Lake Academy Eustis

2014-15 School Improvement Plan

Lake Academy Eustis

301 IDLEWILD AVE, Eustis, FL 32726

http://www.lsbc.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Lake 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

This program contracts with the Lake County Public schools to provide educational and/or therapeutic services to children who are unable to function in the traditional classrooms. Services at LAKE Academy include individual, group and psychosocial rehabilitation. Treatment/behavior modification is evidence based and strives to promote appropriate behavior necessary for long-term success in school. We believe that creating a therapeutic environment in which students feel supported and emotionally safe increases the opportunities for achieving treatment goals and a successful return to public school.

Provide the school's vision statement

Bring Hope to Life.

School Environment

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

We are have a diverse campus of students that come from diverse communites. Culture is learned through discussions that are integrated into the school curriculum throughout subject areas. This is especially true during times of social rehabilitation discussions and groups, and projects given in various subjects. Through these interactions, rapport is built with the teachers and students. Interactions during behavioral interventions and redirection afford opportunities to further expand upon those relationships. It is during these occurrences that students often divulge information about their cultural and family values and beliefs. These therapeutic interventions foster the relationships between staff and students.

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

Staff encourage open communication with the students throughout the school day especially related to their emotional needs; During these communications if issue related to bullying, threats, or other unsafe situations are exposed they are addressed immediately with the students. Students that have a therapist are also afford the opportunity to have them present during the conversation. It is during these times that plans are developed to ensure the safety of student by addressing their safety concerns. The student or situation that has made the student feel unsafe is addressed directly and immediately. Students with therapists are afforded the opportunity to process the concerns further with the therapist.
As a global precaution for safety, students are checked daily with a metal detector and by hand. This includes checking their socks and shoes. Students found with any contraband are removed to another area and appropriate authorities are notified (if needed). Discovering contraband leads to a secondary search of the person and sometimes the school bus they have arrived on.

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

The school had a schoolwide behavioral plan implement throughout the school outlining the expected behaviors and documenting inappropriate behaviors. Within the scope of the behavior plan is the Positive Behavioral Support System. Student earn points during the day for exhibiting appropriate behaviors at predetermined times during the day. Integrated into the school bell system, an 2-3 second bell goes off during the day and staff mark whether the student has earned his point for that period. At the end of the day these points are calculated and added to their bank. The bank can then be used to purchase items from the school store on Friday.

The three areas addressed in the PBS System are respect, responsiblity, and safety. Each of these categories are outlined on the behavioral points log along with the respective behaviors that fall under them. Indicated also is the consquences for these behaviors including not earning points for that period, being taken off level, or losing a level(s). Students are informed evey year of the behavioral system and staff are retrained on this during preplanning week. Staff are also training during this time on behavior intervention procedures and de-escalation techniques.

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

We serve three distinct client bases within the school. The special day program serves students that are here for intensive behavioral and emotional needs. They are assigned a therapist that provides a both individual and group counseling to the students, and are available during crisis situations that occur on campus. A psychosocial rehabilitation counselor (PSR) provides group training in the form of social and life skills. In the classroom the students have access to staff that provide support in crisis situations and are afforded LEAPS training. Psychiatric services are offered at the school for medication management and initial evaluations.

The alternative education and alternative disciplinary program students are afforded a referral to the Children's Clinical On-site Services (CCOS) that provides therapy service to the students. These services can also follow the student back to their zone school to assist with transition; this can be used for special day when they return to their zone school as well. Case managment is another service offered to students with mental health challenges. The referral is made through the school or therapist for students identified as needing more oversight and parentst that need additional support for the student. Services are coordinated through the case manager. For more severe needs, the CAT program offers direct psychiatric services to the student along with intensive oversight to prevent students from being placed in a more restrictive environment.

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 pulled and reviewed on a monthly basis to identify studetns that have 5 or more cumulative unexcused absences. Truancy meetings are held with the parents regarding this along with the school social worker. Once the third meeting has been held the social worker again speaks with the parents and, at times, conducts a home visit. If there continues to be a truancy issue with the identified students she pursues court action (TIC).

Suspensions are only completed in our Alternative Disciplinary Program (ADP) and parents are contacted. Students that have 2 or more suspensions will have meetings held with the parents and MTSS can be pursued if there are behavioral or academic concerns. Parent meetings are documented and data is collected, and interventions are implemented based on problem solving meetings. MTSS is continued along the continuum until identified effective interventions or identification is discovered.

Scholastic assessment are completed quarterly and this combined with other summative and formative assessments assists teachers identifying struggling students. Using this information

teachers target students that are struggling through active feedback and instructional modification. In doing this, differentiation is employed for continued student academic success and prevents continued academic failure.
-Attendance below 90 percent
-Course failure in ELA or mathematics
-One or more suspensions, whether in school or out of school
-A level 1 score on the statewide, standardized assessments in ELA or mathematics.

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Student identified as having deficiencies in reading are provided intensive reading for 90 minutes in the morning. In their core curriculum differentiated instruction is provided using the Gradual Release of Responsibility Model. During this process teachers can continue to conduct formative assessments to ensure understanding of the information and proper completion of academic assignments. Elementary and middle school students can utilize Edmark reading program for additional reading support and beginning this year teachers will begin instructing students using SRA materials. Mathematics follows this same principal and students are afforded individual academic practice using IXL.Com. Through this program teachers can assign students mathematics skills in their areas of deficits and build upon their strengths. Students also can use Destination Success software to have critical instruction in deficient areas. Teachers can assign lessons and student can use these to better understand the concepts. Through the formative and summative assessments on IXL.com and Destination Success, teachers can better monitor progress.
At the core of the academic issues are the behavioral inteventions. Schoolwide PBS system is used as an award for successful behavioral management in the classroom. Students can then use the points earned to purchase items in the school store. This same management system affords students more academic time and success by teaching the behavioral components needed for academic success including listening, concentrating, sitting, and practicing appropriate social interactions with students and staff. Social skills are learned through group therapy and PSR groups. LEAPS provides direct instruction of the appropriate social skills.

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

Parent nights, open house, and meet the teach nights, educational meetings, IEP's meetings, parent requested meetings, are all used to encourage parents to come learn and advocate for the best interest of their child.
A large portion of the parental population within the special day school, alternative disciplinary program and alternative education program are not involved with the students. We have targeted parents through parents night and offering resource fairs and parent lunches in an attempt to get the parents to come to the school and get involved with their students. These have yielded low turnout percentages for the events despite the staff offering incentives for the students for having their parents attended. In years past there have been some decent turn outs but last year was not as productive.

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

Throughout the school year resources are sought through written and verbal communication to community leaders. These are to seek participation in career fairs and educational presentations. It is during these events that students, teachers, and administration make essential community links for the at-risk prevention and intervention. As each interaction is successful, more and more communication between agencies occur. For instance, it took 3 years to get the LCSO Mounted Patrol to bring their horses out to the school during extended school year. After their first presentation the perception of the students changed and they offered to return whenever we wanted.
In years past, just reaching out to a new agency even for one student. Through breaking the perception of the school and students, community members are more open to provided support to the students.
Each year, the Harper Foundation funds both the Christmas and Thanksgiving Dinner along with items for the student. It is through repeated contact and outreach efforts that these events occur.

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
Rolle, Rudy	Principal
	Assistant Principal

Duties

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

The school based leadership: Site administrators, teacher, lead teachers, review anticpated barriers with each student.Develop a plan for improvement as behavior and academics relate to each

student's individual plan. Site administrator has several years of experience in the mental health and behavioral field and offers advice to staff in dealing with behaviors. Paperwork is brought to him and is reviewed before the meeting with the district and parents. In addition, he develops additional forms for the staff as needed for behavioral data collection and has provided training to the teachers and behavioral techs on behavioral modification and support in the classroom.

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

LA-Eusitis has a high mobility rate with students , limiting time to improve educational skills. 1. Students will take a beginning and ending assessment every nine weeks to determine whether growth is occuring..2. Students will be tested every nine weeks to determine whether growth is occuring. 3. LEAP's lesson are taught to support problem solving skills with students

The same process is used for academic interventions. The progress of the student is tracked differently through assessments completed online or through formative assessments completed by the teacher. Summative assessments such as the FAIR are also tracked for reading gains or losses. If the behavioral issues are directly related to the performance of the student or are a trigger for students' adverse behaviors then behavioral data is tracked for improvements or regressions.

Any student identified as needing further supports is then referred to Exceptional Student Education department for discussions about asking for further testing. Parents are invited to these meetings and data is reviewed to determine if the next step is needed. If not, further interventions are attempted and if agreed upon with the parents appropriate testing is requested by the school. Testing is then completed and a final meeting is held to determine eligibility.

PBS was started a few years ago as a school-wide intervention process. This has aided significantly with behavioral and academic issues with students. School store is used by students once per week to buy things with their points and the bell is built into the school bell system so that staff know when to give the points to students for Respect, Responsibility, and Safety. These have also been integrated into the school-wide behavioral monitoring system.

Title I Part D funding will be used to purchase additional equipment and supplies to supplement the exsisting materials already attained. We will also use part of those funds to assist in staff developement and training.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Charles Mojock	Business/Community
Tim Morris	Business/Community
Mike Sleford	Business/Community
Susan Sullivan	Business/Community
Jessie Smith	Parent
Rudy Rolle	Principal
Jill Baird	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

The SAC reviewed the SIP and gave suggestions for improvement.

Development of this school improvement plan

NA

Preparation of the school's annual budget and plan

SAC's envolvement in this area was to help decide where the funds bugeted would best serve our student population.

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

We have allocated a total of $50,000 to be used for the purchase of new equipment for the students, such as computers, Tablets, Reading and Writing materials, as well as new supplies to support our PBS School Store.

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
Rolle, Rudy	Principal
	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The goal of the LLT is to work to increase reading and mathematic gains with the student that attend the academy.
Major initiatives will be:
1. Increased reading fluency and comprehension.
2. Increase percentage of students reading at grade level.
3. Increase number of 3rd graders reading at grade level.
4. Increase parental involvement in supplemental reading at home.
5. Increase evidence-based resources for classroom teachers.

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

"Huddles" are conducted in the mornings to discuss any areas of concerns or issues that may arise during the day. Staff are encourage to use integrated curriculum and professional learning communites across classrooms, subject areas, and grade levels. This is also incorporated in the behavioral programming within the school. Teachers, behavioral techs, and administration work collaboratively in addressing behavioral issues. Staff with better rapport with certain students are sought to address them when in behavioral crisis. Administration will speak with students and walk throughout the campus to assess, assist, and intervene with active behavioral issues. From this a culture of cooperation and collaboration is formed.

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

Lake Academy uses various methods of recruitment for these teachers including advertising and word of mouth through LCSB. Our main focus is on staff development from within to ensure that we have the needed teachers in the right positions, who are highly qualified in their subject areas.

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

When we have a new teacher , they are assigned to our lead teacher on campus to review all procedures and lesson plans. New hires will recieve training from Lifestream and complete the PEC as designed by LCSB.

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

Teachers have access to CPalms and the Lake County School Boards blueprints, course descriptions, and academice materials. Identfying the course expectations, teachers align the instructional materials with the blue prints of the school district. Lesson plans through CPalms are utilized or modified to incorperate other state standards in preparation for the ELA and mathematics standardized asssessments. Through the use of adopted curriculum and support materials, teachers develop instructional plans to gear students toward academic success. Through alignment with the course description and district blue prints, teachers ensure that standards are addressed through instruction.

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

Student identified as having deficiencies in reading are provided intensive reading for 90 minutes in the morning. In their core curriculum differentiated instruction is provided using the Gradual Release of Responsibility Model. During this process teachers can continue to conduct formative assessments to ensure understanding of the information and proper completion of academic assignments. Elementary and middle school students can utilize Edmark reading program for additional reading support and beginning this year teachers will begin instructing students using SRA materials. Mathematics follows this same principal and students are afforded individual academic practice using IXL.Com. Through this program teachers can assign students mathematics skills in their areas of

deficits and build upon their strengths. Students also can use Destination Success software to have critical instruction in deficient areas. Teachers can assign lessons and student can use these to better understand the concepts. Through the formative and summative assessments on IXL.com and Destination Success, teachers can better monitor progress.

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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: 4,326

The school has implemented a 120 min reading block to aid in the increasing reading fluency, and comprehension skills. During this time educators can work with students with educational delays for a certain part of the day before regular course work is initiated.

SRA, Raz-kids.com, Scholastic Inventory are just some of the educational options utilized to aid in the remediation and educational tracking of the student s.

Strategy Rationale

This environment allows for a smaller setting outside of the school year for students to focus on deficients through fun, interactive means. Included within this is community involvement to support and affirm community relations within the school's community. Learning summer safety that can carry throughout the school year along with supporting and encouraging english and mathematics literacy affords and integrated educational environment.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Rolle, Rudy, rrolle@lsbc.net

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

There has been a change in certification requirements for the academy. Educators must meet certification requirements to maintain employment with the organization. This requirement will put academy in compliance with state certification requirements for teachers.

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

Being a highly transitional environment the ability to be highly effective in grade level progression is difficult. Within the context of intragrade level development students are exposed to a multitude of education tools and assessment to promote educational and academic growth in preparation for grade promotion. Being we are a K-12 school environment, students that are maintain in our environment over the course of academic progress beneifit from the professional learning communities and collaborative learning environments between academic levels. Teachers for the subsequent years remain the same so students have the same educational staff for as many as 3-4 years, affording them the opportunity to progress based on the summative and formative assessments of the staff. Transitioning from one academic environment to another is easily done as teachers have been in communication and have worked with the students in behavioral setting allowing for a smoother transition. Students are prepared for the next level because the academic expectations for the teachers are aligned. For the middle and high school students, the same teachers rotate to the classrooms and students have transitional skills built in from the prevous year.

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

Educational meeting are held on each student to determine their schedule of courses.

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

Staff is encouraged to make lesson applicable to real life situations, and experiences. The RUC2 ready initiative by Lake County requires that student's lesson are infused with information about schooling and work options so students can plain for their future.

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

A career inventory is given to the students to pinpoint post secondary options for students. Also, a career fair is held annually to promote various post secondary options.

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

Data from the high schood feedback report is not available for LAKE Academy.

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. Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.

G2. Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.

G3. Twenty percent of students designated to take the FAA will making learning gains in reading by end of the 2013-2014 school year.

G4. Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.

G5. Twenty percent of students designated to take the FAA will show learning gains in math by the end of the 2013-2014 school year.

G6. Thirty percent of students will read at or above grade level by the end of the 2013-2014 school year.

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. Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides. 1a

G050925

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Discovery Education Online resource for science that offers videos, articles, and interactive tools to support science learning and make it hands on. Videos allow for the information to come to life and offers opportunity for the teacher to summaries information and stop and ask questions. It also affords for formative assessments to be conducted through questioning and feedback.

- Discovery Knowledge Eyewitness Videos Provided detailed information about the subject matter and offers videos of the actual events discussed (e.g. volcanoes). Information can then be discussed and questions are used to determine learning gains and understanding.

- Superteacheworksheets.com Support material for teachers to go with the content of the worksheets. These sheets are separated from grade level and offer opportunity for the staff to complete small group and individual instruction with formative assessments through inquisitions.

- Weekly Reader Supplemental magazine that offers information and articles on various topics. These can be used for individual assignments and small group instruction. It is a modern media format and allows students to learn by reading and answering questions built into the material and those posed by the teacher.

Targeted Barriers to Achieving the Goal 3

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

- Academic Performance of Students Upon Arrival Student arrive poor reading and mathematics that interfere with the science capabilities. This requires modification of the assignments so that students can apply foundational skills that are not present.

Plan to Monitor Progress Toward G1. 8

Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given.

Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

Person Responsible
Rudy Rolle

Schedule
Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion
Students scoring 70% or more on the summative unit assessments..

G2. Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide. `1a`

🔍 G050926

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Glencoe Reading Essentials Includes: 1. Textbook 2. Chapter Resources Practice Pages 3. Blueprints for Success A comprehensive curriculum that supports the curriculum map and pacing guide. It incorporates next generation sunshine state standards into all portions. This material can be used to conduct whole group, small group, and individualized instruction. It also provides support for the common core standards in reading and math.

- Eye Witness Videos Accounts of real events related to the subject matter being presented. Students are able to watch the events, take notes, and teacher and ascertain through formative assessment student progress and understanding. This information then can be used to determined the direction of the next lecture.

- Neos Computer based interactive tool that allows students to individual respond to a group question through the Know-It application, for test to be given, and differentiated questions to be asked. Teacher places the quizzes and questions in and information is uploaded to the main computer. Know-It offers immediate feedback the teacher on the individual and percentage of students that got the information correct.

Targeted Barriers to Achieving the Goal `3`

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

- Academic Performance of Students Upon Arrival Student arrive poor reading and mathematics that interfere with the science capabilities. This requires modification of the assignments so that students can apply foundational skills that are not present.

Plan to Monitor Progress Toward G2. `8`

Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given.

Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

Person Responsible

Schedule

Evidence of Completion
Students scoring 70% or more on the summative unit assessments

G3. Twenty percent of students designated to take the FAA will making learning gains in reading by end of the 2013-2014 school year. 1a

🔍 G050927

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	40.0

Resources Available to Support the Goal 2

- Hooked on Phonics Reading program that teaches alphabetic and word recognition, sounds, blends, picture to word identification and progresses from beginner to intermediate to on level reading. It uses visual and auditory contexts to aid in comprehension and understanding

- RazKids Online based program that offers differentiated instruction to students with low level reading and cognitive ability. Allows for the recognition of words through pictorial and auditory examples and lessons.

- Letter to Word Matching This allows for the student to puzzle together pictures that come with the word below. This allows for the student to relate the picture to the word and eventually to identify the word itself.

Targeted Barriers to Achieving the Goal 3

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

Plan to Monitor Progress Toward G3. 8

Formative assessments determining gains from previous day and completion of the Brigance twice a year.

Person Responsible

Schedule

Evidence of Completion
Copies of the completed work and assessments in the green file.

G4. Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy. `1a`

🔑 G050928

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	30.0

Resources Available to Support the Goal `2`

- Biology Curriculum (Holt McDougal) Includes: 1. Textbook 2. Coloring Book 3. Workbook These are all connected with the next generation sunshine state standards and are matched by units. Information is continually linked and allows for it to be taught, visually seen, and practiced. The workbook offers a teaching opportunity but has the ability to be used as a formative assessment for the teacher.

- Microscopes Allows for hands-on interaction with the students by looking at slides closely and applying what they have seen in text. It affords them chance to see things in relation to real world applications.

- Neos Computer based interactive tool that allows students to individual respond to a group question through the Know-It application, for test to be given, and differentiated questions to be asked. Teacher places the quizzes and questions in and information is uploaded to the main computer. Know-It offers immediate feedback the teacher on the individual and percentage of students that got the information correct.

Targeted Barriers to Achieving the Goal `3`

- Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn.

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

Plan to Monitor Progress Toward G4. `8`

Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given.

Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

Person Responsible

Schedule

Evidence of Completion
Students scoring 70% or more on the summative unit assessments..

G5. Twenty percent of students designated to take the FAA will show learning gains in math by the end of the 2013-2014 school year. `1a`

🔑 G050929

Targets Supported `1b`

Indicator	Annual Target
FAA Reading Proficiency	30.0

Resources Available to Support the Goal `2`

- Hooked on Phonics Reading program that teaches alphabetic and word recognition, sounds, blends, picture to word identification and progresses from beginner to intermediate to on level reading. It uses visual and auditory contexts to aid in comprehension and understanding.

- IXL.com Program can be used to modify assignments for the student so that basic skills and identification can be practiced. Program offers basic mathematics, object identifications, and daily living mathematics for students to prepare for the FAA.

- Manipulatives Blocks, coins, paper dollars, matching cards, and other hands on activities allow for the students to learn through tactile and visual stimulations and auditory confirmation by the teacher.

Targeted Barriers to Achieving the Goal `3`

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

- Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn.

Plan to Monitor Progress Toward G5. `8`

Formative assessments determining gains from previous day and completion of the Brigance twice a year.

Person Responsible
Rudy Rolle

Schedule
Monthly, from 9/15/2014 to 6/8/2015

Evidence of Completion
Copies of the completed work and assessments in the green file.

G6. Thirty percent of students will read at or above grade level by the end of the 2013-2014 school year.
1a

🔑 G050930

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
ELA/Reading Gains	30.0
ELA/Reading Lowest 25% Gains	30.0

Resources Available to Support the Goal 2

- Story Town Educational Materials (K-3)- Enrichment program that uses modified reading curriculum and engaging stories that can be projected and used in small classroom instruction. Can also be used for one on one assignments as well.

- Hooked on Phonics (K-3) (Beginning Readers VE Classroom) Teachers pronunciation and letter recognition to word recognition and sounding. Begins with letter identification and incorporates sounds into blends into words and sentence completion.

- SRA (Science Research Associates) Reading Curriculum by McGraw-Hill Modified reading curriculum based on students baseline testing. Work in completed in a small group and individualism format depending on student performance. Includes levels of mastery before students are advanced onto the next reading level. Is able to be used with below to grade level readers

- Neos Computer based interactive tool that allows students to individual respond to a group question through the Know-It application, for test to be given, and differentiated questions to be asked. Teacher places the quizzes and questions in and information is uploaded to the main computer. Know-It offers immediate feedback the teacher on the individual and percentage of students that got the information correct. It allows for teachers to assign questions for student to complete journaling to practice writing skills and teacher can review and offer feedback

Targeted Barriers to Achieving the Goal 3

- Lack of Parental Involvement Parental support especially for reading in the home decrease chance of meeting objective. Materials sent home with the parents may not be used by them to support students reading objectives.

- Attendance Rate Many students come with poor attendance that interferes with the academic performance and learning. Students miss high rates of days or arrive late to school that compromises their ability to learn or participate in the 90 minutes of reading in the morning.

- Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

Plan to Monitor Progress Toward G6. 8

FAIR will be completed every nine weeks
Scholastic Reading Inventory will be completed every nine weeks.
Formative assessments in class assignments through verbal feedback and questioning.

Person Responsible
Rudy Rolle

Schedule
Quarterly, from 8/8/2014 to 6/10/2015

Evidence of Completion
Students reaching grade level on the summative assessments that are given every nine weeks.

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. Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides. 1

🔑 G050925

G1.B2 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. 2

🔑 B127792

G1.B2.S1 Monthly monitoring of student attendance. 4

🔑 S139914

Strategy Rationale

To help improve student attendance

Action Step 1 5

Download attendance for students with greater than three absences in the last month.

Person Responsible

Rudy Rolle

Schedule

Quarterly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Spreadsheet of the students with their absences.

Action Step 2 `5`

Meetings with the school social worker, parents, and administration about the truant students.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Documentation of the completion of the child study team meetings.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Attending meetings with the social worker and parents.

Person Responsible

Schedule

Evidence of Completion

Documentation of the child study team meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Increases or decreases of the attendance of truant students and identification of other truant students.

Person Responsible

Schedule

Evidence of Completion

Spreadsheet of attendance and meetings documentation with the social worker for review.

G2. Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide. [1]

G050926

G2.B2 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. [2]

B127795

G2.B2.S1 Monthly monitoring of student attendance. [4]

S139915

Strategy Rationale

Action Step 1 [5]

Download attendance for students with greater than three absences in the last month.

Person Responsible

Schedule

Evidence of Completion

Spreadsheet of the students with their absences

Action Step 2 [5]

Meetings with the school social worker, parents, and administration about the truant students.

Person Responsible

Schedule

Evidence of Completion

Documentation of the completion of the child study team meetings.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Attending meetings with the social worker and parents.

Person Responsible

Schedule

Evidence of Completion

Documentation of the child study team meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Increases or decreases of the attendance of truant students and identification of other truant students

Person Responsible

Schedule

Evidence of Completion

Spreadsheet of attendance and meetings documentation with the social worker for review.

G3. Twenty percent of students designated to take the FAA will making learning gains in reading by end of the 2013-2014 school year. [1]

🔍 G050927

G3.B1 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. [2]

🔍 B127797

G3.B1.S1 Individual behavioral program to deal with the high rates of behavioral problems. [4]

🔍 S139916

Strategy Rationale

Action Step 1 [5]

Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.

Person Responsible

Schedule

Evidence of Completion

Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.

Action Step 2 [5]

Review of the FBA/BIP and development or modification of the behavioral intervention plan.

Person Responsible

Schedule

Evidence of Completion

Behavior plan completed and given to the teacher and placed into green file.

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

Review FBA/BIP to ensure they are completed and ensure proper implementation of behavior plan by staff.

Person Responsible

Schedule

Evidence of Completion

Through observation, records reviews, and during the completion of the IEP process.

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

Teacher will monitor the behavioral techs for proper behavioral modification interventions on a daily basis. Site Administrator will observe and evaluate proper implementation through walk through. Behavior analysis will meet with site administrator and then conduct room observations with feedback to staff. Review of behavioral data, incident reports and restraints.

Person Responsible

Schedule

Evidence of Completion

Completion of observations by the site administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the improvement and worsening of the behaviors.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G4. Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy. `1`

🔑 G050928

G4.B3 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. `2`

🔑 B127802

G4.B3.S1 Implementation of school-wide level system and PBS. `4`

🔑 S139918

Strategy Rationale

Action Step 1 `5`

Observed daily interactions of staff with students and review of behavioral data and restraints.

Person Responsible

Schedule

Evidence of Completion

Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.

Action Step 2 `5`

Review of the PBS System and behavioral level system

Person Responsible

Schedule

Evidence of Completion

Documentation of the training.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

Documentation of observations and monitoring of monthly behavioral data and restraints.

Person Responsible

Schedule

Evidence of Completion

Documentation that the review of the data was completed by the administrator.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Review of the incident reports, restraints, and daily points logs for increases and decreases in behaviors.

Person Responsible

Schedule

Evidence of Completion

Information being entered into the proper database.

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Person Responsible

Schedule

Evidence of Completion

G5. Twenty percent of students designated to take the FAA will show learning gains in math by the end of the 2013-2014 school year. 1

🔑 G050929

G5.B1 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis. 2

🔑 B127804

G5.B1.S1 Individual behavioral program to deal with the high rates of behavioral problems. 4

🔑 S139920

Strategy Rationale

Action Step 1 5

Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.

Person Responsible

Schedule

Evidence of Completion

Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.

Action Step 2 5

Review of the FBA/BIP and development or modification of the behavioral intervention plan.

Person Responsible

Schedule

Evidence of Completion

Behavior plan completed and given to the teacher and placed into green file.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Behavior plan completed and given to the teacher and placed into green file.

Person Responsible

Schedule

Evidence of Completion

Through observation, records reviews, and during the completion of the IEP process.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Teacher will monitor the behavioral techs for proper behavioral modification interventions on a daily basis. Site Administrator will observe and evaluate proper implementation through walk through. Behavior analysis will meet with site administrator and then conduct room observations with feedback to staff. Review of behavioral data, incident reports and restraints.

Person Responsible

Schedule

Evidence of Completion

Completion of observations by the site administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the improvement and worsening of the behaviors.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G6. Thirty percent of students will read at or above grade level by the end of the 2013-2014 school year. 1

🔑 G050930

G6.B1 Lack of Parental Involvement Parental support especially for reading in the home decrease chance of meeting objective. Materials sent home with the parents may not be used by them to support students reading objectives. 2

🔑 B127807

G6.B1.S1 School will conduct parent nights and parent-student luncheons to attempt to bring parents into the school. Parent nights will be conducted twice in the year as well as the parent -student luncheons. 4

🔑 S139922

Strategy Rationale

Action Step 1 5

Vendor and Title One involvement in Parent Night and Luncheon.

Person Responsible

Schedule

Evidence of Completion

Response from vendors and title one staff.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 [6]

Call the vendors and title one to prepare for the event.

Person Responsible

Schedule

Evidence of Completion

Response from the vendors they are going to attend and title one sponsoring the refreshments.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 [7]

Percentage of parents who attend event.

Person Responsible

Schedule

Evidence of Completion

Documentation of sign in list and completion of data comparing the number with those that are currently enrolled.

G6.B1.S2 Christmas event provides the opportunity for the parents to come and see their child perform for the sponsor and watch them receive their gifts for the holiday. [4]

🔍 S139923

Strategy Rationale

Action Step 1 [5]

Prepare for the Christmas event by submitting for grant from Harper Foundation.

Person Responsible

Schedule

Evidence of Completion

Grant submitted and approved

Plan to Monitor Fidelity of Implementation of G6.B1.S2 `6`

Determine whether grant has been given and seek out other funding if not.

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*
>
> Moving forward with planning for Christmas Event.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

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
G1.B2.S1.A1	Download attendance for students with greater than three absences in the last month.	Rolle, Rudy	8/18/2014	Spreadsheet of the students with their absences.	6/8/2015 quarterly
G2.B2.S1.A1	Download attendance for students with greater than three absences in the last month.		Spreadsheet of the students with their absences	one-time	
G3.B1.S1.A1	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.		Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	once	
G4.B3.S1.A1	Observed daily interactions of staff with students and review of behavioral data and restraints.		Documentation of observation of classrooms and entering restraints and incidents reports in	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			proper databases.		
G5.B1.S1.A1	Review the Functional Behavioral Analysis and Behavior Intervention Plan (FBA/BIP) for consistencies and adjustments that may be needed. This can also be done as the behaviors improve or get worse.		Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	once	
G6.B1.S1.A1	Vendor and Title One involvement in Parent Night and Luncheon.		Response from vendors and title one staff.	once	
G6.B1.S2.A1	Prepare for the Christmas event by submitting for grant from Harper Foundation.		Grant submitted and approved	once	
G1.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.		8/18/2014	Documentation of the completion of the child study team meetings.	6/8/2015 quarterly
G2.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.		Documentation of the completion of the child study team meetings.	one-time	
G3.B1.S1.A2	Review of the FBA/BIP and development or modification of the behavioral intervention plan.		Behavior plan completed and given to the teacher and placed into green file.	once	
G4.B3.S1.A2	Review of the PBS System and behavioral level system		Documentation of the training.	once	
G5.B1.S1.A2	Review of the FBA/BIP and development or modification of the behavioral intervention plan.		Behavior plan completed and given to the teacher and placed into green file.	once	
G1.MA1	Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.	Rolle, Rudy	8/18/2014	Students scoring 70% or more on the summative unit assessments..	6/8/2015 monthly
G1.B2.S1.MA1	Increases or decreases of the attendance of truant students and identification of other truant students.		Spreadsheet of attendance and meetings documentation with the social worker for review.	one-time	
G1.B2.S1.MA1	Attending meetings with the social worker and parents.		Documentation of the child study team meetings.	one-time	
G2.MA1	Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given. Formative assessments in class assignments through verbal feedback		Students scoring 70% or more on the summative unit assessments	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and questioning and through classwork conducted daily.				
G2.B2.S1.MA1	Increases or decreases of the attendance of truant students and identification of other truant students		Spreadsheet of attendance and meetings documentation with the social worker for review.	one-time	
G2.B2.S1.MA1	Attending meetings with the social worker and parents.		Documentation of the child study team meetings.	one-time	
G3.MA1	Formative assessments determining gains from previous day and completion of the Brigance twice a year.		Copies of the completed work and assessments in the green file.	once	
G3.B1.S1.MA1	Teacher will monitor the behavioral techs for proper behavioral modification interventions on a daily basis. Site Administrator will observe and evaluate proper implementation through walk through. Behavior analysis will meet with site administrator and then conduct room observations with feedback to staff. Review of behavioral data, incident reports and restraints.		Completion of observations by the site administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the improvement and worsening of the behaviors.	once	
G3.B1.S1.MA1	Review FBA/BIP to ensure they are completed and ensure proper implementation of behavior plan by staff.		Through observation, records reviews, and during the completion of the IEP process.	once	
G3.B1.S2.MA1	[no content entered]			once	
G3.B1.S2.MA1	[no content entered]			once	
G4.MA1	Unit test will be conducted following the pacing guide. Units will be revisited and modified assignments will then be given. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.		Students scoring 70% or more on the summative unit assessments..	once	
G4.B3.S1.MA1	Review of the incident reports, restraints, and daily points logs for increases and decreases in behaviors.		Information being entered into the proper database.	once	
G4.B3.S1.MA1	Documentation of observations and monitoring of monthly behavioral data and restraints.		Documentation that the review of the data was completed	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				by the administrator.	
G4.B3.S2.MA1	[no content entered]			once	
G4.B3.S2.MA1	[no content entered]			once	
G5.MA1	Formative assessments determining gains from previous day and completion of the Brigance twice a year.	Rolle, Rudy	9/15/2014	Copies of the completed work and assessments in the green file.	6/8/2015 monthly
G5.B1.S1.MA1	Teacher will monitor the behavioral techs for proper behavioral modification interventions on a daily basis. Site Administrator will observe and evaluate proper implementation through walk through. Behavior analysis will meet with site administrator and then conduct room observations with feedback to staff. Review of behavioral data, incident reports and restraints.			Completion of observations by the site administrator and documentation of any problems. Meetings with the staff and behavior analyst to review data and discuss the improvement and worsening of the behaviors.	once
G5.B1.S1.MA1	Behavior plan completed and given to the teacher and placed into green file.			Through observation, records reviews, and during the completion of the IEP process.	once
G5.B1.S2.MA1	[no content entered]			once	
G5.B1.S2.MA1	[no content entered]			once	
G6.MA1	FAIR will be completed every nine weeks Scholastic Reading Inventory will be completed every nine weeks. Formative assessments in class assignments through verbal feedback and questioning.	Rolle, Rudy	8/8/2014	Students reaching grade level on the summative assessments that are given every nine weeks.	6/10/2015 quarterly
G6.B1.S1.MA1	Percentage of parents who attend event.			Documentation of sign in list and completion of data comparing the number with those that are currently enrolled.	once
G6.B1.S1.MA1	Call the vendors and title one to prepare for the event.			Response from the vendors they are going to attend and title one sponsoring the refreshments.	once
G6.B1.S2.MA1	[no content entered]			once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S2.MA1	Determine whether grant has been given and seek out other funding if not.		Moving forward with planning for Christmas Event.	once	

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 Opportuntities

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

G4. Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.

G4.B3 Behavioral and Mental Health Complications A large percentage of the student population are dual diagnosed with educational and mental health problems. Lack of mental health maintenance or manifestation of the mental health disorder leads to lack of comprehension of lessons due behavioral and ability to attain to work. Mood swings, aggression, property destruction, threats, and verbal outbursts interfere with the educational environment of others and the individual education of the individual when they are in crisis.

G4.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

Review of the PBS System and behavioral level system

Facilitator

Willie Benjamin-Site Administrator

Participants

All teachers and behavioral techs.

Schedule

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**