

Duval County Public Schools

Palm Avenue Excep. Student Center



2019-20 Schoolwide Improvement Plan

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Palm Avenue Excep. Student Center

1301 W PALM AVE, Jacksonville, FL 32254

<http://www.duvalschools.org/palmavenue>

Demographics

Principal: Michael Alexander

Start Date for this Principal: 8/13/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Palm Avenue Exceptional Student Center is to provide students with educational, enrichment and real-life experiences in a safe and respectful environment that will equip them with the knowledge and skills necessary to become active, responsible and productive members of their community.

Provide the school's vision statement.

Palm Avenue Exceptional Student Center is an educational community that continuously challenges each student to obtain the knowledge and skills necessary to become independent members of their community.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Alexander, Michael	Principal	Providing instructional leadership, managing faculty and staff, creating a positive culture and climate, developing partnerships with community and parents, implementing district's strategic plan.
Johnson, Delores	Assistant Principal	Providing instructional leadership, managing faculty and staff, creating positive culture and climate, developing business, community partnerships and implementing district strategic plan
Gibson, Jodi	School Counselor	Local Educational Agency, check Individual Education Plans for compliance, scheduling,
Byrd, Steven	Teacher, ESE	Coaching teachers, reviewing Functional Behavior Assessments/Behavior Intervention Plans, providing professional development on behavior management strategies
Scholl, Nichole	Teacher, ESE	Coaching teachers, providing professional development, mentoring new teachers, reviewing Individual Education Plans for compliance.
Bartlett, Michelle	Teacher, ESE	ESE Lead Teacher-responsible for coaching and assisting teachers with instruction. Responsible for checking Individual Education Plans for compliance.
Coughlin, Nicole	Other	BCBA Therapist-responsible for monitoring and assisting teachers with behavior plans

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	7	10	17	10	15	10	93	162
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	0	0	1	5	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	5	7	5	0	2	2	1	22

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

23

Date this data was collected or last updated

Monday 7/29/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	4	5	8	7	8	51	86
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	3	5	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	11	13	7	6	6	1	2	46

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	47%	56%	0%	46%	53%
ELA Learning Gains	0%	48%	51%	0%	45%	49%
ELA Lowest 25th Percentile	0%	42%	42%	0%	39%	41%
Math Achievement	0%	51%	51%	0%	59%	49%
Math Learning Gains	0%	52%	48%	0%	52%	44%
Math Lowest 25th Percentile	0%	47%	45%	0%	45%	39%
Science Achievement	0%	65%	68%	0%	64%	65%
Social Studies Achievement	0%	70%	73%	0%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	7 (0)	10 (0)	17 (0)	10 (0)	15 (0)	10 (0)	93 (0)	162 (0)
Attendance below 90 percent	0 ()	1 ()	0 ()	0 ()	0 ()	1 ()	5 ()	7 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	5 (0)	7 (0)	5 (0)	0 (0)	2 (0)	2 (0)	1 (0)	22 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	38	58	56	56	100	48	50		79	
BLK	30	45		58	67		56	60			
WHT	20	32		62	52			45			
FRL	24	43		55	54		47	57			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA middle test scores showed the lowest performance. Contributing factors includes student cognitive ability (Intellectual Disabilities), making adjustment from elementary setting (self-contained classroom) to middle school (transitioned between classes), behavior, identifying and implementing strategies for visually impaired students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There were more Level 1s in Civics. Contributing factors are students cognitive ability (Intellectual Disability and Autism) . Aligning specially design programs to Access Points. Effectively implementing

instructional strategies for to meet the unique needs of students (academics, behavior, etc.). Students with significant behaviors become upset when teachers place a demand to engage them in instruction. Students may act out behaviorally to escape a task during instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap was in ELA and Science. Contributing factors are students cognitive ability (Intellectual Disability and Autism) . Aligning specially design programs to Access Points. Effectively implementing instructional strategies for to meet the unique needs of students (academics, behavior, etc.. In addition, lack of implementation of hands-on science experiments, use of visual supports to meet unique needs of students and utilizing prompting to assist students with learning.

Which data component showed the most improvement? What new actions did your school take in this area?

Algebra and Geometry showed most improvement. Teachers using visual supports, manipulatives and providing error correction during instructional trials.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance affecting students academic performance and ability to take assessment. Some of our students are medically fragile and are attending Hospital Home bound. Yet they remain on Palm Avenue's enrollment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Implementation of evidenced based practices to meet students learning needs (systematic instruction, embedded instruction and visual supports).
2. Implementation of pacing guide and using this tool, along with instructional resources, to plan effective instruction to meet the unique needs of individual students.
3. Implementation of Assistive Technology to give students who are nonverbal and who have limited communication access to the standards.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA and Science Proficiency
Rationale	Based on analyzing FSAA data and benchmark data, there is a need for improvement in the area of ELA and Science. If we focus on covering the standards during instruction, implementing evidenced practices, utilizing Assistive Technology then student scores in ELA and Science will increase.
State the measurable outcome the school plans to achieve	50% of students will make 5-point learning gains on the FSAA reading. 50% of students will make 5-point learning gains on the FSAA science.
Person responsible for monitoring outcome	Michael Alexander (alexanderm2@duvalschools.org)
Evidence-based Strategy	Teachers will implement assistive technology to support students' communication needs during instruction to increase student engagement and participation.
Rationale for Evidence-based Strategy	Students are able to utilize either low or high tech assistive technology to engage in learning by communicating responses or asking questions. Utilizing assistive technology will address students' communication needs.
Action Step	
Description	1. Provide professional development on utilizing communication devices and PECS 2. Purchase interactive televisions and communication devices 3. ESE lead will provide support to teachers to ensure communication devices and PECS are implemented to address student needs.
Person Responsible	Michael Alexander (alexanderm2@duvalschools.org)

#2	
Title	ELA and Science Proficiency
Rationale	Based on analyzing FSAA data and benchmark data, there is a need for improvement in the area of ELA and Science. If we focus on covering the standards during instruction, implementing evidenced practices, utilizing Assistive Technology then student scores in ELA and Science will increase.
State the measurable outcome the school plans to achieve	<p>50% of students will make 5-point learning gains on the FSAA reading.</p> <p>50% of students will make 5-point learning gains on the FSAA science.</p>
Person responsible for monitoring outcome	Michael Alexander (alexanderm2@duvalschools.org)
Evidence-based Strategy	Teachers will review, collaborate and adjust pacing guide to ensure standards are followed with fidelity.
Rationale for Evidence-based Strategy	Following pacing guides, programming communication devices/developing PECS books and implementing evidence based practices will increase students' ability to increase levels of mastery.
Action Step	
Description	<ol style="list-style-type: none"> 1. Pacing guides will be reviewed. 2. Teachers will collaborate and refine pacing guides 3. Teachers will unpack their content area standards.
Person Responsible	Michael Alexander (alexanderm2@duvalschools.org)

#3	
Title	ELA and Science Proficiency
Rationale	Based on analyzing FSAA data and benchmark data, there is a need for improvement in the area of ELA and Science. If we focus on covering the standards during instruction, implementing evidenced practices, utilizing Assistive Technology then student scores in ELA and Science will increase.
State the measurable outcome the school plans to achieve	<p>50% of students will make 5-point learning gains on the FSAA reading.</p> <p>50% of students will make 5-point learning gains on the FSAA science.</p>
Person responsible for monitoring outcome	Michael Alexander (alexanderm2@duvalschools.org)
Evidence-based Strategy	Teachers will implement evidenced based practices when providing instruction to students with severe to moderate disabilities.
Rationale for Evidence-based Strategy	Implementing evidenced based practices (systematic instruction, explicit instruction, Universal Design for Learning, etc.) will increase students' ability to increase levels of mastery.
Action Step	
Description	<p>1. Provide professional development in response prompting, using visual supports to increase engagement, direct and explicit instruction, UDL, etc.</p> <p>2. Administration and teachers will have data chats.</p> <p>3. Teachers will conduct peer observations using a walk through rubric.</p>
Person Responsible	Michael Alexander (alexanderm2@duvalschools.org)

#4

Title Behavioral (Decreasing Aggression)

Rationale Based on an increase of incidents there is a need to implement strategies to decrease aggressive behaviors. Teachers understanding and implementation of positive behavior supports systems will result in a decrease in aggressive behaviors.

State the measurable outcome the school plans to achieve

Decrease incidents of aggressive behavior by 30%.

Person responsible for monitoring outcome

Michael Alexander (alexanderm2@duvalschools.org)

Evidence-based Strategy

Teachers will implement behavior plans developed by the behavior team to decrease aggressive behaviors. The behavior plans will be implemented with fidelity across settings.

Rationale for Evidence-based Strategy

Implementing positive behavior supports based on best practices with fidelity will result in decreased incidents of aggression.

Action Step

Description

1. Provide professional development in positive behavior support strategies.
2. Provide professional development in function of behavior/data collection.

Person Responsible

Michael Alexander (alexanderm2@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

School Safety- Information regarding school safety was disseminated and reviewed with faculty and staff during pre-planning. Safety drills will be conducted monthly. The Behavior Threat Assessment Team will meet monthly. The School Safety Plan will be reviewed with faculty and staff during Early Dismissal.

Stakeholder relationships- Monthly newsletter will be sent out to stakeholders monthly. School website will be updated with current information. Many of Palm Avenue's stakeholders serve on the School Advisory Council. During these meetings we discuss the affairs of the school. Palm Avenue has established a Facebook account where information is shared with stakeholders.

Palm Avenue will collaborate with DCPS Human Resources department in hiring teachers. Teachers will be provided professional development during Early Return, Early Release and common planning. Teachers will be encouraged to collaborate with one another and novice teachers will be assigned a mentor teacher.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Palm Avenue believes in involving parents in all aspects of the Title I programs that are applicable to our students. The PTA and SAC Boards have the responsibility for advising/assisting in the development, implementation, and evaluation of the various school plans, including the SIP and FPEP. All parents are given the opportunity to review the plans and offer their input prior to approval. In addition, a survey will be given annually to all parents seeking their input on activities, training, and materials they need to help in meeting their child's learning needs. Results of parent surveys will be reviewed by the PTA and SAC to determine needed changes. During the PTA Board and SAC meeting when the FPEP and/or SIP are reviewed; their feedback along with the input from parents will help determine how the parental involvement funds will be spent. The dates and times of all meetings, training, and workshops will be presented to parents through the School Calendar, Open House, Newsletter, School's Website, and all other school advertisements.

PFEP Link

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

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

Social-emotional needs are addressed the school-wide implementation of the zones of regulation, there is a social-emotion class within the transition program schedule, teachers teach social skills lesson during seventh period, and the guidance counselor and BCBA therapist conduct social skills lessons with students.

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

Incoming cohorts of students are supported through MRT meetings and school tours. Outgoing such as those students aging out of the school's programs receive support in acquiring services from outside agencies that deliver services such as finding employment, job coaching, supported living, guardianship, etc.

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

School leadership team disaggregates academic, attendance, and behavioral data to identify and align all available resources necessary in meeting all student needs and maximizing student outcomes. The coordination and supplementing of federal, state, and local funds are driven by academic, attendance, and behavioral data. Every member of the Leadership team is given an area of the School Improvement Plan to support. It is the responsibility of all members of this team to assist the Principal in monitoring specific areas of the School Improvement Plan. The Leadership Team will meet weekly to discuss teacher observations and progress towards implementation of strategies identified in the SIP. Some

members also participate in monthly behavior team meetings to discuss specific needs. Data collection forms have been developed and will be maintained in data notebooks for the leadership team and PLC member to review. The school-based leadership team will provide school-based professional development on research and best practice-based strategies and interventions, then monitor the implementation of the practices learned during professional development sessions. The leadership team will provide follow-up meetings with teachers. An inventory of the school's available resources will be maintained through the district's annual inventory. Some resources will be included on in-school inventories.

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

Job Training

Palm Avenue has established four business enterprises which allow students to gain skills in the areas of office work, with carpentry and woodshop, horticulture, a restaurant worker and cashier. In addition, the school has established several business partnerships in the community where students get on the job training in the areas of laundry, shipping, and stocking at various worksites. The school also does contract work for community businesses, in which students learn to perform a variety of tasks in a sheltered workshop setting.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA and Science Proficiency	\$0.00
2	III.A.	Areas of Focus: ELA and Science Proficiency	\$0.00
3	III.A.	Areas of Focus: ELA and Science Proficiency	\$0.00
4	III.A.	Areas of Focus: Behavioral (Decreasing Aggression)	\$0.00
Total:			\$0.00