

# Pace Secondary School



2014-15 School Improvement Plan

## Pace Secondary School

3413 ZILLAH ST, Tallahassee, FL 32305

[ no web address on file ]

### 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 was approved by the Leon County School Board on 11/18/2014.

### 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	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Pace School is to create a positive caring environment which promotes academic achievement and the development of positive social behavior; encouraging the growth of self-confidence and self motivation and assisting students in becoming independent, contributing members of their communities.

##### **Provide the school's vision statement**

Pace School is: Positive Academic Caring Environment  
Pace School is a Leon County School serving elementary, middle and high school students with emotional and behavioral challenges which have interfered with their ability to be successful in a regular classroom setting. At Pace School we assist students in regaining the self-control necessary to perform well academically and behaviorally in a mainstream setting.

#### School Environment

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

Pace School is a very small and close community, (60 - 80) students typically. When students are enrolled, parents meet with the parent liaison and assistant principal or lead teacher to become familiar with the school program. Students then meet with the behavior specialist assigned to their group where they learn about the school behavior program and are given a tour of campus. Teachers receive a student profile which includes academic and behavioral information.

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

The student/staff ratio at Pace school is very small. . Classroom size is typically 6 to 8 with a teacher and paraprofessional for each staff and additional paraprofessional staff provided for groups like elementary which need more assistance. In addition, there is a behavior specialist for each group, an on campus behavior analyst and access to administration is always available. Supervision is a key element of the school program as is opportunities for problem solving with preferred staff. Administrative and behavior staff supervise bus unloading and loading as well as lunch each day to help ensure students are safe during transition times.

##### **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**

Pace School is a school which serves students with severe behavioral and emotional disabilities. As such, the behavior program is an essential element in our daily routine. There is a school wide behavioral program where students earn and lose points based on positive or negative behaviors. These points are tied to reinforcement through a token economy and activities which reward positive behavior. In addition, many students have individual reinforcement programs to address specific individual needs. Students have the opportunity to take "chill breaks" outside the classroom when they are upset or request to speak to an administrator. There is a system for classroom removal when

students become disruptive or engage in dangerous behavior. All staff is trained when hired and reviewed yearly with two de-escalation and physical management techniques programs to help re-direct aggressive behavior and calm emotional outbursts.

**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**

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In addition to the above, Pace School holds weekly Team Meetings involving teachers and behavior staff to review student progress as well as weekly Case Management meetings involving teachers, behavior staff, behavior analyst, parent liaison and administrative staff to identify needs not being met. Services identified as needed are assigned to appropriate staff to attempt to resolve.

Pace School also partners with Florida State University to provide mentors for as many students as possible and provides opportunities for community agencies to meet with students at appropriate times in order to facilitate the provision of services.

**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**

Attendance is monitored by the Parent Liaison who calls parents on a daily basis to inquire about absences. Chronic absenteeism is addressed in team meetings and parent meetings with an effort to resolve problems preventing students from attending and providing motivation for improved attendance.

Teachers monitor student academic progress and alert administration to potential core course failure. Administration meets with students and parents as necessary to problem solve issues interfering with success and identify solutions.

Bi-weekly case management meetings are held to discuss individual student progress and identify ways to address student behavior which is interfering with academic progress..

**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
	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	0	2	2	6	2	7	5	7	6	39
One or more suspensions	2	2	1	7	5	5	5	4	6	5	2	44
Course failure in ELA or Math	0	1	0	2	2	3	1	4	0	4	0	17
Level 1 on statewide assessment	0	2	2	1	6	5	6	8	0	1	0	31

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

Indicator	Grade Level								Total
	3	4	5	6	7	8	9	11	
Students exhibiting two or more indicators	2	2	1	6	5	6	3	4	29

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

1. Parents are contacted to check on reasons for absences.
2. Parent/student meetings are conducted to problem solve issues related to attendance.
3. Teacher/administrator/student meetings are held to discuss academic issues
4. Team meetings are held weekly to discuss student progress both academically and behaviorally.
5. Case management meetings involving all team members as well as administration, behavior analyst and parent liaison are held bi-weekly to address issues interfering with academic progress.
6. Behavioral programming is put in place to address behavior problems resulting in out of class time which is interfering with academic progress.
7. Para-professionals are made available to assist students who need more one-on-one assistance.

**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**

IEP and parent conferences are essential when working with behaviorally and academically challenged students. We would like to increase the number of parents who actively participate in IEP meetings and conferences designed to address student progress in both academics and behavior. Participation in school activities also contribute to the relationships between school personnel and parents. We would like to increase the participation of parents and families in planned school activities. Finally, the School Improvement Planning team, SAC, is actively involved in developing school improvement activities. We would like to increase involvement in SAC activities.

**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 works closely with the many agencies involved with our students to monitor, and increase when necessary, interaction with our students. Pace School provides an opportunity for agency members to meet with students at appropriate times at school and facilitates parent meetings when possible.

Pace School also actively recruits individuals from various community groups to come and speak to students as well as develops partners with as many agencies as possible to assist us with different

projects. Students are provided opportunities for a variety of field trips to experience the many community options for employment and entertainment as possible.

**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
Floyd-Bullen, Jane	Principal
Blackwell, Robin	Assistant Principal
Dove, Gayle	
Capuano, Josette	Other

**Duties**

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

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that school based team is implementing behavioral and academic interventions that support student IEPs, ensures adequate professional development to support academic and behavioral interventions

Lead Teacher: Assists Assistant Principal in monitoring classroom academic programs and intervening with students having emotional or behavioral problems

Behavior Analyst: Develops and monitors implementation of school wide behavior program and individual behavior programs.

Parent Liaison: Maintains contact with parents regarding student academic and behavioral concerns, assists with resolving student problems, monitors attendance

Reading Coach: Assists teachers in developing and evaluating school reading progress , provides strategies to assist content area teachers in providing reading instruction.

***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***

All students at Pace are classified as exceptional education students. Most are eligible for services as Emotionally/behaviorally disordered students. Many also have other disabilities such as Specific Learning Disabilities, Language/Speech Impairments or Intellectual Disabilities. Rather than preventing students from becoming eligible as special education students, our goal is to design interventions to help them become more successful both academically and behaviorally and assist them in returning to mainstream settings.

Daily behavioral data is collected and discussed at a weekly meeting to make changes as needed to the behavior/academic program of students. Academic progress is monitored through district progress monitoring procedures. Academic progress concerns are discussed in weekly team meetings and strategies to address them are developed within the team with assistance from administration.

Federal funds through IDEA will be used to support staffing in order to maintain a low student/staff

ratio and support specialized transportation needs. State and district funds will be used to provide for facility needs, provide instructional resources, and professional development. Title II funds will also be used to support professional development. Due to the high level of free and reduced lunch students, our school is provided with free school lunch and breakfast for all students.

The principal works closely with the assistant principal to ensure that personnel, instructional and curricular resources are in place to maximize student outcomes. The assistant principal supervises staff on a daily basis to ensure that instruction is being delivered appropriately and to make sure that academic progress is being monitored. The assistant principal works closely with the behavior analyst to ensure that behavioral programming is implemented with fidelity and attends team meetings on a weekly basis to review student progress and develop modifications as needed. The principal and assistant principal work closely with the bookkeeper to monitor resources and allocate them in the most efficient way. The parent liaison works closely with administrative staff to help develop positive parent and family relationships to strengthen school effectiveness.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kendra Hatcher	Education Support Employee
Jane Floyd Bullen	Principal
Debbie Henderson	Business/Community
Amy Wilson	Business/Community
Scott Ross	Parent
Jewel Amilcar	Parent
Sharon Johnson	Parent
Pauline Mc Tier	Parent
Charlotte Jernigan	Parent
Kendal Ford	Education Support Employee
Kenneth Wright	Teacher
Jacob Verisi	Student

#### 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*

Sac members review and give suggestions regarding data provided regarding progress on the previous year's School Improvement plan. SAC members also provide input on previous year's strategies for improvement

*Development of this school improvement plan*

The SAC members reviewed and gave input to the plan, particularly in the strategies identified for meeting goals.

*Preparation of the school's annual budget and plan*

SAC members participate in a discussion of school priorities and possible ways to meet school priorities through the school budget as well as identify alternative funding options.

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

No school improvement funds were provided this year.

**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*

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Blackwell, Robin	Assistant Principal
Dove, Gayle	Instructional Coach
Buchanan, Greg	Teacher, ESE
Gregory, Matthew	Teacher, ESE
Tenenoff, Wendy	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

1. Monitor data from progress monitoring.
2. Monitor progress on pacing guides in curriculum areas.
3. Increase use of progress monitoring data in lesson planning
4. Identify staff development needs and available inservice options
5. Allocate staff development resources

**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**

Pace School has established school teams related to grade or academic levels. School teams meet weekly to review student academic and behavior progress. Teams also meet on a bi-weekly schedule with school administrators and behavior team to review individual student progress more in depth through case management meetings. Because of the small number of teachers per academic area, teachers are encouraged to attend district academic meetings as department heads to maintain awareness of district initiatives and state mandates regarding student curriculum requirements.

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

Provide intern opportunities for teachers in training. Assistant Principal  
Regular meetings of new teachers with Assistant Principal and Lead Teacher  
Partner new teachers with veteran teachers, Assistant Principal  
Frequent observations using district observation tools and feedback to teachers , Assistant Principal  
Frequent team meetings to discuss instructional and behavioral strategies

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

New teachers are assigned a mentor teacher within their team to assist them with behavioral and instructional strategies. Assistant Principal and Lead teacher observe regularly and meet with new teachers to discuss concerns or questions. Weekly team meetings help teachers to resolve problems that arise and address student needs.

## **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***

Pace School utilizes the school district adopted textbooks and curriculum used in all regular school programs. Teachers attend all district provided teacher professional training on the curriculum materials. Teachers attend district academic department head meetings to remain current on new curriculum information and training.

Assistant principal participates in monthly administrative curriculum meetings.

#### **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***

Pace School uses Achieve 3000 as well as Success Maker Math and Reading Programs in addition to district adopted curriculum which provide data related to student achievement and areas of need. In addition, the school participates in district progress monitoring to provide student data regarding areas of focus.

Because of the small student population, teachers have good opportunity to identify and address specific academic needs for each student. Each class has a paraprofessional to help provide one-on-one academic assistance as needed.

***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: 4,800**

Students are identified for Extended School Year (ESY) based on the need to maintain academic and behavioral skills gained during the school year. Individual academic and behavior goals are developed to be targeted during ESY.

**Strategy Rationale**

Students at Pace School are identified for ESY due to the need to maintain either or both behavioral and academic progress achieved during the previous school year. Students with emotional/ behavioral disabilities often lose traction in both areas when left in unstructured settings.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Blackwell, Robin, blackwellb@leonschools.net

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

Behavioral data is collected daily and reviewed weekly by the team. Academic information reviewed weekly at team meetings.

**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**

N/A

**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 14 and older begin developing Transition Plans through the IEP process with parents/guardians, agencies, teachers and staff. These plans help to guide course selection whether a student wishes to pursue vocational training or post-secondary education. The Assistant Principal meets with students at the beginning of the school year to review credits earned and help establish appropriate schedules. The Assistant Principal and Lead Teacher meet with students as needed to review progress.

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

Career education is incorporated into both middle and high school courses. High School students have opportunities to participate in weekly vocational exploration experiences and regularly scheduled vocational/career field trips. Business and vocational speakers are frequently scheduled to provide information regarding academic and skill requirements for their employees.

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

The IEP Transition plan is reviewed annually and changed as necessary to help students plan for the post secondary level. IEP meetings include parents, agencies and guidance staff to help develop post secondary plans.

**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**

1. Individual student meetings are held with administrative staff to review academic transcripts and discuss options for continued progress toward high school diploma.
2. Opportunities are provided for vocational "sampling" to provide ideas about future employment. Vocational work opportunities are provided for hands on experiences with work requirements.
3. Students who are interested in pursuing vocational training are assisted with necessary testing and guidance meetings at the vocational school.
- 4.. College level pretesting is made available for students interested in pursuing a college diploma along with counseling concerning areas needed for improvement.

## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the total number of student who achieve proficiency in Science as measured by FCAT and Biology EOC. Zero students achieved proficiency in 2014 on 5th and 8th grade Science FCAT. In 2015, 15% of students will achieve proficiency on the 5th and 8th grade Science FCAT. 20% of students achieved proficiency on the Biology EOC in 2014. In 2015, 25% of students will achieve proficiency on the Biology EOC.
- G2.** Increase the total number of students who achieve proficiency in Math as measured by FCAT and the Algebra EOC. Five percent of students measured by FCAT math achieved proficiency in 2014. In 2014, 15% achieved proficiency on the Algebra EOC . Twenty percent of students will achieve proficiency on the Algebra EOC.
- G3.** Increase the total number of students who achieve proficiency in Reading as measured by FCAT. Twelve percent achieved proficiency in Reading in 2014. In 2015, 15% of all students will achieve proficiency in Reading

## 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.** Increase the total number of student who achieve proficiency in Science as measured by FCAT and Biology EOC. Zero students achieved proficiency in 2014 on 5th and 8th grade Science FCAT. In 2015, 15% of students will achieve proficiency on the 5th and 8th grade Science FCAT. 20% of students achieved proficiency on the Biology EOC in 2014. In 2015, 25% of students will achieve proficiency on the Biology EOC. **1a**

G048989

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** **2**

- Federal IDEA funds help to support a low student to staff ratio which allows for very individualized academic and behavior support. Staff resources include an on-site behavior analyst, behavior specialists at each grade level and a parent liaison to help with parent support and involvement. Teachers are trained and certified in both special education and academic curriculum areas. District professional development is continually available for both teachers and administrators. Teachers and staff are highly committed to working towards academic and behavioral progress for students. District support helps to provide academic resources necessary to achieve academically and prepare for return to regular school environments. A system of weekly team meetings and case management meetings allow for detailed attention to each student's progress.

**Targeted Barriers to Achieving the Goal** **3**

- Barriers: All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, previous out of school suspension. Many come from low income families, often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance.

**Plan to Monitor Progress Toward G1.** **8**

Behavioral data which measures time in and out of class is collected daily.

**Person Responsible**

Robin Blackwell

**Schedule**

Weekly, from 8/25/2014 to 5/22/2015

**Evidence of Completion**

Progress through the behavior system is monitored weekly and adjustments made when necessary. Case notes are kept for both weekly team meetings and bi-weekly case management.

**G2.** Increase the total number of students who achieve proficiency in Math as measured by FCAT and the Algebra EOC. Five percent of students measured by FCAT math achieved proficiency in 2014. In 2014, 15% achieved proficiency on the Algebra EOC . Twenty percent of students will achieve proficiency on the Algebra EOC. **1a**

G042444

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	49.0

**Resources Available to Support the Goal** **2**

- Federal IDEA funds help to support a low student to staff ratio which allows for very individualized academic and behavior support. Staff resources include an on-site behavior analyst, behavior specialists at each grade level and a parent liaison to help with parent support and involvement. Teachers are trained and certified in both special education and academic curriculum areas. District professional development is continually available for both teachers and administrators. Teachers and staff are highly committed to working towards academic and behavioral progress for students. District support helps to provide academic resources necessary to achieve academically and prepare for return to regular school environments. A system of weekly team meetings and case management meetings allow for detailed attention to each student's progress.

**Targeted Barriers to Achieving the Goal** **3**

- Barriers: All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, previous out of school suspension. Many come from low income families, often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance.

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

Percentage of student participation in classroom increases

**Person Responsible**

**Schedule**

**Evidence of Completion**

Decrease in out of class time as measured by behavioral data

**G3.** Increase the total number of students who achieve proficiency in Reading as measured by FCAT. Twelve percent achieved proficiency in Reading in 2014. In 2015, 15% of all students will achieve proficiency in Reading **1a**

G042445

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	49.0

**Resources Available to Support the Goal** **2**

- Federal IDEA funds help to support a low student to staff ratio which allows for very individualized academic and behavior support. Staff resources include an on-site behavior analyst, behavior specialists at each grade level and a parent liaison to help with parent support and involvement. Teachers are trained and certified in both special education and academic curriculum areas. District professional development is continually available for both teachers and administrators. Teachers and staff are highly committed to working towards academic and behavioral progress for students. District support helps to provide academic resources necessary to achieve academically and prepare for return to regular school environments. A system of weekly team meetings and case management meetings allow for detailed attention to each student's progress

**Targeted Barriers to Achieving the Goal** **3**

- All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, and previous out of school suspension. Many come from low income families often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance.

**Plan to Monitor Progress Toward G3.** **8**

Data collected through the Achieve 3000 and Successmaker reading programs, classroom monitoring through adopted curriculum materials

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

**Evidence of Completion**

Students show growth in reading proficiency.

## 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.** Increase the total number of student who achieve proficiency in Science as measured by FCAT and Biology EOC. Zero students achieved proficiency in 2014 on 5th and 8th grade Science FCAT. In 2015, 15% of students will achieve proficiency on the 5th and 8th grade Science FCAT. 20% of students achieved proficiency on the Biology EOC in 2014. In 2015, 25% of students will achieve proficiency on the Biology EOC.

**1**

 G048989

**G1.B1** Barriers: All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, previous out of school suspension. Many come from low income families, often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance. **2**

 B122397

**G1.B1.S1** Use progress monitoring data to identify areas of focus for each student **4**

 S134309

### Strategy Rationale

Progress monitoring data will help teachers focus more specifically on student deficits

### Action Step 1 **5**

Use progress monitoring data to determine appropriate student skill targets.

#### Person Responsible

Robin Blackwell

#### Schedule

Monthly, from 10/6/2014 to 4/24/2015

#### Evidence of Completion

Schedule of meetings and notes indicating individual student skill targets Inclusion of targets in lesson plans.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Schedule of monthly meetings, log of targets developed

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

***Evidence of Completion***

Notes from meetings, targets in lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Increase student proficiency in progress monitoring assessments

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

***Evidence of Completion***

Increased student proficiency in progress monitoring assessments

**G1.B1.S2** Provide effective behavior and mental health support for each student to help increase their ability to participate and benefit from academic instruction. 4

 S134311

### Strategy Rationale

Students are frequently out of class due to behavior problems which interfere with academic achievement.

### Action Step 1 5

Student shows progress on Behavioral Level System, increases ability to stay in classroom without interruption, academic progress as evidenced on progress monitoring and teacher provided assessment

#### Person Responsible

Robin Blackwell

#### Schedule

Weekly, from 9/8/2014 to 5/22/2015

#### Evidence of Completion

Student shows progress on Behavioral Level System, increases ability to stay in classroom without interruption, academic progress as evidenced on progress monitoring and teacher provided assessment

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Weekly team meetings and bi-weekly case management

#### Person Responsible

Robin Blackwell

#### Schedule

Weekly, from 8/25/2014 to 5/22/2015

#### Evidence of Completion

Meetings are scheduled, student behavior reviewed, student behavior programs are monitored to ensure implementation, behavior data collected and reviewed.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Student participation in academic instruction increases.

**Person Responsible**

Robin Blackwell

**Schedule**

Weekly, from 8/25/2014 to 5/22/2015

**Evidence of Completion**

Data indicates increased student participation in classroom instruction

**G1.B1.S3** Provide teacher training to help identify strategies to increase student engagement in academic instruction. 4

 S134313

**Strategy Rationale**

Students with behavioral and mental health challenges often have difficulty focusing on classroom instruction. The district has identified Marzano instructional strategies as useful in increasing student engagement.

**Action Step 1 5**

Identify and provide access to trainings to help teachers identify strategies to increase student engagement

Provide opportunities to discuss Marzano strategies in school based PLC.

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

**Evidence of Completion**

Documentation of trainings attended and school based PLC meetings.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Ensure teachers receive training monthly

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

***Evidence of Completion***

Documentation of monthly training

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Teachers increase use of strategies to increase student engagement

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 9/15/2014 to 5/8/2015

***Evidence of Completion***

Observation of implementation of strategies and increased student engagement

**G1.B1.S4** Develop reinforcement programs to help motivate students to focus on academic tasks.. 4

S134314

**Strategy Rationale**

Students with behavior and mental health problems frequently lack motivation to learn and persistence to focus on academic tasks.

**Action Step 1** 5

Develop and implement academic and behavioral reinforcement programs

**Person Responsible**

Robin Blackwell

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Academic and behavior reinforcement programs are in place

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Review implementation and effectiveness of reinforcement programs

**Person Responsible**

Robin Blackwell

**Schedule**

Weekly, from 8/25/2014 to 5/22/2015

**Evidence of Completion**

Observation of appropriate implementation of programs, data collection

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Review effectiveness of reinforcement programs

**Person Responsible**

Robin Blackwell

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Data showing increased behavioral and academic progress

**G2.** Increase the total number of students who achieve proficiency in Math as measured by FCAT and the Algebra EOC. Five percent of students measured by FCAT math achieved proficiency in 2014. In 2014, 15% achieved proficiency on the Algebra EOC . Twenty percent of students will achieve proficiency on the Algebra EOC. 1

 G042444

**G2.B1** Barriers: All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, previous out of school suspension. Many come from low income families, often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance. 2

 B103559

**G2.B1.S1** Use progress monitoring data to identify areas of focus for each student 4

 S114698

**Strategy Rationale**

Progress monitoring data will help teachers focus more specifically on student deficits

**Action Step 1 5**

Use progress monitoring data to determine appropriate student skill targets.

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 10/6/2014

**Evidence of Completion**

Schedule of meetings and notes indicating individual student skill targets Inclusion of targets in lesson plans.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Schedule of monthly meetings, log of targets developed

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

***Evidence of Completion***

Notes from meetings, targets in lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Increase student proficiency in progress monitoring assessments

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

***Evidence of Completion***

Increased student proficiency in progress monitoring assessments

**G2.B1.S2** Provide effective behavior and mental health support for each student to help increase their ability to participate and benefit from academic instruction. 4

 S114699

### Strategy Rationale

Students are frequently out of class due to behavior problems which interfere with academic achievement..

### Action Step 1 5

Student behavioral progress will be reviewed at least weekly and more when necessary to identify areas be targeted in order to increase student ability to participate and benefit from instruction.

#### Person Responsible

Robin Blackwell

#### Schedule

Weekly, from 9/8/2014 to 5/22/2015

#### Evidence of Completion

Student shows progress on Behavioral Level System, increases ability to stay in classroom without interruption, academic progress as evidenced on progress monitoring and teacher provided assessment

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Weekly case management and team meetings

#### Person Responsible

Robin Blackwell

#### Schedule

Weekly, from 8/25/2014 to 5/15/2015

#### Evidence of Completion

Meetings are scheduled, student behavior reviewed, student behavior programs are monitored to ensure implementation, behavior data collected and reviewed.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Student participation in academic instruction increases

**Person Responsible**

Robin Blackwell

**Schedule**

Weekly, from 8/25/2014 to 5/22/2015

**Evidence of Completion**

Data indicates increased student participation in classroom instruction

**G2.B1.S3** Provide teacher training to help identify strategies to increase student engagement in academic instruction. 4

 S114700

**Strategy Rationale**

Students with behavioral and mental health challenges often have difficulty focusing on classroom instruction. The district has identified Marzano instructional strategies as useful in increasing student engagement.

**Action Step 1 5**

Identify and provide access to trainings to help teachers identify strategies to increase student engagement

Provide opportunities to discuss Marzano strategies in school based PLC.

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

**Evidence of Completion**

Teachers participate in trainings and PLC to increase knowledge of instructional strategies to increase student engagement.

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Ensure teachers receive training monthly

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

***Evidence of Completion***

Documentation of monthly training

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Teachers increase use of strategies to increase student engagement

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 9/29/2014 to 5/15/2015

***Evidence of Completion***

Observation of implementation of strategies and increased student engagement

**G2.B1.S4** Provide student reinforcement programs to help increase both academic and behavioral progress **4**

 S114702

### **Strategy Rationale**

Students with behavioral and mental health challenges often lack motivation and the persistence necessary to focus on academic tasks.

### **Action Step 1** **5**

Develop and implement academic and behavioral reinforcement programs

#### **Person Responsible**

Robin Blackwell

#### **Schedule**

Weekly, from 8/25/2014 to 5/29/2015

#### ***Evidence of Completion***

Academic and behavior reinforcement programs are in place

### **Plan to Monitor Fidelity of Implementation of G2.B1.S4** **6**

Review implementation and effectiveness of reinforcement programs

#### **Person Responsible**

Robin Blackwell

#### **Schedule**

Weekly, from 8/25/2014 to 5/29/2015

#### ***Evidence of Completion***

Observation of appropriate implementation of programs, data collection

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7**

Review effectiveness of reinforcement programs

**Person Responsible**

Robin Blackwell

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Data showing increased behavioral and academic progress

**G3.** Increase the total number of students who achieve proficiency in Reading as measured by FCAT. Twelve percent achieved proficiency in Reading in 2014. In 2015, 15% of all students will achieve proficiency in Reading 1

 G042445

**G3.B1** All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, and previous out of school suspension. Many come from low income families often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance. 2

 B121527

**G3.B1.S1** Use progress monitoring data to determine appropriate student skill targets. 4

 S133507

**Strategy Rationale**

Progress monitoring data will help teachers to identify and focus on specific skill deficits.

**Action Step 1 5**

Use progress monitoring data to determine appropriate student skill targets

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 9/2/2014 to 4/30/2015

**Evidence of Completion**

Record of monthly progress monitoring meetings

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Create a schedule for Monthly progress monitoring meetings

**Person Responsible**

Robin Blackwell

**Schedule**

On 10/10/2014

***Evidence of Completion***

Schedule of meetings and records of meetings held.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teachers will use progress monitoring data to develop lessons which target skill deficits.

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/14/2014 to 4/24/2015

***Evidence of Completion***

**G3.B1.S2** Provide effective behavior and mental health support for each student to help increase their ability to participate and benefit from academic instruction. 4

 S133508

### Strategy Rationale

Students are frequently out of class due to behavior problems which interfere with academic achievement.

### Action Step 1 5

School wide and individual behavior programs will be developed and monitored to assist students in remaining in class

#### Person Responsible

Robin Blackwell

#### Schedule

#### *Evidence of Completion*

Students will increase the amount of time they remain in class as measured by behavioral data.

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Weekly team meetings and bi-weekly case management to review behavior program implementation and effectiveness, and additional supports needed.

#### Person Responsible

Robin Blackwell

#### Schedule

On 5/22/2015

#### *Evidence of Completion*

Behavior data reviews. weekly behavior/academic progress information, bi-weekly case management notes.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

monitor behavior data weekly, monitor need for additional support needed bi-weekly in case management.

**Person Responsible**

Robin Blackwell

**Schedule**

Weekly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

Students participation in class will increase. Out of class time due to behavior will decrease.

**G3.B1.S3** Provide training to help teachers identify instructional strategies to increase student engagement. 4

 S133531

**Strategy Rationale**

Students with behavioral and mental health challenges often have difficulty focusing on classroom instruction. The district has identified Marzano instructional strategies as useful in increasing student engagement.

**Action Step 1 5**

Teachers participate in monthly meetings which focus on instructional strategies.

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

**Evidence of Completion**

Teachers increase the use of instructional strategies identified as effective strategies.

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

A schedule of strategies will be developed for review and discussion.

**Person Responsible**

Robin Blackwell

**Schedule**

On 10/6/2014

***Evidence of Completion***

Strategies are reviewed during weekly team meetings and monthly teacher meetings.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Teachers participate in discussion and review of Marzano instructional strategies.

**Person Responsible**

Robin Blackwell

**Schedule**

Monthly, from 10/6/2014 to 4/24/2015

***Evidence of Completion***

Record of strategies reviewed in monthly meetings.

**G3.B1.S4** Provide student reinforcement programs to help increase both academic and behavioral progress. 4

 S133535

### Strategy Rationale

Students with behavioral and mental health challenges often lack motivation and the persistence necessary to focus on academic tasks.

### Action Step 1 5

Develop and implement group and individual reinforcement programs to help increase student motivation

#### Person Responsible

Robin Blackwell

#### Schedule

Daily, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Individual and school wide reinforcement programs are developed and implemented.

### Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Weekly team meetings and bi-weekly case management meetings are held to review behavior progress and make modifications as needed.

#### Person Responsible

Robin Blackwell

#### Schedule

Weekly, from 8/25/2014 to 5/18/2015

#### Evidence of Completion

Individual student behavioral data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7**

Weekly team meetings and bi-weekly case management will monitor for effectiveness and develop modifications as needed.

**Person Responsible**

Robin Blackwell

**Schedule**

Weekly, from 8/25/2014 to 4/24/2015

**Evidence of Completion**

Individual student behavior program monitoring and data collections.

**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.B1.S1.A1	Use progress monitoring data to determine appropriate student skill targets.	Blackwell, Robin	10/6/2014	Schedule of meetings and notes indicating individual student skill targets Inclusion of targets in lesson plans.	10/6/2014 monthly
G2.B1.S2.A1	Student behavioral progress will be reviewed at least weekly and more when necessary to identify areas be targeted in order to increase student ability to participate and benefit from instruction.	Blackwell, Robin	9/8/2014	Student shows progress on Behavioral Level System, increases ability to stay in classroom without interruption, academic progress as evidenced on progress monitoring and teacher provided assessment	5/22/2015 weekly
G2.B1.S3.A1	Identify and provide access to trainings to help teachers identify strategies to increase student engagement Provide opportunities to discuss Marzano strategies in school based PLC.	Blackwell, Robin	10/6/2014	Teachers participate in trainings and PLC to increase knowledge of instructional strategies to increase student engagement.	4/24/2015 monthly
G2.B1.S4.A1	Develop and implement academic and behavioral reinforcement programs	Blackwell, Robin	8/25/2014	Academic and behavior reinforcement programs are in place	5/29/2015 weekly
G3.B1.S1.A1	Use progress monitoring data to determine appropriate student skill targets	Blackwell, Robin	9/2/2014	Record of monthly progress monitoring meetings	4/30/2015 monthly
G3.B1.S2.A1	School wide and individual behavior programs will be developed and monitored to assist students in remaining in class	Blackwell, Robin	8/18/2014	Students will increase the amount of time they remain in class as measured by behavioral data.	daily
G3.B1.S4.A1	Develop and implement group and individual reinforcement programs to help increase student motivation	Blackwell, Robin	8/18/2014	Individual and school wide reinforcement programs are developed and implemented.	5/29/2015 daily
G3.B1.S3.A1	Teachers participate in monthly meetings which focus on instructional strategies.	Blackwell, Robin	10/6/2014	Teachers increase the use of instructional strategies identified as effective strategies.	4/24/2015 monthly
G1.B1.S1.A1	Use progress monitoring data to determine appropriate student skill targets.	Blackwell, Robin	10/6/2014	Schedule of meetings and notes indicating individual student skill targets Inclusion of targets in lesson plans.	4/24/2015 monthly
G1.B1.S2.A1	Student shows progress on Behavioral Level System, increases ability to stay in classroom without interruption, academic progress as evidenced on	Blackwell, Robin	9/8/2014	Student shows progress on Behavioral Level System, increases ability to stay in classroom without interruption, academic progress as evidenced on	5/22/2015 weekly

**Leon - 0452 - Pace Secondary School - 2014-15 SIP**  
*Pace Secondary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	progress monitoring and teacher provided assessment			progress monitoring and teacher provided assessment	
G1.B1.S3.A1	Identify and provide access to trainings to help teachers identify strategies to increase student engagement Provide opportunities to discuss Marzano strategies in school based PLC.	Blackwell, Robin	10/6/2014	Documentation of trainings attended and school based PLC meetings.	4/24/2015 monthly
G1.B1.S4.A1	Develop and implement academic and behavioral reinforcement programs	Blackwell, Robin	8/25/2014	Academic and behavior reinforcement programs are in place	5/29/2015 weekly
G1.MA1	Behavioral data which measures time in and out of class is collected daily.	Blackwell, Robin	8/25/2014	Progress through the behavior system is monitored weekly and adjustments made when necessary. Case notes are kept for both weekly team meetings and bi-weekly case management.	5/22/2015 weekly
G1.B1.S1.MA1	Increase student proficiency in progress monitoring assessments	Blackwell, Robin	10/6/2014	Increased student proficiency in progress monitoring assessments	4/24/2015 monthly
G1.B1.S1.MA1	Schedule of monthly meetings, log of targets developed	Blackwell, Robin	10/6/2014	Notes from meetings, targets in lesson plans	4/24/2015 monthly
G1.B1.S2.MA1	Student participation in academic instruction increases.	Blackwell, Robin	8/25/2014	Data indicates increased student participation in classroom instruction	5/22/2015 weekly
G1.B1.S2.MA1	Weekly team meetings and bi-weekly case management	Blackwell, Robin	8/25/2014	Meetings are scheduled, student behavior reviewed, student behavior programs are monitored to ensure implementation, behavior data collected and reviewed.	5/22/2015 weekly
G1.B1.S3.MA1	Teachers increase use of strategies to increase student engagement	Blackwell, Robin	9/15/2014	Observation of implementation of strategies and increased student engagement	5/8/2015 monthly
G1.B1.S3.MA1	Ensure teachers receive training monthly	Blackwell, Robin	10/6/2014	Documentation of monthly training	4/24/2015 monthly
G1.B1.S4.MA1	Review effectiveness of reinforcement programs	Blackwell, Robin	8/25/2014	Data showing increased behavioral and academic progress	5/29/2015 weekly
G1.B1.S4.MA1	Review implementation and effectiveness of reinforcement programs	Blackwell, Robin	8/25/2014	Observation of appropriate implementation of programs, data collection	5/22/2015 weekly
G2.MA1	Percentage of student participation in classroom increases		Decrease in out of class time as measured by behavioral data	one-time	
G2.B1.S1.MA1	Increase student proficiency in progress monitoring assessments	Blackwell, Robin	10/6/2014	Increased student proficiency in progress monitoring assessments	4/24/2015 monthly
G2.B1.S1.MA1	Schedule of monthly meetings, log of targets developed	Blackwell, Robin	10/6/2014	Notes from meetings, targets in lesson plans	4/24/2015 monthly
G2.B1.S2.MA1	Student participation in academic instruction increases	Blackwell, Robin	8/25/2014	Data indicates increased student participation in classroom instruction	5/22/2015 weekly
G2.B1.S2.MA1	Weekly case management and team meetings	Blackwell, Robin	8/25/2014	Meetings are scheduled, student behavior reviewed, student behavior programs are monitored to ensure implementation, behavior data collected and reviewed.	5/15/2015 weekly
G2.B1.S3.MA1	Teachers increase use of strategies to increase student engagement	Blackwell, Robin	9/29/2014	Observation of implementation of strategies and increased student engagement	5/15/2015 monthly
G2.B1.S3.MA1	Ensure teachers receive training monthly	Blackwell, Robin	10/6/2014	Documentation of monthly training	4/24/2015 monthly
G2.B1.S4.MA1	Review effectiveness of reinforcement programs	Blackwell, Robin	8/25/2014	Data showing increased behavioral and academic progress	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S4.MA1	Review implementation and effectiveness of reinforcement programs	Blackwell, Robin	8/25/2014	Observation of appropriate implementation of programs, data collection	5/29/2015 weekly
G3.MA1	Data collected through the Achieve 3000 and Successmaker reading programs, classroom monitoring through adopted curriculum materials	Blackwell, Robin	10/6/2014	Students show growth in reading proficiency.	4/24/2015 monthly
G3.B1.S1.MA1	Teachers will use progress monitoring data to develop lessons which target skill deficits.	Blackwell, Robin	10/14/2014		4/24/2015 monthly
G3.B1.S1.MA1	Create a schedule for Monthly progress monitoring meetings	Blackwell, Robin	10/10/2014	Schedule of meetings and records of meetings held.	10/10/2014 one-time
G3.B1.S2.MA1	monitor behavior data weekly, monitor need for additional support needed bi-weekly in case management.	Blackwell, Robin	9/1/2014	Students participation in class will increase. Out of class time due to behavior will decrease.	5/22/2015 weekly
G3.B1.S2.MA1	Weekly team meetings and bi-weekly case management to review behavior program implementation and effectiveness, and additional supports needed.	Blackwell, Robin	8/25/2014	Behavior data reviews. weekly behavior/ academic progress information, bi-weekly case management notes.	5/22/2015 one-time
G3.B1.S3.MA1	Teachers participate in discussion and review of Marzano instructional strategies.	Blackwell, Robin	10/6/2014	Record of strategies reviewed in monthly meetings.	4/24/2015 monthly
G3.B1.S3.MA1	A schedule of strategies will be developed for review and discussion.	Blackwell, Robin	10/6/2014	Strategies are reviewed during weekly team meetings and monthly teacher meetings.	10/6/2014 one-time
G3.B1.S4.MA1	Weekly team meetings and bi-weekly case management will monitor for effectiveness and develop modifications as needed.	Blackwell, Robin	8/25/2014	Individual student behavior program monitoring and data collections.	4/24/2015 weekly
G3.B1.S4.MA1	Weekly team meetings and bi-weekly case management meetings are held to review behavior progress and make modifications as needed.	Blackwell, Robin	8/25/2014	Individual student behavioral data	5/18/2015 weekly

## 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.** Increase the total number of students who achieve proficiency in Math as measured by FCAT and the Algebra EOC. Five percent of students measured by FCAT math achieved proficiency in 2014. In 2014, 15% achieved proficiency on the Algebra EOC . Twenty percent of students will achieve proficiency on the Algebra EOC.

**G2.B1** Barriers: All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, previous out of school suspension. Many come from low income families, often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance.

**G2.B1.S3** Provide teacher training to help identify strategies to increase student engagement in academic instruction.

### PD Opportunity 1

Identify and provide access to trainings to help teachers identify strategies to increase student engagement Provide opportunities to discuss Marzano strategies in school based PLC.

#### Facilitator

Robin Blackwell

#### Participants

classroom teachers, administrators

#### Schedule

Monthly, from 10/6/2014 to 4/24/2015

**G3.** Increase the total number of students who achieve proficiency in Reading as measured by FCAT. Twelve percent achieved proficiency in Reading in 2014. In 2015, 15% of all students will achieve proficiency in Reading

**G3.B1** All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, and previous out of school suspension. Many come from low income families often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance.

**G3.B1.S1** Use progress monitoring data to determine appropriate student skill targets.

### **PD Opportunity 1**

Use progress monitoring data to determine appropriate student skill targets

#### **Facilitator**

Assistant Principal, Lead Teacher

#### **Participants**

Reading/Language Arts teachers

#### **Schedule**

Monthly, from 9/2/2014 to 4/30/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0