

Duval County Public Schools

Oak Hill Academy



2019-20 Schoolwide Improvement Plan

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Oak Hill Academy

6910 DAUGHTRY BLVD S, Jacksonville, FL 32210

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

Demographics

Principal: Stephanie Smith

Start Date for this Principal: 6/26/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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)	92%
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	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

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)
Combination School PK-8	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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SIP Authority

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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. 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 Oak Hill Academy is to continually motivate and encourage all students to achieve their goals using highly engaging curricula and technology while incorporating the use of research-based instructional strategies and interventions.

Provide the school's vision statement.

The vision of Oak Hill Academy is to provide students with autism spectrum disorders or related disabilities a unique educational environment that is dedicated to providing individualized, intensive and effective instruction that will allow students to maximize progress in the areas of academics, communication, social skills, and behavior.

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
Smith, Stephanie	Principal	Teams members include the Principal; Guidance Counselor; BCBA; CSS Coach. Members of the school's leadership teams work in conjunction with the classroom teachers and support staff to be sure that students are working towards expected goals. Members of these teams are responsible for creating and monitoring behaviors and classroom environments to best meet student needs. Methods for assessing needs include: focus walks geared towards specific instructional components; mentoring teachers and staff; providing training and/or in class support; designing plans of action and next steps to support progress towards school improvement goals.

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	22	17	25	19	21	13	12	12	0	0	0	0	0	141
Attendance below 90 percent	8	4	12	3	5	5	3	1	0	0	0	0	0	41
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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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)

22

Date this data was collected or last updated

Wednesday 6/26/2019

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	8	4	12	3	5	5	3	1	0	0	0	0	0	41
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	8	2	5	1	0	0	0	0	0	0	16

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	0	0	0	0	0	0	

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%	54%	61%	0%	50%	57%
ELA Learning Gains	0%	56%	59%	0%	54%	57%
ELA Lowest 25th Percentile	0%	53%	54%	0%	47%	51%
Math Achievement	0%	57%	62%	0%	52%	58%
Math Learning Gains	0%	57%	59%	0%	52%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	46%	50%
Science Achievement	0%	50%	56%	0%	47%	53%
Social Studies Achievement	0%	76%	78%	0%	76%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	22 (0)	17 (0)	25 (0)	19 (0)	21 (0)	13 (0)	12 (0)	12 (0)	0 (0)	141 (0)
Attendance below 90 percent	8 ()	4 ()	12 ()	3 ()	5 ()	5 ()	3 ()	1 ()	0 ()	41 (0)
One or more suspensions	0 ()	0 (0)	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 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

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	16	24	40	17	22	18					
BLK	14	30		11	11						
WHT	12	18		18	36						

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
FRL	9	29		9	25						
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)	CS&I
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	137
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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

Native American Students	
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	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Lowest performing component is Math and ELA Grades 3-5. Difficulty creating tasks that will engage students for long periods of time that are also aligned to grade-level state standards. Students have deficits in prerequisite learning skills such as attending and responding.

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

Greatest decline component ELA Grades 3-5. Difficulty creating tasks that will engage students for long periods of time that are also aligned to grade-level state standards.

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.

Difficulty creating tasks that will engage students for long periods of time.

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

Students participating in Datafolio showed growth in areas that had not previously. Appropriate students were identified and progress measured appropriately.

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

Attendance continues to be a concern for our students. Guidance specialist will be conducting attendance intervention meetings beginning in October.

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

1. Proficiency (FSAA Level 3) in ELA grades 3-5
2. Proficiency (FSAA Level 3) in Math grades 3-5
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase FSAA proficiency rate of students in grades 3-5
Rationale	To improve academic achievement, teachers and other instructional support staff will work collaboratively to develop educational programs and lessons that will increase the performance percentage of level 2 and level 3 tasks in reading and math as indicated by the FSAA results.
State the measurable outcome the school plans to achieve	Students in grades 3-5 will show gains as defined by the FDOE School Improvement Ratings guidelines. These gains will be evident in individual FSAA performance scores in Math and ELA.
Person responsible for monitoring outcome	Stephanie Smith (smiths1@duvalschools.org)
Evidence-based Strategy	Adoption and implementation of the EnCORE program as a standards-based curriculum addressing grade level standards. Program is based on the science of applied behavior analysis (ABA), and systematic instruction, and offers differentiated across three student support levels.
Rationale for Evidence-based Strategy	EnCORE is an adapted, comprehensive core curriculum designed to meet the needs of students with moderate and severe intellectual disabilities. The program provides a blended classroom solution and provides a comprehensive classroom library of differentiated, adapted literature expands inclusive educational opportunities for this population by providing students with high quality books that are commonly found in general education classrooms. Data tracking across all instructional platforms provides districts with student progress across state-specific standards and student-specific IEP goals. Classrooms will have access to SmartTV's so interactive technology lessons can be utilized.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teachers training in curriculum 2. Provide continuous coaching from school instructional coaches 3. Complete baselines and and formative assessments geared at identifying deficits on standards being assessed. 4. Admin monitored implementation 5. Provide support from paraprofessionals <p>Materials and supplies will be provided to classroom teachers for classroom instruction. This includes paper, laminate and Velcro that will be needed to make the materials accessible to all students.</p>
Person Responsible	Stephanie Smith (smiths1@duvalschools.org)

#2	
Title	Students with Disabilities
Rationale	Students with Disabilities have obtained a federal index score of 20% to a federal index rating of 41% as measured by the Florida State Alternate Assessment in grades 3-8 in both reading and math.
State the measurable outcome the school plans to achieve	Students with Disabilities will show growth of 21% as measured by the proficiency and learning gains made on Florida State Alternate Assessment in grades 3-8 in both reading and math.
Person responsible for monitoring outcome	Stephanie Smith (smiths1@duvalschools.org)
Evidence-based Strategy	<p>Small group instruction in response prompting</p> <p>Utilize scaffolding strategies when teaching in small group</p> <p>Utilize standards-based curriculum to provide individualized instruction that is aligned to priority standards</p> <p>Provide training in choice making and scaffolding</p> <p>Incorporate the use of token systems to increase active student participation</p>
Rationale for Evidence-based Strategy	Oak Hill Academy serves students with severe autism or a related disabilities. All strategies utilized are research-based and proven effective for students with autism. It is imperative to teach students prerequisite skills such as attending to tasks and responding.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teachers training in curriculum 2. Provide continuous coaching from school instructional coaches 3. Complete baselines and formative assessments geared at identifying deficits on standards being assessed. 4. Admin monitored implementation 5. Provide support from paraprofessionals <p>Materials and supplies will be provided to classroom teachers for classroom instruction. This includes paper, laminate and Velcro that will be needed to make the materials accessible to all students.</p>
Person Responsible	Stephanie Smith (smiths1@duvalschools.org)

#3	
Title	African America Students
Rationale	African American have obtained a federal index score of 17% to a federal index rating of 41% as measured by the Florida State Alternate Assessment in grades 3-8 in both reading and math.
State the measurable outcome the school plans to achieve	African American Students will show growth of 17% as measured by the proficiency and learning gains made on Florida State Alternate Assessment in grades 3-8 in both reading and math.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Students with Disabilities will show growth of 20% as measured by the proficiency and learning gains made on Florida State Alternate Assessment in grades 3-8 in both reading and math.
Rationale for Evidence-based Strategy	Oak Hill Academy serves students with severe autism or a related disabilities. All strategies utilized are research-based and proven effective for students with autism. It is imperative to teach students prerequisite skills such as attending to tasks and responding. Students also need access to materials that are aligned to state standards.
Action Step	
Description	<p>Small group instruction in response prompting</p> <p>Utilize scaffolding strategies when teaching in small group</p> <p>Utilize standards-based curriculum to provide individualized instruction that is aligned to priority standards</p> <p>Provide training in choice making and scaffolding</p> <p>Incorporate the use of token systems to increase active student participation</p>
Person Responsible	[no one identified]

#4	
Title	White
Rationale	Students with Disabilities have obtained a federal index score of 21% to a federal index rating of 41% as measured by the Florida State Alternate Assessment in grades 3-8 in both reading and math.
State the measurable outcome the school plans to achieve	Students with Disabilities will show growth of 21% as measured by the proficiency and learning gains made on Florida State Alternate Assessment in grades 3-8 in both reading and math.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<p>Small group instruction in response prompting</p> <p>Utilize scaffolding strategies when teaching in small group</p> <p>Utilize standards-based curriculum to provide individualized instruction that is aligned to priority standards</p> <p>Provide training in choice making and scaffolding</p> <p>Incorporate the use of token systems to increase active student participation</p>
Rationale for Evidence-based Strategy	Oak Hill Academy serves students with severe autism or a related disabilities. All strategies utilized are research-based and proven effective for students with autism. It is imperative to teach students prerequisite skills such as attending to tasks and responding.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teachers training in curriculum 2. Provide continuous coaching from school instructional coaches 3. Complete baselines and formative assessments geared at identifying deficits on standards being assessed. 4. Admin monitored implementation 5. Provide support from paraprofessionals <p>Materials and supplies will be provided to classroom teachers for classroom instruction. This includes paper, laminate and Velcro that will be needed to make the materials accessible to all students.</p>
Person Responsible	Stephanie Smith (smiths1@duvalschools.org)

#5	
Title	Economically Disadvantaged
Rationale	Students with Disabilities have obtained a federal index score of 18% to a federal index rating of 41% as measured by the Florida State Alternate Assessment in grades 3-8 in both reading and math.
State the measurable outcome the school plans to achieve	Students with Disabilities will show growth of 18% as measured by the proficiency and learning gains made on Florida State Alternate Assessment in grades 3-8 in both reading and math.
Person responsible for monitoring outcome	Stephanie Smith (smiths1@duvalschools.org)
Evidence-based Strategy	<p>Small group instruction in response prompting</p> <p>Utilize scaffolding strategies when teaching in small group</p> <p>Utilize standards-based curriculum to provide individualized instruction that is aligned to priority standards</p> <p>Provide training in choice making and scaffolding</p> <p>Incorporate the use of token systems to increase active student participation</p>
Rationale for Evidence-based Strategy	<p>Oak Hill Academy serves students with severe autism or a related disabilities. All strategies utilized are research-based and proven effective for students with autism. It is imperative to teach students prerequisite skills such as attending to tasks and responding.</p> <p>Providing teachers curriculum and materials that are aligned to state standards is imperative to student success on assessments.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teachers training in curriculum 2. Provide continuous coaching from school instructional coaches 3. Complete baselines and formative assessments geared at identifying deficits on standards being assessed. 4. Admin monitored implementation 5. Provide support from paraprofessionals <p>Materials and supplies will be provided to classroom teachers for classroom instruction. This includes paper, laminate and Velcro that will be needed to make the materials accessible to all students.</p>
Person Responsible	Stephanie Smith (smiths1@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).

Program will also be implemented in grades k-2 to ensure continuity across grade levels.

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.

The PFEP plan is designed to meet the needs of parents and is based on their requests for support. Parents will be invited to various school functions at different times throughout the year and school day that will enhance their understanding of learning strategies to use with their child at home. The parent liaison, along with assigned school personnel, will serve in the capacity of sharing all information with parents via phone, informational flyers and memos, email, the school newsletter and website.

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 skills training is provided to all students throughout the school day. Specialized curriculum is available to teachers to address the needs specific to students with autism.

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

The guidance specialist works closely with the district EE/SS team to understand the needs of newly placed students. The Comprehensive School Reintegration plan consists of several meetings with parents and teachers to determine appropriate placement and recommendations. District MRT process is followed.

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 based leadership team meets weekly to discuss personnel and instructional needs within the school. Reports are provided by behavior interventionists, instructional coaches and administration. Bi-monthly support team meetings are conducted and include related-service providers, teachers and support staff. These meetings are held to discuss goals and plan strategic efforts.

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

Partnerships have been created with the Center for Autism and Related Disabilities and other Duval County center schools. This allows parents and students the opportunity to familiarize

Part V: Budget

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

1	III.A.	Areas of Focus: Increase FSAA proficiency rate of students in grades 3-5	\$0.00
2	III.A.	Areas of Focus: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: African America Students	\$0.00
4	III.A.	Areas of Focus: White	\$0.00
5	III.A.	Areas of Focus: Economically Disadvantaged	\$0.00
Total:			\$0.00