South Florida Autism Charter School Inc

2014-15 School Improvement Plan

South Florida Autism Charter School Inc

18305 NW 75TH PL, Hialeah, FL 33015

[no web address on file]

School Demographics

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

Alternative/ESE Center	Charter School	Minority
Yes	Yes	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade 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	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of SFACS is to provide education and services to individuals diagnosed with autism spectrum disorders (ASD) residing in Miami-Dade and Broward Counties. We target students with ASD who have communication deficits and/or behavioral challenges, and who may require training in self-help skills. The methodologies of B.F. Skinner's Theory of Applied Behavioral Analysis (ABA) and Verbal Behavior (VB) are applied in conjunction with state approved standards for students on a modified curriculum in order to provide the most effective individualized educational programs possible.

Provide the school's vision statement

Our vision is to create an effective model for teaching individuals with ASD. Future plans include expanding our programming in order to serve the entire spectrum of ASD, from newly diagnosed children to adults. This will be accomplished on a state-of-the art campus with a K-12 Charter School, an Early Intervention Clinic, Out-of-School Services, and Adult Services. Our objectives are to provide free, appropriate, and science-based educational opportunities to students on the more involved portion of the autism spectrum; to find each student's strengths and provide them with the tools and hands-on learning opportunities that will enable them to function independently in society and have a purpose in life; and to remove the stigma associated with ASD and prove that even the most profoundly affected individuals can contribute to society in a meaningful way.

School Environment

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

The school builds relationships and promotes cultural awareness between teachers and students during our annual Spirit Week, which takes place during the month of October. Spirit Week consists of several "theme" days, including Cultural Day, which allows staff and students to dress up in their native costumes. Staff members participate in a potluck lunch featuring dishes from different nations and cultures. These activities provide teachers and students with the opportunity to experience where their peers and teachers come from. SFACS also hosts an Annual Talent Show at the end of each school year. The Talent Show promotes cultural awareness through different musical numbers highlighting the music and costumes of various countries throughout the world. Students and teachers perform together in every song and dance number, which incorporate song and dance from various genres. This allows everyone present; including teachers, staff, administration, and families, to become aware of and celebrate different cultures.

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

SFACS creates an environment where students feel safe and respected. This is accomplished through our low student-to-teacher ratio of 3:1. This setting provides students with continuous supervision throughout the school day. The 3:1 ratio is maintained at all times, as no student is ever alone with a teacher/staff member. No teacher/staff member is ever alone with a student. Before & After Care services are available to families. The Before & After Care Program is staffed by ABA-trained teachers and teacher assistants who also maintain a 3:1 ratio. Breakfast is provided in Before Care, and After Care consists of recreational activities to keep the students engaged after school.

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

SFACS implements Behavioral Intervention Plans (BIP) for all students enrolled in the school. Within the BIP there is a detailed list of proactive, functional, and educative strategies. These strategies are used to minimize the target behaviors that distract the students during instructional time. SFACS also implements a referral and an informative behavioral system. The referrals are used to target behaviors that need to be addressed immediately, and provide the Principal and Board Certified Behavior Analyst (BCBA) a description of the behavior paired with data illustrating the student's behavior. The Principal and BCBA then observe the student. Upon completion of the observation, an Intensive Individualized Behavior Management Plan is completed to supplement the BIP that already exists. Additionally, SFACS utilizes an in-house form referred to as the "FYI Sheet". This document is an informative behavioral sheet listing behaviors that do not require immediate attention that are exhibited at home, but that should be documented. This system ensures that everyone involved in the education and services of the students is informed of the behaviors happening within each classroom. All school personnel are required to participate in professional development activities to ensure that the school's educational philosophy, instructional practices, and behavioral plans are consistently and properly implemented and enforced. Professional development training opportunities are offered by SFACS Administration and conducted during the two-week period prior to the commencement of the school year, two Wednesdays per month after early dismissal, two Saturday mornings, and in the classroom on an as-needed basis. The professional development training topics consist of Managing Behaviors in the Classroom and Implementing ABA in the Classroom. SFACS staff also attend professional development opportunities offered by Miami-Dade County Public Schools, including Crisis Management Training, Functional Assessment of Behavior, and Behavior Intervention Plans.

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

The school meets the social-emotional needs of all the students by providing them the opportunity to engage in the same activities as their neuro-typical peers engage in through the General Education Curriculum. Students are invited to participate in social group outings several times a year. These outings allow the students to practice their social skills, communication skills, and community skills by conversing and interacting with their peers and with members in the community in a natural environment setting. Students and staff members meet at a public places while engaging in social activities, such as bowling, miniature golf, or eating frozen yogurt. These activities not only assist with socialization skills and community awareness, but also helps the students build confidence.
Every year the students participate in field day. This is an all sports day where families and friends can come to participate in activities. Individual events are scheduled throughout the day. Every year a different sport is chosen and the students participate in a game between their peers.
SFACS high school students participate in Student Government. Student Government Officers are elected by the entire school body. Officers meet and discuss ways to increase peer connections throughout the school. They have activities such as pizza on Friday where students can purchase either a slice of pizza or a whole pie.
Middle and High School students participate in a weekly Book Club. This is a reading group that meets, reads a book, and discusses the contents of the book. This helps to create socialization as well as higher critical thinking skills.
Several of the students at SFACS participate in the Miami-Dade Special Olympics. They take part in different events within track and field. This includes the 50 meter dash, 100 meter dash, and disc throw.

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

SFACS takes a proactive approach on its Early Warning System. Attendance is an important component of the Early Warning System. If a student is absent for 1 day, the Teacher is required to call the parent and find out if the student is sick or why they are not attending school. If the student is absent for more than 48 hours and there has been several attempts to contact the family with no response, a certified letter is sent. If the family is experiencing something that SFACS can assist with, we try our best to work with the family or refer them to services in the community. Due to the special needs of the population we serve, health issues sometimes arise with our students, which may affect their attendance. Furthermore, we have a nurse on staff at SFACS. We also offer several trainings for all of the staff members that address seizures, first-aid and CPR. Additional trainings are offered on a case by case basis, depending on the specific medical needs of the student. Because of the nature of the disability, seizures and other serious medical conditions require EMT/Rescue to be called. SFACS works closely and has built a relationship with the local rescue due to the special needs of our students.
Parents at SFACS are required to attend four (4) Parent Training sessions per year. Trainings provide parents with information and strategies on how to deal with different aspects of Autism. Attendance at Parent Trainings can also help increase student attendance and academics.
SFACS utilizes a referral form in which the teachers submit behavioral concerns. Behaviors can negatively affect academics; therefore, we try to address the behavior before it becomes an early warning indicator. Finally, if any early warning indicator is seen, a one to one conference with the principal is scheduled. The parents and/or family members meet with the Principal, Teacher and if appropriate, the Board Certified Behavior Analyst, to discuss the situation and devise a plan and solution. The staff is also trained for Safe Crisis Management through Miami Dade County Public Schools and in-house training at SFACS. If the parents are having difficulties with behaviors at home, the certified behavioral analyst will conduct a house visit also.

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total
	K	1	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	1	0	3	0	1	2	0	3	2	1	2	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	3	1	1	1	3	1	1	1	0	0	12
	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	4	9	11	
Students exhibiting two or more indicators	1	1	1	3

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

At SFACS, we have implemented several intervention strategies to improve the academic performance of students that have been identified by the Early Warning System. Our low student-to-teacher ratio helps students who may be struggling, and provides them with more one-on-one time with instructional staff. SFACS also consults with a Board Certified Behavior Analyst, Occupational Therapist, and Speech Language Pathologists. Forming a dialogue with these professionals can help students improve their performance in the classroom, which in turn can help them improve their academic 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

SFACS works to build positive relationships with families in order to increase their involvement through trainings, workshops, school activities, parent conferences, and ABA progress reports. The school offers free Autism Community Workshops two Saturdays per month. These sessions are open to the community, and also count towards the four mandatory trainings that parents must complete. SFACS parents also have the opportunity to schedule private training sessions with the Principal to discuss issues that their child is facing at home. The entire family is welcome to attend, as well as private therapists or caregivers. These meetings can be attended with any family, friend,or any staff member. The school also hosts a variety of activities throughout the school year, which include the entire family. These are opportunities for parents and families to show support for their child and also see the progress their child has made. Parent-Teacher Conferences are offered two times a year, where parents can meet with their teacher to talk about the student and how they are performing in the classroom. Parents may also request additional conferences throughout the year. Finally, an Applied Behavior Analysis (ABA) progress report is completed every 9 weeks and reviewed during the Parent-Teacher Conferences. It covers three areas: Behavior, Communication, and Self-Help Skills.

Parents are also required to complete 30 volunteer hours every school year, which assists the school in off-setting costs for supplies, equipment, or services such as cleaning and/or repairs.

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

SFACS builds and sustains partnerships with local community and universities throughout South Florida. The school works closely with NOVA Southeastern University and collaborates with the School of Dentistry. NSU Dentistry students visit SFACS and teach our students about dental hygiene. The school also works closely with UM-CARD for professional development, workshops, and Augmentative and Alternative Communication Devices. SFACS and CARD collaborate to help the community to raise awareness about different topics dealing with ASD. Saturday workshops are implemented throughout the year to help parents, caregivers, and teachers obtain knowledge on different topics from health and safety to post-secondary transitioning. The late Dr. Robin Parker, Director of the CARD office at NOVA, was an SFACS Governing Board member, and she assisted the school in the implementation and use of

assistive technology devices. Dr. Parker also visited classrooms to assist with the incorporation of visual aids in the classroom. SFACS consults with Dr. Michael Alessandri, Executive Director of UM-NSU CARD. SFACS also collaborates with Dr. Kyle Bennett, Assistant Professor of Special Education at Florida International University, on research projects.

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
Moodie, Tamara	Principal
Falepaini, Kristen	Teacher, ESE
McMurray, Colleen	Teacher, ESE
Zambrano, Maria	Teacher, ESE

Duties

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

The school leadership team is comprised of 3 teachers, who teach grades K through 12, and who serve as mentors and instructional and behavioral leaders to the rest of the staff. They meet several times a month to discuss the students, their achievement, and their behaviors. At least once a week the team will meet with their respective staff to discuss any changes or updates that arise. They also meet to discuss the needs of the teachers and their students. The aforementioned team are lead mentors of the instructional personnel. The teachers are able to come to the team with any instructional or behavioral issues.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Principal and Governing Board are responsible for coordinating and supplementing federal, state and local funds, services, and programs. Board meetings are held on a quarterly basis. Additional meetings are scheduled as needed. The Principal creates an operating budget, which the Governing Board reviews, makes recommendations if necessary, and votes to approve. The Governing Board must approve the budget and any revisions. The Governing Board meets to discuss the ways to align all the available resources and meet the needs of all the students.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Kristen Falepaini	Teacher
Dr. Tamara Moodie	Principal
Vivian Mir	Parent
Elaine Vazquez	Parent
Bindu Magesh	Parent
Laura Muzzillo	Business/Community
Glenn Pierce	Business/Community
Chelsea Colwell	Teacher

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 met at the beginning of this school year and reviewed last year's SIP. The various sections were reviewed and discussed. Members gave their input and provided suggestions for different goals. Their input was recorded and used for the creation of this year's SIP.

Development of this school improvement plan

The SAC meets on a quarterly basis to discuss the current SIP, and to recommend any changes to the SIP as they see fit. There is an open communication between the SAC Chair and the members throughout the year to ensure all have equal input in the development and implementation of the SIP.

Preparation of the school's annual budget and plan

The school's annual budget was introduced and approved during the first quarterly EESAC meeting. The members voted and decided to keep the school improvement funds provided by EESAC to remain the same. The $5.00 per student will be used to continue to improve our individualized Applied Behavior Analysis/Verbal Behavior Program. The funds will be used to purchase materials that will be needed for the program, such as instructional materials and manipulatives.

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

School improvement funds include $5.00 per student provided by EESAC. Those funds are used to enhance our individualized Applied Behavior Analysis/ Verbal Behavior program, and aid in the purchase of materials needed for the program (such as manipulatives and instructional materials.)

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Orsini, Kristine	Teacher, ESE
McMurray, Colleen	Teacher, ESE
Falepaini, Kristen	Teacher, ESE
Moodie, Tamara	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by meeting and reviewing strategies. SFACS has implemented a new reading program called PCI, which is geared toward teaching the different levels and learning styles of the SFACS student population. PCI helps non-readers transition into thriving readers using the PCI reading program at every grade level. The Principal and LLT set aside time every nine weeks to discuss any issues teachers may have or to review professional development. The LLT meets with individual teachers that require extra help and attention.
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Public and Collaborative Teaching

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

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

The school incorporates different strategies to encourage positive working relationships among teachers. The Principal meets with the staff at least once a week. This provides staff with a form to discuss any concerns they may have, as well as how their students are doing. This is also an opportunity for the staff to discuss any issues within their classroom or the school. Lead Teachers meet with their respective staff weekly, or more often, to discuss their classroom, their students, etc. Administration and Lead Staff meet with the other staff members throughout the week. Additional meetings are conducted for both the Teacher Assistants who work on Verbal Behavior programs, and other Teacher Assistants. Finally, there is an open communication between all Administration and Lead staff members who in turn communicate with the rest of the staff.

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

SFACS' strategy is to recruit highly qualified teachers through local media outlets, periodic job fairs, and job postings that are publicized on the school's website, dadeschools.net and www.teachers-teachers.com. SFACS also works with local colleges and universities to post job openings for graduate and post graduate candidates, as well as interns working towards a degree in education and/or therapeutic fields.
To retain our highly qualified teachers, SFACS offers in-house professional development targeted to enhance the teacher's skills in working with our specialized population.

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

Mentors will meet monthly with teachers in need of mentoring. In addition, they will perform lesson modeling and classroom observation feedback as needed. The mentor will discuss evidence-based teaching strategies correlated to the Florida Standards, and use of assistive technology. The mentor will also discuss evidence-based teaching strategies correlated to Applied Behavior Analysis, Verbal Behavior and use of assistive technology.

This year we have (seven) 7 new teachers at SFACS and each has been assigned a mentor. Several second year teachers also have peer mentors to guide them. Ms. Maria Zambrano (10 years' experience) and Ms. Colleen McMurray (6 years' experience) are the lead elementary school mentors. Ms. Kristen Falepaini (10 years' experience) is the lead mentor for middle school and high school.

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

SFACS ensures that its core instructional programs and materials are aligned to Florida state standards through lesson plans and classroom observations. The lesson plans are reviewed by the Administration. Once reviewed, the Administration either approves the plan or notifies the teacher of the changes. The administration also implements spot checks throughout the year to ensure the teachers are complying with their lesson plans. The classroom observations are also used as spot checks. A written review is completed for each class observations, in which the observer is looking for the correct instructional programs as well as materials that correlate to the Florida standards. After each observation, the teachers are informed of what was observed in their class. They then have an opportunity to make the correct changes so that everything is aligned with the Florida standards, as well as the schools mission.

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

SFACS is a center school serving students diagnosed with Autism. Teachers meet with the Administration every nine weeks to review data sources and assessments to maintain student improvement. Students have varying abilities and levels of functionality; therefore, SFACS utilizes a combination of state-approved curriculum and supplemental curriculum in order provide differentiated instruction that will meet each student's individual needs. School curriculum is modified and implemented through the use of Unique Learning System, a special education curriculum geared toward differentiated instruction. Unique Learning is comprised of three levels: independent, supported, and participatory. These three levels assist in grouping students with peers on a similar cognitive and functioning level. Supplemental academic curricula include: Edmark Reading Series, SRA Reading Laboratory, SRA Connecting Math Concepts, Touch Match, and Teacher File Box. In addition, SFACS utilizes the following supplemental ABA-based curricula: Verbal Behavior MAPP (VB-MAPP), Assessment for Basic Language and Learning Skills - Revised (ABLLS-R) and the Assessment for Functional Living Skills (AFFLS). Supplemental curricula assist in the improvement of student academic and functional life skills, as well as improved performance on FAA.
Increased instruction in the deficient areas of Reading and Writing will be addressed by implementing several different strategies. SFACS will be adding IEP goals that pertain to academic achievement in Reading and Writing. ABLLS tracking sheets will be utilized as a resource to track and review progress in the deficient areas. The PCI reading program will be utilized more frequently with the help of the Literacy Leadership Team. This supplemental reading program will increase Reading and Writing skills in all levels of the students. It is a program geared towards differentiated instruction that will help with the modifications needed for instruction. SFACS will offer more PD and in-house staff training to focus on the areas of deficiency. The Literacy Leadership Team will collaborate and monitor the staff more frequently to support and implement strategies that can increase academic achievement.

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: Weekend Program

Minutes added to school year: 360

SFACS offers weekend training to staff members several times throughout the year. Within those trainings, 6 of them are professional development opportunities. The other meetings are for teacher collaboration and learning different strategies specific to teaching students with Autism.

Strategy Rationale

The rationale behind the weekend trainings is to be proactive and increase the students overall achievement at the school. These trainings teach different strategies and ways to teach students with Autism. This can increase the students behavioral, communication skills and self-help skills along with their academics.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Moodie, Tamara, drmoodie@dadeschools.net

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

Data is collected through different assignments. The staff is given homework for their professional development. They are also given projects throughout the year. Sign in sheets are taken to show staff that was present. Data is also analyzed through teacher observation in the classroom by the certified behavior analyst. She comes to observe to see if the strategies and interventions are being implemented in the classroom.

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

In order to be eligible to enroll at SFACS, a student must have ASD as an eligibility on his/her IEP. Kindergarten students are admitted to SFACS based on a lottery system, with the first 9 children drawn enrolling in the class, and the subsequent names drawn added to a waiting list. Applications received for 1st grade and up are screened for eligibility and enrolled if there is space in the school, or added to the waiting list. SFACS advertises its services through various outlets, such as the Autism Notebook, South Florida Parenting Magazine and Family Magazine. SFACS also sends e-mails to members of the Center for Autism and Related Disabilities data base, Parent-to-Parent, Autism Society, and Denise's List. Weekly Tours are offered weeks for anybody who is interested in seeing SFACS' campus and learning about the programs offered. Community outreach trainings held on Saturdays that are open to the public. In order for the students to transition successfully from one grade level to the next, the current teacher meets with the new teacher to discuss where the student is, academically and functionally. This helps to ease the transition from one grade to another, as the new teacher is more familiar with their students and prepared for the new school year.
In the area of post-secondary transition, SFACS does not currently have any students who are eligible to meet the criteria for Vocational Agencies. However, the school is forming relationships with

outside agencies to help our population learn the appropriate skills necessary for post-secondary life. The students are engaged throughout the school day in Vocational Academies that are geared towards learning skills for supported employment. We are also working with agencies to come and speak to the students.

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

The Teacher and Principal meet to determine the best course schedule for the students, which includes a functional curriculum in which life skills and real life problems are the basis of delivery. Each student will have individualized components based on individual needs and every nine weeks, the students will rotate from throughout the different Vocational Training Academies in order to learn a variety of vocational skills. Students also receive life skills training in order to prepare them for post secondary transitioning.

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

SFACS is a center school serving students with Autism. Our high school program offers academic courses alongside vocational training in our Vocational Academies. These Academies are geared to teach the students culinary arts skills, retail management, health and beauty industry training, environmental technology, and clerical skills. These courses are taught to all high school students via a functional curriculum which incorporates life skills and functional academics.

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

Students receive life skills training and vocational training in order to prepare them for postsecondary transitioning. Teachers, Administration and parents meet to determine which vocational course is best suited for each individual student.

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

South Florida Autism Charter School does not appear on the above link for the High School Feedback Report.

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.   To increase academic achievement by improving the student's Reading and Writing skills.

G2.   To identify appropriate interventions and behavioral support strategies to those students who may be at risk.

G3.   To develop partnerships with local agencies that specialize in transitioning adults with special needs into post-secondary life.

G4.   To increase the amount of parent participation in professional development offered throughout the year to support their students communication, social, behavioral, and self-help skills.

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. To increase academic achievement by improving the student's Reading and Writing skills. `1a`

Targets Supported `1b`

Indicator	Annual Target
FAA Reading Proficiency	38.0
FAA Writing Proficiency	36.0
FAA Mathematics Proficiency	40.0
FAA Science Proficiency	49.0

Resources Available to Support the Goal `2`

- PCI Reading Program

- Accessible Literacy Learning (ALL) Reading Program

- MimioTeach Interactive Whiteboard

- FAA practice booklet and materials from the district

Targeted Barriers to Achieving the Goal `3`

- The implementation of the new PCI reading program and support for staff due to the lack of understanding of how to run the program effectively. The lack of adequate and appropriate attending skills (ability to sit and stay focused). And the variety of exceptionalities within our student population.

Plan to Monitor Progress Toward G1. `8`

Administration will collect data in the form of classroom observation notes, minutes from meetings held with staff members. This will be reviewed to determine if progress is being toward the goal.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Observation notes, sign-in sheets and minutes from meetings will serve as evidence that the goal is being monitored and reviewed weekly. These documents will be reviewed to determine if progress toward the goal and targets are being made.

G2. To identify appropriate interventions and behavioral support strategies to those students who may be at risk. 1a

🔍 G055389

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	38.0
FAA Writing Proficiency	36.0
FAA Mathematics Proficiency	40.0
FAA Science Proficiency	49.0

Resources Available to Support the Goal 2

- Professional Development
- Master's level Board Certified Behavior Analyst (BCBA)
- Subscription to the Journal of Applied Behavior Analysis

Targeted Barriers to Achieving the Goal 3

- The lack of time, money, and the personnel required to keep up-to-date on the research needed to support the individuality of each student at SFACS.

Plan to Monitor Progress Toward G2. 8

The Principal will collect data and take observation notes from each classroom walk through.

Person Responsible
Tamara Moodie

Schedule
Biweekly, from 8/14/2014 to 6/5/2015

Evidence of Completion
Data collection sheets such as behavioral data, therapy logs, administration/behavior analyst notes, and minutes form meetings will serve as evidence that the goal is being monitored. These documents will be reviewed to determine if progress toward the goal and targets are being made.

G3. To develop partnerships with local agencies that specialize in transitioning adults with special needs into post-secondary life. 1a

🔍 G055390

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	38.0
FAA Writing Proficiency	36.0
FAA Mathematics Proficiency	40.0
FAA Science Proficiency	49.0

Resources Available to Support the Goal 2

- Parents that own their own businesses.
- Parents who volunteer that can reach out to local agencies.
- Partnership with Florida International University
- Partnership with NOVA Southeastern University
- District Transition Specialist

Targeted Barriers to Achieving the Goal 3

- The lack of time required for school personnel to effectively reach out to the local agencies to build relationships.

Plan to Monitor Progress Toward G3. 8

Administration will gather phone logs, emails, sing-in sheets and hand-outs and materials from workshops given by local agencies.

Person Responsible

Tamara Moodie

Schedule

Monthly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Phone logs, emails, hand-outs, sign-in sheets, materials, hand-outs from trainings.

G4. To increase the amount of parent participation in professional development offered throughout the year to support their students communication, social, behavioral, and self-help skills. `1a`

🔑 G055391

Targets Supported `1b`

Indicator	Annual Target
FAA Reading Proficiency	38.0
FAA Writing Proficiency	36.0
FAA Mathematics Proficiency	40.0
FAA Science Proficiency	49.0

Resources Available to Support the Goal `2`

- One to one parent training with the Principal

- Saturday Workshop trainings

- Wednesday afternoon trainings

- Center for Autism and Related Disorders (CARD)

- Outside agencies that come in for workshops

- BCBA

Targeted Barriers to Achieving the Goal `3`

- Barriers for parents not attending trainings can be from factors such as their job schedule, other children, family arrangements (divorce/step-parents), or a language barrier.

Plan to Monitor Progress Toward G4. `8`

Sign-in sheets, voicemails and weekly emails will be collected and used as data to review throughout the year to determine if progress is being made toward the goal.

Person Responsible
Tamara Moodie

Schedule
On 6/5/2015

Evidence of Completion
Evidence that will be collected is the following: sign-in sheets, voicemails and weekly emails sent to the parents. They will also show if progress is being made to achieve the goal.

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. To increase academic achievement by improving the student's Reading and Writing skills. 1

🔑 G055388

G1.B1 The implementation of the new PCI reading program and support for staff due to the lack of understanding of how to run the program effectively. The lack of adequate and appropriate attending skills (ability to sit and stay focused). And the variety of exceptionalities within our student population. 2

🔑 B139559

G1.B1.S1 The implementation of the PCI Reading Program. 4

🔑 S151633

Strategy Rationale

The rationale behind utilizing the strategies above is to improve the student's overall achievement in Reading and Writing skills.

Action Step 1 5

To improve training with staff and parents to implement the reading program effectively.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Homework, projects and sign-in sheets will be collected to demonstrate completion of the activity.

Action Step 2 `5`

To provide the PCI reading curriculum and materials to the staff.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Material sign-out sheet

Action Step 3 `5`

Implement 30 minutes a day specifically for PCI intervention.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PCI data sheets, pre-test, post-test

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

Administration will observe classrooms to monitor and check if the programs are being done correctly. Also, the administration will discuss the observation with the teachers and staff to make corrections and discuss ways of improving.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administration will gather the reading program data collection sheets from the teachers. Records of the observations will be kept and reviewed with the classroom teacher for corrective feedback.

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

Administration, lead mentors and the literacy leadership team will monitor the pre-test, post-test and the data sheets associated with the reading programs to ensure that gains are being made.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom observation notes will be collected and used for corrective feedback to the teachers, pre-test, post-test, and data sheets from the reading programs.

G1.B1.S2 The implementation of the Accessible Literacy Learning (ALL) Reading Program. `4`

🔑 S151634

Strategy Rationale

To improve the student's overall achievement in Reading and Writing skills.

Action Step 1 `5`

To provide training with staff and parents to implement the reading program effectively.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Homework, projects, sign-in sheets

Action Step 2 `5`

To provide materials to the staff.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Material sign-out sheet

Action Step 3 `5`

Implement 30 minutes to those individuals who need intervention using the ALL Reading Program.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data sheets and student work

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

Administration will conduct classroom observations to ensure the program is being implemented.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation notes and minutes from meetings

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

Administration, lead mentors and the literacy leadership team will monitor and support the staff to ensure effective implementation.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation notes and collected student work samples

G2. To identify appropriate interventions and behavioral support strategies to those students who may be at risk. `1`

🔑 G055389

G2.B1 The lack of time, money, and the personnel required to keep up-to-date on the research needed to support the individuality of each student at SFACS. `2`

🔑 B139560

G2.B1.S1 To research, review and implement up-to-date research based interventions and strategies used for individuals with autism. `4`

🔑 S151635

Strategy Rationale

The rationale behind utilizing the strategies above is to improve the intervention and behavioral supports to improve their academic achievement.

Action Step 1 `5`

To offer partnerships with outside community resources such as local Universities to conduct trainings.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Homework, projects and sign-in sheets will be collected to demonstrate completion of this activity.

Action Step 2 `5`

Review current evidence based research practices for individuals with autism.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Research logs and minutes from meetings discussing the findings.

Action Step 3 `5`

Implement current research strategies to help the individuals who might be at risk.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data sheets, observation notes, minutes from meetings

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

The Principal, Board Certified Behavioral Analyst (BCBA) and lead mentors will observe the classrooms to make sure the supports are effective.

Person Responsible

Tamara Moodie

Schedule

Biweekly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Behavioral data collection sheets, observation notes and minutes from meetings held with staff to review the progress.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 [7]

The Principal, BCBA, and lead mentors will meet and report their classroom observations to monitor the strategies are being implemented correctly and to make necessary changes to improve the effectiveness.

Person Responsible

Tamara Moodie

Schedule

Weekly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Behavioral referrals and data collection sheets will be collected along with therapists and BCBA logs.

G3. To develop partnerships with local agencies that specialize in transitioning adults with special needs into post-secondary life. [1]

G055390

G3.B1 The lack of time required for school personnel to effectively reach out to the local agencies to build relationships. [2]

B139561

G3.B1.S1 To have outside agencies come to SFACS to educate school personnel on programs that deal with transitioning adults with disabilities. [4]

S151636

Strategy Rationale

The rationale behind utilizing the strategies above is to find ways to increase relationships to outside agencies specializing in transition.

Action Step 1 [5]

Administration will set up trainings/workshops with local agencies to visit and give a presentation on their program.

Person Responsible

Tamara Moodie

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Homework, projects and sign-in sheets will be used to demonstrate completion of this activity.

Action Step 2 5

Request parent volunteers to contact local agencies for information and possible scheduling

Person Responsible

Tamara Moodie

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Call logs

Action Step 3 5

Administration will work closely with the schools district transition specialist to develop relationships and partnerships with agencies that work alongside the district.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Correspondence between administration and the transition specialist.

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

Administration will review that local agencies are being contacted and attending as well as providing information to SFACS.

Person Responsible

Tamara Moodie

Schedule

Monthly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Materials, hand-outs and call logs.

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

Administration will monitor and support personnel to ensure agencies are being contacted and invited to the school site.

Person Responsible

Tamara Moodie

Schedule

Monthly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Emails, phone logs, sign-in sheets, hand-outs

G4. To increase the amount of parent participation in professional development offered throughout the year to support their students communication, social, behavioral, and self-help skills. `1`

🔑 G055391

G4.B1 Barriers for parents not attending trainings can be from factors such as their job schedule, other children, family arrangements (divorce/step-parents), or a language barrier. `2`

🔑 B139562

G4.B1.S1 To provide trainings during different hours and days to accommodate the needs of the parents. `4`

🔑 S151637

Strategy Rationale

The rationale for the strategies above is to increase participation at parent trainings.

Action Step 1 `5`

To offer trainings weekends to accommodate the needs of the parents.

Person Responsible

Tamara Moodie

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets

Action Step 2 5

To translate meetings and material into the native language of those in attendance.

Person Responsible

Tamara Moodie

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets

Action Step 3 5

To involve other family members, friends, and people associated with the student to participate in the trainings..

Person Responsible

Tamara Moodie

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will send out emails, voicemails and memos as reminders to attend parent trainings.

Person Responsible

Tamara Moodie

Schedule

Weekly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets, parent conference sheets, and weekly meetings to show evidence of parent participation.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Administration and front office staff will monitor and support the parent attendance to ensure the trainings are being effective and participation is increasing.

Person Responsible

Tamara Moodie

Schedule

Monthly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets, voicemails, and weekly emails will be evidence used to demonstrate the action plan is being monitored and implemented.

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.B1.S1.A1	To improve training with staff and parents to implement the reading program effectively.	Moodie, Tamara	8/18/2014	Homework, projects and sign-in sheets will be collected to demonstrate completion of the activity.	6/5/2015 biweekly
G1.B1.S2.A1	To provide training with staff and parents to implement the reading program effectively.	Moodie, Tamara	8/18/2014	Homework, projects, sign-in sheets	6/5/2015 biweekly
G2.B1.S1.A1	To offer partnerships with outside community resources such as local Universities to conduct trainings.	Moodie, Tamara	8/18/2014	Homework, projects and sign-in sheets will be collected to demonstrate completion of this activity.	6/5/2015 biweekly
G3.B1.S1.A1	Administration will set up trainings/ workshops with local agencies to visit and give a presentation on their program.	Moodie, Tamara	8/18/2014	Homework, projects and sign-in sheets will be used to demonstrate completion of this activity.	6/5/2015 monthly
G4.B1.S1.A1	To offer trainings weekends to accommodate the needs of the parents.	Moodie, Tamara	8/18/2014	Sign-in sheets	6/5/2015 monthly
G1.B1.S1.A2	To provide the PCI reading curriculum and materials to the staff.	Moodie, Tamara	8/18/2014	Material sign-out sheet	6/5/2015 biweekly
G1.B1.S2.A2	To provide materials to the staff.	Moodie, Tamara	8/18/2014	Material sign-out sheet	6/5/2015 biweekly
G2.B1.S1.A2	Review current evidence based research practices for individuals with autism.	Moodie, Tamara	8/18/2014	Research logs and minutes from meetings discussing the findings.	6/5/2015 biweekly
G3.B1.S1.A2	Request parent volunteers to contact local agencies for information and possible scheduling	Moodie, Tamara	8/18/2014	Call logs	6/5/2015 monthly
G4.B1.S1.A2	To translate meetings and material into the native language of those in attendance.	Moodie, Tamara	8/18/2014	Sign-in sheets	6/5/2015 monthly
G1.B1.S1.A3	Implement 30 minutes a day specifically for PCI intervention.	Moodie, Tamara	8/18/2014	PCI data sheets, pre-test, post-test	6/5/2015 biweekly
G1.B1.S2.A3	Implement 30 minutes to those individuals who need intervention using the ALL Reading Program.	Moodie, Tamara	8/18/2014	Data sheets and student work	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	Implement current research strategies to help the individuals who might be at risk.	Moodie, Tamara	8/18/2014	Data sheets, observation notes, minutes from meetings	6/5/2015 biweekly
G3.B1.S1.A3	Administration will work closely with the schools district transition specialist to develop relationships and partnerships with agencies that work alongside the district.		8/18/2014	Correspondence between administration and the transition specialist.	6/5/2015 monthly
G4.B1.S1.A3	To involve other family members, friends, and people associated with the student to participate in the trainings..	Moodie, Tamara	8/18/2014	Sign-in sheets	6/5/2015 monthly
G1.MA1	Administration will collect data in the form of classroom observation notes, minutes from meetings held with staff members. This will be reviewed to determine if progress is being toward the goal.	Moodie, Tamara	8/14/2014	Observation notes, sign-in sheets and minutes from meetings will serve as evidence that the goal is being monitored and reviewed weekly. These documents will be reviewed to determine if progress toward the goal and targets are being made.	6/5/2015 biweekly
G1.B1.S1.MA1	Administration, lead mentors and the literacy leadership team will monitor the pre-test, post-test and the data sheets associated with the reading programs to ensure that gains are being made.	Moodie, Tamara	8/18/2014	Classroom observation notes will be collected and used for corrective feedback to the teachers, pre-test, post-test, and data sheets from the reading programs.	6/5/2015 biweekly
G1.B1.S1.MA1	Administration will observe classrooms to monitor and check if the programs are being done correctly. Also, the administration will discuss the observation with the teachers and staff to make corrections and discuss ways of improving.	Moodie, Tamara	8/18/2014	Administration will gather the reading program data collection sheets from the teachers. Records of the observations will be kept and reviewed with the classroom teacher for corrective feedback.	6/5/2015 biweekly
G1.B1.S2.MA1	Administration, lead mentors and the literacy leadership team will monitor and support the staff to ensure effective implementation.	Moodie, Tamara	8/18/2014	Observation notes and collected student work samples	6/5/2015 biweekly
G1.B1.S2.MA1	Administration will conduct classroom observations to ensure the program is being implemented.	Moodie, Tamara	8/18/2014	Observation notes and minutes from meetings	6/5/2015 biweekly
G2.MA1	The Principal will collect data and take observation notes from each classroom walk through.	Moodie, Tamara	8/14/2014	Data collection sheets such as behavioral data, therapy logs, administration/behavior analyst notes, and minutes form meetings will serve as evidence that the goal is being monitored. These documents will be reviewed to determine if progress toward the goal and targets are being made.	6/5/2015 biweekly
G2.B1.S1.MA1	The Principal, BCBA, and lead mentors will meet and report their classroom observations to monitor the strategies are being implemented correctly and to make necessary changes to improve the effectiveness.	Moodie, Tamara	8/14/2014	Behavioral referrals and data collection sheets will be collected along with therapists and BCBA logs.	6/5/2015 weekly
G2.B1.S1.MA1	The Principal, Board Certified Behavioral Analyst (BCBA) and lead mentors will observe the classrooms to make sure the supports are effective.	Moodie, Tamara	8/14/2014	Behavioral data collection sheets, observation notes and minutes from meetings held with staff to review the progress.	6/5/2015 biweekly
G3.MA1	Administration will gather phone logs, emails, sing-in sheets and hand-outs and materials from workshops given by local agencies.	Moodie, Tamara	8/14/2014	Phone logs, emails, hand-outs, sign-in sheets, materials, hand-outs from trainings.	6/5/2015 monthly
G3.B1.S1.MA1	Administration will monitor and support personnel to ensure agencies are being contacted and invited to the school site.	Moodie, Tamara	8/14/2014	Emails, phone logs, sign-in sheets, hand-outs	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Administration will review that local agencies are being contacted and attending as well as providing information to SFACS.	Moodie, Tamara	8/14/2014	Materials, hand-outs and call logs.	6/5/2015 monthly
G4.MA1	Sign-in sheets, voicemails and weekly emails will be collected and used as data to review throughout the year to determine if progress is being made toward the goal.	Moodie, Tamara	8/14/2014	Evidence that will be collected is the following: sign-in sheets, voicemails and weekly emails sent to the parents. They will also show if progress is being made to achieve the goal.	6/5/2015 one-time
G4.B1.S1.MA1	Administration and front office staff will monitor and support the parent attendance to ensure the trainings are being effective and participation is increasing.	Moodie, Tamara	8/14/2014	Sign-in sheets, voicemails, and weekly emails will be evidence used to demonstrate the action plan is being monitored and implemented.	6/5/2015 monthly
G4.B1.S1.MA1	Administration will send out emails, voicemails and memos as reminders to attend parent trainings.	Moodie, Tamara	8/14/2014	Sign-in sheets, parent conference sheets, and weekly meetings to show evidence of parent participation.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase academic achievement by improving the student's Reading and Writing skills.

G1.B1 The implementation of the new PCI reading program and support for staff due to the lack of understanding of how to run the program effectively. The lack of adequate and appropriate attending skills (ability to sit and stay focused). And the variety of exceptionalities within our student population.

G1.B1.S1 The implementation of the PCI Reading Program.

PD Opportunity 1

To improve training with staff and parents to implement the reading program effectively.

Facilitator

Tamara Moodie

Participants

Teachers, assistants and parents

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

G1.B1.S2 The implementation of the Accessible Literacy Learning (ALL) Reading Program.

PD Opportunity 1

To provide training with staff and parents to implement the reading program effectively.

Facilitator

Tamara Moodie

Participants

Teachers, assistants and parents

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

G2. To identify appropriate interventions and behavioral support strategies to those students who may be at risk.

G2.B1 The lack of time, money, and the personnel required to keep up-to-date on the research needed to support the individuality of each student at SFACS.

G2.B1.S1 To research, review and implement up-to-date research based interventions and strategies used for individuals with autism.

PD Opportunity 1

To offer partnerships with outside community resources such as local Universities to conduct trainings.

Facilitator

Dr. Tamara Moodie

Participants

Teachers and Assistants

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

G3. To develop partnerships with local agencies that specialize in transitioning adults with special needs into post-secondary life.

G3.B1 The lack of time required for school personnel to effectively reach out to the local agencies to build relationships.

G3.B1.S1 To have outside agencies come to SFACS to educate school personnel on programs that deal with transitioning adults with disabilities.

PD Opportunity 1

Administration will set up trainings/workshops with local agencies to visit and give a presentation on their program.

Facilitator

Dr. Tamara Moodie

Participants

Teachers and Assistants

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase academic achievement by improving the student's Reading and Writing skills.	21,700
Goal 2: To identify appropriate interventions and behavioral support strategies to those students who may be at risk.	36,000
Goal 3: To develop partnerships with local agencies that specialize in transitioning adults with special needs into post-secondary life.	11,300
Goal 4: To increase the amount of parent participation in professional development offered throughout the year to support their students communication, social, behavioral, and self-help skills.	21,390
Grand Total	**90,390**

Goal 1: To increase academic achievement by improving the student's Reading and Writing skills.		
Description	**Source**	**Total**
B1.S1.A1 - Curriculum	IDEA	5,000
B1.S1.A2 - Curriculum	IDEA	5,000
B1.S2.A1 - Weekly parent trainings	Other	11,700
Total Goal 1		**21,700**

Goal 2: To identify appropriate interventions and behavioral support strategies to those students who may be at risk.		
Description	**Source**	**Total**
B1.S1.A1 - Communication materials and devices	Other	20,000
B1.S1.A1 - Behavioral Training/Board Certified Behavioral Analyst (BCBA)	Other	16,000
Total Goal 2		**36,000**

Goal 3: To develop partnerships with local agencies that specialize in transitioning adults with special needs into post-secondary life.		
Description	**Source**	**Total**
B1.S1.A1 - Field Trips	Other	1,300
B1.S1.A1 - Customized employment/Vocational Academies	Other	10,000
Total Goal 3		**11,300**

Goal 4: To increase the amount of parent participation in professional development offered throughout the year to support their students communication, social, behavioral, and self-help skills.		
Description	**Source**	**Total**
B1.S1.A1 - Saturday Workshops	Other	9,690
B1.S1.A1 - Weekly parent trainings	Other	11,700
Total Goal 4		**21,390**