

Royal Palm Exceptional School Center



2014-15 School Improvement Plan

Royal Palm Exceptional School Center

3050 INDIAN ST, Fort Myers, FL 33916

<http://roy.leeschools.net/>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

Yes

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Royal Palm Mission:

Royal Palm strives to provide an opportunity for each student to be involved in a well-planned, structured program that is best suited to meet each individual's needs. Areas of attention are behavior, communication, socialization and academics. The ultimate objective is to assist students in the successful return to their geographical school.

Provide the school's vision statement

Royal Palm's vision statement:

To provide necessary supports for students to acquire social/emotional skills to return to a school of choice.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Professional development is the cornerstone of understanding how to work with students from various cultures. Teachers have English for Speakers of Other Languages (ESOL) professional training and support when needed through district training and school training. Teachers at Royal Palm have small student to teacher ratio and build relationships on a daily basis. Teachers work with parents and guardians during the year and at annual individual education plan reviews to further understanding. Royal Palm Exceptional School has very small classes and teachers work closely with students and parents. Each student has an individual education plan yearly and reviewed quarterly. Teachers develop relationships with students on a daily basis. There is a professional library within the school that has books teachers can check out on working with students from various cultures. Professional development study groups have been used to understand various cultures and how to best work with students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Royal Palm School uses Positive Support Behavior to help students feel safe and respected. Teachers help students build an inner wealth - the ability to feel successful, cope, be happy, and grow from within and with other people. Teachers use positive behavior support to help students know what they are doing right not what they are doing wrong. Teachers help students communicate with others in a socially positive way through a research-based character education program - Learning for Life.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Positive Behavior Supports (PBS) are used. Activities are planned by the PBS team. The school uses protocols set forth by team for clear behavioral expectations within the classroom and on school campus. Each student has a positive behavior intervention plan. Each intervention is looked at

specifically for each student. The teachers collect and track specific data on each intervention tried and its effect. If the intervention does not appear to be working after a minimum 4 to 6 week trial, another intervention is tried.

Personnel are all trained in Crisis Prevention Institute (CPI) training to provide reminders and expectations regarding care, welfare, safety, and security of all students.

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

All students have an individual education plan and a behavior intervention plan that determines each pathway for the individual student. Counseling is provided to many students through various organizations. Royal Palm Exceptional school also provides a psychiatrist available to students; the parents and teachers meet with the psychiatrist to determine the needs of students and if services are needed. Teachers have small classes and all teachers are required to teach a research-based social curriculum - Learning for Life - so students can develop social-emotional needs. All students have an individual education plan (IEP) and all services are considered during the IEP for each individual student. All students also have a positive behavior intervention plan developed at the time of the IEP.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school reviews data in all areas. Students with attendance issues are referred to the social worker by the classroom teacher for review and home visits. The social worker reports back to the principal and follow up visits are conducted. Students who have one or more suspensions are reviewed carefully. All students in this school have a Positive Behavior Intervention Plan and they are reviewed daily. If the behavior plan is not working for the student, the team is reconvened and the plan may be revised or rewritten. If a student reaches 10 or more days of suspension for the same behaviors, a manifestation review is held for that student including team members who wrote the positive intervention plan and the parent. Students who are failing classes are given accommodations in all classes to meet the state standards. Educational goals are written through the students IEP and reviewed and addressed on a daily basis. Educational goals are rewritten and revised as needed. Students are given differentiated instruction strategies in the classroom to help reach state standards.

Provide the following data related to the school's early warning system

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	3	9	2	8	2	11	8	8	12	8	8	4	4	87
One or more suspensions	2	4	6	7	2	14	11	14	13	15	7	12	1	108
Course failure in ELA or Math	3	8	9	4	5	5	4	7	10	7	1	1	1	65
Level 1 on statewide assessment	5	8	9	4	5	5	8	6	7	7	8	1	1	74

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	8	9	4	5	5	8	6	7	7	8	1	4	75

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Extended time in English Language Arts and math - intensive fundamental classes
- Professional development for all teachers
- Helping teachers in every classroom
- Small teacher to student ratio (as low as 1:1)
- Small class size (less than 10)
- Elementary: Immediate Intensive Intervention time in reading (an extended 30 minutes)
- Research-based teacher training and professional development
- Research-based materials in the classrooms
- Classroom libraries
- Leapfrog K-2
- Positive Behavior Intervention plans for all students
- Individual Education plans for all students with specialized education goals
- Compass Learning
- Achieve 3000
- Accelerated Reader
- Counseling
- Referrals to appropriate social programs
- Reading Coach
- Parent Liaison
- School Counselor
- Computers in every classroom

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increase use of Parent Link to keep parents informed on school information and news. Teacher is to contact parents for classroom behaviors and academic reports to parents, including but not limited to individual education plan meeting dates. Parent Liaison will contact all parents a minimum of three times prior to individual education plans to increase parent participation in meetings. Parent Liaison will work closely with the social worker to ensure correct parent numbers and contacts.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The parent liaison will make several attempts to contact parents to ensure they are notified and able to attend their child's Individual Education Plan (IEP) meeting. The parent liaison will keep accurate and timely notes and phone log for parent contacts and conversations. The school social worker will be contacted by parent liaison if there is no contact numbers available so a contact can be obtained.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Perry, Dan	Principal
Moretti, Robert	Assistant Principal
Hickey, Katheline	Instructional Coach
Ward, Winter	Guidance Counselor
Allbritten, Sandi	Teacher, K-12
Reen, Jane	Other
Stephens, Julie	Teacher, ESE
Wilson, Latoria	SAC Member
Dansey, Emmanuel	Psychologist
Bollman, Lori	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or state testing scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing.

Attend MTSS Team meetings to collaborate on & monitor students who are struggling

- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

The MTSS Problem-Solving team at Royal Palm School here meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dan Perry	Principal
Katheline M. Hickey	Education Support Employee
Vince Roback	Business/Community
Nelson Sanchez	Education Support Employee
Suzanne Morales	Teacher
Latoria Wilson	Teacher
Janett Iglesias	Business/Community
Sabrina Cody	Parent
Rena Morant	Parent
Kelly Carr	Business/Community
Ralph Hernandez	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan was successful in getting all elementary teachers trained in the new curriculum materials. The group lesson study helped teachers understand and apply new practices within their classrooms. Teachers were able to get funding for attending training and time was allotted during the school day to ensure training for all teachers.

Development of this school improvement plan

School Advisory Council (SAC) will review all school scores, including behavioral data, attendance data, and work on developing goals for the school improvement plan. SAC will also be involved in review of plans and progress monitoring data. Team would like to see a pre and post test that is more accessible to the students and the student needs. Many of the assessments are out of reach of the student's needs and does not correctly identify academic needs for teachers, along with accessing more materials for transition needs for all students 14 years and above. Team also discussed action research in the area of positive behavior and accessible, easy to use charts for teachers. Team would like to see more positive behavior rewards in place for students both on a random and scheduled basis, but agrees funding is a source that would need to be in place for this to happen.

Preparation of the school's annual budget and plan

School Advisory Council (SAC) will review with principal and school leadership team to identify needs and approve budget and plan. Both school improvement funds and Title II funds have been reviewed and discussed. Both types of funds will be used in this year's plan to work on attendance, academic need and behavioral needs for students.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No school improvement funds were used last year. We did use Title II funds to help pay for teacher training for curriculum needs. Teachers were able to be paid to attend training and with all the new curriculum in place, this was a plus for teachers. All teachers in elementary attended training for the new reading and math curriculum and this helped for a successful first year of new materials.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

School is in compliance.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hickey, Katheline	Instructional Coach
Perry, Dan	Principal
Allbritten, Sandi	Teacher, K-12
Wilson, Latoria	SAC Member
Stephens, Julie	Teacher, ESE
Reen, Jane	Other
Ward, Winter	Guidance Counselor
Moretti, Robert	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Literacy is celebrated and promoted by staff to students. Students are expected to do their best on reading in their classrooms. Students growth is reviewed and students increases are celebrated with reward parties and books for students. Teachers celebrate with reading rewards within their classrooms and during our end of year awards ceremony. Reading is promoted by staff on a daily basis. Teachers model reading in the classroom including both silent and out loud reading. Students use accelerated reader to gain points.

The focus for the literacy leadership team this year is that our students are being successful and their individual education plans align with their reading instruction. Goals for students will be written as a direct result of their needs as identified by classroom assessment.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school is organized by department. Departments meet and work closely with each other to encourage and support relationships between teachers. Teachers who have similar grade levels work together for planning and implementation of curriculum. Due to the small nature of our school, many

teachers do not share grade level curriculum. Teachers work in teams to help support each other with curriculum and working with individual education plans and positive support behavior plans of all students. Teachers in the upper grades work together closely to implement consistent behavior and support for students.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Strategies include working closely with the school district, providing multiple interviews with multiple candidates, following through with qualified applicants. Administration is responsible for this aspect. Retaining highly qualified staff falls on the leadership team and providing support for all teachers. Department heads are also responsible for helping with support, planning, and answering questions of their respective departments.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired up with experienced and qualified mentors who can help support in all areas of instruction, planning, discussing and analyzing student data points, allowing observations and conducting modeling within their classrooms. Teachers work through the new teacher training with the school district and are supported by their mentor at the school. The administration follow through with observation and feedback to all teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses the district-based core instructional programs and utilized the academic plans to ensure that the Florida Standards are aligned. Teachers include the standards on lesson plans weekly. Principal reviews plans on a weekly basis.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each student has an individual education plan (IEP). Data is collected for each individual student and reviewed by IEP team. Each student has goals written based on the data reviewed to meet their specific needs. Data collected includes specific curriculum used in the classroom, State and local test scores, speech and language reports if applicable, occupational reports if applicable, and computer based testing reports. Accommodations are provided for students to assist those students who are having difficulty attaining the proficient level on state assessments. Helping teachers are provided in every classroom to help the teacher and provide extra support for teachers. Extended School Year (Summer program) is reviewed for every student during their individual education plan to determine placement in summer program.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 2,700

Extended school years for reading and math skills.

Strategy Rationale

Did the student experience severe regression on his or her IEP goal or objectives
Did the student require an unreasonably long period of time to relearn previously learned skills
Are there predictive factors relevant in determining eligibility for ESY services

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Perry, Dan, danrp@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher reports and extended school year criteria

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

This school is a special needs center school for behavioral needs. We prepare students to transition from our school to another school when they have demonstrated behavioral success in our school and have followed through with 4-6 weeks of continued success. An Individual Education Plan is convened and all data is reviewed at this time by team to determine placement.

College and Career Readiness

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

Students in this school all have an Individual Education Plan (IEP) with transition planning. Teachers develop with the students transition plans and course of study during the education planning, involving students, parents, guardians and interested parties. Students 14 years of age and older also have the opportunity to be involved in a program that provides on the job training.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Departments work together to provide cohesiveness within the coursework. Teachers have common planning periods and strive to provide relevance and relationships between subject matter. Students all have a career class in middle and high school.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students in this school all have an Individual Education Plan (IEP) with transition planning. Teachers develop with the students transition plans and course of study during the education planning, involving students, parents, guardians and interested parties. Students 14 years of age and older also have the opportunity to be involved in a program that provides on the job training.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

This is a special center school for students and all students have an individual education plan. Strategies are based on the student's individual education plan and discussed at each meeting.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In 2013-2014 school year we had 87 students with attendance below 90%. In 2014-2015, decrease number of students with attendance below 90% by 10%.
- G2.** In 2013-2014 there were a total of 806 incident referrals for the school year. In 2014-2015 school year, reduce number of incident referrals by 10% for a total of 726.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. In 2013-2014 school year we had 87 students with attendance below 90%. In 2014-2015, decrease number of students with attendance below 90% by 10%. 1a

G040581

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	78.0

Resources Available to Support the Goal 2

- Social Worker
- Parent Liaison
- Teachers
- School Resource Officer

Targeted Barriers to Achieving the Goal 3

- Working phone numbers

Plan to Monitor Progress Toward G1. 8

Number of new contact numbers will be reviewed monthly to determine if parents can be reached by phone.

Person Responsible

Latoria Wilson

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Parent contact numbers and phone log

G2. In 2013-2014 there were a total of 806 incident referrals for the school year. In 2014-2015 school year, reduce number of incident referrals by 10% for a total of 726. **1a**

G040562

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	726.0

Resources Available to Support the Goal **2**

- Positive Behavior Intervention Study Action Group
- Positive Behavior Intervention Plans
- Teacher professional development in areas of behavior and academic need

Targeted Barriers to Achieving the Goal **3**

- Time provided for teachers to complete action study group
- Teachers lack tools to measure student gaps in academics
- Lack of behavior rewards to reinforce positive behavior

Plan to Monitor Progress Toward G2. **8**

Monthly data reports for incident referrals will be monitored.

Person Responsible

Robert Moretti

Schedule

Monthly, from 8/30/2014 to 5/22/2015

Evidence of Completion

Monthly incident referrals will be used to evaluate the effectiveness of the action study group.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. In 2013-2014 school year we had 87 students with attendance below 90%. In 2014-2015, decrease number of students with attendance below 90% by 10%. **1**

 G040581

G1.B3 Working phone numbers **2**

 B098205

G1.B3.S1 Parent Liaison and Social Worker will work together to help get working numbers from parents. **4**

 S109492

Strategy Rationale

Parents may need extra support

Action Step 1 **5**

Teachers will e-mail parent liaison when students have non-working numbers. Parent Liaison will work with the social worker to determine action step.

Person Responsible

Dan Perry

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

Teacher e-mail

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Parent Liaison will report to social worker.

Person Responsible

Latoria Wilson

Schedule

Weekly, from 9/15/2014 to 5/22/2015

Evidence of Completion

e-mails from teachers

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent Liaison will report effectiveness of collecting working numbers from parents/guardians.

Person Responsible

Latoria Wilson

Schedule

Monthly, from 9/30/2014 to 5/22/2015

Evidence of Completion

Teacher e-mails and parent phone logs

G2. In 2013-2014 there were a total of 806 incident referrals for the school year. In 2014-2015 school year, reduce number of incident referrals by 10% for a total of 726. 1

G040562

G2.B4 Time provided for teachers to complete action study group 2

B098163

G2.B4.S1 Use Title 2 funding to support action study group with positive behavior supports 4

S109456

Strategy Rationale

Teachers would be paid for their time as professionals

Action Step 1 5

Teachers will engage in action research to determine effective interventions for specific behaviors.

Person Responsible

Robert Moretti

Schedule

Weekly, from 9/22/2014 to 4/10/2015

Evidence of Completion

Teacher reports and reviews

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Facilitator will report on a monthly basis of progress being made and agenda reports.

Person Responsible

Katheline Hickey

Schedule

Monthly, from 9/22/2014 to 4/10/2015

Evidence of Completion

Evidence collected will be the agendas, data reports from teachers, intervention strategies used, and reports from teachers.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Referral data will be collected.

Person Responsible

Robert Moretti


Schedule

Monthly, from 8/27/2014 to 4/30/2015

Evidence of Completion

Referral data will be collected.

G2.B5 Teachers lack tools to measure student gaps in academics 2

 B099706

G2.B5.S1 Give teachers tools that identify specific academic gaps and needs in individual students 4

 S110980

Strategy Rationale

Teachers will be able to more easily and accurately identify needs of students that standardized tests do not measure.

Action Step 1 5

Purchase specific materials to help identify academic needs of special education students.

Person Responsible

Katheline Hickey

Schedule

On 5/22/2015

Evidence of Completion

Purchase order

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Administration will review product

Person Responsible

Robert Moretti

Schedule

Monthly, from 10/20/2014 to 5/22/2015

Evidence of Completion

Collection of all administration materials will be collected and tracked.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Test coordinators will coordinate with teachers to develop monitoring system for administration.

Person Responsible

Winter Ward

Schedule

Monthly, from 10/20/2014 to 5/22/2015

Evidence of Completion

Student results and teacher administration will be collected and reviewed.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Test coordinators will coordinate with teachers to develop monitoring system for administration.

Person Responsible

Winter Ward

Schedule

Monthly, from 10/20/2014 to 5/22/2015

Evidence of Completion

Student results and teacher administration will be collected and reviewed.

G2.B6 Lack of behavior rewards to reinforce positive behavior 2

B099725

G2.B6.S1 Purchase rewards for students for best behavior. 4

S111002

Strategy Rationale

Positive behavior support has been demonstrated to increase appropriate behavior for students.

Action Step 1 5

Rewards will be purchased and a school reward system developed for students.

Person Responsible

Sandi Allbritten

Schedule

Monthly, from 9/22/2014 to 5/22/2015

Evidence of Completion

Materials list and data for students attending.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Department Heads will turn in monthly charts for student rewards.

Person Responsible

Robert Moretti

Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Data collection of monthly charts and students attending.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Monthly behavior data

Person Responsible

Robert Moretti

Schedule

Monthly, from 11/21/2014 to 5/22/2015

Evidence of Completion

Decrease in behavior referrals

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A1	Teachers will engage in action research to determine effective interventions for specific behaviors.	Moretti, Robert	9/22/2014	Teacher reports and reviews	4/10/2015 weekly
G1.B3.S1.A1	Teachers will e-mail parent liaison when students have non-working numbers. Parent Liaison will work with the social worker to determine action step.	Perry, Dan	8/18/2014	Teacher e-mail	5/22/2015 daily
G2.B5.S1.A1	Purchase specific materials to help identify academic needs of special education students.	Hickey, Katheline	9/15/2014	Purchase order	5/22/2015 one-time
G2.B6.S1.A1	Rewards will be purchased and a school reward system developed for students.	Allbritten, Sandi	9/22/2014	Materials list and data for students attending.	5/22/2015 monthly
G1.MA1	Number of new contact numbers will be reviewed monthly to determine if parents can be reached by phone.	Wilson, Latoria	9/26/2014	Parent contact numbers and phone log	5/29/2015 monthly
G1.B3.S1.MA1	Parent Liaison will report effectiveness of collecting working numbers from parents/guardians.	Wilson, Latoria	9/30/2014	Teacher e-mails and parent phone logs	5/22/2015 monthly
G1.B3.S1.MA1	Parent Liaison will report to social worker.	Wilson, Latoria	9/15/2014	e-mails from teachers	5/22/2015 weekly
G2.MA1	Monthly data reports for incident referrals will be monitored.	Moretti, Robert	8/30/2014	Monthly incident referrals will be used to evaluate the effectiveness of the action study group.	5/22/2015 monthly
G2.B4.S1.MA1	Referral data will be collected.	Moretti, Robert	8/27/2014	Referral data will be collected.	4/30/2015 monthly
G2.B4.S1.MA1	Facilitator will report on a monthly basis of progress being made and agenda reports.	Hickey, Katheline	9/22/2014	Evidence collected will be the agendas, data reports from teachers, intervention strategies used, and reports from teachers.	4/10/2015 monthly
G2.B5.S1.MA1	Test coordinators will coordinate with teachers to develop monitoring system for administration.	Ward, Winter	10/20/2014	Student results and teacher administration will be collected and reviewed.	5/22/2015 monthly
G2.B5.S1.MA1	Test coordinators will coordinate with teachers to develop monitoring system for administration.	Ward, Winter	10/20/2014	Student results and teacher administration will be collected and reviewed.	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.MA1	Administration will review product	Moretti, Robert	10/20/2014	Collection of all administration materials will be collected and tracked.	5/22/2015 monthly
G2.B6.S1.MA1	Monthly behavior data	Moretti, Robert	11/21/2014	Decrease in behavior referrals	5/22/2015 monthly
G2.B6.S1.MA1	Department Heads will turn in monthly charts for student rewards.	Moretti, Robert	10/31/2014	Data collection of monthly charts and students attending.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. In 2013-2014 there were a total of 806 incident referrals for the school year. In 2014-2015 school year, reduce number of incident referrals by 10% for a total of 726.

G2.B4 Time provided for teachers to complete action study group

G2.B4.S1 Use Title 2 funding to support action study group with positive behavior supports

PD Opportunity 1

Teachers will engage in action research to determine effective interventions for specific behaviors.

Facilitator

Katheline M. Hickey

Participants

All interested teachers

Schedule

Weekly, from 9/22/2014 to 4/10/2015

G2.B5 Teachers lack tools to measure student gaps in academics

G2.B5.S1 Give teachers tools that identify specific academic gaps and needs in individual students

PD Opportunity 1

Purchase specific materials to help identify academic needs of special education students.

Facilitator

Test Coordinators

Participants

Teachers

Schedule

On 5/22/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 2: In 2013-2014 there were a total of 806 incident referrals for the school year. In 2014-2015 school year, reduce number of incident referrals by 10% for a total of 726.	6,750
Grand Total	6,750

Goal 2: In 2013-2014 there were a total of 806 incident referrals for the school year. In 2014-2015 school year, reduce number of incident referrals by 10% for a total of 726.

Description	Source	Total
B4.S1.A1 - Teachers will engage in action research to implement behavior strategies to reduce number of incident referrals.	Title II	3,200
B5.S1.A1	School Improvement Funds	2,600
B6.S1.A1 - Department Heads collaborate	School Improvement Funds	950
Total Goal 2		6,750