



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Academy Eustis

301 IDLEWILD AVE

Eustis, FL 32726

352-483-1652

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

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
[Data Not Available]

Alternative/ESE Center
Yes

Charter School
No

Minority Rate
[Data Not Available]

School Grades History

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Lake Academy Eustis

Principal

Rudy Rolle

School Advisory Council chair

Tim Morris

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

Name

Title

Pamela-Johnson Pickett: Lead Teacher

Herleesha Gardner: Lead Teacher

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

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

Membership of the SAC

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

Involvement of the SAC in the development of the SIP

NA

Activities of the SAC for the upcoming school year

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

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

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

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

In Compliance

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

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

Administrators**# of administrators**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Rudy Rolle**

Principal

Years as Administrator:

Years at Current School:

Credentials

Bachelor of Science- Business Administration and Economics;
Bethel College

Master of Education- Educational Leadership; Nova Southeastern
University

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

Performance Record

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

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

Willie Benjamin

Asst Principal

Years as Administrator:

Years at Current School:

Credentials

Ed. D. in Educational Leadership
 Professional Educators Certificate #277339
 School Principals/ All Levels
 Guidance and Counseling K-12
 Physical Education K-12

Performance Record

Dr. Benjamin as an EBD teacher, 70% of his student made gains as measured by FCAT testing and Brigance tests. He continues to ensure that our students get all the academic support to be effective with our students.

- 1) Following student IEP
- 2) Intensive Reading
- 3) Intensive math
- 4) Monitoring student academic improvements

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record**

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record****Instructional Coaches****# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Herleesha Gardner**

Full-time / School-based

Years as Coach: 2

Years at Current School: 8

Areas

Reading/Literacy, Mathematics, Data

Credentials

BA Degree Social Science

Performance Record

As an ADP educator 80% of her class made gains as measured by the FCAT. Works in the capacity of Lead teacher, also coordinated IEP's for the campus.

Classroom Teachers

of classroom teachers

8

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

38%

certified in-field

1, 13%

ESOL endorsed

0, 0%

reading endorsed

1, 13%

with advanced degrees

3, 38%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

4, 50%

with 6-14 years of experience

3, 38%

with 15 or more years of experience

2, 25%

Education Paraprofessionals**# of paraprofessionals**

13

Highly Qualified

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

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

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

When we have a new teacher, they are assigned to our lead teacher on campus to review all procedures and lesson plans. New hires will receive training from Lifestream and complete the PEC as designed by LCSB.

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

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

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

LA-Eustis has a high mobility rate with students, limiting time to improve educational skills. 1. Students will take a beginning and ending assessment every nine weeks to determine whether growth is occurring. 2. Students will be tested every nine weeks to determine whether growth is occurring. 3. LEAP's lessons are taught to support problem-solving skills with students.

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

The school-based leadership: Site administrators, teacher, lead teachers, review anticipated barriers with each student. Develop a plan for improvement as behavior and academics relate to each student's individual plan.

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

Leadership team initiates classroom walk-throughs and observations to monitor the MTSS, and SIP. The lead teacher is a liaison to the administrative staff on issues that may affect the integrity of the MTSS and SIP.

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

Students will be assessed upon arrival to the school and will be provided intensive reading for a duration of 120 minutes while at the school. There are various progress monitoring systems in place to track student performance on various educational areas.

1. Curriculum-based measures- Title I support star reading,
2. Star math is used to determine growth along with Brigance testing during the year.
3. IXL.com will be used on deficient skills, and to aid in remediation.

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

1. Staff will be engaged in ongoing meetings of how to use data to better inform parents of success and failures in educational meetings.

Increased Learning Time/Extended Learning Opportunities

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

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 4,326

The school has implemented a 120 min reading block to aid in the increasing reading fluency, and comprehension skills. During this time educators can work with students with educational delays for a certain part of the day before regular course work is initiated.

SRA, Raz-kids.com, Scholastic Inventory are just some of the educational options utilized to aid in the remediation and educational tracking of the student s.

Strategy Purpose(s)

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

How is data collected and analyzed to determine the effectiveness of this strategy?

There has been a change in certification requirements for the academy. Educators must meet certification requirements to maintain employment with the organization. This requirement will put academy in compliance with state certification requirements for teachers.

Who is responsible for monitoring implementation of this strategy?

Summer program- The academy runs a 12 day summer program for students seeking enrichment and academic, and behavioral supports.

Literacy Leadership Team (LLT)

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

| Name | Title |
|-----------------|--------------------|
| Mr. Rudy Rolle | Principal |
| Dr. W. Benjamin | Site Administrator |
| Ms. Liz Dehart | Teacher |
| Ms. J. Bryan | Teacher |

How the school-based LLT functions

The team meets monthly to discuss student progress in literacy. The team is then presented with numerical data from each class outlining strengths, weakness and or areas of focus.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

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

There is a set schedule in place to ensure that reading instruction is transpiring during the same time daily. Fidelity check are done via walk throughs, reports, and observations.

College and Career Readiness

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

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

Staff is encouraged to make lesson applicable to real life situations, and experiences. The RUC2 ready initiative by Lake County requires that student's lesson are infused with information about schooling and work options so students can plan for their future.

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

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

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

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

Area 1: Reading

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 17% | 4% | No | 25% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 17% | 2% | No | 25% |
| Hispanic | | | | |
| White | 17% | 2% | No | 25% |
| English language learners | | | | |
| Students with disabilities | 17% | 0% | No | 25% |
| Economically disadvantaged | 17% | 1% | No | 25% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | 17 | 15% | 20% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 10% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | 12 | 5% | 5% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 0% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 12 | 5% | 10% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 17 | 7% | 15% |

Comprehensive English Language Learning Assessment (CELLA)

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

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | <i>[data excluded for privacy reasons]</i> | | 1% |

Area 2: Writing

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

Area 3: Mathematics**Elementary and Middle School Mathematics**

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 19% | 2% | No | 27% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 17% | 2% | No | 25% |
| Hispanic | | | | |
| White | 23% | 3% | No | 30% |
| English language learners | | | | |
| Students with disabilities | 17% | 3% | No | 25% |
| Economically disadvantaged | 19% | 2% | No | 27% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 0% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 0% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 25 | 41% | 50% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 12 | 25% | 30% |

High School Mathematics

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 19% | 0% | No | 27% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 17% | 0% | No | 25% |
| Hispanic | | | | |
| White | 23% | 0% | No | 30% |
| English language learners | | | | |
| Students with disabilities | 17% | 0% | No | 25% |
| Economically disadvantaged | 19% | 0% | No | 27% |

Florida Alternate Assessment (FAA)

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

Learning Gains

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

Postsecondary Readiness

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

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

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

Florida Alternate Assessment (FAA)

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

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

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

Florida Alternate Assessment (FAA)

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

High School Science**Florida Alternate Assessment (FAA)**

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

Biology I End-of-Course (EOC) Assessment

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

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems**Elementary School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 5 | 23% | 10% |
| Students retained, pursuant to s. 1008.25, F.S. | 3 | 37% | 10% |
| Students who are not proficient in reading by third grade | 8 | 100% | 50% |
| Students who receive two or more behavior referrals | 0 | 0% | 0% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 0 | 0% | 0% |

Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 10 | 15% | 10% |
| Students who fail a mathematics course | 7 | 11% | 5% |
| Students who fail an English Language Arts course | 5 | 8% | 4% |
| Students who fail two or more courses in any subject | 10 | 15% | 5% |
| Students who receive two or more behavior referrals | 11 | 17% | 8% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 11 | 17% | 8% |

High School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 10 | 33% | 10% |
| Students in ninth grade with one or more absences within the first 20 days | 5 | 21% | 10% |
| Students in ninth grade who fail two or more courses in any subject | 3 | 14% | 5% |
| Students with grade point average less than 2.0 | 4 | 18% | 10% |
| Students who fail to progress on-time to tenth grade | 4 | 18% | 1% |
| Students who receive two or more behavior referrals | 0 | 0% | 0% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 0 | 0% | 0% |

Graduation

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

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

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| To increase the number of participation at parent nights. | 15 | 12% | 25% |
| Resource Fair for Parents - District Wide at School | 10 | 5% | 15% |

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Goals Summary

- G1.** Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.
- G2.** Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.
- G3.** Twenty percent of students designated to take the FAA will making learning gains in reading by end of the 2013-2014 school year.
- G4.** Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.
- G5.** Twenty percent of students designated to take the FAA will show learning gains in math by the end of the 2013-2014 school year.
- G6.** Thirty percent of students will read at or above grade level by the end of the 2013-2014 school year.

Goals Detail

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

Targets Supported

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

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

Person or Persons Responsible

Teachers and administrative staff

Target Dates or Schedule:

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

Evidence of Completion:

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

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

Targets Supported

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

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

Person or Persons Responsible

Teachers and administrative staff

Target Dates or Schedule:

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

Evidence of Completion:

Students scoring 70% or more on the summative unit assessments

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

Targets Supported

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

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Teacher

Target Dates or Schedule:

Daily through formative assessments and twice year with Brigance.

Evidence of Completion:

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

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

Targets Supported

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

Resources Available to Support the Goal

- Biology Curriculum (Holt McDougal) Includes: 1. Textbook 2. Coloring Book 3. Workbook These are all connected with the next generation sunshine state standards and are matched by units. Information is continually linked and allows for it to be taught, visually seen, and practiced. The workbook offers a teaching opportunity but has the ability to be used as a formative assessment for the teacher.
- Microscopes Allows for hands-on interaction with the students by looking at slides closely and applying what they have seen in text. It affords them chance to see things in relation to real world applications.
- Neos Computer based interactive tool that allows students to individual respond to a group question through the Know-It application, for test to be given, and differentiated questions to be asked. Teacher places the quizzes and questions in and information is uploaded to the main computer. Know-It offers immediate feedback the teacher on the individual and percentage of students that got the information correct.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

Person or Persons Responsible

Teachers and administrative staff

Target Dates or Schedule:

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

Evidence of Completion:

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

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

Targets Supported

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

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Teacher

Target Dates or Schedule:

Daily through formative assessments and twice year with Brigance.

Evidence of Completion:

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

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

Targets Supported

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

Resources Available to Support the Goal

- Story Town Educational Materials (K-3)- Enrichment program that uses modified reading curriculum and engaging stories that can be projected and used in small classroom instruction. Can also be used for one on one assignments as well.
- Hooked on Phonics (K-3) (Beginning Readers VE Classroom) Teachers pronunciation and letter recognition to word recognition and sounding. Begins with letter identification and incorporates sounds into blends into words and sentence completion.
- SRA (Science Research Associates) Reading Curriculum by McGraw-Hill Modified reading curriculum based on students baseline testing. Work in completed in a small group and individualism format depending on student performance. Includes levels of mastery before students are advanced onto the next reading level. Is able to be used with below to grade level readers
- Neos Computer based interactive tool that allows students to individual respond to a group question through the Know-It application, for test to be given, and differentiated questions to be asked. Teacher places the quizzes and questions in and information is uploaded to the main computer. Know-It offers immediate feedback the teacher on the individual and percentage of students that got the information correct. It allows for teachers to assign questions for student to complete journaling to practice writing skills and teacher can review and offer feedback

Targeted Barriers to Achieving the Goal

- **Lack of Parental Involvement** Parental support especially for reading in the home decrease chance of meeting objective. Materials sent home with the parents may not be used by them to support students reading objectives.
- **Attendance Rate** Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn or participate in the 90 minutes of reading in the morning.
- **Behavioral and Mental Health Complications** A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Teachers and administrative staff

Target Dates or Schedule:

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

Evidence of Completion:

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

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

G1.B2 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

G1.B2.S1 Monthly monitoring of student attendance.

Action Step 1

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

Person or Persons Responsible

Administrative Assistant

Target Dates or Schedule

Monthly

Evidence of Completion

Spreadsheet of the students with their absences.

Action Step 2

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

Person or Persons Responsible

Administrative Assistant

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of the completion of the child study team meetings.

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

Attending meetings with the social worker and parents.

Person or Persons Responsible

Site Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of the child study team meetings.

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

Administrative Assistant

Target Dates or Schedule

Monthly

Evidence of Completion

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

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

G2.B2 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

G2.B2.S1 Monthly monitoring of student attendance.

Action Step 1

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

Person or Persons Responsible

Administrative Assistant

Target Dates or Schedule

Monthly

Evidence of Completion

Spreadsheet of the students with their absences

Action Step 2

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

Person or Persons Responsible

Administrative Assistant

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of the completion of the child study team meetings.

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

Attending meetings with the social worker and parents.

Person or Persons Responsible

Site Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of the child study team meetings.

Plan to Monitor Effectiveness of G2.B2.S1

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

Person or Persons Responsible

Administrative Assistant

Target Dates or Schedule

Monthly

Evidence of Completion

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

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

G3.B1 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

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

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

As needed for difficult and severe behavioral issues

Evidence of Completion

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

Action Step 2

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

Person or Persons Responsible

Behavior Analyst

Target Dates or Schedule

As needed for difficult and severe behavioral issues.

Evidence of Completion

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

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

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

Person or Persons Responsible

Educational Specialist and Site Administrator

Target Dates or Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

Teacher, Site Administrator and Behavioral Analyst.

Target Dates or Schedule

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

Evidence of Completion

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

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

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

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

Action Step 1

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

Person or Persons Responsible

Site Administrator and Lead Tech

Target Dates or Schedule

Daily through observation and monthly through data monitoring.

Evidence of Completion

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

Action Step 2

Review of the PBS System and behavioral level system

Person or Persons Responsible

Site Administrator

Target Dates or Schedule

During preplanning week.

Evidence of Completion

Documentation of the training.

Facilitator:

Willie Benjamin-Site Administrator

Participants:

All teachers and behavioral techs.

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

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

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B3.S1

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

Person or Persons Responsible

Site Administrator

Target Dates or Schedule

Daily through observations and monthly through data monitoring.

Evidence of Completion

Information being entered into the proper database.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

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

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

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

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

Evidence of Completion

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

Action Step 2

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

Person or Persons Responsible

Behavior Analyst

Target Dates or Schedule

As needed for difficult and severe behavioral issues.

Evidence of Completion

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

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

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

Person or Persons Responsible

Educational Specialist and Site Administrator

Target Dates or Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Teacher, Site Administrator and Behavioral Analyst.

Target Dates or Schedule

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

Evidence of Completion

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

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

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

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

Action Step 1

Vendor and Title One involvement in Parent Night and Luncheon.

Person or Persons Responsible

Site Administrator

Target Dates or Schedule

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

Evidence of Completion

Response from vendors and title one staff.

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

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

Person or Persons Responsible

Site Administrator

Target Dates or Schedule

Month prior to the schedule parent night.

Evidence of Completion

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

Plan to Monitor Effectiveness of G6.B1.S1

Percentage of parents who attend event.

Person or Persons Responsible

Site Administrator

Target Dates or Schedule

Date of the events

Evidence of Completion

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

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

Action Step 1

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

Person or Persons Responsible

Site Administrator and administrative assistant

Target Dates or Schedule

During October

Evidence of Completion

Grant submitted and approved

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

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

Person or Persons Responsible

Site Administrator

Target Dates or Schedule

End of October

Evidence of Completion

Moving forward with planning for Christmas Event.

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

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

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

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

PD Opportunity 1

Review of the PBS System and behavioral level system

Facilitator

Willie Benjamin-Site Administrator

Participants

All teachers and behavioral techs.

Target Dates or Schedule

During preplanning week.

Evidence of Completion

Documentation of the training.

Appendix 2: Budget to Support School Improvement Goals