Lake Academy Leesburg

2014-15 School Improvement Plan

Lake Academy Leesburg

2020 TALLEY RD, Leesburg, FL 34748

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

Bringing 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 trained 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 services 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 parents 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
	2	3	4	5	6	7	8	9	10	11	
Attendance below 90 percent	1	3	1	3	5	10	8	4	4	1	40
One or more suspensions	0	0	0	0	7	11	3	0	0	0	21
Course failure in ELA or Math	1	6	1	0	0	3	3	3	2	1	20
Level 1 on statewide assessment	0	7	2	1	12	10	14	2	4	0	52

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

Indicator	Grade Level								Total
	3	4	6	7	8	9	10	11	
Students exhibiting two or more indicators	6	1	7	10	8	3	4	1	40

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

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 sought for 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
Chieffallo, Chad	Assistant Principal

Duties

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

The site administrator of the school is the final filter for students needing additional supports and is a direct support the staff as an advisor for behavioral issues. 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

Staff collect data through the behavioral daily points log. This information is then transposed onto the monthly graphs for level and daily points. This data is utilized to track intervention effectiveness, known changes in medications, or other personal changes when targeting a student for intervention. When collecting data for someone under Tier III interventions this is translated onto the appropriate forms and graphs for the school district.

Teachers are divided into teams of three and are assigned students under who are under RtI or MTSS. Information is collected by the team and the teams meet to discuss the progress of the students and to ensure that data and paperwork is being completed. This is used to determine whether the FBA/BIP has to be modified for the students needs. Any information that is gathered by the staff from the parents is included in these discussions such as psychosocial factors, mental health issues, health problems, and other dynamics that may be interfering with the student's progress.

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 Sleaford	Business/Community
Susan Sullivan	Business/Community
Jon Cherry	Business/Community
Claire Hedgcock	Business/Community
Jennifer Hill	Business/Community
Paul Johns	Student
Mac McNair	Business/Community
Frank Pelot	Business/Community
Dr. Cece Rivers	Business/Community
Jon Rivers	Business/Community
Jessie Smith	Business/Community
Lee Strawhun	Business/Community
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
Chieffallo, Chad	Assistant Principal
Rolle, Rudy	Principal

Duties

Describe how the LLT promotes literacy within the school

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

Round-ups 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

New teachers are paired with a seasoned teacher to aid in the transition into the classroom. Professional Learning Communities have been developed to assist with feedback and offer support. Teachers visit classrooms and offer support and feedback to the new teacher along with the administrators. New teachers visit the other classrooms to view interactions and educational standards that have to be met.

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

Students can attend summer school to allow for additional support for 12 days. Interactive activities, one on one support, and hands-on participation allows for students to make some learning gains in reading and mathematics.

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)

- Core Academic Instruction

- Enrichment

- 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

Teachers monitor students daily to determine if learning gains are being met through formative assessments. This then directs the additional instruction and support for the next day.

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

Lake Academy offer required courses only. 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

Special day school and alternative placements drives the need for social rehabilitation and self management both of which are critical skills when preparing for college and career. Addressing these issues through academic and social skills development with the LEAPS program and prep courses allows for teachers to assist students with identifying areas of improvement. Through the implementation of these programs, direct instruction, and dialogue students are learning vital skills to make them college and career ready.
Teachers are also incorporating the technological aspects of college and career prep in assignments to prepare students for the return to their zone schools, technological training, and college courses. Completing PowerPoint documentations, internet searches, data collection and analysis, writing research supported papers, and learning formatting procedures along with using vital software prepare students for academic and career success.

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 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 school year.

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

G7. Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year.

G8. Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter.

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]

🔍 G050931

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]

- 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 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
Chad Chieffallo

Schedule
Monthly, from 9/15/2014 to 6/5/2015

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

G050932

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

- 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 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
Chad Chieffallo

Schedule
Daily, from 8/18/2014 to 6/10/2015

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 school year. 1a

🔑 G050933

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.

- 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.

- 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 G3. 8

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

Person Responsible
Chad Chieffallo

Schedule
Daily, from 8/18/2014 to 6/10/2015

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

G050934

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
Chad Chieffallo

Schedule
Daily, from 8/18/2014 to 6/10/2015

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 school year. 1a

🔑 G050935

Targets Supported 1b

Indicator	Annual Target
FAA Mathematics 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
Chad Chieffallo

Schedule
Daily, from 8/18/2014 to 6/10/2015

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 school year. `1a`

`G050936`

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.

- Transient Rate of Students There is a high transient rate for students. They return to zone schools and come back within various periods of time. Students moving in from outside state or coming from the zone schools may come in just prior to testing or towards the end of the school years.

- 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 results will be collected during the open windows. Scholastic scores to be collected and reviewed every nine weeks. Formative assessments integrated within the class instruction.

Person Responsible
Chad Chieffallo

Schedule
Quarterly, from 8/18/2014 to 6/10/2015

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

Plan to Monitor Progress Toward G6. `8`

Data will be collected from the fall and spring statewide ELA assessments.

Person Responsible
Chad Chieffallo

Schedule
Semiannually, from 8/18/2014 to 6/10/2015

Evidence of Completion
Students will complete the statewide ELA assessments and data from this will be used to determine grade-level fluency and annually yearly progress (AYP).

G7. Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year. 1a

Targets Supported 1b

G050937

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	30.0
Math Gains	50.0
Math Lowest 25% Gains	35.0

Resources Available to Support the Goal 2

- IXL.Com This is an interactive mathematics program that provides immediate feedback to students and teachers. With a built in reward system of certificates, it allows teachers to differentiate instruction to students individually by assigning appropriate tasks.

- Destination Software Mathematics Program This interactive computer program demonstrates how to complete the mathematics problems and offers interactive practice. Students can get immediate individualized instruction and practice. Teachers are able to differentiate instruction by assigning relevant tasks within the program.

- Big Ideas Curriculum The Big Ideas Curriculum breaks down middle school mathematics and affords opportunity for hands-on instruction. It globalizes mathematics and makes it easier for students to understand the core principals and how they apply to the individual lesson.

- 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 G7. 8

Scholastic Mathematics Inventory will be completed every nine weeks.
Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.

Person Responsible

Chad Chieffallo

Schedule

Quarterly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

Plan to Monitor Progress Toward G7. 8

Data will be collected from the fall retakes and spring statewide mathematics assessment.

Person Responsible

Chad Chieffallo

Schedule

Semiannually, from 8/18/2014 to 6/10/2015

Evidence of Completion

Data will be collected and reviewed to see the percentage of students meeting grade level mathematics standards and making AYP.

G8. Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter. 1a

🔑 G050939

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	30.0
Geometry EOC Pass Rate	30.0
Math Gains	50.0
Math Lowest 25% Gains	30.0

Resources Available to Support the Goal 2

- IXL.Com This is an interactive mathematics program that provides immediate feedback to students and teachers. With a built in reward system of certificates, it allows teachers to differentiate instruction to students individually by assigning appropriate tasks.

- Destination Software Mathematics Program This interactive computer program demonstrates how to complete the mathematics problems and offers interactive practice. Students can get immediate individualized instruction and practice. Teachers are able to differentiate instruction by assigning relevant tasks within the program.

- Big Ideas Curriculum The Big Ideas Curriculum breaks down middle school mathematics and affords opportunity for hands-on instruction. It globalizes mathematics and makes it easier for students to understand the core principals and how they apply to the individual lesson.

- 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.

- Academic Performance of Students Upon Arrival Student arrive without the foundational mathematics needed to complete high level mathematics. Many students arrive without the ability to complete basic mathematics and algebraic expressions. This requires modification of the assignments so that students can apply foundational skills that are not present.

Plan to Monitor Progress Toward G8. `8`

Scholastic Mathematics Inventory will be completed every nine weeks.

Monitoring IXL.com for academic gains as part of formative assessments in the classroom.

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

Person Responsible
Chad Chieffallo

Schedule
Quarterly, from 8/18/2014 to 6/10/2015

Evidence of Completion
Students reaching grade level on the summative assessments that are given every nine weeks. Teachers evaluating the formative assessments student growth and grade level efficiency.

Plan to Monitor Progress Toward G8. `8`

End of Course exams results will be collected in the spring and during fall retakes.

Person Responsible
Chad Chieffallo

Schedule
Semiannually, from 8/18/2014 to 6/10/2015

Evidence of Completion
Review of the data to determine proficiency in the subject area (level 3 or higher).

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

🔍 G050931

G1.B2 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. 2

🔍 B127813

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

🔍 S139924

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 5

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 9/15/2014 to 6/5/2015

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

Chad Chieffallo

Schedule

Monthly, from 9/15/2014 to 6/5/2015

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

Chad Chieffallo

Schedule

Monthly, from 9/15/2014 to 6/5/2015

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

Chad Chieffallo

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

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

G1.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

🔧 B127814

G1.B3.S1 Implementation of school-wide level system and PBS. 4

🔧 S139925

Strategy Rationale

Implementation of the school wide level system and PBS addressing the behavioral concerns and problems that interfere with the student learning and progress. Rewarding appropriate behaviors increased their frequency and decrease the frequency of the inappropriate behaviors.

Action Step 1 5

Review of the PBS System and behavioral level system

Person Responsible

Chad Chieffallo

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of the training.

Action Step 2 5

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

Person Responsible

Chad Chieffallo

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

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

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

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

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Information being entered into the proper database.

G1.B3.S2 Increased staff knowledge of mental health and behavioral management. `4`

S139926

Strategy Rationale

Learning about the multitude of mental health disorders that they work with in the classroom allows for staff to properly intervene with the students with evidence-based practices. Understanding the conditions reduces the need for physical intervention and assists in building the rapport necessary for academic success.

Action Step 1 `5`

Review relevant literature with staff related to various mental health conditions

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Assign staff articles to read and review with them during individual or group meetings.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Meeting documentation showing that the meetings have occurred and the information was reviewed.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Monitoring the number of behavioral incidents involviing the use of calming time or physical restraint.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Decrease in the number of incident reports and calming time logs would indicate the success of the training.

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`

🔍 G050932

G2.B2 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. `2`

🔍 B127817

G2.B2.S1 Monthly monitoring of student attendance. `4`

🔍 S139927

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 `5`

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

G2.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

🔧 B127818

G2.B3.S1 Implementation of school-wide level system and PBS. 4

🔧 S139928

Strategy Rationale

Implementation of the school wide level system and PBS addressing the behavioral concerns and problems that interfere with the student learning and progress. Rewarding appropriate behaviors increased their frequency and decrease the frequency of the inappropriate behaviors.

Action Step 1 5

Review of the PBS System and behavioral level system

Person Responsible

Chad Chieffallo

Schedule

Weekly, from 9/15/2014 to 6/10/2015

Evidence of Completion

Documentation of the training.

Action Step 2 5

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

Person Responsible

Chad Chieffallo

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Information being entered into the proper database.

G2.B3.S2 Increased staff knowledge of mental health and behavioral management. 4

S139929

Strategy Rationale

Learning about the multitude of mental health disorders that they work with in the classroom allows for staff to properly intervene with the students with evidence-based practices. Understanding the conditions reduces the need for physical intervention and assists in building the rapport necessary for academic success.

Action Step 1 5

Review revelent literature on mental health disorders

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of meetings with staff regarding various mental health disorders and interventions.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Meeting and training log completion following training.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Site administrator will be conducting the training with staff and will montior progress in their professional development folders.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Increased scores on formative and summative assessments in science

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Teachers will monitor progress of students through summative and formative assessments in the classroom. Standardized tests will be reviewed by site administrator to determine progress.

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

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`

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

Strategy Rationale

Addressing high rates of behavioral issues within the classroom reduces the disruption to the classroom for all students. This indirectly improves the probability for academic success the individual student and his peers. This ensures increased academic time and increased efficiency and retention for all students.

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

Chad Chieffallo

Schedule

Quarterly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Completion of the FBA/BIP and being turned into the ESE clerk and copy 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

Chad Chieffallo

Schedule

Quarterly, from 8/18/2014 to 6/10/2015

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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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.

G3.B1.S2 Implementation of the PBS points system in the classroom. 4

S139931

Strategy Rationale

Implementation of the school wide level system and PBS addressing the behavioral concerns and problems that interfere with the student learning and progress. Rewarding appropriate behaviors increased their frequency and decrease the frequency of the inappropriate behaviors.

Action Step 1 5

Review of PBS procedures and school store.

Person Responsible

Chad Chieffallo

Schedule

On 8/22/2014

Evidence of Completion

Documentation of training by the site administrator.

Action Step 2 5

Review of the PBS records and behavioral records.

Person Responsible

Chad Chieffallo

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.

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

When observation sheets are turned in showing that monitoring is taking place and through observations of the campus.

Person Responsible

Chad Chieffallo

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation that the observation records have been reviewed.

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

Daily observations and interactions of behaviors and monthly review of the incident reports and restraint forms. Review of the behavioral data that is being collected.

Person Responsible

Chad Chieffallo

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Entering incident reports and restrain forms in proper databases.

G3.B2 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. 2

🔍 B127821

G3.B2.S1 Monthly monitoring of attendance 4

🔍 S139932

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 5

Attendance of students that have missed 5 or more days in the last 30 days.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Spreadsheet of the students and absences.

Action Step 2 5

Meetings with the school social worker, site administrator, and parents regarding the attendance of targeted students.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of the child study team meetings regarding attendance.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Attending the meetings for the targeted students.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of the meetings with the parents and support staff.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitoring of the attendance for increasing and decreases in attendance of truant students. Identification of any new students that may be truant.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Printout of spreadsheet of students in comparison to previous month.

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

🔑 G050934

G4.B2 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. 2

🔑 B127824

G4.B2.S1 Monthly monitoring of student attendance. 4

🔑 S139933

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 5

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of the completion of the child study team meetings.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Attending meetings with the social worker and parents.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of the child study team meetings.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

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`

🔧 B127825

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

🔧 S139934

Strategy Rationale

Implementation of the school wide level system and PBS addressing the behavioral concerns and problems that interfere with the student learning and progress. Rewarding appropriate behaviors increased their frequency and decrease the frequency of the inappropriate behaviors.

Action Step 1 `5`

Review of the PBS System and behavioral level system

Person Responsible

Chad Chieffallo

Schedule

On 8/22/2014

Evidence of Completion

Documentation of the training.

Action Step 2 `5`

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

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

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Information being entered into the proper database.

G4.B3.S2 Increased staff knowledge of mental health and behavioral management. 4

S139935

Strategy Rationale

Learning about the multitude of mental health disorders that they work with in the classroom allows for staff to properly intervene with the students with evidence-based practices. Understanding the conditions reduces the need for physical intervention and assists in building the rapport necessary for academic success.

Action Step 1 5

Reviw relevant information and articles related to multiple mental health disorders

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Site administrator will document meetings, group and individual, in relation to the trainining in the staff's PD file.

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

Site administrator will monitor the completion of training

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Site administrator will complete staff training and development form for staff to sign and place in their professional development file.

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

Behavioral daily points logs and level sheets will be monitored for increases or decreases in behaviors.

Person Responsible

Chad Chieffallo

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation on the daily points log and the behavioral report cards will show decreased or increase in behaviors. Monthly graphs will also assist with this in conjunction with the PBS points earned on the same forms.

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

🔑 G050935

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`

🔑 B127827

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

🔑 S139936

Strategy Rationale

Addressing high rates of behavioral issues within the classroom reduces the disruption to the classroom for all students. This indirectly improves the probability for academic success the individual student and his peers. This ensures increased academic time and increased efficiency and retention for all students.

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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Completion of the FBA/BIP and being turned into the ESE clerk and copy 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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Through observation, records reviews, and during the completion of the IEP process. Modifications will occur as needed and adjusted FBA/BIP will be placed in green file. As green files are audited the FBA/BIP will be looked for and staff questioned about implementation.

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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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.

G5.B1.S2 Implementation of the PBS points system in the classroom. 4

S139937

Strategy Rationale

Implementation of the school wide level system and PBS addressing the behavioral concerns and problems that interfere with the student learning and progress. Rewarding appropriate behaviors increased their frequency and decrease the frequency of the inappropriate behaviors.

Action Step 1 5

Review of PBS procedures and school store.

Person Responsible

Chad Chieffallo

Schedule

On 8/22/2014

Evidence of Completion

Documentation of training by the site administrator.

Action Step 2 5

Review of the PBS records and behavioral records.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.

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

When observation sheets are turned in showing that monitoring is taking place and through observations of the campus.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation that the observation records have been reviewed.

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

Daily observations and interactions of behaviors and monthly review of the incident reports and restraint forms. Review of the behavioral data that is being collected.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Entering incident reports and restrain forms in proper databases.

G5.B2 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. 2

B127828

G5.B2.S1 Monthly monitoring of attendance 4

S139938

Strategy Rationale

Action Step 1 5

Attendance of students that have missed 5 or more days in the last 30 days.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Spreadsheet of the students and absences.

Action Step 2 5

Meetings with the school social worker, site administrator, and parents regarding the attendance of targeted students.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of the child study team meetings regarding attendance.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Attending the meetings for the targeted students.

Person Responsible

Chad Chieffallo

Schedule

On 6/10/2015

Evidence of Completion

Documentation of the meetings with the parents and support staff.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Monitoring of the attendance for increasing and decreases in attendance of truant students. Identification of any new students that may be truant.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Printout of spreadsheet of students in comparison to previous month.

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

G050936

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

B127830

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

S139939

Strategy Rationale

Having parent communication with regards to students is essential in their success. Affording parents opportunities to speak directly with the teacher opens up conversations about their deficits and plans to correct them to include the parents. Communication is key to student success and having parent actively engage in the students reading level especially elementary students lead to early intervention and corrective strategies.

Action Step 1 5

Vendor and Title One involvement in Parent Night and Luncheon.

Person Responsible

Chad Chieffallo

Schedule

Semiannually, from 8/18/2014 to 6/10/2015

Evidence of Completion

Response from vendors and title one staff.

Action Step 2 5

Flyers sent out to the parents via mail and student prior to event.

Person Responsible

Chad Chieffallo

Schedule

Semiannually, from 8/18/2014 to 6/10/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Site administrator will contact vendors, parents, and title one.

Person Responsible

Chad Chieffallo

Schedule

Semiannually, from 8/18/2014 to 6/10/2015

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

Chad Chieffallo

Schedule

Semiannually, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

G6.B2 Transient Rate of Students There is a high transient rate for students. They return to zone schools and come back within various periods of time. Students moving in from outside state or coming from the zone schools may come in just prior to testing or towards the end of the school years. 2

🔧 B127831

G6.B2.S1 Students will complete 90 minutes of intensive reading per day in the classroom 4

🔧 S140857

Strategy Rationale

Increase time and intensity of reading skills to address deficits in reading and language will improve ability on subject area exams and tests.

Action Step 1 5

Staff will be trained and implement SRA or Successful Reader in the classroom.

Person Responsible

Chad Chieffallo

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Staff will be monitored in the use of SRA and successful reader to ensure proper implementation and use.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Site administrator and lead teacher will monitor for proper implementation and use.

Person Responsible

Chad Chieffallo

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Observation forms will be completed during classroom monitoring to ensure they are being used appropriately and consistently.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

Staff will complete scholastic inventory and formative assessments to determine effectiveness.

Person Responsible

Chad Chieffallo

Schedule

Quarterly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Staff will collect scholastic inventory data and formative assessment data and review for progress.

G6.B3 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. `2`

🔧 B127832

G6.B3.S1 Follow procedures to monitor attendance and call parents into meetings regarding school attendance. `4`

🔧 S139941

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 `5`

Meetings with school social worker and parents and site administrator.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation that the meeting was completed and signatures by participants.

Plan to Monitor Fidelity of Implementation of G6.B3.S1 `6`

Attending meetings with students, parents, social worker, and administrative assistant for truant students.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Signatures of all participants that attend meeting.

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Will look at attendance for students that have missed more then 5 cumulative days and see if the same students are having issues or improving.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation on continued meetings and keeping copies of the attendance that is pulled monthly.

G6.B4 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`

🔧 B127833

G6.B4.S1 School-wide implementation of the level system and PBS. `4`

🔧 S139942

Strategy Rationale

Action Step 1 `5`

Documenting behavioral problems and PBS points earned. Administering rewards and consequences incorporated in each.

Person Responsible

Chad Chieffallo

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation on the daily points log and monthly graphs.

Action Step 2 `5`

Training staff by providing relevent information about mental health disorders.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation on training log or meeting log including information about what the training entailed and placed into professional development file.

Plan to Monitor Fidelity of Implementation of G6.B4.S1 6

Monitoring daily progress log and monthly graphs to ensure points and interventions are appropriately given.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation completed by the lead tech showing that walk through was completed with the behavioral techs.

Plan to Monitor Effectiveness of Implementation of G6.B4.S1 7

Monitoring the behavioral sheets, incident reports, and restraint forms that come into the office.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Input the incident reports and restraint forms into the appropriate databases. Speaking with staff especially lead tech about the behavioral issues being addressed.

G7. Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year. 1

G050937

G7.B2 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. 2

B127835

G7.B2.S1 Monthly monitoring of student attendance. 4

S139943

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 5

Pulling monthly data on attendance for students and meeting with the school social worker on truancy. Meetings with parents of truant students.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of attendance and meetings that are being held with the social worker and parents of the students.

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Attending meetings with the administrative assistant, school social worker and parents.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Signature of participation on the monthly meeting forms.

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 `7`

Will monitor for decreases or increases in absences of target students when attendance is pulled monthly. Will have further meetings if necessary or identify new students that are exhibiting truancy issues.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of meetings and records of absences that have been pulled from database.

G7.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`

🔑 B127836

G7.B3.S1 Implementation of school-wide level system and PBS. `4`

🔑 S139944

Strategy Rationale

Addressing behaviorally universally and effectively with PBS will lead to increased instructional time and academic progress for all students.

Action Step 1 `5`

Refreshing the procedures for proper information and data collection.

Person Responsible

Chad Chieffallo

Schedule

On 8/22/2014

Evidence of Completion

Attendees signature of attendance sheet.

Action Step 2 `5`

Monitoring daily points logs and PBS points sheets.

> **Person Responsible**
>
> Chad Chieffallo
>
> **Schedule**
>
> Weekly, from 8/18/2014 to 6/10/2015
>
> ***Evidence of Completion***
>
> Completion of monitoring sheets.

Plan to Monitor Fidelity of Implementation of G7.B3.S1 `6`

Review of the monitoring checklists completed by Lead Tech and Site Administrator

> **Person Responsible**
>
> Chad Chieffallo
>
> **Schedule**
>
> Weekly, from 8/18/2014 to 6/10/2015
>
> ***Evidence of Completion***
>
> Documentation that the monitoring has been completed.

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 `7`

Monitoring of the behaviors occurring during school hours and monthly monitoring of behavioral data on whether there is an increase in behaviors and restraints.

> **Person Responsible**
>
> Chad Chieffallo
>
> **Schedule**
>
> Monthly, from 8/18/2014 to 6/10/2015
>
> ***Evidence of Completion***
>
> Documentation of the observations and review of the behavioral data.

G7.B3.S2 Increase mental health and behavioral interventions knowledge of teachers and behavioral techs. 4

🔑 S139945

Strategy Rationale

Redirecting students and interacting with them based on their primary diagnosis will lead to fewer behavioral difficulties and challenges thereby increasing instructional time and academic progress.

Action Step 1 5

Assignment of articles to be read by behavioral techs and teachers.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Meetings with the staff demonstrating knowledge of the articles.

Action Step 2 5

Trainings in the area of mental health and behavioral strategies

Person Responsible

Chad Chieffallo

Schedule

Semiannually, from 8/18/2014 to 6/10/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B3.S2 6

Meetings with the behavioral techs and teachers.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of meetings with the staff.

Plan to Monitor Fidelity of Implementation of G7.B3.S2 `6`

Monitoring of training by the site administrator

Person Responsible

Chad Chieffallo

Schedule

Semiannually, from 8/18/2014 to 6/10/2015

Evidence of Completion

Completion of a staff training log that will be placed in their human resource and professional development records. Printout from Relias Learning demonstrating that training has be completed.

Plan to Monitor Effectiveness of Implementation of G7.B3.S2 `7`

Observations completed through daily interactions and review of behavioral data and restraints.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Completions of observation checklist and entering restraints into database along with incident reports into company database.

Plan to Monitor Effectiveness of Implementation of G7.B3.S2 `7`

Monitoring the number of restraints completed monthly

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Review of the restraints as they occur along with the total numbers for the month and in comparison to the previous montha and last years montly totals.

G8. Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter. 1

🔑 G050939

G8.B2 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. 2

🔑 B127841

G8.B2.S1 Monthly monitoring of student attendance. 4

🔑 S139949

Strategy Rationale

By addressing individual attendance early and frequently, student are losing less educational time and have the ability to stabilize behaviors that are preventing academic performance.

Action Step 1 5

Download attendance for students with greater than five cumulative absences.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of the completion of the child study team meetings.

Plan to Monitor Fidelity of Implementation of G8.B2.S1 `6`

Attending meetings with the social worker and parents.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Documentation of the child study team meetings.

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 `7`

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

G8.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

🔧 B127842

G8.B3.S1 Implementation of school-wide level system and PBS. 4

🔧 S139950

Strategy Rationale

Action Step 1 5

Review of the PBS System and behavioral level system

Person Responsible

Chad Chieffallo

Schedule

On 8/22/2014

Evidence of Completion

Documentation of the training.

Action Step 2 5

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

Person Responsible

Chad Chieffallo

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

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

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Information being entered into the proper database.

G8.B3.S2 Increased staff knowledge of mental health and behavioral management. [4]

Strategy Rationale

S139951

Action Step 1 [5]

Review of relevent literature related to mental health condtions

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Completion of a documenation of meeting with the site administrator about the article that was assigned.

Action Step 2 [5]

Training classes, modules, and workshops about mental health condtions and interventions.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Completion of a training or professional development sheet place in the profressional developmend human resources file. Relias learning modules completion log.

Plan to Monitor Fidelity of Implementation of G8.B3.S2 [6]

Articles will be reviewed with the site administrator.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Completion of a training log or professional development sheet place in professional development and HR file.

Plan to Monitor Fidelity of Implementation of G8.B3.S2 6

Site administrator will monitor training completions on Relias learning and yearly requirements.

Person Responsible

Schedule

Semiannually, from 8/18/2014 to 6/10/2015

Evidence of Completion

Training log from Relias Learning and training signature or completion forms will be placed in the professional development folders of staff.

Plan to Monitor Effectiveness of Implementation of G8.B3.S2 7

Monitoring of behavior points log and PBS points.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Review of the behavioral data demonstrating an increase or decrease in behaviors.

Plan to Monitor Effectiveness of Implementation of G8.B3.S2 7

Monitoring the restraint logs

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Review number of restraints for the month in comparison to the previous month and the same month from the previous year to determine an increase or decrease.

G8.B4 Academic Performance of Students Upon Arrival Student arrive without the foundational mathematics needed to complete high level mathematics. Many students arrive without the ability to complete basic mathematics and algebraic expressions. This requires modification of the assignments so that students can apply foundational skills that are not present. 2

B127843

G8.B4.S1 Students will complete15-30 minutes IXL.com per day 4

S140851

Strategy Rationale

Student come to the school a few years behind academically and are in need of additional support in order to meet the academic challenges brought forth to them. IXL offers differentiated instruction to the students so they can work on deficits.

Action Step 1 5

Teacher will afford student opportunity to complete 15-20 minutes of IXL.com per day based upon their needs.

Person Responsible

Chad Chieffallo

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B4.S1 6

Site adminstrator will review IXL.com usage by the students in each classroom.

Person Responsible

Chad Chieffallo

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Data reports will be derived from IXL.com to determine usage of the program for each individual classroom and student.

Plan to Monitor Effectiveness of Implementation of G8.B4.S1 `7`

Monitoring completion of IXL sections at proficiency level

Person Responsible

Chad Chieffallo

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Students get a proficiency level with the completion of each section and this can be monitored by the teacher as a formative assessment along with section tests to determined academic progress.

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.	Chieffallo, Chad	9/15/2014	Spreadsheet of the students with their absences.	6/5/2015 monthly
G1.B3.S1.A1	Review of the PBS System and behavioral level system	Chieffallo, Chad	8/18/2014	Documentation of the training.	6/10/2015 daily
G2.B2.S1.A1	Download attendance for students with greater than three absences in the last month.	Chieffallo, Chad	8/18/2014	Spreadsheet of the students with their absences.	6/10/2015 monthly
G2.B3.S1.A1	Review of the PBS System and behavioral level system	Chieffallo, Chad	9/15/2014	Documentation of the training.	6/10/2015 weekly
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.	Chieffallo, Chad	8/18/2014	Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	6/10/2015 quarterly
G3.B1.S2.A1	Review of PBS procedures and school store.	Chieffallo, Chad	8/18/2014	Documentation of training by the site administrator.	8/22/2014 one-time
G3.B2.S1.A1	Attendance of students that have missed 5 or more days in the last 30 days.	Chieffallo, Chad	8/18/2014	Spreadsheet of the students and absences.	6/10/2015 monthly
G4.B2.S1.A1	Download attendance for students with greater than three absences in the last month.	Chieffallo, Chad	8/18/2014	Spreadsheet of the students with their absences.	6/10/2015 monthly
G4.B3.S1.A1	Review of the PBS System and behavioral level system	Chieffallo, Chad	8/18/2014	Documentation of the training.	8/22/2014 one-time
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.	Chieffallo, Chad	8/18/2014	Completion of the FBA/BIP and being turned into the ESE clerk and copy placed into green file.	6/10/2015 monthly
G5.B1.S2.A1	Review of PBS procedures and school store.	Chieffallo, Chad	8/18/2014	Documentation of training by the site administrator.	8/22/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.A1	Attendance of students that have missed 5 or more days in the last 30 days.	Chieffallo, Chad	8/18/2014	Spreadsheet of the students and absences.	6/10/2015 monthly
G6.B1.S1.A1	Vendor and Title One involvement in Parent Night and Luncheon.	Chieffallo, Chad	8/18/2014	Response from vendors and title one staff.	6/10/2015 semiannually
G6.B3.S1.A1	Meetings with school social worker and parents and site administrator.	Chieffallo, Chad	8/18/2014	Documentation that the meeting was completed and signatures by participants.	6/10/2015 monthly
G6.B4.S1.A1	Documenting behavioral problems and PBS points earned. Administering rewards and consequences incorporated in each.	Chieffallo, Chad	8/18/2014	Documentation on the daily points log and monthly graphs.	6/10/2015 daily
G7.B2.S1.A1	Pulling monthly data on attendance for students and meeting with the school social worker on truancy. Meetings with parents of truant students.	Chieffallo, Chad	8/18/2014	Documentation of attendance and meetings that are being held with the social worker and parents of the students.	6/10/2015 monthly
G7.B3.S1.A1	Refreshing the procedures for proper information and data collection.	Chieffallo, Chad	8/18/2014	Attendees signature of attendance sheet.	8/22/2014 one-time
G7.B3.S2.A1	Assignment of articles to be read by behavioral techs and teachers.	Chieffallo, Chad	8/18/2014	Meetings with the staff demonstrating knowledge of the articles.	6/10/2015 monthly
G8.B2.S1.A1	Download attendance for students with greater than five cumulative absences.	Chieffallo, Chad	8/18/2014	Spreadsheet of the students with their absences.	6/10/2015 monthly
G8.B3.S1.A1	Review of the PBS System and behavioral level system	Chieffallo, Chad	8/18/2014	Documentation of the training.	8/22/2014 one-time
G1.B3.S2.A1	Review relevant literature with staff related to various mental health conditions	Chieffallo, Chad	8/18/2014		6/10/2015 monthly
G2.B3.S2.A1	Review revelent literature on mental health disorders	Chieffallo, Chad	8/18/2014	Documentation of meetings with staff regarding various mental health disorders and interventions.	6/10/2015 monthly
G4.B3.S2.A1	Reviw relevant information and articles related to multiple mental health disorders		8/18/2014	Site administrator will document meetings, group and individual, in relation to the trainning in the staff's PD file.	6/10/2015 monthly
G8.B3.S2.A1	Review of relevent literature related to mental health condtions	Chieffallo, Chad	8/18/2014	Completion of a documenation of meeting with the site administrator about the article that was assigned.	6/10/2015 monthly
G8.B4.S1.A1	Teacher will afford student opportunity to complete 15-20 minutes of IXL.com per day based upon their needs.	Chieffallo, Chad	8/18/2014		6/10/2015 daily
G6.B2.S1.A1	Staff will be trained and implement SRA or Successful Reader in the classroom.	Chieffallo, Chad	8/18/2014	Staff will be monitored in the use of SRA and successful reader to ensure proper implementation and use.	6/10/2015 daily
G1.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.	Chieffallo, Chad	9/15/2014	Documentation of the completion of the child study team meetings.	6/5/2015 monthly
G1.B3.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints.	Chieffallo, Chad	8/18/2014	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/10/2015 weekly
G2.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.	Chieffallo, Chad	8/18/2014	Documentation of the completion of the child study team meetings.	6/10/2015 monthly
G2.B3.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints.	Chieffallo, Chad	8/18/2014	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/10/2015 daily
G3.B1.S2.A2	Review of the PBS records and behavioral records.	Chieffallo, Chad	8/18/2014	Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.	6/10/2015 weekly
G3.B2.S1.A2	Meetings with the school social worker, site administrator, and parents	Chieffallo, Chad	8/18/2014	Documentation of the child study team meetings regarding attendance.	6/10/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	regarding the attendance of targeted students.				
G4.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.	Chieffallo, Chad	8/18/2014	Documentation of the completion of the child study team meetings.	6/10/2015 monthly
G4.B3.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints.	Chieffallo, Chad	8/18/2014	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/10/2015 monthly
G5.B1.S2.A2	Review of the PBS records and behavioral records.		8/18/2014	Completion of documentation and corrections to PBS and behavioral data. Completion of observation forms.	6/10/2015 monthly
G5.B2.S1.A2	Meetings with the school social worker, site administrator, and parents regarding the attendance of targeted students.	Chieffallo, Chad	8/18/2014	Documentation of the child study team meetings regarding attendance.	6/10/2015 monthly
G7.B3.S1.A2	Monitoring daily points logs and PBS points sheets.	Chieffallo, Chad	8/18/2014	Completion of monitoring sheets.	6/10/2015 weekly
G8.B2.S1.A2	Meetings with the school social worker, parents, and administration about the truant students.	Chieffallo, Chad	8/18/2014	Documentation of the completion of the child study team meetings.	6/10/2015 monthly
G8.B3.S1.A2	Observed daily interactions of staff with students and review of behavioral data and restraints.	Chieffallo, Chad	8/18/2014	Documentation of observation of classrooms and entering restraints and incidents reports in proper databases.	6/10/2015 weekly
G6.B1.S1.A2	Flyers sent out to the parents via mail and student prior to event.	Chieffallo, Chad	8/18/2014		6/10/2015 semiannually
G6.B4.S1.A2	Training staff by providing relevent information about mental health disorders.	Chieffallo, Chad	8/18/2014	Documentation on training log or meeting log including information about what the training entailed and placed into professional development file.	6/10/2015 monthly
G7.B3.S2.A2	Trainings in the area of mental health and behavioral strategies	Chieffallo, Chad	8/18/2014		6/10/2015 semiannually
G8.B3.S2.A2	Training classes, modules, and workshops about mental health condtions and interventions.	Chieffallo, Chad	8/18/2014	Completion of a training or professional development sheet place in the profressional developmend human resources file. Relias learning modules completion log.	6/10/2015 monthly
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.	Chieffallo, Chad	9/15/2014	Students scoring 70% or more on the summative unit assessments..	6/5/2015 monthly
G1.B2.S1.MA1	Increases or decreases of the attendance of truant students and identification of other truant students.	Chieffallo, Chad	9/15/2014	Spreadsheet of attendance and meetings documentation with the social worker for review.	6/5/2015 monthly
G1.B2.S1.MA1	Attending meetings with the social worker and parents.	Chieffallo, Chad	9/15/2014	Documentation of the child study team meetings.	6/5/2015 monthly
G1.B3.S1.MA1	Review of the incident reports, restraints, and daily points logs for increases and decreases in behaviors.	Chieffallo, Chad	8/18/2014	Information being entered into the proper database.	6/10/2015 monthly
G1.B3.S1.MA1	Documentation of observations and monitoring of monthly behavioral data and restraints.	Chieffallo, Chad	8/18/2014	Documentation that the review of the data was completed by the administrator.	6/10/2015 monthly
G1.B3.S2.MA1	Monitoring the number of behavioral incidents involviing the use of calming time or physical restraint.	Chieffallo, Chad	8/18/2014	Decrease in the number of incident reports and calming time logs would indicate the success of the training.	6/10/2015 monthly
G1.B3.S2.MA1	Assign staff articles to read and review with them during individual or group meetings.	Chieffallo, Chad	8/18/2014	Meeting documentation showing that the meetings have occurred and the information was reviewed.	6/10/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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 and questioning and through classwork conducted daily.	Chieffallo, Chad	8/18/2014	Students scoring 70% or more on the summative unit assessments..	6/10/2015 daily
G2.B2.S1.MA1	Increases or decreases of the attendance of truant students and identification of other truant students.	Chieffallo, Chad	8/18/2014	Spreadsheet of attendance and meetings documentation with the social worker for review.	6/10/2015 monthly
G2.B2.S1.MA1	Attending meetings with the social worker and parents.	Chieffallo, Chad	8/18/2014	Documentation of the child study team meetings.	6/10/2015 monthly
G2.B3.S1.MA1	Review of the incident reports, restraints, and daily points logs for increases and decreases in behaviors.	Chieffallo, Chad	8/18/2014	Information being entered into the proper database.	6/10/2015 monthly
G2.B3.S1.MA1	Documentation of observations and monitoring of monthly behavioral data and restraints.	Chieffallo, Chad	8/18/2014	Documentation that the review of the data was completed by the administrator.	6/10/2015 monthly
G2.B3.S2.MA1	Increased scores on formative and summative assessments in science	Chieffallo, Chad	8/18/2014	Teachers will monitor progress of students through summative and formative assessments in the classroom. Standardized tests will be reviewed by site administrator to determine progress.	6/10/2015 monthly
G2.B3.S2.MA1	Meeting and training log completion following training.	Chieffallo, Chad	8/18/2014	Site administrator will be conducting the training with staff and will montior progress in their professional development folders.	6/10/2015 monthly
G3.MA1	Formative assessments determining gains from previous day and completion of the Brigance twice a year.	Chieffallo, Chad	8/18/2014	Copies of the completed work and assessments in the green file.	6/10/2015 daily
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.	Chieffallo, Chad	8/18/2014	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.	6/10/2015 monthly
G3.B1.S1.MA1	Review FBA/BIP to ensure they are completed and ensure proper implementation of behavior plan by staff.	Chieffallo, Chad	8/18/2014	Through observation, records reviews, and during the completion of the IEP process.	6/10/2015 quarterly
G3.B2.S1.MA1	Monitoring of the attendance for increasing and decreases in attendance of truant students. Identification of any new students that may be truant.	Chieffallo, Chad	8/18/2014	Printout of spreadsheet of students in comparison to previous month.	6/10/2015 monthly
G3.B2.S1.MA1	Attending the meetings for the targeted students.	Chieffallo, Chad	8/18/2014	Documentation of the meetings with the parents and support staff.	6/10/2015 monthly
G3.B1.S2.MA1	Daily observations and interactions of behaviors and monthly review of the incident reports and restraint forms. Review of the behavioral data that is being collected.	Chieffallo, Chad	8/18/2014	Entering incident reports and restrain forms in proper databases.	6/10/2015 weekly
G3.B1.S2.MA1	When observation sheets are turned in showing that monitoring is taking place and through observations of the campus.	Chieffallo, Chad	8/18/2014	Documentation that the observation records have been reviewed.	6/10/2015 weekly
G4.MA1	Unit test will be conducted following the pacing guide. Units will be revisited and	Chieffallo, Chad	8/18/2014	Students scoring 70% or more on the summative unit assessments..	6/10/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	modified assignments will then be given. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.				
G4.B2.S1.MA1	Increases or decreases of the attendance of truant students and identification of other truant students.	Chieffallo, Chad	8/18/2014	Spreadsheet of attendance and meetings documentation with the social worker for review.	6/10/2015 monthly
G4.B2.S1.MA1	Attending meetings with the social worker and parents.		8/18/2014	Documentation of the child study team meetings.	6/10/2015 monthly
G4.B3.S1.MA1	Review of the incident reports, restraints, and daily points logs for increases and decreases in behaviors.	Chieffallo, Chad	8/18/2014	Information being entered into the proper database.	6/10/2015 monthly
G4.B3.S1.MA1	Documentation of observations and monitoring of monthly behavioral data and restraints.	Chieffallo, Chad	8/18/2014	Documentation that the review of the data was completed by the administrator.	6/10/2015 monthly
G4.B3.S2.MA1	Behavioral daily points logs and level sheets will be monitored for increases or decreases in behaviors.	Chieffallo, Chad	8/18/2014	Documentation on the daily points log and the behavioral report cards will show decreased or increase in behaviors. Monthly graphs will also assist with this in conjunction with the PBS points earned on the same forms.	6/10/2015 daily
G4.B3.S2.MA1	Site administrator will monitor the completion of training	Chieffallo, Chad	8/18/2014	Site administrator will complete staff training and development form for staff to sign and place in their professional development file.	6/10/2015 monthly
G5.MA1	Formative assessments determining gains from previous day and completion of the Brigance twice a year.	Chieffallo, Chad	8/18/2014	Copies of the completed work and assessments in the green file.	6/10/2015 daily
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.	Chieffallo, Chad	8/18/2014	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.	6/10/2015 monthly
G5.B1.S1.MA1	Behavior plan completed and given to the teacher and placed into green file.	Chieffallo, Chad	8/18/2014	Through observation, records reviews, and during the completion of the IEP process. Modifications will occur as needed and adjusted FBA/BIP will be placed in green file. As green files are audited the FBA/BIP will be looked for and staff questioned about implementation.	6/10/2015 monthly
G5.B2.S1.MA1	Monitoring of the attendance for increasing and decreases in attendance of truant students. Identification of any new students that may be truant.	Chieffallo, Chad	8/18/2014	Printout of spreadsheet of students in comparison to previous month.	6/10/2015 monthly
G5.B2.S1.MA1	Attending the meetings for the targeted students.	Chieffallo, Chad	8/18/2014	Documentation of the meetings with the parents and support staff.	6/10/2015 one-time
G5.B1.S2.MA1	Daily observations and interactions of behaviors and monthly review of the incident reports and restraint forms. Review of the behavioral data that is being collected.	Chieffallo, Chad	8/18/2014	Entering incident reports and restrain forms in proper databases.	6/10/2015 monthly
G5.B1.S2.MA1	When observation sheets are turned in showing that monitoring is taking place and through observations of the campus.	Chieffallo, Chad	8/18/2014	Documentation that the observation records have been reviewed.	6/10/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.MA1	FAIR results will be collected during the open windows. Scholastic scores to be collected and reviewed every nine weeks. Formative assessments integrated within the class instruction.	Chieffallo, Chad	8/18/2014	Students reaching grade level on the summative assessments that are given every nine weeks.	6/10/2015 quarterly
G6.MA2	Data will be collected from the fall and spring statewide ELA assessments.	Chieffallo, Chad	8/18/2014	Students will complete the statewide ELA assessments and data from this will be used to determine grade-level fluency and annually yearly progress (AYP).	6/10/2015 semiannually
G6.B1.S1.MA1	Percentage of parents who attend event.	Chieffallo, Chad	8/18/2014	Documentation of sign in list and completion of data comparing the number with those that are currently enrolled.	6/10/2015 semiannually
G6.B1.S1.MA1	Site administrator will contact vendors, parents, and title one.	Chieffallo, Chad	8/18/2014	Response from the vendors they are going to attend and title one sponsoring the refreshments.	6/10/2015 semiannually
G6.B3.S1.MA1	Will look at attendance for students that have missed more then 5 cumulative days and see if the same students are having issues or improving.	Chieffallo, Chad	8/18/2014	Documentation on continued meetings and keeping copies of the attendance that is pulled monthly.	6/10/2015 monthly
G6.B3.S1.MA1	Attending meetings with students, parents, social worker, and administrative assistant for truant students.	Chieffallo, Chad	8/18/2014	Signatures of all participants that attend meeting.	6/10/2015 monthly
G6.B4.S1.MA1	Monitoring the behavioral sheets, incident reports, and restraint forms that come into the office.	Chieffallo, Chad	8/18/2014	Input the incident reports and restraint forms into the appropriate databases. Speaking with staff especially lead tech about the behavioral issues being addressed.	6/10/2015 monthly
G6.B4.S1.MA1	Monitoring daily progress log and monthly graphs to ensure points and interventions are appropriately given.	Chieffallo, Chad	8/18/2014	Documentation completed by the lead tech showing that walk through was completed with the behavioral techs.	6/10/2015 monthly
G6.B2.S1.MA1	Staff will complete scholastic inventory and formative assessments to determine effectiveness.	Chieffallo, Chad	8/18/2014	Staff will collect scholastic inventory data and formative assessment data and review for progress.	6/10/2015 quarterly
G6.B2.S1.MA1	Site administrator and lead teacher will monitor for proper implementation and use.	Chieffallo, Chad	8/18/2014	Observation forms will be completed during classroom monitoring to ensure they are being used appropriately and consistently.	6/10/2015 weekly
G7.MA1	Scholastic Mathematics Inventory will be completed every nine weeks. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.	Chieffallo, Chad	8/18/2014	Students reaching grade level on the summative assessments that are given every nine weeks.	6/10/2015 quarterly
G7.MA2	Data will be collected from the fall retakes and spring statewide mathematics assessment.	Chieffallo, Chad	8/18/2014	Data will be collected and reviewed to see the percentage of students meeting grade level mathematics standards and making AYP.	6/10/2015 semiannually
G7.B2.S1.MA1	Will monitor for decreases or increases in absences of target students when attendance is pulled monthly. Will have further meetings if necessary or identify new students that are exhibiting truancy issues.	Chieffallo, Chad	8/18/2014	Documentation of meetings and records of absences that have been pulled from database.	6/10/2015 monthly
G7.B2.S1.MA1	Attending meetings with the administrative assistant, school social worker and parents.	Chieffallo, Chad	8/18/2014	Signature of participation on the monthly meeting forms.	6/10/2015 monthly
G7.B3.S1.MA1	Monitoring of the behaviors occurring during school hours and monthly monitoring of behavioral data on	Chieffallo, Chad	8/18/2014	Documentation of the observations and review of the behavioral data.	6/10/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	whether there is an increase in behaviors and restraints.				
G7.B3.S1.MA1	Review of the monitoring checklists completed by Lead Tech and Site Administrator	Chieffallo, Chad	8/18/2014	Documentation that the monitoring has been completed.	6/10/2015 weekly
G7.B3.S2.MA1	Observations completed through daily interactions and review of behavioral data and restraints.	Chieffallo, Chad	8/18/2014	Completions of observation checklist and entering restraints into database along with incident reports into company database.	6/10/2015 monthly
G7.B3.S2.MA4	Monitoring the number of restraints completed monthly	Chieffallo, Chad	8/18/2014	Review of the restraints as they occur along with the total numbers for the month and in comparison to the previous montha and last years montly totals.	6/10/2015 monthly
G7.B3.S2.MA1	Meetings with the behavioral techs and teachers.	Chieffallo, Chad	8/18/2014	Documentation of meetings with the staff.	6/10/2015 monthly
G7.B3.S2.MA3	Monitoring of training by the site administrator	Chieffallo, Chad	8/18/2014	Completion of a staff training log that will be placed in their human resource and professional development records. Printout from Relias Learning demonstrating that training has be completed.	6/10/2015 semiannually
G8.MA1	Scholastic Mathematics Inventory will be completed every nine weeks. Monitoring IXL.com for academic gains as part of formative assessments in the classroom. Formative assessments in class assignments through verbal feedback and questioning and through classwork conducted daily.	Chieffallo, Chad	8/18/2014	Students reaching grade level on the summative assessments that are given every nine weeks. Teachers evaluating the formative assessments student growth and grade level efficiency.	6/10/2015 quarterly
G8.MA2	End of Course exams results will be collected in the spring and during fall retakes.	Chieffallo, Chad	8/18/2014	Review of the data to determine proficiency in the subject area (level 3 or higher).	6/10/2015 semiannually
G8.B2.S1.MA1	Increases or decreases of the attendance of truant students and identification of other truant students.	Chieffallo, Chad	8/18/2014	Spreadsheet of attendance and meetings documentation with the social worker for review.	6/10/2015 monthly
G8.B2.S1.MA1	Attending meetings with the social worker and parents.	Chieffallo, Chad	8/18/2014	Documentation of the child study team meetings.	6/10/2015 monthly
G8.B3.S1.MA1	Review of the incident reports, restraints, and daily points logs for increases and decreases in behaviors.	Chieffallo, Chad	8/18/2014	Information being entered into the proper database.	6/10/2015 monthly
G8.B3.S1.MA1	Documentation of observations and monitoring of monthly behavioral data and restraints.	Chieffallo, Chad	8/18/2014	Documentation that the review of the data was completed by the site administrator.	6/10/2015 monthly
G8.B4.S1.MA1	Monitoring completion of IXL sections at proficiency level	Chieffallo, Chad	8/18/2014	Students get a proficiency level with the completion of each section and this can be monitored by the teacher as a formative assessment along with section tests to determined academic progress.	6/10/2015 daily
G8.B4.S1.MA1	Site adminstrator will review IXL.com usage by the students in each classroom.	Chieffallo, Chad	8/18/2014	Data reports will be derived from IXL.com to determine usage of the program for each individual classroom and student.	6/10/2015 monthly
G8.B3.S2.MA1	Monitoring of behavior points log and PBS points.	Chieffallo, Chad	8/18/2014	Review of the behavioral data demonstrating an increase or decrease in behaviors.	6/10/2015 monthly
G8.B3.S2.MA4	Monitoring the restraint logs	Chieffallo, Chad	8/18/2014	Review number of restraints for the month in comparison to the previous month and the same month from the previous year to determine an increase or decrease.	6/10/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B3.S2.MA1	Articles will be reviewed with the site administrator.	Chieffallo, Chad	8/18/2014	Completion of a training log or professional development sheet place in professional development and HR file.	6/10/2015 monthly
G8.B3.S2.MA3	Site administrator will monitor training completions on Relias learning and yearly requirements.		8/18/2014	Training log from Relias Learning and training signature or completion forms will be placed in the professional development folders of staff.	6/10/2015 semiannually

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.

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.

G1.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.

G1.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

Review of the PBS System and behavioral level system

Facilitator

Chad Chieffallo, Site Administrator

Participants

All teachers and behavioral techs.

Schedule

Daily, from 8/18/2014 to 6/10/2015

G1.B3.S2 Increased staff knowledge of mental health and behavioral management.

PD Opportunity 1

Review relevant literature with staff related to various mental health conditions

Facilitator

Chad Chieffallo, M.Ed

Participants

Behavioral Techs and Teachers

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

G2.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.

G2.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

Review of the PBS System and behavioral level system

Facilitator

Chad Chieffallo, Site Administrator

Participants

All teachers and behavioral techs.

Schedule

Weekly, from 9/15/2014 to 6/10/2015

G2.B3.S2 Increased staff knowledge of mental health and behavioral management.

PD Opportunity 1

Review revelent literature on mental health disorders

Facilitator

Chad Chieffallo, M.Ed

Participants

All Behavioral Techs and Teachers

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

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.

G3.B1.S2 Implementation of the PBS points system in the classroom.

PD Opportunity 1

Review of PBS procedures and school store.

Facilitator

Chad Chieffallo, Site Administrator

Participants

All teachers and behavioral techs

Schedule

On 8/22/2014

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

Chad Chieffallo, Site Administrator

Participants

All teachers and behavioral techs.

Schedule

On 8/22/2014

G4.B3.S2 Increased staff knowledge of mental health and behavioral management.

PD Opportunity 1

Reviw relevant information and articles related to multiple mental health disorders

Facilitator

Chad Chieffallo, M.Ed, Site Administrator

Participants

Behavioral Techs and Teachers

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

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.

G5.B1.S2 Implementation of the PBS points system in the classroom.

PD Opportunity 1

Review of PBS procedures and school store.

Facilitator

Chad Chieffallo, Site Administrator

Participants

All teachers and behavioral techs

Schedule

On 8/22/2014

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

G6.B4 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.

G6.B4.S1 School-wide implementation of the level system and PBS.

PD Opportunity 1

Documenting behavioral problems and PBS points earned. Administering rewards and consequences incorporated in each.

Facilitator

Chad Chieffallo, Site Administrator; Sonya Fluitt, Lead Tech; Gabby Green, Lead Teacher

Participants

All teachers and behavioral techs

Schedule

Daily, from 8/18/2014 to 6/10/2015

PD Opportunity 2

Training staff by providing relevent information about mental health disorders.

Facilitator

Chad Chieffallo, M.Ed

Participants

Behavioral Techs and Teachers

Schedule

Monthly, from 8/18/2014 to 6/10/2015

G7. Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year.

G7.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.

G7.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

Refreshing the procedures for proper information and data collection.

Facilitator

Chad Chieffallo, Site Administrator

Participants

All teachers and techs

Schedule

On 8/22/2014

G7.B3.S2 Increase mental health and behavioral interventions knowledge of teachers and behavioral techs.

PD Opportunity 1

Assignment of articles to be read by behavioral techs and teachers.

Facilitator

Chad Chieffallo, Site Administrator

Participants

All teachers and behavioral techs.

Schedule

Monthly, from 8/18/2014 to 6/10/2015

PD Opportunity 2

Trainings in the area of mental health and behavioral strategies

Facilitator

Internal trainers from other departments within the company, Relias Learning modules

Participants

All Teachers, Techs, and support staff.

Schedule

Semiannually, from 8/18/2014 to 6/10/2015

G8. Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter.

G8.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.

G8.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

Review of the PBS System and behavioral level system

Facilitator

Chad Chieffallo, Site Administrator

Participants

All teachers and behavioral techs.

Schedule

On 8/22/2014

G8.B3.S2 Increased staff knowledge of mental health and behavioral management.

PD Opportunity 1

Review of relevent literature related to mental health condtions

Facilitator

Chad Chieffallo, M.Ed

Participants

Behavioral Techs and Teachers

Schedule

Monthly, from 8/18/2014 to 6/10/2015

PD Opportunity 2

Training classes, modules, and workshops about mental health condtions and interventions.

Facilitator

Various internal presenters from different programs and Relias online learning.

Participants

Behavioral Techs, teachers, and support staff.

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Technical Assistance Items

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

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.

G1.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.

G1.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

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

Facilitator

Gabby Green, Sonya Fluitt, Chad Chieffallo

Participants

Teachers and Behavioral Techs

Schedule

Weekly, from 8/18/2014 to 6/10/2015

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

G2.B2 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.

G2.B2.S1 Monthly monitoring of student attendance.

PD Opportunity 1

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

Facilitator

Val Boldrey, Administrative Assistant

Participants

Social Worker, Teachers, and Behavioral Techs

Schedule

Monthly, from 8/18/2014 to 6/10/2015

G2.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.

G2.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

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

Facilitator

Gabby Green, Lead Teacher, Sonya Fluitt, Lead Tech, Chad Chieffallo, Site Administrator

Participants

All Teachers and Behavioral Techs

Schedule

Daily, from 8/18/2014 to 6/10/2015

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

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.

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

PD Opportunity 1

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.

Facilitator

Gabby Green, Lead Teacher, Chad Chieffallo, Site Administrator, Tammy Webb, Educational Specialist

Participants

Teachers and support staff for implementation and review when school-wide implementations are not working.

Schedule

Quarterly, from 8/18/2014 to 6/10/2015

G3.B1.S2 Implementation of the PBS points system in the classroom.

PD Opportunity 1

Review of the PBS records and behavioral records.

Facilitator

Sonya Fluitt, Lead Tech; Chad Chieffallo, Site Administrators

Participants

Behavioral Techs

Schedule

Weekly, from 8/18/2014 to 6/10/2015

G3.B2 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.

G3.B2.S1 Monthly monitoring of attendance

PD Opportunity 1

Meetings with the school social worker, site administrator, and parents regarding the attendance of targeted students.

Facilitator

Val Boldrey, Administrative Assistant

Participants

Social Worker, Site Administrator and Teacher

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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.B2 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.

G4.B2.S1 Monthly monitoring of student attendance.

PD Opportunity 1

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

Facilitator

Val Boldrey, Administrative Assistant

Participants

Teacher, Social Worker, and Site Administrator

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

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

Facilitator

Sonya Fluitt, Lead Tech and Chad Chieffallo, Site Administrator

Participants

Behavioral Techs

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

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.

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

PD Opportunity 1

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.

Facilitator

Gabby Green, Lead Teacher; Chad Chieffallo, Site Administrator; Tammy Webb, ESE Specialist,; Deb McCoy, Behavior Analyst.

Participants

Teachers and behavioral techs

Schedule

Monthly, from 8/18/2014 to 6/10/2015

G5.B1.S2 Implementation of the PBS points system in the classroom.

PD Opportunity 1

Review of the PBS records and behavioral records.

Facilitator

Sonya Fluitt, Lead Tech; Chad Chieffallo, Site Administrator

Participants

Behavioral Techs

Schedule

Monthly, from 8/18/2014 to 6/10/2015

G5.B2 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.

G5.B2.S1 Monthly monitoring of attendance

PD Opportunity 1

Meetings with the school social worker, site administrator, and parents regarding the attendance of targeted students.

Facilitator

Valorie Boldrey, Administrative Assistant

Participants

Teacher, Social Worker, and Site Administrator

Schedule

Monthly, from 8/18/2014 to 6/10/2015

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

G6.B3 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.

G6.B3.S1 Follow procedures to monitor attendance and call parents into meetings regarding school attendance.

PD Opportunity 1

Meetings with school social worker and parents and site administrator.

Facilitator

Val Boldrey, Administrative Assistant

Participants

Teachers, Social Worker, and Site Administrator.

Schedule

Monthly, from 8/18/2014 to 6/10/2015

G7. Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year.

G7.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.

G7.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

Monitoring daily points logs and PBS points sheets.

Facilitator

Sony Fluitt, Lead Tech and Chad Chieffallo, M.Ed

Participants

Behavioral Techs

Schedule

Weekly, from 8/18/2014 to 6/10/2015

G8. Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter.

G8.B2 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.

G8.B2.S1 Monthly monitoring of student attendance.

PD Opportunity 1

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

Facilitator

Val Boldrey, Adminstrative Assistant

Participants

Teachers, Social Worker, and Site Administrator

Schedule

Monthly, from 8/18/2014 to 6/10/2015

G8.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.

G8.B3.S1 Implementation of school-wide level system and PBS.

PD Opportunity 1

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

Facilitator

Sonya Fluitt, Lead Tech; Gabby Green, Lead Teacher; Chad Chieffallo, Site Administrator

Participants

Behavioral Techs and Teachers

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.	5,000
Goal 2: Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.	1,000
Goal 3: Twenty percent of students designated to take the FAA will making learning gains in reading by end of the school year.	5,000
Goal 4: Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.	1,000
Goal 5: Twenty percent of students designated to take the FAA will show learning gains in math by the end of the school year.	2,300
Goal 6: Thirty percent of students will read at or above grade level by the end of the school year.	5,100
Goal 7: Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year.	3,000
Goal 8: Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter.	2,500
Grand Total	**24,900**

Goal 1: Thirty percent of elementary students (K-5) will master science concepts with 70 % accuracy as outlined by the district curriculum map and pace guides.		
Description	**Source**	**Total**
B2.S1.A1	General Fund	500
B2.S1.A2 - covered under staff salary	General Fund	1,000
B3.S1.A1		2,500
B3.S1.A2		1,000
Total Goal 1		**5,000**

Goal 2: Forty percent of middle school students will master science concepts with 70% accuracy as outlined in the district curriculum map and pacing guide.		
Description	**Source**	**Total**
B3.S2.A1		1,000
Total Goal 2		**1,000**

Goal 3: Twenty percent of students designated to take the FAA will making learning gains in reading by end of the school year.		
Description	**Source**	**Total**
B1.S1.A1		5,000
Total Goal 3		**5,000**

Goal 4: Twenty percent of Biology EOC student will mastery required concepts as outlined in the district curriculum map and pacing guide with 70% accuracy.

Description	Source	Total
B3.S1.A1		500
B3.S2.A1		500
Total Goal 4		**1,000**

Goal 5: Twenty percent of students designated to take the FAA will show learning gains in math by the end of the school year.

Description	Source	Total
B1.S1.A1		2,000
B1.S2.A1		300
Total Goal 5		**2,300**

Goal 6: Thirty percent of students will read at or above grade level by the end of the school year.

Description	Source	Total
B1.S1.A1 - Funding for school parents nights and luncheons.	Other	3,000
B1.S1.A2 - Flyers being made copied and sent out to parents for events.	General Fund	100
B2.S1.A1		2,000
Total Goal 6		**5,100**

Goal 7: Twenty percent of elementary and middle school students will demonstrate grade level mathematics performance by the end of the school year.

Description	Source	Total
B3.S2.A2		3,000
Total Goal 7		**3,000**

Goal 8: Twenty percent of students in the Algebra I and Geometry courses will demonstrate proficiency by the end of their course in the designated subject matter.

Description	Source	Total
B4.S1.A1	General Fund	2,500
Total Goal 8		**2,500**