
2013-2014 SCHOOL IMPROVEMENT PLAN

South Florida Autism Charter School Inc

18305 NW 75TH PL
Hialeah, FL 33015
305-823-2700

School Demographics

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

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

South Florida Autism Charter School Inc

Principal

Glenn Pierce, Tamara Moodie Ramdeen

School Advisory Council chair

Kristen Falepaini

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

Name

Title

Kristen Falepaini, Teacher

Colleen McMurray, LEA

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

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

Principal – 1, Teacher – 1, Alternate Teacher – 1, Parent – 2, Alternate parent – 1, Business Community Representative - 2

Involvement of the SAC in the development of the SIP

The SAC meets quarterly to discuss the current SIP and to recommend any changes to the SIP they see fit. There is an open communication between the SAC chair and the rest of the members throughout the year to make sure all voices are heard in the development and implementation of the SIP.

Activities of the SAC for the upcoming school year

The SAC activities include quarterly meetings, school events, and outreach.

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

School improvement funds include \$5.00 per student provided by EESAC. These funds will be used to enhance our individualized Applied Behavior Analysis/ Verbal Behavior program, by buying the materials needed for the program (such as manipulatives and instructional materials.)

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Glenn Pierce, Tamara Moodie Ramdeen

Principal

Years as Administrator: 14

Years at Current School: 5

Credentials

B.S. Psych.
 M.S. Special Ed.
 Ph.D. Philosophy in Education
 Completed coursework for
 Board Certified Behavior Analyst (BCBA)

Performance Record

2013 – School Grade N/A
 Rdg. Proficiency, 36%
 Math Proficiency, 31%
 Rdg. Lrg. Gains, 34 points
 Math Lrg. Gains, 44 points
 Rdg. Imp. of Lowest 25% - 14 points
 Math Imp. of Lowest 25% - 20 points
 2012 – School Grade N/A
 Rdg. Proficiency, 17%
 Math Proficiency, 13%
 Rdg. Lrg. Gains, 20 points
 Math Lrg. Gains, 13 points
 Rdg. Imp. of Lowest 25% - 11 points
 Math Imp. of Lowest 25% - 16 points
 2011 – School Grade N/A
 Rdg. Proficiency, 24%
 Math Proficiency, 18%
 Rdg. Lrg. Gains, 5 points
 Math Lrg. Gains, 7 points
 Rdg. Imp. of Lowest 25% - 2 points
 Math Imp. of Lowest 25% - 5 points
 2010 – School Grade N/A
 Rdg. Proficiency, 26%
 Math Proficiency, 20%
 Rdg. Lrg. Gains, N/A
 Math Lrg. Gains, N/A
 Rdg. Imp. of Lowest 25% - N/A
 Math Imp. of Lowest 25% - N/A
 2004-2009: Educational Director at The Victory School for Autism
 (Private)

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

16

receiving effective rating or higher

16, 100%

Highly Qualified Teachers

94%

certified in-field

13, 81%

ESOL endorsed

4, 25%

reading endorsed

1, 6%

with advanced degrees

4, 25%

National Board Certified

0, 0%

first-year teachers

6, 38%

with 1-5 years of experience

16, 100%

with 6-14 years of experience

2, 13%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

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

Our school's strategies to recruit highly qualified teachers include the use of local media outlets, periodic job fairs, and job postings that are publicized on the school's website, dadeschools.net and www.teachers-teachers.com. SFACS also works with local colleges and universities to post job openings for graduate and post graduate candidates, as well as interns working towards a degree in education and/or therapeutic fields.

To retain our highly qualified teachers, SFACS offers in-house professional development targeted to enhance the teacher's skills in working with our specialized population.

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

Mentors will meet monthly with any teacher in need of mentoring. In addition, they will perform lesson modeling and classroom observation feedback if necessary. The mentor will discuss evidence-based teaching strategies correlated to the Common Core State Standards, and use of assistive technology. The mentor will also discuss evidence-based teaching strategies correlated to Applied Behavior Analysis, Verbal Behavior and use of assistive technology.

We have 6 new teachers at our school, and they are being placed with 4 mentors. Ms. Maria Zambrano and Ms. Kris Grobins are the elementary school mentors, with a combined 13 years experience working with students with autism. Kristen Falepaina is the mentor for middle school, with 10 years experience, and Adlai Taylor is the mentor for high school, and he has 6 years experience teaching this population.

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

MTSS/RtI is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. SFACS is a center school serving students with autism, and it provides students with intensive interventions based on individual student needs.

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

SFACS is a center school serving students with autism, and administration, therapists and teachers will meet every nine weeks to discuss student progress, assessment procedures, lesson planning, etc. The meetings will maintain a continuous problem solving system to help improve all aspects of a conducive learning environment.

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

SFACS is a center school serving students with autism, and the systems in place that the leadership team will use to monitor the fidelity of the school's MTSS and SIP will include a multitier behavioral referral system to monitor student's behavioral improvement and a data review every nine weeks to monitor the students' response to intervention.

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

SFACS is a center school serving students with autism, and administrative team will train staff on MTSS/ Rtl using frequent-progress monitoring data and/or anecdotal records to track a child's work completion, attention to task, compliance with teacher directions, and other behaviors that influence learning that are relevant to the IEP, aligning resources to deliver effective interventions that produce improved child outcomes and learning gains.

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

SFACS is a center school serving students with autism, and teachers will meet with administration every nine weeks to review data source and assessments to maintain student improvement.

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Kristen Falepaini – 6th grade teacher	Colleen McMurray- curriculum specialist
Dr. Tamara Moodie-Principal	Kristine Orsini-Language Arts Teacher

How the school-based LLT functions

The LLT will meet every 9 weeks review strategies and any issues that may arise. There will be two main representatives for the lower and middle/high grades within the LLT. The LLT will discuss ways to incorporate a variety of centers located in the classroom into lesson plans to facilitate learning for the students. The principal will set aside time every 9 weeks for the LLT to meet school-wide to discuss any issues teachers may be having or to review professional development. Throughout the year, the LLT will be available to meet with individual teachers should any questions arise that require hands on attention.

Major initiatives of the LLT

The major initiatives for the LLT this year will be to implement the PCI reading program, a researched based program geared toward teaching to the different levels and learning styles of the student population we serve. Our goal is to help nonreaders transition into thriving readers using this reading program at every grade level.

Every Teacher Contributes to Reading Instruction

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

SFACS is a center school that serves students with autism. Because our students have communication difficulties, each teacher is expected to create ways for each student to communicate in order to facilitate the acquisition of reading skills school-wide. Our teachers are trained to use research based reading programs, such as Edmark Reading Program and the PCI Reading Program, and each student is instructed at their own level to ensure the student's understanding of the reading instruction.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In order for any student to attend SFACS, the student has to have ASD as an eligibility on his/her IEP. Students are admitted to SFACS based on a lottery system. 9 kids are chosen yearly for the incoming Kindergarten class and the rest are put on a waiting list. SFACS advertises its services through various outlets, such as the Autism Notebook, South Florida Parenting Magazine and Family Magazine. SFACS also sends e-mails to members of the Center for Autism and Related Disabilities data base, Parent-to-Parent, Autism Society and Denise's List.

Weekly Tours are offered weeks for anybody who is interested in seeing SFACS' campus and learning about the programs offered, and there are community outreach trainings held on Saturday's that are open to the public.

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

SFACS is a center school serving students with autism, and in our high school program, academic courses will be offered alongside vocational academies. These academies are geared to teach the students culinary arts skills, retail experience, health and beauty industry training, and gardening skills. These courses will be taught to all high school students via a functional curriculum which will incorporate life skills and functional academics.

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

The teacher, along with the principal will meet to determine the best course schedule for the students, which will include a functional curriculum in which life skills and real life problems are the basis of delivery. Each student will have individualized components based on individual needs and every nine weeks, the students will rotate from vocational academy to vocational academy so they can have the opportunity to learn the different skills.

Strategies for improving student readiness for the public postsecondary level

Students will receive life skills training along with vocational training in order to prepare them for postsecondary transitioning. Teachers, along with administration and parents will meet to determine which vocational course would be best suited for each individual student.

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

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	26	25%	29%
Students scoring at or above Level 7	11	11%	13%

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			
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	12	34%	37%

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	18	22%	27%
Students scoring at or above Level 7	[data excluded for privacy reasons]		13%

High School Mathematics

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		29%
Students scoring at or above Level 7	[data excluded for privacy reasons]		8%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		15%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		15%

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			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		55%
Students scoring at or above Level 7	[data excluded for privacy reasons]		33%

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

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

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		44%
Students scoring at or above Level 7	[data excluded for privacy reasons]		11%

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>		22%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		11%

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

SFACS parents are required to attend mandatory Parent Training sessions on a quarterly basis (4 per year). Parents are also required to complete 30 volunteer hours every school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Given the nature of the students, we expect to maintain 100% parent involvement during the 2012-2013 school year.	342	100%	100%

Goals Summary

- G1.** Given the specific needs of the students we serve, 42% of the students will perform at levels 4-9 in the 2013-2014 administration of the Florida Alternative Assessment in reading.
- G2.** Given the specific needs of the students we serve, 33% of the students will perform at levels 4-9 in the 2013-2014 administration of the Florida Alternative Assessment in math.
- G3.** Given the specific needs of the students we serve, 37% of the students will perform at levels 4 or above in the 2013-2014 administration of the Florida Alternative Assessment in writing.

Goals Detail

G1. Given the specific needs of the students we serve, 42% of the students will perform at levels 4-9 in the 2013-2014 administration of the Florida Alternative Assessment in reading.

Targets Supported

- All Areas
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Resources include the Florida Alternative Assessment practice booklet, teacher training and the implementation of manipulatives during classroom instruction.

Targeted Barriers to Achieving the Goal

- Barriers include students' lack of communication, behavioral needs, and difficulty with attending skills.

Plan to Monitor Progress Toward the Goal

Progress Reports

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Every 9 weeks

Evidence of Completion:

Status Reports

G2. Given the specific needs of the students we serve, 33% of the students will perform at levels 4-9 in the 2013-2014 administration of the Florida Alternative Assessment in math.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Resources include the Florida Alternative Assessment practice booklet, teacher training and the implementation of manipulatives during classroom instruction.

Targeted Barriers to Achieving the Goal

- Barriers include students' lack of communication, behavioral needs, and difficulty with attending skills.

Plan to Monitor Progress Toward the Goal

Progress Reports

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Every 9 Weeks

Evidence of Completion:

Status Reports

G3. Given the specific needs of the students we serve, 37% of the students will perform at levels 4 or above in the 2013-2014 administration of the Florida Alternative Assessment in writing.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Resources include the Florida Alternative Assessment practice booklet, teacher training and the implementation of manipulatives during classroom instruction.

Targeted Barriers to Achieving the Goal

- Barriers include students' lack of communication, behavioral needs, and difficulty with attending skills.

Plan to Monitor Progress Toward the Goal

progress reports

Person or Persons Responsible

teachers

Target Dates or Schedule:

every 9 weeks

Evidence of Completion:

status reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Given the specific needs of the students we serve, 42% of the students will perform at levels 4-9 in the 2013-2014 administration of the Florida Alternative Assessment in reading.

G1.B1 Barriers include students' lack of communication, behavioral needs, and difficulty with attending skills.

G1.B1.S1 Strategies to address communication needs include modeling appropriate communication and implementing augmentative and alternative communication devices.

Action Step 1

Improving communication needs

Person or Persons Responsible

Teachers implementing AAC devices

Target Dates or Schedule

During school hours

Evidence of Completion

Data collection

Facilitator:

Speech/Language Pathologist

Participants:

Teachers

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

Classroom teacher observation

Person or Persons Responsible

Principal

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Administrator evaluation of teachers

Plan to Monitor Effectiveness of G1.B1.S1

Progress Reports

Person or Persons Responsible

Teachers

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Status Reports

G2. Given the specific needs of the students we serve, 33% of the students will perform at levels 4-9 in the 2013-2014 administration of the Florida Alternative Assessment in math.

G2.B1 Barriers include students' lack of communication, behavioral needs, and difficulty with attending skills.

G2.B1.S2 Strategies to address attending needs include role playing appropriate behaviors, and implementing cooperative learning through social skills.

Action Step 1

Improving Behavior

Person or Persons Responsible

Teachers

Target Dates or Schedule

During School Hours

Evidence of Completion

Data Collection

Facilitator:

Board Certified Behavior Analyst

Participants:

Teachers

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

Classroom Teacher Observation

Person or Persons Responsible

Principal

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Teacher progress report

Plan to Monitor Effectiveness of G2.B1.S2

Progress Reports

Person or Persons Responsible

Teachers

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Status Reports

G3. Given the specific needs of the students we serve, 37% of the students will perform at levels 4 or above in the 2013-2014 administration of the Florida Alternative Assessment in writing.

G3.B1 Barriers include students' lack of communication, behavioral needs, and difficulty with attending skills.

G3.B1.S3 Strategies to address behavioral needs include communication training, teaching coping skills and modeling appropriate behaviors.

Action Step 1

Improve attending skills

Person or Persons Responsible

Teachers

Target Dates or Schedule

In the classroom

Evidence of Completion

Data Collection

Facilitator:

Principal

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Classroom teacher observation

Person or Persons Responsible

principal

Target Dates or Schedule

every 9 weeks

Evidence of Completion

Observation checklist

Plan to Monitor Effectiveness of G3.B1.S3

progress reports

Person or Persons Responsible

teacher

Target Dates or Schedule

every 9 weeks

Evidence of Completion

status reports

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Given the specific needs of the students we serve, 42% of the students will perform at levels 4-9 in the 2013-2014 administration of the Florida Alternative Assessment in reading.

G1.B1 Barriers include students' lack of communication, behavioral needs, and difficulty with attending skills.

G1.B1.S1 Strategies to address communication needs include modeling appropriate communication and implementing augmentative and alternative communication devices.

PD Opportunity 1

Improving communication needs

Facilitator

Speech/Language Pathologist

Participants

Teachers

Target Dates or Schedule

During school hours

Evidence of Completion

Data collection

G2. Given the specific needs of the students we serve, 33% of the students will perform at levels 4-9 in the 2013-2014 administration of the Florida Alternative Assessment in math.

G2.B1 Barriers include students' lack of communication, behavioral needs, and difficulty with attending skills.

G2.B1.S2 Strategies to address attending needs include role playing appropriate behaviors, and implementing cooperative learning through social skills.

PD Opportunity 1

Improving Behavior

Facilitator

Board Certified Behavior Analyst

Participants

Teachers

Target Dates or Schedule

During School Hours

Evidence of Completion

Data Collection

G3. Given the specific needs of the students we serve, 37% of the students will perform at levels 4 or above in the 2013-2014 administration of the Florida Alternative Assessment in writing.

G3.B1 Barriers include students' lack of communication, behavioral needs, and difficulty with attending skills.

G3.B1.S3 Strategies to address behavioral needs include communication training, teaching coping skills and modeling appropriate behaviors.

PD Opportunity 1

Improve attending skills

Facilitator

Principal

Participants

Teachers

Target Dates or Schedule

In the classroom

Evidence of Completion

Data Collection

Appendix 2: Budget to Support School Improvement Goals