2013-2014 SCHOOL IMPROVEMENT PLAN

Alden Road Excep. Student Center

11780 ALDEN RD
Jacksonville, FL 32246
904-565-2722
http://www.duvalschools.org/ar

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	No	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

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

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

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

Table of Contents

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
Alden Road Excep. Student Center

Principal
Tammy Haberman

School Advisory Council chair
Florita Corrales

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

Name	Title
Susan Tucker	Instructional Coach
Lorrie Comberg	Guidance
Jaci Grice	Bookkeeper
Monica McVay	Behaviorist
Diana Owens	CSS Coach
Hope Gostkowski	Behaviorist

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

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

Carrie Roland - PTA Parent, Chairperson
Jeanette Flenoy- parent
Karen Friedline - parent
Candie Haberman- Parent
Florita Corrales-Business Partner- Pine Castle
Mark Grice- Business Partner
Ms. Haller- Community Member
Grice, Jacquelyn O.- Staff member
Tucker, Susan L.- Instructional Coach
Tammy Haberman- Principal

Involvement of the SAC in the development of the SIP

The role of the School Advisory Council with respect to the School Improvement Plan will include: reviewing, advising and assisting in the development, implementation, and evaluation monitoring process of the plan. All committee members will be given the opportunity to review school data and a draft of the School Improvement Plan goals and offer input prior to submitting the final draft. After the SIP is finalized, a summary data form will be created from which the SAC may review and monitor the progress of School Improvement Goals at each meeting.

Activities of the SAC for the upcoming school year

SAC Activities for the 2013-14 school year will include:
1) review the school's Vision and Mission: focus on ways to provide all students with choices and opportunities for Community Based Instruction, Community Based Vocational Education, and School Based Enterprise experiences. Our goal is to increase independence and job skills for the future.Review of the school's budget, climate surveys, assessment data
2) Review and advise on the School Improvement Plan Goals, implementation and monitoring process
3) Provide input on the instructional components of the schools curriculum programming to best meet individual needs and levels- students requiring credits through transition age
4) Advise on enrichment and transitional activities to meet our students unique needs

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

Our School improvement funds are very minimal ($703.00) and will be utilized for school based training materials related to instruction and assessment standards and core curriculum.

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:

Tammy Haberman		
Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	BA- Psychology M.Ed. Educational Leadership ESE- K-12 Principal Certification: Level II Principal Reading Endorsement
Performance Record	Ms. Haberman was principal in an elementary school setting for 4 years and for the past 3 years has been Principal at Alden Road, a center school for students with moderated to severe Intellectual Disabilities. She has been extremely instrumental in assessing student data and bringing the curriculum content and instructional implementation of rigor to new heights at every functioning level. She provides and supports staff with the training and instructional materials they need to get the most success from this special needs population. All students are assessed on the FAA so there is no school grade. 2012-2013 FAA Summary Reading Proficient 8/52=19% Math Proficient- 11/52= 21% Writing Proficient- 6/30= 20% Science Proficient- 5/19= 26% 2011-2012 FAA Summary Reading Proficient 8/42=19% Math Proficient- 13/43= 30% Writing Proficient- 1/15= 6% Science Proficient- 13/29= 44% Principal of Ft. Caroline Elementary 2010-2011 Grade B Reading Mastery- 72% Math Mastery- 72% Science Mastery- 47% Reading Learning Gains- 65% Math Learning Gains- 74% Reading Lowest 25%- 48% Math Lowest 25%- 83% AYP 100%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Susan Tucker		
Full-time / School-based	Years as Coach: 8	Years at Current School: 8

Areas	Other
Credentials	B.A. Physical Education K-12 Adapted P.E. Endorsement M.Ed. Mental Retardation Certification in Educational Leadership
Performance Record	For the past 8 years, Ms. Tucker has served as an Instructional Coach for Center School Students. For the past 2 years she has been the Instructional and Transition Coach solely for Alden Road ESC. She is instrumental in providing curriculum and instructional materials that meet the unique needs of these students for progressing towards meeting state standards. She coordinates and presents trainings, facilitates lesson studies and mentors teachers in learning strategies. All students are assessed with the FAA and so there is no school grade. 2012-2013 FAA Summary Reading Proficient 8/52=19% Math Proficient- 11/52= 21% Writing Proficient- 6/30= 20% Science Proficient- 5/19= 26% 2011-2012 FAA Summary Reading Proficient 8/42=19% Math Proficient- 13/43= 30% Writing Proficient- 1/15= 6% Science Proficient- 13/29= 44%

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
11, 33%

 # Highly Qualified Teachers
88%

 # certified in-field
33, 100%

 # ESOL endorsed
3, 9%

 # reading endorsed
0, 0%

 # with advanced degrees
16, 48%

 # National Board Certified

2, 6%

 # first-year teachers

2, 6%

 # with 1-5 years of experience

7, 21%

 # with 6-14 years of experience

13, 39%

 # with 15 or more years of experience

11, 33%

Education Paraprofessionals

# of paraprofessionals

60

 # Highly Qualified

60, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # 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

For recruitment of highly qualified teachers...
-our administrative staff and CET certified teachers will work with the local Universities and Teach for America in providing opportunities for pre-service teachers to attain in-service hours, hands on experience and internships in our school setting.
-our school instructional support staff will observe and make note of quality substitutes with the proper credentials who may be seeking full time employment in our area of instruction.
-leadership team will interview qualified applicants
To retain highly qualified teachers...
-the leadership team will provide all new teachers with in-house mentors and the supports needed to successfully complete the district's MINT program for new teachers
-the administration, leadership team, school support staff (instructional Coach, Behavior Specialists, CSS Coach, and Technology Team) will provide on-going training and support to teachers in the way of PLC collaboration teams, instructional coaching, lesson studies, behavioral plan supports and mentoring for all teachers.
-the administration will provide the necessary tools needed for teaching the curriculums and required standards with fidelity and rigor.

Teacher Mentoring Program/Plan

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

All new teachers will be assigned a mentor who is well versed with their particular instructional setting and student population. Mentoring activities will include: guidance with daily operations of the school and district policies and procedures and tasks (IEPs, gradebook, lesson plans, etc.); observation and feedback of lessons and classroom quality indicators; preparing a plan for successfully completing the district's MINT program for new teachers.

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

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

Alden Road is a Center School serving students with Intellectual Disabilities functioning within the PLA and SLA range of complexity. They require a most restrictive and structured setting to work towards meeting the expected standards and so the general education MTSS plan does not typically apply. We are essentially a full scale setting of RtI or Tier 3 students who work towards Access Point Standards and have needs greater than can be met in a comprehensive setting. There are several forms of assessments that align with monitoring student progress and the effectiveness of core instruction, resource allocations and teacher supports systems that assist in meeting unique individual student needs. This process includes IEP goals and progress monitoring, curriculum assessments, pre-post CAST assessments, state assessment (FAA), employability skills assessments, behavioral data and planned monitoring (FBAs, contracts), medical monitoring.

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

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. Teams members include the Principal; Lead Teacher; Instructional Coach; Behavior Specialists; CSS- Communication Social Skills Coach; and Job Developer.

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

Members of the leadership teams (instructional and behavioral) meet weekly to review and discuss the results of: school data; instructional focus walks and instructional supports in place or needed; success of IEP goals, behavior plans and medical needs; appropriate placement of staff; and the structure of the learning environment and schedules. The Shared Decision Making committee also brings concerns or issues to the leadership teams in effort to problem solve and discuss plans and policies in place related to the instructional day and roles and responsibilities of all instructional staff.

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

FAA- state assessment for Reading, Writing, Math and Science
Core curriculum pre-post assessments
District CAST pre-post assessments
Skills checklists specific to student functional levels
Quarterly progress reports on IEP goals and objectives
Attendance Records
Behavior reports
Nurse Records
School Climate Surveys
Transition Assessments
Employability Assessments
The data collected from each assessment is used to determine the efficiency of the support systems in place so that meaningful decisions can be made about which instruction and interventions should be maintained, revised or added to.

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

Group trainings, PLC and individual staff meetings are held to review the data and progress of interventions in place and/or modifications needed. Parent meetings, conferences and/or daily home notes are used to convey the needed information about student progress with respect to all areas that have an effect on their instructional success- behavior, attendance, medical issues, instructional strategies used, the learning environment, and parental support. All parties are held accountable for continued professional development and collaborative discussions to resolve and aid in providing the best learning environment for the student and his/her success.

Literacy Leadership Team (LLT)

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

Name	Title
Susan Tucker	Instructional Coach
Monica McVay	Behaviorist
Diana Owens	Behaviorist
Lorrie Comberg	Lead Teacher
Laura Edmunds	Job Developer
Hope Goskowski	Behaviorist

How the school-based LLT functions

The Literacy Leadership Team will meet monthly to discuss instructional strategies used to enhance school wide literacy implementation, fidelity of curriculum use and instructional presentation, assessment data and training needs of school staff. Information and input will be shared through PLC groups, training presentations and in the principal's weekly newsletter that is sent to all staff.

Major initiatives of the LLT

Reading: To review student assessments and data that will guide with developing the support needed for maintaining systematic implementation of language based curriculums that meet individual student

needs and build functional literacy skills, comprehension and communication. Curriculums used will include PCI Reading, Environmental Print, Unique Learning System, supplemental resources and the use of technology or visual supports tied to literacy instruction and communication skills
Math: To review student assessments and data that will guide with developing the support needed for maintaining systematic implementation of math based curriculums to meet individual student needs and build functional math concept skills and understanding of math related transactions.

Every Teacher Contributes to Reading Instruction

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

All teachers are provided a set of reading strategies and standards to use in supporting reading across the curriculums. Lesson Studies and PLC collaborative meetings are also held to review data, plan, practice and observe model lessons that include and support literacy programs and strategies to improve student reading. Literacy standards are shared with Career and Technical Education teachers to support this learning effort. Visual supports and assistive technolgy strategies are also encouraged and expected for students who are non-verbal and need an alternative means for communication and reading.

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

Teachers and other instruction support staff work collaboratively to develop educational programs and lessons that link all learning with skills of daily living and real life opportunities. Each students' course of study is reviewed and designed to not only address IEP goals and objectives, but to provide for and infuse areas of interests and build on individual student strengths. Within the core program, lessons focus on functional skills and training and preparation for real life activities, job preparation and increasing levels of independence and communication. Electives such as art, music, and physical education are offered in conjunction with enrichment and extra curricular activities such as Special Olympics, Sign Choir and Color Guard. School Based Enterprises, Community Based Instruction and Community Based Vocational Educational opportunities and training offer students at every level preparation for everyday adult living and transitions into the community and workforce.

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

Alden Road serves students whose instruction is based on their cognitive,medical, physical,social and emotional needs. Each student requires varying levels of support for success. In effort to offer the most personal and meaningful plan of instruction, the IEP team process is utilized. Each student's present level of functioning is evaluated, strengths and personal interests are considered, and priority goals are set. With input from members of the IEP team (teacher, parent, student, LEA, support staff, agencies), a course of study is developed that will provide the student with the skills and training needed to reach his/her goals as well as build a capacity for life skills, vocational or employability skills and transitioning into adulthood. Each year the course of study is reviewed and adjustments are made as warranted to meet all needs.

Strategies for improving student readiness for the public postsecondary level

High School Data Report: NO DATA AVAILABLE
All Alden Road students are eligible to continue their education until the age of twenty two. From middle school on, a plan for transitioning into adulthood is prepared and a statement of the transition service

needs is included in the IEP. During these years, students participate in a transition course of study that includes a deeper focus on functional life skills, vocational and employability skills and increasing levels of independence and self-advocacy. Students are offered access to several instructional programs that take into consideration skill levels, needs and interests. A full time school based job developer and three job coaches are on staff to provide support and real life community based employment opportunities for students who are eligible at various work sites. The job developer works closely with community agencies to provide students with transition services and gainful employment after graduation. Students are referred to Vocational Rehabilitation by the age of fourteen. During the school year, parent conferences and trainings are provided by various community agencies offering transition services. Parents are made aware of the importance of making application to ADP and are encouraged to complete the application and submit it to APD each year during the IEP meeting. The School Job Developer also assists with this process along with the district Transition Support Staff in effort to ensure the process has been completed before exiting school.
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Other opportunities such as School Based Enterprises are utilized for teaching students job skills and appropriate work habits, social skills, interpersonal relationships and self-advocacy skills. Community based instruction outings also offer students training in how to access, utilize and make transactions with community business and agencies.

Expected Improvements

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	19%	No	47%
American Indian				
Asian				
Black/African American	33%	10%	No	39%
Hispanic				
White	50%	9%	No	55%
English language learners				
Students with disabilities	41%	19%	No	47%
Economically disadvantaged	39%	56%	Yes	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		3%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	14	27%	30%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		0%

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	*[data excluded for privacy reasons]*		0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		23%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	21%	No	48%
American Indian				
Asian				
Black/African American	43%	1%	No	49%
Hispanic				
White	38%	1%	No	44%
English language learners				
Students with disabilities	43%	21%	No	48%
Economically disadvantaged	44%	56%	Yes	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	12%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		*[data excluded for privacy reasons]*	30%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		*[data excluded for privacy reasons]*	0%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	21%	No	48%
American Indian				
Asian				
Black/African American	43%	4%	No	49%
Hispanic				
White	38%	6%	No	44%
English language learners				
Students with disabilities	43%	21%	No	48%
Economically disadvantaged	44%	56%	Yes	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		32%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		1%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	*[data excluded for privacy reasons]*		32%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		0%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		4%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		1%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		23%

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

Create and utilize a parent email distribution list in effort to further open communication lines and increase parent involvement in at least one or more school functions that support and lead to enhancing student learning. These events may include, but not be limited to: IEP meetings, conferences, PTA, SAC, volunteering, business partners, donations, special school events or programs, tutoring, etc.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
In effort to increase parent involvement, we will create a parent email distribution list for invites to attend school events.	20	12%	50%

Area 10: Additional Targets

Additional targets for the school

Based on secured timeout, we will use behavioral tools and ed-escalation strategies to decrease the percentage of students by 10%.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
In an effort to decrease secured timeout, we will use behavioral tools and ed-esclated strategies.	54	31%	26%

Goals Summary

G1. In effort to increase parent involvement, we will create a parent email distribution list as an additional communication method for inviting and encouraging parents to attend and support school instruction and events that enhance learning.

G2. Based on FAA data, we will train teachers to use district/core curriculums and strategies for differentiation to increase the % of students scoring at proficiency levels 4, 5, 6 by 3% and Level 7 by 1% in Reading, Writing, Math & Science.

Goals Detail

G1. In effort to increase parent involvement, we will create a parent email distribution list as an additional communication method for inviting and encouraging parents to attend and support school instruction and events that enhance learning.

Targets Supported
- Parental Involvement
- EWS - High School

Resources Available to Support the Goal
- PTA and SAC membership
- Teachers
- Office Clerks
- Volunteer and Business Partner Sign-Ins and Committee records
- Other forms of parent contact- Parent Link phone messages, flyers, school newsletter, face to face contact, conferences, phone calls.

Targeted Barriers to Achieving the Goal
- Accessing email addresses

Plan to Monitor Progress Toward the Goal

Sign in records for school events; note parent participation

Person or Persons Responsible
Front office staff Volunteer coordinators

Target Dates or Schedule:
Quarterly: October 2013, January 2014, April 2014, June 2014

Evidence of Completion:
Volunteer participation logs School Event Sign-in logs Parent feedback

G2. Based on FAA data, we will train teachers to use district/core curriculums and strategies for differentiation to increase the % of students scoring at proficiency levels 4, 5, 6 by 3% and Level 7 by 1% in Reading, Writing, Math & Science.

Targets Supported

- Reading (AMO's, FAA, Learning Gains)

- Writing

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Science

- Science - High School

Resources Available to Support the Goal

- District Access Point Curriculum guides and assessments

- Core Academic curriculums and assessments; supplemental materials

- District and School-based training on differentiation and instructional strategies such as direct instruction, visual supports, assistive technology, errorless learning and choice making.

- Instructional support staff: Instructional Coach, Behaviorists, CCS Coach, Technology Team, Therapists, Mentors

- Administrative focus walks and feedback

- Lesson studies to demonstrate planning, addressing standards skills with consistency and fidelty and teaching of model lessons

Targeted Barriers to Achieving the Goal

- Teachers' deeper understanding of the core content skills, curriculums and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs.

Plan to Monitor Progress Toward the Goal

Monitor Access Point Curriculum assessments and data collection Monitor FAA administration

Person or Persons Responsible

Administration, Instructional Coach, Lead Teacher, Behaviorists and CSS Coach, Mentors

Target Dates or Schedule:

Fall 2013, Spring 2014 Spring 2014

Evidence of Completion:

Of students assessed on the FAA, the percentage of students collectively scoring within the proficient levels of 4, 5, 6, will increase by 3% those scoring in the Level 7 range will increase by 1%.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. In effort to increase parent involvement, we will create a parent email distribution list as an additional communication method for inviting and encouraging parents to attend and support school instruction and events that enhance learning.

G1.B2 Accessing email addresses

G1.B2.S1 Use a uniform sign in sheet for all school events and parent conferences that contains a section for email addresses. Use Open House as a forum to generate an initial parent email distribution list.

Action Step 1

Create a uniform sign in sheet for all school events and parent conferences. Create a distribution list of parent emails. Generate emails to parents about school and instructional events.

Person or Persons Responsible

Volunteer Coordinators- Instructional Coach and Office Clerk

Target Dates or Schedule

September 2013 Ongoing through out the year

Evidence of Completion

School Activity and conference sign in sheets.

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

Parent email notices will be sent at least bi-monthly about school and instructional events. Teachers will also have access to email addresses for contacting parents as needed.

Person or Persons Responsible

Office Staff Volunteer Committee

Target Dates or Schedule

Bi-monthly notices (mark calendar when emails are sent)

Evidence of Completion

Sign in logs for school events.

Plan to Monitor Effectiveness of G1.B2.S1

Email distribution list updates

Person or Persons Responsible

Front office clerks

Target Dates or Schedule

Quarterly: October 2013, January 2014, April 2014, June 2014

Evidence of Completion

Sign in records of school events Calendar dates of when emails are sent.

G2. Based on FAA data, we will train teachers to use district/core curriculums and strategies for differentiation to increase the % of students scoring at proficiency levels 4, 5, 6 by 3% and Level 7 by 1% in Reading, Writing, Math & Science.

G2.B1 Teachers' deeper understanding of the core content skills, curriculums and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs.

G2.B1.S1 Provide teachers with monthly and individual training/coaching and feedback based on their instructional needs to cover the Access Point Curriculum Guide content, core curriculum content, planning and pacing of systematic instruction, and differentiation to meet varying functional levels of students in all academic areas: Reading, Writing, Math and Science.

Action Step 1

Teachers will participate in monthly and individual teacher training and coaching sessions for a deeper understanding of Access Point skills and planning of instructional and differentiated implementation of the Access Points and core curriculum components for reading, writing, math and science to meet individual student needs.

Person or Persons Responsible

Administration, Instructional Coach, Behaviorists, CSS Coach, Mentors, District Support Staff, PLC support

Target Dates or Schedule

Group trainings will be held monthly during early dismissals; individual trainings will be scheduled monthly and as needed; Mentors will meet weekly and/or as needed; PLC groups meet monthly

Evidence of Completion

Administrative focus walk logs and feedback; Lesson Plans, Training reflection forms; Mentor logs; Instructional Support logs/notes; Leadership meeting minutes

Facilitator:

Administration, Instructional Support Staff, District Staff

Participants:

All instructional staff

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

Participation in professional development opportunities related to better understanding the District Access Points curriculums, core curriculums and differentiated instruction strategies that will aid in addressing all functioning levels and all academic subjects.

Person or Persons Responsible

Administration and Instructional Support Team- Principal, Instructional Coach, Lead Teacher, Behaviorists, CSS Coach, District Staff, Select Teachers

Target Dates or Schedule

August 2013-June 2014 Monthly Early Dismissal Trainings Monthly Teacher 2 Teacher Trainings Individual Mentoring/training sessions

Evidence of Completion

Training logs and reflection forms Mentoring feedback logs Administrative focus walk logs Lesson plans Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walk-throughs and mentoring logs District Pre-Post assessments scores Curriculum Assessment Scores Lesson Plans Leadership Meeting Minutes Formal/Informal Observations

Person or Persons Responsible

Administration and Instructional Support members Mentoring Teachers

Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

Evidence of Completion

District Curriculum guide pre-post assessments Curriculum end of unit assessments Skills data records

Coordination and Integration

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

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

In effort to meet the unique instructional needs of special student population, State funds are supplemented by Federal IDEIA funds in this manner:
General funds: FTE generated portion of total budget
ESE funds: funds 1 full time school nurse
CSR Amendment 9: funds 3 teachers
IDEIA Part B: funds 1 CSS site coach; 1 Job Developer; 3 Job Coaches; 2 Classroom Paras; 29 School focused paras; 4 Interpreters.

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.

G2. Based on FAA data, we will train teachers to use district/core curriculums and strategies for differentiation to increase the % of students scoring at proficiency levels 4, 5, 6 by 3% and Level 7 by 1% in Reading, Writing, Math & Science.

G2.B1 Teachers' deeper understanding of the core content skills, curriculums and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs.

G2.B1.S1 Provide teachers with monthly and individual training/coaching and feedback based on their instructional needs to cover the Access Point Curriculum Guide content, core curriculum content, planning and pacing of systematic instruction, and differentiation to meet varying functional levels of students in all academic areas: Reading, Writing, Math and Science.

PD Opportunity 1

Teachers will participate in monthly and individual teacher training and coaching sessions for a deeper understanding of Access Point skills and planning of instructional and differentiated implementation of the Access Points and core curriculum components for reading, writing, math and science to meet individual student needs.

Facilitator

Administration, Instructional Support Staff, District Staff

Participants

All instructional staff

Target Dates or Schedule

Group trainings will be held monthly during early dismissals; individual trainings will be scheduled monthly and as needed; Mentors will meet weekly and/or as needed; PLC groups meet monthly

Evidence of Completion

Administrative focus walk logs and feedback; Lesson Plans, Training reflection forms; Mentor logs; Instructional Support logs/notes; Leadership meeting minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Based on FAA data, we will train teachers to use district/core curriculums and strategies for differentiation to increase the % of students scoring at proficiency levels 4, 5, 6 by 3% and Level 7 by 1% in Reading, Writing, Math & Science.	$500
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
General funds	$500	$500
Total	$500	$500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Based on FAA data, we will train teachers to use district/core curriculums and strategies for differentiation to increase the % of students scoring at proficiency levels 4, 5, 6 by 3% and Level 7 by 1% in Reading, Writing, Math & Science.

G2.B1 Teachers' deeper understanding of the core content skills, curriculums and access point standards and how to best plan, pace and consistently use a systematic and differentiated form of instruction to meet curriculum guidelines and varying levels of student needs.

G2.B1.S1 Provide teachers with monthly and individual training/coaching and feedback based on their instructional needs to cover the Access Point Curriculum Guide content, core curriculum content, planning and pacing of systematic instruction, and differentiation to meet varying functional levels of students in all academic areas: Reading, Writing, Math and Science.

Action Step 1

Teachers will participate in monthly and individual teacher training and coaching sessions for a deeper understanding of Access Point skills and planning of instructional and differentiated implementation of the Access Points and core curriculum components for reading, writing, math and science to meet individual student needs.

Resource Type

Professional Development

Resource

Training materials- copy paper, sticky notes, markers

Funding Source

General funds

Amount Needed

$500