come back within various periods of time. Students moving in from outside state or coming from the zoned schools may come in just prior to testing or towards the end of the school years.

- 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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve3000 Web Based Differentiated Reading Program that allows students and teachers to select preferred reading materials based on a particular subject matter and lexile level. Program automatically adjusts students reading level based on performance and integrates other programs, subject matter and games to keep the student's interest.

- 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

- Neos Computer based interactive tool that allows students to individual respond to a group question through the Know-It application, for tests 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 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.

Plan to Monitor Progress Toward G8. 8

Star Math/Reading scores to be collected and reviewed every nine weeks. Formative assessments integrated within the class instruction.

Person Responsible

Scartlett Martin

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.

Plan to Monitor Progress Toward G8. 8

Data will be collected from the fall and spring statewide ELA assessments.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Students will complete the statewide ELA assessments and data from this will be used to determine grade-level fluency and annually yearly progress (AYP).

Plan to Monitor Progress Toward G8. 8

Achieve3000 growth rates and completion rates of differentiated articles with lexile levels.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Reports will be pulled from Achieve3000 to demonstrate reading growth on a quarterly basis.

G9. Thirty-Five percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year. `1a`

🔍 G097979

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	35.0
Math Gains	50.0
Math Lowest 25% Gains	40.0

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 lesson comprehension due behavioral manifestation and inability 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`

- IXL.Com This is an interactive mathematics program that provides immediate feedback to students and teachers. With a built in reward system of certificates, it allows teachers to differentiate instruction to students individually by assigning appropriate tasks.

- 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.

- Applied Applications in Classroom Instruction Teachers will apply mathematical concepts for students through activities, demonstrations, and classroom assignments. Direct application allows for students to comprehend at various levels of implementation and ties information into the real world conceptualization.

Plan to Monitor Progress Toward G9. `8`

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

Person Responsible
Scartlett Martin

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.

Plan to Monitor Progress Toward G9. 8

Data will be collected from the fall retakes and spring statewide mathematics assessment.

Person Responsible
Scartlett Martin

Schedule
Semiannually, from 8/10/2017 to 6/29/2018

Evidence of Completion
Data will be collected and reviewed to see the percentage of students meeting grade level mathematics standards and making AYP.

G10. Thirty-Five percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter. 1a

🔍 G097980

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	35.0
Geometry EOC Pass Rate	35.0
Math Gains	50.0
Math Lowest 25% Gains	40.0

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 lesson comprehension due to behavioral manifestation and inability 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 without the foundational mathematics needed to complete high level mathematics. Many students arrive without the ability to complete basic mathematics and algebraic expressions. 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

- IXL.Com This is an interactive mathematics program that provides immediate feedback to students and teachers. With a built in reward system of certificates, it allows teachers to differentiate instruction to students individually by assigning appropriate tasks.

- 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.

- Applied Applications in Classroom Instruction Teachers will apply mathematical concepts for students through activities, demonstrations, and classroom assignments. Direct application allows for students to comprehend at various levels of implementation and ties information into the real world conceptualization.

Plan to Monitor Progress Toward G10. `8`

Star Mathematics Inventory will be completed every nine weeks.

Monitoring IXL.com for academic gains as part of formative assessments in the classroom.

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

Person Responsible
Scartlett Martin

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. Teachers evaluating the formative assessments student growth and grade level efficiency.

Plan to Monitor Progress Toward G10. `8`

End of Course exams results will be collected in the spring and during fall retakes.

Person Responsible
Scartlett Martin

Schedule
Semiannually, from 8/10/2017 to 6/29/2018

Evidence of Completion
Review of the data to determine proficiency in the subject area (level 3 or higher).

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 incidents involving violence leading to the use of safety procedures and /or police involvement. 1

🔑 G097971

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

🔑 B263419

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

🔑 S278970

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 30-45 minutes of LEAPs or PSR counseling per day

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the LEAPs lesson or PSR counseling.

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

Review of the LEAPs schedule and/or the PSR schedule

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Review of the documentation of the LEAPs and PSR schedules along with associated progress notes.

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

Incident reports involving severe violence and police involvement

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Decrease in the number of incident reports involving these circumstances.

G1.B1.S2 Students in the Special Day program will receive individual counseling one time per week 4

🔑 S278971

Strategy Rationale

Individual counseling allows for individual and family issues to be addressed while instructing on coping skills and anger management techniques. This will prevent the escalation of emotions that lead to violent or aggressive behaviors.

Action Step 1 5

Students will receive individual or family counseling once per week.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of encounter in tier along with individualized treatment plan.

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

Review of documentation of treatment plans and progress monitoring notes

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Review of the documentation in Tier from reports showing contact with students on a weekly basis. Reports can be pulled from Tier.

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

Review of incident reports and behavioral data sheets

Person Responsible

Scartlett Martin

Schedule

Monthly, from 10/8/0201 to 6/30/2018

Evidence of Completion

Review of the incidents reports and monthly data graphs to show an increase or decrease in behaviors. Also discussions with therapist about progress.

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

🔑 G097972

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]

🔑 B263420

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

🔑 S278972

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]

Completion of LEAPS Lessons during the day

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the LEAPS lesson being completed.

Action Step 2 [5]

PSR or group therapy

Person Responsible

Chad Chieffallo

Schedule

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

Evidence of Completion

Documentation of group participation and topics along with billing.

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

Review for instructional plans and billing for PSR and group therapy

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation in instructional plans review and printed documentation of billing.

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

Scartlett Martin

Schedule

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

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

🔑 S278973

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

Scartlett Martin

Schedule

Weekly, from 8/10/2017 to 8/10/2017

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

Chad Chieffallo

Schedule

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

Evidence of Completion

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

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

🔑 G097973

G3.B2 Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn. `2`

🔑 B263422

G3.B2.S1 Monthly monitoring of student attendance. `4`

🔑 S278974

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 `5`

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Spreadsheet of the students with their absences.

Action Step 2 `5`

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the completion of the child study team meetings.

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

Attending meetings with the social worker and parents.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the child study team meetings.

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

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

G3.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

🔍 B263423

G3.B3.S1 School-wide level system and PBS. 4

🔍 S278975

Strategy Rationale

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the training.

Action Step 2 5

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

Person Responsible

Scartlett Martin

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.B3.S1 6

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Scartlett Martin

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

🔑 S278976

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 literature with staff related to various mental health conditions

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of meeting with teachers and techs.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Decrease in the number of incident reports and calming time logs would indicate the success of the training.

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

🔍 G097974

G4.B2 Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn. [2]

🔍 B263426

G4.B2.S1 Monthly monitoring of student attendance. [4]

🔍 S278977

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 [5]

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Spreadsheet of the students with their absences.

Action Step 2 [5]

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

Person Responsible

Scartlett Martin

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 G4.B2.S1 `6`

Attending meetings with the social worker and parents.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the child study team meetings.

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

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

G4.B3 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder can result in a lack of lesson comprehension due behavioral exhibition and inability 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`

🔍 B263427

G4.B3.S1 Implementation of school-wide level system and PBS. `4`

🔍 S278978

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 the PBS System and behavioral level system and behavioral management techniques and interventions.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the training.

Action Step 2 `5`

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

Person Responsible

Scartlett Martin

Schedule

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

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.B3.S1 6

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

Person Responsible

Scartlett Martin

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 G4.B3.S1 7

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Information being entered into the proper database.

G4.B3.S2 Increased staff knowledge of mental health and behavioral management. 4

🔑 S278979

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 revelent literature on mental health disorders

Person Responsible

Scartlett Martin

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.B3.S2 6

Meeting and training log completion following training.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Administrator will be conducting the training with staff and will montior progress in their professional development folders.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 `7`

Increased scores on formative and summative assessments in science

Person Responsible

Scartlett Martin

Schedule

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

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)

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

🔍 G097975

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 a lack of lesson comprehension due behavioral exhibition and inability 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`

🔍 B263429

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

🔍 S278980

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

Scartlett Martin

Schedule

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

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

Scartlett Martin

Schedule

Weekly, 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

Scartlett Martin

Schedule

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

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

S278981

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

Scartlett Martin

Schedule

On 9/15/2017

Evidence of Completion

Documentation of training by the Assistant Administrator.

Action Step 2 5

Review of the PBS records and behavioral records.

Person Responsible

Scartlett Martin

Schedule

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

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

Scartlett Martin

Schedule

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

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

Scartlett Martin

Schedule

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

Evidence of Completion

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

G5.B2 Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn. 2

🔑 B263430

G5.B2.S1 Monthly monitoring of attendance 4

🔑 S278982

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 5

Attendance of students that have missed 5 or more days in the last 30 days.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Spreadsheet of the students and absences.

Action Step 2 5

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the child study team meetings regarding attendance.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Attending the meetings for the targeted students.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the meetings with the parents and support staff.

Plan to Monitor Effectiveness of Implementation of G5.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

Scartlett Martin

Schedule

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

Evidence of Completion

Printout of spreadsheet of students in comparison to previous month.

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

🔍 G097976

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

🔍 B263433

G6.B2.S1 Monthly monitoring of student attendance. 4

🔍 S278983

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 5

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Spreadsheet of the students with their absences.

Action Step 2 5

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

Person Responsible

Scartlett Martin

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

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the child study team meetings.

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

Scartlett Martin

Schedule

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

Evidence of Completion

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

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 lesson comprehension due to behavioral manifestation and inability 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`

🔑 B263434

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

🔑 S278984

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 the PBS System and behavioral level system

Person Responsible

Scartlett Martin

Schedule

On 6/29/2018

Evidence of Completion

Documentation of the training.

Action Step 2 `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

Scartlett Martin

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Scartlett Martin

Schedule

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

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

Scartlett Martin

Schedule

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

Evidence of Completion

Information being entered into the proper database.

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

🔑 S278985

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

Reviw relevant information and articles related to multiple mental health disorders

Person Responsible

Scartlett Martin

Schedule

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

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

Scartlett Martin

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

Scartlett Martin

Schedule

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

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

🔑 G097977

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 lesson comprehension due behavioral manifestation and inability 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

🔑 B263436

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

🔑 S278986

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

Scartlett Martin

Schedule

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

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.

Person Responsible

Scartlett Martin

Schedule

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

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

Scartlett Martin

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.

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

S278987

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

Scartlett Martin

Schedule

On 6/29/2018

Evidence of Completion

Documentation of training by the site administrator.

Action Step 2 5

Review of the PBS records and behavioral records.

Person Responsible

Scartlett Martin

Schedule

Monthly, 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 G7.B1.S2 `6`

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation that the observation records have been reviewed.

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

Scartlett Martin

Schedule

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

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`

`🔑 B263437`

G7.B2.S1 Monthly monitoring of attendance `4`

`🔑 S278988`

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 `5`

Attendance of students that have missed 5 or more days in the last 30 days.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Spreadsheet of the students and absences.

Action Step 2 `5`

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the child study team meetings regarding attendance.

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

Attending the meetings for the targeted students.

Person Responsible

Scartlett Martin

Schedule

On 6/30/2017

Evidence of Completion

Documentation of the meetings with the parents and support staff.

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

Scartlett Martin

Schedule

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

Evidence of Completion

Printout of spreadsheet of students in comparison to previous month.

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

🔑 G097978

G8.B1 Lack of Parental Involvement Parental support especially for reading in the home decrease chance of meeting objective. Materials sent home with the parents may not be used by them to support students reading objectives. [2]

🔑 B263439

G8.B1.S1 School will conduct parent nights and parent-student luncheons to attempt to bring parents into the school. Parent nights will be conducted twice in the year as well as the parent -student luncheons. [4]

🔑 S278989

Strategy Rationale

Having parent communication with regards to students is essential in their success. Affording parents opportunities to speak directly with the teacher opens up conversations about their deficits and plans to correct them to include the parents. Communication is key to student success and having parent actively engage in the students reading level especially elementary students lead to early intervention and corrective strategies.

Action Step 1 [5]

Community involvement in Parent Night and Luncheon.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Response from vendors and title one staff and parent sign in sheet for the events.

Action Step 2 [5]

Flyers sent out to the parents via mail and student prior to event.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation that flyers have been sent out.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Assistant Administrator will coordinator contacts and information with vendors, parents, and title one.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Response from the vendors they are going to attend and title one being present or sponsoring event. Documentation of sign in sheets at the events.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Percentage of parents who attend event.

Person Responsible

Scartlett Martin

Schedule

Semiannually, from 8/10/2018 to 8/10/2018

Evidence of Completion

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

G8.B2 Transient Rate of Students There is a high transient rate for students. They return to zoned schools and come back within various periods of time. Students moving in from outside state or coming from the zoned schools may come in just prior to testing or towards the end of the school years. `2`

🔍 B263440

G8.B2.S1 Students will complete 90 minutes of intensive reading per day in the classroom `4`

🔍 S278990

Strategy Rationale

Increase time and intensity of reading skills to address deficits in reading and language will improve ability on subject area exams and tests.

Action Step 1 `5`

Staff will be trained and implement Achieve 3000 or Successful Reader in the classroom.

Person Responsible

Scartlett Martin

Schedule

On 6/29/2018

Evidence of Completion

Staff will be monitored in the use of Achieve3000 and successful reader to ensure proper implementation and use through direct observation and reports pulled from program.

Plan to Monitor Fidelity of Implementation of G8.B2.S1 `6`

Assistant administrator and lead teacher will monitor for proper implementation and use.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Observation forms will be completed during classroom monitoring to ensure they are being used appropriately and consistently. Reports will be printed from Achieve3000 for participation rates.

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 `7`

Staff will complete scholastic inventory and formative assessments to determine effectiveness.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Staff will collect scholastic inventory data and formative assessment data and review for progress.

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`

🔧 B263441

G8.B3.S1 Follow procedures to monitor attendance and call parents into meetings regarding school attendance. `4`

🔧 S278991

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 `5`

Meetings with school social worker and parents and site administrator.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation that the meeting was completed and signatures by participants.

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

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Signatures of all participants that attend meeting.

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

Will look at attendance for students that have missed more then 5 cumulative days and see if the same students are having issues or improving.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

G9. Thirty-Five percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year. 1

🔍 G097979

G9.B2 Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn. 2

🔍 B263443

G9.B2.S1 Monthly monitoring of student attendance. 4

🔍 S278992

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 5

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Signature of participation on the monthly meeting forms.

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 `7`

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

G9.B3 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack lesson comprehension due behavioral manifestation and inability 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

🔍 B263444

G9.B3.S1 Implementation of school-wide level system and PBS. 4

🔍 S278993

Strategy Rationale

Addressing behaviorally universally and effectively with PBS will lead to increased instructional time and academic progress for all students.

Action Step 1 5

Refreshing the procedures for proper information and data collection.

Person Responsible

Scartlett Martin

Schedule

On 6/29/2018

Evidence of Completion

Attendees signature of attendance sheet.

Action Step 2 5

Monitoring daily points logs and PBS points sheets.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Completion of monitoring sheets.

Plan to Monitor Fidelity of Implementation of G9.B3.S1 `6`

Observation of staff completing forms and using proper procedures in the classroom

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation that the monitoring has been completed by the Assistant Administrator and Academy Tech Supervisor

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 `7`

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the observations and review of the behavioral data and REFINE Meetings

G9.B3.S2 Increase mental health and behavioral interventions knowledge of teachers and behavioral techs. 4

🔑 S278994

Strategy Rationale

Redirecting students and interacting with them based on their primary diagnosis will lead to fewer behavioral difficulties and challenges thereby increasing instructional time and academic progress.

Action Step 1 5

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Meetings with the staff demonstrating knowledge of the articles.

Action Step 2 5

Trainings in the area of mental health and behavioral strategies

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the training on staff training log with subject area highlighted.

Plan to Monitor Fidelity of Implementation of G9.B3.S2 `6`

Meetings with the behavioral techs and teachers.

    Person Responsible

    Scartlett Martin

    Schedule

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

    Evidence of Completion

    Documentation of meetings with the staff.

Plan to Monitor Fidelity of Implementation of G9.B3.S2 `6`

Monitoring of training by the administrator

    Person Responsible

    Scartlett Martin

    Schedule

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

    Evidence of Completion

    Completion of a staff training log that will be placed in their human resource and professional development records. Printout from Relias Learning demonstrating that training has be completed.

Plan to Monitor Effectiveness of Implementation of G9.B3.S2 `7`

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

    Person Responsible

    Scartlett Martin

    Schedule

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

    Evidence of Completion

    Completions of observation checklist and entering restraints into database.

Plan to Monitor Effectiveness of Implementation of G9.B3.S2 `7`

Monitoring the number of restraints completed monthly

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Review of the restraints as they occur along with the total numbers for the month and in comparison to the previous month and last years montly totals.

G10. Thirty-Five percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter. 1

🔑 G097980

G10.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

🔑 B263446

G10.B2.S1 Monthly monitoring of student attendance. 4

🔑 S278995

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 5

Download attendance for students with greater than five cumulative absences.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Spreadsheet of the students with their absences.

Action Step 2 5

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the completion of the child study team meetings.

Plan to Monitor Fidelity of Implementation of G10.B2.S1 `6`

Attending meetings with the social worker and parents.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Documentation of the child study team meetings.

Plan to Monitor Effectiveness of Implementation of G10.B2.S1 `7`

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

G10.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 lesson comprehension due to behavioral manifestation and inability 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

🔍 B263447

G10.B3.S1 Implementation of school-wide level system and PBS. 4

🔍 S278996

Strategy Rationale

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 the PBS System and behavioral level system

Person Responsible

Scartlett Martin

Schedule

On 6/30/2017

Evidence of Completion

Documentation of the training.

Action Step 2 5

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G10.B3.S1 6

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G10.B3.S1 7

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

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Information being entered into the proper database.

G10.B3.S2 Increased staff knowledge of mental health and behavioral management. 4

🔑 S278997

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 of relevent literature related to mental health condtions

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Completion of a documenation of meeting with the site administrator about the article that was assigned.

Action Step 2 5

Training classes, modules, and workshops about mental health condtions and interventions.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Completion of a training or professional development sheet place in the profressional developmend human resources file. Relias learning modules completion log.

Plan to Monitor Fidelity of Implementation of G10.B3.S2 `6`

Articles will be reviewed with the administrator.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Completion of a training log or professional development sheet place in professional development and HR file.

Plan to Monitor Fidelity of Implementation of G10.B3.S2 `6`

Administrator will monitor training completions on Relias learning and yearly requirements.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Training log from Relias Learning and training signature or completion forms will be placed in the professional development folders of staff.

Plan to Monitor Effectiveness of Implementation of G10.B3.S2 `7`

Monitoring of behavior points log and PBS points.

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Review of the behavioral data demonstrating an increase or decrease in behaviors.

Plan to Monitor Effectiveness of Implementation of G10.B3.S2 `7`

Monitoring the restraint logs

Person Responsible

Scartlett Martin

Schedule

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

Evidence of Completion

Review number of restraints for the month in comparison to the previous month and the same month from the previous year to determine an increase or decrease.

G10.B4 Academic Performance of Students Upon Arrival Student arrive without the foundational mathematics needed to complete high level mathematics. Many students arrive without the ability to complete basic mathematics and algebraic expressions. This requires modification of the assignments so that students can apply foundational skills that are not present. `2`

🔍 B263448

G10.B4.S1 Students will complete15-30 minutes IXL.com per day `4`

🔍 S278998

Strategy Rationale

Student come to the school a few years behind academically and are in need of additional support in order to meet the academic challenges brought forth to them. IXL offers differentiated instruction to the students so they can work on deficits.

Action Step 1 `5`

Teacher will afford student opportunity to complete 15-20 minutes of IXL.com per day based upon their needs.

Person Responsible

Chad Chieffallo

Schedule

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

Evidence of Completion

Reports from the IXL program showing usage and time completion.

Plan to Monitor Fidelity of Implementation of G10.B4.S1 `6`

Assistant administrator will review IXL.com usage by the students in each classroom.

> **Person Responsible**
>
> Scartlett Martin
>
> **Schedule**
>
> Monthly, from 8/10/2016 to 6/30/2017
>
> *Evidence of Completion*
>
> Data reports will be derived from IXL.com to determine usage of the program for each individual classroom and student.

Plan to Monitor Effectiveness of Implementation of G10.B4.S1 `7`

Monitoring completion of IXL sections at proficiency level

> **Person Responsible**
>
> Scartlett Martin
>
> **Schedule**
>
> Daily, from 8/10/2016 to 6/30/2017
>
> *Evidence of Completion*
>
> Students get a proficiency level with the completion of each section and this can be monitored by the teacher as a formative assessment along with section tests to determined academic progress.

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					
G7.B2.S1.MA1 🔍 M406387	Monitoring of the attendance for increasing and decreases in attendance of truant students....	Martin, Scartlett	8/10/2016	Printout of spreadsheet of students in comparison to previous month.	6/30/2017 monthly
G7.B2.S1.MA1 🔍 M406388	Attending the meetings for the targeted students.	Martin, Scartlett	8/10/2016	Documentation of the meetings with the parents and support staff.	6/30/2017 one-time
G7.B2.S1.A1 🔍 A375902	Attendance of students that have missed 5 or more days in the last 30 days.	Martin, Scartlett	8/10/2016	Spreadsheet of the students and absences.	6/30/2017 monthly
G7.B2.S1.A2 🔍 A375903	Meetings with the school social worker, site administrator, and parents regarding the attendance of...	Martin, Scartlett	8/10/2016	Documentation of the child study team meetings regarding attendance.	6/30/2017 monthly
G8.B2.S1.MA1 🔍 M406392	Staff will complete scholastic inventory and formative assessments to determine effectiveness.	Martin, Scartlett	8/10/2016	Staff will collect scholastic inventory data and formative assessment data and review for progress.	6/30/2017 quarterly
G10.B3.S1.MA1 🔍 M406411	Review of the incident reports, restraints, and daily points logs for increases and decreases in...	Martin, Scartlett	8/10/2016	Information being entered into the proper database.	6/30/2017 monthly
G10.B3.S1.MA1 🔍 M406412	Documentation of observations and monitoring of monthly behavioral data and restraints.	Martin, Scartlett	8/10/2016	Documentation that the review of the data was completed by the site administrator.	6/30/2017 monthly
G10.B3.S1.A1 🔍 A375915	Review of the PBS System and behavioral level system	Martin, Scartlett	8/10/2016	Documentation of the training.	6/30/2017 one-time
G10.B3.S1.A2 🔍 A375916	Observed daily interactions of staff with students and review of behavioral data and restraints.	Martin, Scartlett	8/10/2016	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/30/2017 weekly
G10.B4.S1.MA1 🔍 M406417	Monitoring completion of IXL sections at proficiency level	Martin, Scartlett	8/10/2016	Students get a proficiency level with the completion of each section and this can be monitored by the teacher as a formative assessment along with section tests to determined academic progress.	6/30/2017 daily
G10.B4.S1.MA1 🔍 M406418	Assistant administrator will review IXL.com usage by the students in each classroom.	Martin, Scartlett	8/10/2016	Data reports will be derived from IXL.com to determine usage of the program for each individual classroom and student.	6/30/2017 monthly
G10.B4.S1.A1 🔍 A375919	Teacher will afford student opportunity to complete 15-20 minutes of IXL.com per day based upon...	Chieffallo, Chad	8/10/2016	Reports from the IXL program showing usage and time completion.	6/30/2017 daily
G10.B3.S2.MA1 🔍 M406413	Monitoring of behavior points log and PBS points.	Martin, Scartlett	8/10/2016	Review of the behavioral data demonstrating an increase or decrease in behaviors.	6/30/2017 monthly
G10.B3.S2.MA4 🔍 M406414	Monitoring the restraint logs	Martin, Scartlett	8/10/2016	Review number of restraints for the month in comparison to the previous month and the same month from the previous year to determine an increase or decrease.	6/30/2017 monthly
G10.B3.S2.MA1 🔍 M406415	Articles will be reviewed with the administrator.	Martin, Scartlett	8/10/2016	Completion of a training log or professional development sheet place in professional development and HR file.	6/30/2017 monthly
G10.B3.S2.MA3 🔍 M406416	Administrator will monitor training completions on Relias learning and yearly requirements.	Martin, Scartlett	8/10/2016	Training log from Relias Learning and training signature or completion forms will be placed in the professional development folders of staff.	6/30/2017 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B3.S2.A1 🔍 A375917	Review of relevent literature related to mental health condtions	Martin, Scartlett	8/10/2016	Completion of a documenation of meeting with the site administrator about the article that was assigned.	6/30/2017 monthly
G10.B3.S2.A2 🔍 A375918	Training classes, modules, and workshops about mental health condtions and interventions.	Martin, Scartlett	8/10/2016	Completion of a training or professional development sheet place in the profressional developmend human resources file. Relias learning modules completion log.	6/30/2017 monthly
G2.B1.S2.A1 🔍 A375878	Completions of REFINE Meeting	Martin, Scartlett	8/10/2017	Documentation of the REFINE form meeting in the meeting book.	8/10/2017 weekly
G5.B1.S2.A1 🔍 A375890	Review of PBS procedures and school store.	Martin, Scartlett	8/10/2017	Documentation of training by the Assistant Administrator.	9/15/2017 one-time
G8.MA1 🔍 M406396	Star Math/Reading scores to be collected and reviewed every nine weeks. Formative assessments...	Martin, Scartlett	8/10/2017	Students reaching grade level on the summative assessments that are given every nine weeks.	6/29/2018 quarterly
G8.MA2 🔍 M406397	Data will be collected from the fall and spring statewide ELA assessments.	Martin, Scartlett	8/10/2017	Students will complete the statewide ELA assessments and data from this will be used to determine grade-level fluency and annually yearly progress (AYP).	6/29/2018 semiannually
G8.MA3 🔍 M406398	Achieve3000 growth rates and completion rates of differentiated articles with lexile levels.	Martin, Scartlett	8/10/2017	Reports will be pulled from Achieve3000 to demonstrate reading growth on a quarterly basis.	6/29/2018 quarterly
G9.MA1 🔍 M406407	Star Mathematics Inventory will be completed every nine weeks. Formative assessments in class...	Martin, Scartlett	8/10/2017	Students reaching grade level on the summative assessments that are given every nine weeks.	6/29/2018 quarterly
G9.MA2 🔍 M406408	Data will be collected from the fall retakes and spring statewide mathematics assessment.	Martin, Scartlett	8/10/2017	Data will be collected and reviewed to see the percentage of students meeting grade level mathematics standards and making AYP.	6/29/2018 semiannually
G10.MA1 🔍 M406419	Star Mathematics Inventory will be completed every nine weeks. Monitoring IXL.com for academic...	Martin, Scartlett	8/10/2017	Students reaching grade level on the summative assessments that are given every nine weeks. Teachers evaluating the formative assessments student growth and grade level efficiency.	6/29/2018 quarterly
G10.MA2 🔍 M406420	End of Course exams results will be collected in the spring and during fall retakes.	Martin, Scartlett	8/10/2017	Review of the data to determine proficiency in the subject area (level 3 or higher).	6/29/2018 semiannually
G3.B2.S1.MA1 🔍 M406355	Increases or decreases of the attendance of truant students and identification of other truant...	Martin, Scartlett	8/10/2017	Spreadsheet of attendance and meetings documentation with the social worker for review.	6/29/2018 monthly
G3.B2.S1.MA1 🔍 M406356	Attending meetings with the social worker and parents.	Martin, Scartlett	8/10/2017	Documentation of the child study team meetings.	6/29/2018 monthly
G3.B2.S1.A1 🔍 A375879	Download attendance for students with greater than three absences in the last month.	Martin, Scartlett	8/10/2017	Spreadsheet of the students with their absences.	6/29/2018 monthly
G3.B2.S1.A2 🔍 A375880	Meetings with the school social worker, parents, and administration about the truant students.	Martin, Scartlett	8/10/2017	Documentation of the completion of the child study team meetings.	6/29/2018 monthly
G3.B3.S1.MA1 🔍 M406357	Review of the incident reports, restraints, and daily points logs for increases and decreases in...	Martin, Scartlett	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.B3.S1.A2 🔍 A375882	Observed daily interactions of staff with students and review of behavioral data and restraints.	Martin, Scartlett	8/10/2017	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/29/2018 weekly
G4.B2.S1.MA1 🔍 M406363	Attending meetings with the social worker and parents.	Martin, Scartlett	8/10/2017	Documentation of the child study team 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
G4.B3.S1.MA1 M406364	Review of the incident reports, restraints, and daily points logs for increases and decreases in...	Martin, Scartlett	8/10/2017	Information being entered into the proper database.	6/29/2018 monthly
G4.B3.S1.MA1 M406365	Documentation of observations and monitoring of monthly behavioral data and restraints.	Martin, Scartlett	8/10/2017	Documentation that the review of the data was completed by the administrator.	6/29/2018 monthly
G5.B1.S1.MA1 M406370	Review FBA/BIP to ensure they are completed and ensure proper implementation of behavior plan by...	Martin, Scartlett	8/10/2017	Through observation, records reviews, and during the completion of the IEP process.	6/29/2018 weekly
G5.B2.S1.MA1 M406373	Monitoring of the attendance for increasing and decreases in attendance of truant students....	Martin, Scartlett	8/10/2017	Printout of spreadsheet of students in comparison to previous month.	6/29/2018 monthly
G5.B2.S1.A1 A375892	Attendance of students that have missed 5 or more days in the last 30 days.	Martin, Scartlett	8/10/2017	Spreadsheet of the students and absences.	6/29/2018 monthly
G5.B2.S1.A2 A375893	Meetings with the school social worker, administrator, and parents regarding the attendance of...	Martin, Scartlett	8/10/2017	Documentation of the child study team meetings regarding attendance.	6/29/2018 monthly
G6.B2.S1.MA1 M406377	Attending meetings with the social worker and parents.	Martin, Scartlett	8/10/2017	Documentation of the child study team meetings.	6/29/2018 monthly
G6.B2.S1.A1 A375894	Download attendance for students with greater than three absences in the last month.	Martin, Scartlett	8/10/2017	Spreadsheet of the students with their absences.	6/29/2018 monthly
G6.B3.S1.MA1 M406378	Review of the incident reports, restraints, and daily points logs for increases and decreases in...	Martin, Scartlett	8/10/2017	Information being entered into the proper database.	6/29/2018 monthly
G6.B3.S1.A1 A375896	Review of the PBS System and behavioral level system	Martin, Scartlett	8/10/2017	Documentation of the training.	6/29/2018 one-time
G7.B1.S1.MA1 M406383	Teacher will monitor the behavioral techs for proper behavioral modification interventions on a...	Martin, Scartlett	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 improvement and worsening of the behaviors.	6/29/2018 monthly
G8.B1.S1.MA1 M406391	Assistant Administrator will coordinator contacts and information with vendors, parents, and title...	Martin, Scartlett	8/10/2017	Response from the vendors they are going to attend and title one being present or sponsoring event. Documentation of sign in sheets at the events.	6/29/2018 semiannually
G8.B1.S1.A1 A375904	Community involvement in Parent Night and Luncheon.	Martin, Scartlett	8/10/2017	Response from vendors and title one staff and parent sign in sheet for the events.	6/29/2018 semiannually
G8.B1.S1.A2 A375905	Flyers sent out to the parents via mail and student prior to event.	Martin, Scartlett	8/10/2017	Documentation that flyers have been sent out.	6/29/2018 semiannually
G8.B2.S1.MA1 M406393	Assistant administrator and lead teacher will monitor for proper implementation and use.	Martin, Scartlett	8/10/2017	Observation forms will be completed during classroom monitoring to ensure they are being used appropriately and consistently. Reports will be printed from Achieve3000 for participation rates.	6/29/2018 monthly
G8.B2.S1.A1 A375906	Staff will be trained and implement Achieve 3000 or Successful Reader in the classroom.	Martin, Scartlett	8/10/2017	Staff will be monitored in the use of Achieve3000 and successful reader to ensure proper implementation and use through direct observation and reports pulled from program.	6/29/2018 one-time
G8.B3.S1.MA1 M406394	Will look at attendance for students that have missed more then 5 cumulative days and see if the...	Martin, Scartlett	8/10/2017	Documentation on continued meetings and keeping copies of the attendance that is pulled monthly.	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 M406395	Attending meetings with students, parents, social worker, and administrative assistant for truant...	Martin, Scartlett	8/10/2017	Signatures of all participants that attend meeting.	6/29/2018 monthly
G8.B3.S1.A1 A375907	Meetings with school social worker and parents and site administrator.	Martin, Scartlett	8/10/2017	Documentation that the meeting was completed and signatures by participants.	6/29/2018 monthly
G9.B2.S1.MA1 M406399	Will monitor for decreases or increases in absences of target students when attendance is pulled...	Martin, Scartlett	8/10/2017	Documentation of meetings and records of absences that have been pulled from database.	6/29/2018 monthly
G9.B2.S1.MA1 M406400	Attending meetings with the administrative assistant, school social worker and parents.	Martin, Scartlett	8/10/2017	Signature of participation on the monthly meeting forms.	6/29/2018 monthly
G9.B2.S1.A1 A375908	Pulling monthly data on attendance for students and meeting with the school social worker on...	Martin, Scartlett	8/10/2017	Documentation of attendance and meetings that are being held with the social worker and parents of the students.	6/29/2018 monthly
G9.B3.S1.MA1 M406401	Monitoring of the behaviors occurring during school hours and monthly monitoring of behavioral data...	Martin, Scartlett	8/10/2017	Documentation of the observations and review of the behavioral data and REFINE Meetings	6/29/2018 monthly
G9.B3.S1.MA1 M406402	Observation of staff completing forms and using proper procedures in the classroom	Martin, Scartlett	8/10/2017	Documentation that the monitoring has been completed by the Assistant Administrator and Academy Tech Supervisor	6/29/2018 weekly
G9.B3.S1.A1 A375909	Refreshing the procedures for proper information and data collection.	Martin, Scartlett	8/10/2017	Attendees signature of attendance sheet.	6/29/2018 one-time
G10.B2.S1.MA1 M406409	Increases or decreases of the attendance of truant students and identification of other truant...	Martin, Scartlett	8/10/2017	Spreadsheet of attendance and meetings documentation with the social worker for review.	6/29/2018 monthly
G10.B2.S1.MA1 M406410	Attending meetings with the social worker and parents.	Martin, Scartlett	8/10/2017	Documentation of the child study team meetings.	6/29/2018 monthly
G10.B2.S1.A1 A375913	Download attendance for students with greater than five cumulative absences.	Martin, Scartlett	8/10/2017	Spreadsheet of the students with their absences.	6/29/2018 monthly
G10.B2.S1.A2 A375914	Meetings with the school social worker, parents, and administration about the truant students.	Martin, Scartlett	8/10/2017	Documentation of the completion of the child study team meetings.	6/29/2018 monthly
G3.B3.S2.A1 A375883	Review relevant literature with staff related to various mental health conditions	Martin, Scartlett	8/10/2017	Documentation of meeting with teachers and techs.	6/29/2018 monthly
G4.B3.S2.A1 A375888	Review revelent literature on mental health disorders	Martin, Scartlett	8/10/2017	Documentation of meetings with staff regarding various mental health disorders and interventions.	6/29/2018 monthly
G5.B1.S2.MA1 M406371	Daily observations and interactions of behaviors and monthly review of the incident reports and...	Martin, Scartlett	8/10/2017	Entering incident reports and restraint forms in proper databases and REFINE meetings	6/29/2018 weekly
G5.B1.S2.MA1 M406372	When observation sheets are turned in showing that monitoring is taking place and through...	Martin, Scartlett	8/10/2017	Documentation that the observation records have been reviewed.	6/29/2018 weekly
G6.B3.S2.MA1 M406380	Behavioral daily points logs and level sheets will be monitored for increases or decreases in...	Martin, Scartlett	8/10/2017	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.	6/29/2018 daily
G6.B3.S2.MA1 M406381	Assistant administrator will monitor the completion of training	Martin, Scartlett	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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B3.S2.A1 🔍 A375898	Reviw relevant information and articles related to multiple mental health disorders	Martin, Scartlett	8/10/2017	Assistant Administrator will document meetings, group and individual, in relation to the training in the staff's PD file.	6/29/2018 monthly
G7.B1.S2.MA1 🔍 M406386	When observation sheets are turned in showing that monitoring is taking place and through...	Martin, Scartlett	8/10/2017	Documentation that the observation records have been reviewed.	6/29/2018 monthly
G7.B1.S2.A1 🔍 A375900	Review of PBS procedures and school store.	Martin, Scartlett	8/10/2017	Documentation of training by the site administrator.	6/29/2018 one-time
G7.B1.S2.A2 🔍 A375901	Review of the PBS records and behavioral records.	Martin, Scartlett	8/10/2017	Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.	6/29/2018 monthly
G9.B3.S2.MA1 🔍 M406403	Observations completed through daily interactions and review of behavioral data and restraints.	Martin, Scartlett	8/10/2017	Completions of observation checklist and entering restraints into database.	6/29/2018 weekly
G9.B3.S2.MA4 🔍 M406404	Monitoring the number of restraints completed monthly	Martin, Scartlett	8/10/2017	Review of the restraints as they occur along with the total numbers for the month and in comparison to the previous month and last years montly totals.	6/29/2018 monthly
G9.B3.S2.MA3 🔍 M406406	Monitoring of training by the administrator	Martin, Scartlett	8/10/2017	Completion of a staff training log that will be placed in their human resource and professional development records. Printout from Relias Learning demonstrating that training has be completed.	6/29/2018 semiannually
G9.B3.S2.A1 🔍 A375911	Assignment of articles to be read by behavioral techs and teachers.	Martin, Scartlett	8/10/2017	Meetings with the staff demonstrating knowledge of the articles.	6/29/2018 monthly
G9.B3.S2.A2 🔍 A375912	Trainings in the area of mental health and behavioral strategies	Martin, Scartlett	8/10/2017	Documentation of the training on staff training log with subject area highlighted.	6/29/2018 semiannually
G1.MA1 🔍 M406350	Police Logs and Incident Reports	Martin, Scartlett	8/10/2017	Review of the incidents and police logs to determine whether there is a decrease or increase in targeted behaviors.	6/30/2018 monthly
G2.MA1 🔍 M406354	Review of restraints and REFINE Meeting forms	Martin, Scartlett	8/10/2017	DOE data base for the number of physical interventions completed each month.	6/30/2018 monthly
G3.MA1 🔍 M406361	Unit test will be conducted following the pacing guide. Units will be revisited and modified...	Martin, Scartlett	8/10/2017	Students scoring 70% or more on the summative unit assessments..	6/30/2018 monthly
G4.MA1 🔍 M406368	Unit test will be conducted following the pacing guide. Units will be revisited and modified...	Martin, Scartlett	8/10/2017	Students scoring 70% or more on the summative unit assessments..	6/30/2018 daily
G5.MA1 🔍 M406375	Formative assessments determining gains from previous day and completion of the Brigance twice a...	Martin, Scartlett	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.	6/30/2018 daily
G6.MA1 🔍 M406382	Unit test will be conducted following the pacing guide. Units will be revisited and modified...	Martin, Scartlett	8/10/2017	Students scoring 70% or more on the summative unit assessments and teacher feedback from formative assessments.	6/30/2018 monthly
G7.MA1 🔍 M406389	Formative assessments determining gains from previous day and completion of the Brigance twice a...	Martin, Scartlett	8/10/2017	Copies of the completed work and assessments in the green file including assessments.	6/30/2018 quarterly
G1.B1.S1.MA1 🔍 M406346	Incident reports involving severe violence and police involvement	Martin, Scartlett	8/10/2017	Decrease in the number of incident reports involving these circumstances.	6/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 🔍 M406347	Review of the LEAPs schedule and/or the PSR schedule	Martin, Scartlett	8/10/2017	Review of the documentation of the LEAPs and PSR schedules along with associated progress notes.	6/30/2018 monthly
G1.B1.S1.A1 🔍 A375874	Students will receive 30-45 minutes of LEAPs or PSR counseling per day	Martin, Scartlett	8/10/2017	Documentation of the LEAPs lesson or PSR counseling.	6/30/2018 daily
G2.B1.S1.MA1 🔍 M406351	Review of the behavioral data logs on targeted students from REFINE Meetings	Martin, Scartlett	8/10/2017	Increases or decreases in the behavioral data on the daily points logs	6/30/2018 monthly
G2.B1.S1.MA1 🔍 M406352	Review for instructional plans and billing for PSR and group therapy	Martin, Scartlett	8/10/2017	Documentation in instructional plans review and printed documentation of billing.	6/30/2018 monthly
G2.B1.S1.A1 🔍 A375876	Completion of LEAPS Lessons during the day	Martin, Scartlett	8/10/2017	Documentation of the LEAPS lesson being completed.	6/30/2018 daily
G2.B1.S1.A2 🔍 A375877	PSR or group therapy	Chieffallo, Chad	8/10/2017	Documentation of group participation and topics along with billing.	6/30/2018 weekly
G3.B3.S1.MA1 🔍 M406358	Documentation of observations and monitoring of monthly behavioral data and restraints.	Martin, Scartlett	8/10/2017	Documentation that the review of the data was completed by the administrator.	6/30/2018 monthly
G3.B3.S1.A1 🔍 A375881	Review of the PBS System and behavioral level system and appropriate behavioral interventions and...	Martin, Scartlett	8/10/2017	Documentation of the training.	6/30/2018 daily
G4.B2.S1.MA1 🔍 M406362	Increases or decreases of the attendance of truant students and identification of other truant...	Martin, Scartlett	8/10/2017	Spreadsheet of attendance and meetings documentation with the social worker for review.	6/30/2018 monthly
G4.B2.S1.A1 🔍 A375884	Download attendance for students with greater than three absences in the last month.	Martin, Scartlett	8/10/2017	Spreadsheet of the students with their absences.	6/30/2018 monthly
G4.B2.S1.A2 🔍 A375885	Meetings with the school social worker, parents, and administration about the truant students.	Martin, Scartlett	8/10/2017	Documentation of the completion of the child study team meetings.	6/30/2018 monthly
G4.B3.S1.A1 🔍 A375886	Review of the PBS System and behavioral level system and behavioral management techniques and...	Martin, Scartlett	8/10/2017	Documentation of the training.	6/30/2018 weekly
G4.B3.S1.A2 🔍 A375887	Observed daily interactions of staff with students and review of behavioral data and restraints.	Martin, Scartlett	8/10/2017	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/30/2018 daily
G5.B1.S1.MA1 🔍 M406369	Teacher will monitor the behavioral techs for proper behavioral modification interventions on a...	Martin, Scartlett	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 improvement and worsening of the behaviors. REFINE meetings and data collected through daily points logs.	6/30/2018 monthly
G5.B1.S1.A1 🔍 A375889	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for...	Martin, Scartlett	8/10/2017	Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	6/30/2018 quarterly
G5.B2.S1.MA1 🔍 M406374	Attending the meetings for the targeted students.	Martin, Scartlett	8/10/2017	Documentation of the meetings with the parents and support staff.	6/30/2018 monthly
G6.B2.S1.MA1 🔍 M406376	Increases or decreases of the attendance of truant students and identification of other truant...	Martin, Scartlett	8/10/2017	Spreadsheet of attendance and meetings documentation with the social worker for review.	6/30/2018 monthly
G6.B2.S1.A2 🔍 A375895	Meetings with the school social worker, parents, and administration about the truant students.	Martin, Scartlett	8/10/2017	Documentation of the completion of the child study team meetings.	6/30/2018 monthly
G6.B3.S1.MA1 🔍 M406379	Documentation of observations and monitoring of monthly behavioral data and restraints.	Martin, Scartlett	8/10/2017	Documentation that the review of the data was completed by the administrator and during REFINE meetings.	6/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B3.S1.A2 🔍 A375897	Observed daily interactions of staff with students and review of behavioral data and restraints...	Martin, Scartlett	8/10/2017	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases. REFINE meeting documentation.	6/30/2018 monthly
G7.B1.S1.MA1 🔍 M406384	Behavior plan completed and given to the teacher and placed into green file.	Martin, Scartlett	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.	6/30/2018 monthly
G7.B1.S1.A1 🔍 A375899	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for...	Martin, Scartlett	8/10/2017	Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	6/30/2018 monthly
G9.B3.S1.A2 🔍 A375910	Monitoring daily points logs and PBS points sheets.	Martin, Scartlett	8/10/2017	Completion of monitoring sheets.	6/30/2018 weekly
G1.B1.S2.MA1 🔍 M406348	Review of incident reports and behavioral data sheets	Martin, Scartlett	10/8/0201	Review of the incidents reports and monthly data graphs to show an increase or decrease in behaviors. Also discussions with therapist about progress.	6/30/2018 monthly
G1.B1.S2.MA1 🔍 M406349	Review of documentation of treatment plans and progress monitoring notes	Martin, Scartlett	8/10/2017	Review of the documentation in Tier from reports showing contact with students on a weekly basis. Reports can be pulled from Tier.	6/30/2018 monthly
G1.B1.S2.A1 🔍 A375875	Students will receive individual or family counseling once per week.	Martin, Scartlett	8/10/2017	Documentation of encounter in tier along with individualized treatment plan.	6/30/2018 weekly
G2.B1.S2.MA1 🔍 M406353	Documentation will be reviewed to ensure meeting compliance	Chieffallo, Chad	8/10/2017	Review of the REFINE book to ensure proper information has been completed and documented.	6/30/2018 monthly
G3.B3.S2.MA1 🔍 M406359	Monitoring the number of behavioral incidents involving the use of calming time or physical...	Martin, Scartlett	8/10/2017	Decrease in the number of incident reports and calming time logs would indicate the success of the training.	6/30/2018 monthly
G3.B3.S2.MA1 🔍 M406360	Assign staff articles to read and review with them during individual or group meetings.	Martin, Scartlett	8/10/2017	Meeting documentation showing that the meetings have occurred and the information was reviewed.	6/30/2018 monthly
G4.B3.S2.MA1 🔍 M406366	Increased scores on formative and summative assessments in science	Martin, Scartlett	8/10/2017	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)	6/30/2018 monthly
G4.B3.S2.MA1 🔍 M406367	Meeting and training log completion following training.	Martin, Scartlett	8/10/2017	Administrator will be conducting the training with staff and will montior progress in their professional development folders.	6/30/2018 monthly
G5.B1.S2.A2 🔍 A375891	Review of the PBS records and behavioral records.	Martin, Scartlett	8/10/2017	Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.	6/30/2018 weekly
G7.B1.S2.MA1 🔍 M406385	Daily observations and interactions of behaviors and monthly review of the incident reports and...	Martin, Scartlett	8/10/2017	Entering incident reports and restraint forms in proper databases and documentation of the REFINE meetings.	6/30/2018 monthly
G9.B3.S2.MA1 🔍 M406405	Meetings with the behavioral techs and teachers.	Martin, Scartlett	8/10/2017	Documentation of meetings with the staff.	6/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.MA1 🔍 M406390	Percentage of parents who attend event.	Martin, Scartlett	8/10/2018	Documentation of sign in list and completion of data comparing the number with those that are currently enrolled.	8/10/2018 semiannually

V. Professional Development Opportunities

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

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

G3.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.

G3.B3.S1 School-wide level system and PBS.

PD Opportunity 1

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

Facilitator

Chad Chieffallo, Administrator

Participants

All teachers and behavioral techs.

Schedule

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

G3.B3.S2 Increased staff knowledge of mental health and behavioral management.

PD Opportunity 1

Review relevant literature with staff related to various mental health conditions

Facilitator

Scarlett Martin, M.Ed and Chad Chieffallo, M.Ed, MFT

Participants

Behavioral Techs and Teachers

Schedule

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

G4. Thirty-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 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 can result in a lack of lesson comprehension due behavioral exhibition and inability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

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

PD Opportunity 1

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

Facilitator

Chad Chieffallo, Administrator

Participants

All teachers and behavioral techs.

Schedule

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

G4.B3.S2 Increased staff knowledge of mental health and behavioral management.

PD Opportunity 1

Review revelent literature on mental health disorders

Facilitator

Scarlett Martin, M.Ed, Assistant Administrator

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 a lack of lesson comprehension due behavioral exhibition and inability 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

Scarlett Martin, M.Ed, Assistant Administrator

Participants

All teachers and behavioral techs

Schedule

On 9/15/2017

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 lesson comprehension due to behavioral manifestation and inability 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

Scarlett Martin, M.Ed Assistant Administrator, Chad Chieffallo, M.Ed, MFT

Participants

All teachers and behavioral techs.

Schedule

On 6/29/2018

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

PD Opportunity 1

Reviw relevant information and articles related to multiple mental health disorders

Facilitator

Scarlett Martin M.Ed, Asst Administrator

Participants

Behavioral Techs and Teachers

Schedule

Monthly, 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 lesson comprehension due behavioral manifestation and inability 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

Scarlett Martin, M.Ed, Assistant Administrator

Participants

All teachers and behavioral techs

Schedule

On 6/29/2018

G9. Thirty-Five percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year.

G9.B3 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack lesson comprehension due behavioral manifestation and inability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

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

PD Opportunity 1

Refreshing the procedures for proper information and data collection.

Facilitator

Scarlett Martin, .M.Ed, Assistant Administrator, Chad Chieffallo, M.Ed, MFT

Participants

All teachers and techs

Schedule

On 6/29/2018

G9.B3.S2 Increase mental health and behavioral interventions knowledge of teachers and behavioral techs.

PD Opportunity 1

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

Facilitator

Scarlett Martin, M.Ed, Assistant Administrator

Participants

All teachers and behavioral techs.

Schedule

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

PD Opportunity 2

Trainings in the area of mental health and behavioral strategies

Facilitator

Internal trainers from other departments within the company, Relias Learning modules

Participants

All Teachers, Techs, and support staff.

Schedule

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

G10. Thirty-Five percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter.

G10.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 lesson comprehension due to behavioral manifestation and inability 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.

G10.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

Review of the PBS System and behavioral level system

Facilitator

Scarlett Martin, Assistant Administrator

Participants

All teachers and behavioral techs.

Schedule

On 6/30/2017

G10.B3.S2 Increased staff knowledge of mental health and behavioral management.

PD Opportunity 1

Review of relevent literature related to mental health condtions

Facilitator

Scarlett Martin, Assistant Administrator

Participants

Behavioral Techs and Teachers

Schedule

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

PD Opportunity 2

Training classes, modules, and workshops about mental health condtions and interventions.

Facilitator

Various internal presenters from different programs and Relias online learning.

Participants

Behavioral Techs, teachers, and support staff.

Schedule

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

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 incidents involving violence leading to 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 zoned schools. The probability of violence in the school is dramatically increased due to these circumstances and environmental make-up.

G1.B1.S2 Students in the Special Day program will receive individual counseling one time per week

TA Opportunity 1

Students will receive individual or family counseling once per week.

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 6/30/2018

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

Scarlet Martin, M.Ed

Participants

Support staff and teachers.

Schedule

Weekly, from 8/10/2017 to 8/10/2017

G3. Thirty 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 Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn.

G3.B2.S1 Monthly monitoring of student attendance.

TA Opportunity 1

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

Facilitator

Valerie Boldrey

Participants

Parents, teacher, and assistant administrator for the student

Schedule

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

G3.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.

G3.B3.S1 School-wide level system and PBS.

TA Opportunity 1

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

Facilitator

Kelly Bradshaw, Sonya Fluitt, Scarlett Martin

Participants

Teachers and Behavioral Techs

Schedule

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

G4. Thirty-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 Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn.

G4.B2.S1 Monthly monitoring of student attendance.

TA Opportunity 1

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

Facilitator

Val Boldrey, Administrative Assistant, Scarlett Martin, Asst. Administrator

Participants

Social Worker, Teachers, Parents, and Behavioral Techs

Schedule

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

G4.B3 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder can result in a lack of lesson comprehension due behavioral exhibition and inability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

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

TA Opportunity 1

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

Facilitator

Kelly Bradshaw Lead Teacher, Sonya Fluitt, Lead Tech, Scarlett Martin, Assistant Administrator

Participants

All Teachers and Behavioral Techs

Schedule

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

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 a lack of lesson comprehension due behavioral exhibition and inability 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

Kelly Bradshaw, Lead Teacher, Scarlett Martin, Asst Administrator, Tammy Webb, Educational Specialist, Sonya Fluitt, Academy Tech Supervisor , Behavioral Analyst, Therapist

Participants

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

Schedule

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

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

TA Opportunity 1

Review of the PBS records and behavioral records.

Facilitator

Sonya Fluitt, Academy Tech Supervisor ; Scarlett Martin, M.Ed, Assistant Administrator

Participants

Behavioral Techs and Teachers

Schedule

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

G5.B2 Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn.

G5.B2.S1 Monthly monitoring of attendance

TA Opportunity 1

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

Facilitator

Val Boldrey, Administrative Assistant, Scarlett Martin, M.Ed, Asst Administrator

Participants

Social Worker, Assistant Administrator, Parents and Teacher

Schedule

Monthly, 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 Monthly monitoring of student attendance.

TA Opportunity 1

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

Facilitator

Val Boldrey, Administrative Assistant, Scarlett Martin , M.Ed, Asst 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 lesson comprehension due to behavioral manifestation and inability 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

Sonya Fluitt, Academy Tech Supervisor and Scarlett Martin, M.Ed, Assistant Administrator, Behavioral Analyst

Participants

Behavioral 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 lesson comprehension due behavioral manifestation and inability 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

Kelly Bradshaw, Lead Teacher; Scarlett Martin, Asst Administrator; Tammy Webb, ESE Specialist,; Behavior Analyst.

Participants

Teachers and behavioral techs

Schedule

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

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

TA Opportunity 1

Review of the PBS records and behavioral records.

Facilitator

Sonya Fluitt, Academy Tech Superisor; Scarlett Martin, M.Ed, Assistant Administrator

Participants

Behavioral Techs

Schedule

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

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

G7.B2.S1 Monthly monitoring of attendance

TA Opportunity 1

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

Facilitator

Valorie Boldrey, Administrative Assistant, Scarlett Martin, Assistant Administrator

Participants

Teacher, Social Worker, and Administrator

Schedule

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

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

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.

G8.B3.S1 Follow procedures to monitor attendance and call parents into meetings regarding school attendance.

TA Opportunity 1

Meetings with school social worker and parents and site administrator.

Facilitator

Val Boldrey, Administrative Assistant, Scarlett Martin, Assistant Administrator

Participants

Teachers, Social Worker,Parents and Assistant Administrator.

Schedule

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

G9. Thirty-Five percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year.

G9.B3 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack lesson comprehension due behavioral manifestation and inability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

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

TA Opportunity 1

Monitoring daily points logs and PBS points sheets.

Facilitator

Sony Fluitt, Academy Tech Supervisor and Scarlett Martin, M.Ed Assistant Administrator

Participants

Behavioral Techs

Schedule

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

G10. Thirty-Five percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter.

G10.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.

G10.B2.S1 Monthly monitoring of student attendance.

TA Opportunity 1

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

Facilitator

Val Boldrey, Adminstrative Assistant, Scarlett Martin, M.Ed, Assistant Administrator

Participants

Teachers, Social Worker, Parents and Assistant Administrator

Schedule

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

G10.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 lesson comprehension due to behavioral manifestation and inability 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.

G10.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.

Facilitator

Sonya Fluitt, Lead Tech; Kelly Bradshaw, Lead Teacher; Scarlett Martin, Assistant Administrator

Participants

Behavioral Techs and Teachers

Schedule

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

VII. Budget

1	G1.B1.S1.A1	Students will receive 30-45 minutes of LEAPs or PSR counseling per day				$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			9010 - Lake Academy Leesburg	General Fund	0.5	$12,000.00
			Notes: Notes			
2	G1.B1.S2.A1	Students will receive individual or family counseling once per week.				$75,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			9010 - Lake Academy Leesburg	General Fund		$75,000.00
			Notes: Cost of therapists campus			
3	G10.B2.S1.A1	Download attendance for students with greater than five cumulative absences.				$0.00
4	G10.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.				$0.00
5	G10.B3.S1.A1	Review of the PBS System and behavioral level system				$0.00
6	G10.B3.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints.				$0.00
7	G10.B3.S2.A1	Review of relevent literature related to mental health condtions				$0.00

8	G10.B3.S2.A2	Training classes, modules, and workshops about mental health condtions and interventions.				$0.00
9	G10.B4.S1.A1	Teacher will afford student opportunity to complete 15-20 minutes of IXL.com per day based upon their needs.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			9010 - Lake Academy Leesburg	General Fund		$1,000.00
10	G2.B1.S1.A1	Completion of LEAPS Lessons during the day				$0.00
11	G2.B1.S1.A2	PSR or group therapy				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			9010 - Lake Academy Leesburg	General Fund		$15,000.00
			Notes: Notes			
12	G2.B1.S2.A1	Completions of REFINE Meeting				$0.00
13	G3.B2.S1.A1	Download attendance for students with greater than three absences in the last month.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$500.00
14	G3.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$1,000.00
			Notes: covered under staff salary			
15	G3.B3.S1.A1	Review of the PBS System and behavioral level system and appropriate behavioral interventions and techniques.				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			$2,500.00
16	G3.B3.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			$1,000.00
17	G3.B3.S2.A1	Review relevant literature with staff related to various mental health conditions				$0.00
18	G4.B2.S1.A1	Download attendance for students with greater than three absences in the last month.				$0.00

19	G4.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.				$0.00
20	G4.B3.S1.A1	Review of the PBS System and behavioral level system and behavioral management techniques and interventions.				$0.00
21	G4.B3.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints.				$0.00
22	G4.B3.S2.A1	Review revelent literature on mental health disorders				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			$1,000.00
23	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.				$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			9010 - Lake Academy Leesburg			$7,000.00
24	G5.B1.S2.A1	Review of PBS procedures and school store.				$0.00
25	G5.B1.S2.A2	Review of the PBS records and behavioral records.				$0.00
26	G5.B2.S1.A1	Attendance of students that have missed 5 or more days in the last 30 days.				$0.00
27	G5.B2.S1.A2	Meetings with the school social worker, administrator, and parents regarding the attendance of targeted students.				$0.00
28	G6.B2.S1.A1	Download attendance for students with greater than three absences in the last month.				$0.00
29	G6.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.				$0.00
30	G6.B3.S1.A1	Review of the PBS System and behavioral level system				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			$500.00
31	G6.B3.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints along with completion of the REFINE meeting following restraints.				$0.00
32	G6.B3.S2.A1	Reviw relevant information and articles related to multiple mental health disorders				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			$500.00
33	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				$0.00

		also be done as the behaviors improve or get worse and through the REFINE meeting procedures				
34	G7.B1.S2.A1	Review of PBS procedures and school store.				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			9010 - Lake Academy Leesburg			$3,000.00
			Notes: School store products, information, and training.			
35	G7.B1.S2.A2	Review of the PBS records and behavioral records.				**$0.00**
36	G7.B2.S1.A1	Attendance of students that have missed 5 or more days in the last 30 days.				**$0.00**
37	G7.B2.S1.A2	Meetings with the school social worker, site administrator, and parents regarding the attendance of targeted students.				**$0.00**
38	G8.B1.S1.A1	Community involvement in Parent Night and Luncheon.				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			9010 - Lake Academy Leesburg	Other		$2,000.00
			Notes: Funding for school parents nights and luncheons.			
39	G8.B1.S1.A2	Flyers sent out to the parents via mail and student prior to event.				**$100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$100.00
			Notes: Flyers being made copied and sent out to parents for events.			
40	G8.B2.S1.A1	Staff will be trained and implement Achieve 3000 or Successful Reader in the classroom.				**$3,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		500-Materials and Supplies	9010 - Lake Academy Leesburg	Title I, Part D		$3,800.00
41	G8.B3.S1.A1	Meetings with school social worker and parents and site administrator.				**$0.00**
42	G9.B2.S1.A1	Pulling monthly data on attendance for students and meeting with the school social worker on truancy. Meetings with parents of truant students.				**$0.00**
43	G9.B3.S1.A1	Refreshing the procedures for proper information and data collection.				**$0.00**
44	G9.B3.S1.A2	Monitoring daily points logs and PBS points sheets.				**$0.00**
45	G9.B3.S2.A1	Assignment of articles to be read by behavioral techs and teachers.				**$0.00**
46	G9.B3.S2.A2	Trainings in the area of mental health and behavioral strategies				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			$3,000.00

	Total:	$128,900.00