

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

**School:** 2581 - Nina Harris Ese Center  
**District:** 52 - Pinellas  
**Principal:** Mary Sakoff S  
**SAC Chair:** Joey Bower  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** 09/24/2013  
**Last Modified on:** 10/29/2013

<b>Address:</b>	<u><b>Physical</b></u> 6000 70TH AVE N Pinellas Park, FL 33781	<u><b>Mailing</b></u> 6000 70TH AVE N Pinellas Park, FL 33781
<b>Phone Number:</b>	727-547-7850	
<b>Web Address:</b>	<a href="http://www.ninaharris.pinellas.k12.fl.us">http://www.ninaharris.pinellas.k12.fl.us</a>	
<b>Email Address:</b>	2581.principal@pcsb.org	

<b>School Type:</b>	Combination School
<b>Alternative:</b>	No
<b>Charter:</b>	No
<b>Title I:</b>	No
<b>Free/Reduced Lunch:</b>	<i>[Data Not Available]</i>
<b>Minority:</b>	<i>[Data Not Available]</i>
<b>School Grade History:</b>	

### NOTE

Sections marked N/A in the online application have been excluded from this document.  
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Nina Harris Ese Center	
<b>Principal's name</b> Mary Sakoff S	
<b>School Advisory Council chair's name</b> Joey Bower	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Mary Sakoff	Principal
Arlene Sullivan	Assistant Principal
Victoria Rosado	Guidance Counselor
Cindy Rekort	Instructional Coach
Jacque Grimes	Behavior Specialist
Paul Marcinowski	Behavior Specialist
Julie Bush	Pro-Ed Facilitator
Rick Lehner	Social Worker
Lynette Hartmann	Speech Therapist
Adrienne Woods	Speech Therapist
Jancie Embrey-Brown	Speech Therapist
Janie Fontaine	PVE Teacher
Gabrielle Lyon	ASD Teacher
Mary Beth Kenyon-Colvard	PreK Teacher
Phyllis Sava	P.E. Teacher
Natalie Christensen	Media Specialist
Ebony Cason	School Psychologist
<b>District-Level Information</b>	
<b>District</b> Pinellas	
<b>Superintendent's name</b> Dr. Michael A Grego	
<b>Date of school board approval of SIP</b> 09/24/2013	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
Joey Bower, SAC Chair , Parent	
Mary Sakoff, Principal	
Beatriz Blair, Parent	
Tondalyn Byrd, Parent	
Linda Solti, Parent	
Lisa Trendi, Community Partner	
Sara Crovo, Community Partner	
Faith Krahmer, Teacher	

Marie Randall, Teacher Angenika Hawkins, Support Staff		
<b>Describe the involvement of the SAC in the development of this school improvement plan</b> SAC had representation on the SIP writing team. After the SIP is completed it is presented to the SAC to review and to suggest and modifications to the plan.		
<b>Describe the activities of the SAC for the upcoming school year</b> The SAC will review school performance data for both academic and behavior and monitor the School Improvement Plan for implementation quarterly at a minimum. The SAC will work with the principal on school issues and problem solve solutions that may impact student achievement and the implementation of the SIP		
<b>Describe the projected use of school improvement funds and include the amount allocated to each project</b> Nina Harris received \$1,124.30 from the state for school improvement. The SAC will work as a team to decide how to use the funds.		
<b>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</b> In Compliance		
<b>If no, describe the measures being taken to comply with SAC requirements</b>		
<b>Highly Qualified Staff</b> This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		
<b>Administrators</b>		
<b># Administrators</b> 2		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Administrator Information:</b>		
<b>Mary Sakoff S</b>		
Principal	Years as Administrator: 19	Years at Current School: 6
<b>Credentials</b>	Degrees: B.A. Elementary Ed., M.A. Special Education; Ph.D in Curriculum and Instruction Certifications: School Principal (All Levels); Emotionally Handicapped (K-12);EL. Education 1-6;	
<b>Performance Record</b>	Last year was the first year Nina Harris received a School Improvement Rating based on FAA scores. The school was rated as Improving in both Reading and Math based on 2012 FAA results. The school was rated as Declining in Reading and Maintaining in Math based on the 2013 FAA results. Overall, the school's final improvement rating for 2013 was Declining.	

<b>Arlene Sullivan</b>		
Asst Principal	Years as Administrator: 16	Years at Current School: 16
<b>Credentials</b>	Degrees: B.S. in Education; M.S. in Educational Leadership Certifications: School Principal (All Levels); Emotionally Handicapped (K-12); EL. Education 1-6; Specific Learning Disabilities (K-12)	
<b>Performance Record</b>	Last year was the first year Nina Harris received a School Improvement Rating based on FAA scores. The school was rated as Improving in both Reading and Math based on 2012 FAA results. The school was rated as Declining in Reading and Maintaining in Math based on the 2013 FAA results. Overall, the school's final improvement rating for 2013 was Declining.	
<b>Instructional Coaches</b>		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
<b>Cindy Rekort</b>		
Part-time / School-based	Years as Coach: 4	Years at Current School: 4
<b>Areas</b>	Reading/Literacy, Mathematics, RtI/MTSS	
<b>Credentials</b>	Degrees: BS in Emotionally Handicapped Education Certifications: Emotionally Handicapped (K-12); BCaBA certification	
<b>Performance Record</b>	Last year was the first year Nina Harris received a School Improvement Rating based on FAA scores. The school was rated as Improving in both Reading and Math based on 2012 FAA results. The school was rated as Declining in Reading and Maintaining in Math based on the 2013 FAA results. Overall, the school's final improvement rating for 2013 was Declining.	
<b>Classroom Teachers</b>		
# of classroom teachers 43		
# receiving effective rating or higher 43, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 39, 91%		
# ESOL endorsed 9, 21%		
# reading endorsed 3, 7%		
# with advanced degrees 6, 14%		
# National Board Certified 4, 9%		

<b># first-year teachers</b> 5, 12%
<b># with 1-5 years of experience</b> 1, 2%
<b># with 6-14 years of experience</b> 11, 26%
<b># with 15 or more years of experience</b> 26, 60%
<b>Education Paraprofessionals</b>
<b># of paraprofessionals</b> 2
<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c)</b> 2, 100%
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 12
<b># receiving effective rating or higher</b> 12, 100%
<b>Teacher Recruitment and Retention Strategies</b> This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
<b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b> Pinellas County School District has processes in place which assures all schools recruit and retain high quality and highly qualified teachers. Interviews for all prospective candidates are conducted by a team comprised of teachers from which the grade level is being filled. First year teachers are paired with a mentor. *When filling a position for a specific exceptionality, SVE, PVE, ASD, etc. Nina Harris looks for candidates that have experience in working with students with those disabilities. Person Responsible: Principal, Assist. Principal
<b>Teacher Mentoring Program/Plan</b> This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
<b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b> Mentor: Vicki Rosado; Mentor: Julie Bush All first year teachers are paired with a mentor. Planned mentoring activities: Observations of mentee's instruction and providing feedback; assisting mentee in lesson planning, and aligning lessons to Core Standards for Ind students
<b>Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)</b> This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
<b>Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs</b> Academic pre and post test data for the Unique Learning System is collected and shared three to four times a year to monitor student progress by the Instructional Coach. Data is reviewed by the MTSS

team and staff to monitor student growth and target specific skills on which students need more instruction. From that information, teachers analyze the data and base their lessons on those specific skills. Behavior data is collected and analyzed monthly by the Behavior Specialists. Data is shared with the MTSS and staff. Information from data collected is then used to make informed choices to remediate behaviors. Funding and staffing needs for both academic and behavioral programs are determined by the MTSS after reviewing data and SIP goals.

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**

\*Mary Sakoff and Arlene Sullivan, administrators. As the school administrators their role is to ensure that the MTSS Team utilizes a data-based problem solving process to implement and monitor the goals of the SIP. They also serve as a liaison to keep SAC informed on SIP progress.

\*Vicki Rosado, Guidance Counselor serves as the Facilitator. As a facilitator she is responsible for creating the agendas, taking and distributing minutes and leads discussions.

\*Cindy Rekort, Ind Instructional Coach serves as Data Manager. She assists the team in accessing and interpreting (aggregating/disaggregating) academic data to identify Tier II and Tier III students.

\*Jacquie Grimes and Paul Marcinowski, Behavior Specialists serves as Data Managers for behavior data. They assist the team in identifying Tier II and Tier III students and by providing strategies/ interventions that can be used to decrease behavior calls for targeted students.

\*Julie Bush, Pro-Ed Facilitator serves as the liaison for coordinating staff trainings.

\*Rick Lehner, Social Worker; Janie Fontaine, PVE Teacher; Ela Lyon, ASD Teacher Phyllis Sava, P. E.. Teacher; Mary Beth Kenyon-Colvard, Blended PreK Teacher, Natalie Christensen, Media Specialist and Janice Embrey Brown, Lynette Hartman and Adrienne Woods' Speech Therapists. Ebony Cason, School Psychologist

**Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS Team reviews Benchmarks of Quality (BOQ) twice a year and the SAPSI, yearly (Self-Assessment of Problem Solving Implementation) as well as periodic review of SIP goals to monitor progress.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

The Unique Learning System will be used to analyze pre and post testing of students. FAA data from the state will be used to identify students who are on the cusp of moving up a performance level in reading and in math. In addition, FAA data will also be used to identify students in Levels 1, 2 and 3 who are also on the cusp on making learning gains (5 pts.).

Monthly behavior data will be analyzed to identify students who receive behavior calls and type of calls they generate.

Child study team meets twice a month to discuss and make recommendations based on teachers and nurses information on students who have been absent at least 5 days over a two week period.

**Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

At a staff meeting, the MTSS team will present a five minute interactive refresher emphasizing the primary role of all staff within the MTSS process. A monthly summary of areas discussed by the MTSS and recommendations will be distributed in order to keep staff informed and allow for input. Data chats are conducted in order to build capacity in the data-based problem solving process.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Extended Day for All Students**

**Minutes added to school year:**

**Strategy Purpose(s)**

**Strategy Description**

Students: Students qualify for Extended School Year services per state and federal guidelines with their IEPs.

Staff: Instructional staff have regularly scheduled PLCs which this year will include Lesson Study, and LLC (Common Core Connectors/Communication). PLCs meet on Wednesdays. In addition assistants have monthly training in curricular areas.

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected on student progress on IEP goals and ULS pre/post test data.

**Who is responsible for monitoring implementation of this strategy?**

Ind. Coach  
 MTSS Team  
 Case Managers

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Mary Sakoff	Principal
Arlene Sullivan	Assistant Principal
Cindy Rekort	Ind Coach
Vicki Rosado	Guidance Counselor
Ela Lyon	ASD Teacher
Janie Fontaine	PVE Teacher
Mary Beth Kenyon-Colvard	PreK Teacher
Natalie Christensen	Media Specialist
Ebony Cason	Psychologist
Lynette Hartmann	Speech Therapist
Adrienne Woods	Speech Therapist
Janice Embrey-Brown	Speech Therapist
Rick Lehner	Social Worker
Phyllis Sava	P.E. Teacher
Jacque Grimes	Behavior Specialist
Paul Marcinowski	Behavior Specialist

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

The school-based LLT also serves as the MTSS-Academic Team.

**What will be the major initiatives of the LLT this year?**

- 1 .Communication strategies
2. Development of a reading Resource Map and training on Formative Assessment analysis.

### **Every Teacher Contributes to Reading Instruction**

#### **Describe how the school ensures every teacher contributes to the reading improvement of every student**

All Case Managers teach the ULS Curriculum which includes reading. All therapists and specialists are provided with the unit vocabulary for each level as well as the concepts being presented. They weave these into their skill lessons to provide additional exposure and opportunities for generalization.

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**

PreK to Kindergarten transition will be conducted in the spring. Students that are staying at Nina visit their respective classrooms.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?**

Students at the transition level receive instruction in transition to work and post-school activities. When possible students engage in CBI work related tasks in the community or within the school

#### **How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?**

Students' IEPs require transition planning and all of those procedures are followed. They include talking with both student and parent/guardian about student desires and realistic choices for their post school lives.

#### **Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C**

N/A Nina Harris is an ESE Center which serves students with significant cognitive disabilities. Students leave Nina Harris when they are 22 years old. Many students are enrolled in day programs, remain at home due to their severe to profound cognitive disabilities or work part time with assistance from a job coach.



**Expected Improvements**

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Area 1: Reading****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	28%	18%	No	36%
American Indian				
Asian		0%		
Black/African American	25%	5%	No	33%
Hispanic		20%		
White	33%	11%	No	40%
English language learners				
Students with disabilities	28%	18%	No	36%
Economically disadvantaged	30%	21%	No	37%

**Florida Alternate Assessment (FAA)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	13	15%	20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		3%

**Learning Gains**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students making learning gains (FCAT 2.0 and FAA)	34	47%	100%
Students in lowest 25% making learning gains (FCAT 2.0)			

**Area 2: Writing**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5			
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		33%

**Area 3: Mathematics****Elementary and Middle School Mathematics**

<b>Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	28%	9%	No	36%
American Indian				
Asian		0%		
Black/African American	25%	8%	No	33%
Hispanic		28%		
White	33%	8%	No	40%
English language learners				
Students with disabilities	28%	9%	No	36%
Economically disadvantaged	28%	12%	No	36%
<b>Florida Alternate Assessment (FAA)</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]		12%
Students scoring at or above Level 7		[data excluded for privacy reasons]		2%
<b>Learning Gains</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Learning Gains		30	71%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)				
<b>High School Mathematics</b>				
<b>Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	28%	19%	No	36%
American Indian				
Asian				
Black/African American	25%	0%	No	33%
Hispanic				
White	33%	22%	No	40%
English language learners				
Students with disabilities	28%	19%	No	36%
Economically disadvantaged	28%	22%	No	36%
<b>Florida Alternate Assessment (FAA)</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]		24%
Students scoring at or above Level 7		[data excluded for privacy reasons]		5%

<b>Learning Gains</b>			
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		100%
Students in lowest 25% making learning gains (EOC)			
<b>Area 4: Science</b>			
<b>Elementary School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		25%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%
<b>Middle School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		29%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%
<b>High School Science</b>			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		30%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			
<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	1		1%
<b>Area 8: Early Warning Systems</b>			

<b>Elementary School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	27	53%	48%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	15	29%	24%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%
<b>Middle School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	8	30%	25%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	13	50%	45%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%
<b>High School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	42	30%	25%
Students in ninth grade with one or more absences within the first 20 days	12	92%	87%
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	57	41%	36%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%
<b>Graduation</b>			
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe parental involvement targets for your school**

Specific strategies to increase parental involvement based upon results of the needs assessment have been identified as: develop and disseminate a parent survey to identify training needs, provide two workshops based on survey results and provide parents with curriculum materials to reinforce basic concepts. (See PIP)

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Description of additional targets**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Goals Summary**

**Goal #1:**

Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Reading

**Goal #2:**

Increase the percentage of students making satisfactory progress in Writing by 5%.

**Goal #3:**

Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Math.

**Goal #4:**

Increase the percentage of students at Level 4 or above in Science.

**Goal #5:**

Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.

**Goal #6:**

Increase the number of black students at Level 4 or above in reading and math by 5% or more as measured by the 2014 FAA.

**Goals Detail**

**Goal #1: Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Reading**

- Targets Supported**
- Reading - AMO's
  - Reading - FAA
  - Reading - Learning Gains

- Resources Available to Support the Goal**
- Communication Strategies Training, books and materials from training
  - Data Chats and analysis template
  - Resource Map

- Targeted Barriers to Achieving the Goal**
- Students in FAA performance Level 1 do not have consistent response modes for choice making, Identify high yield
  - Teachers ability to analyze their formative assessment data
  - Identifying High Yield Instructional Strategies

**Plan to Monitor Progress Toward the Goal**

**Action:**

MTSS Team will monitor progress towards goal every other month

**Person or Persons Responsible:**

MTSS Team

**Target Dates or Schedule:**

Every other month

**Evidence of Completion:**

MTSS minutes will reflect review of progress towards goal

**Goal #2: Increase the percentage of students making satisfactory progress in Writing by 5%.**

- Targets Supported** • Writing
- Resources Available to Support the Goal**
- Communications Strategies Training
  - Resource Map
  - Data Chats and data analysis template
- Targeted Barriers to Achieving the Goal**
- Students in FAA performance Level 1 do not have consistent response modes for choice making.
  - Teachers ability to analyze their formative assessment data
  - Identify High Yield Instructional Strategies

**Plan to Monitor Progress Toward the Goal**

**Action:**  
 MTSS will review progress towards goals every other month

**Person or Persons Responsible:**  
 MTSS Team

**Target Dates or Schedule:**  
 Every other month

**Evidence of Completion:**  
 MTSS minutes will reflect review of data

**Goal #3: Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Math.**

- Targets Supported**
- Math
    - Math - Elementary and Middle School
    - Math - Elementary and Middle FCAT 2.0
    - Math - Middle School Acceleration
    - 
    - Algebra 1 EOC
    - Geometry EOC
- Resources Available to Support the Goal**
- Touchmath Training
  - District training for LLC, Orlando training for InD on Common Core, materials provided by ACCESS
  - Data chats and data analysis template
- Targeted Barriers to Achieving the Goal**
- Math skills are very abstract. High school ASD and SVE teachers and new teachers since 2010 have not been formally trained in Touchmath.
  - New expectations through Common Core
  - Teachers ability to analyze their formative assessment data

**Plan to Monitor Progress Toward the Goal**

**Action:**

MTSS Team will review progress data every two months

**Person or Persons Responsible:**

MTSS Team

**Target Dates or Schedule:**

Every two months

**Evidence of Completion:**

MTSS minutes

**Goal #4: Increase the percentage of students at Level 4 or above in Science.**

**Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School

**Resources**

**Available to**

**Support the Goal**

- Unique Learning System Lessons pertaining to Science Fairs
- Data Analysis Template
- Communication Strategies Training

**Targeted Barriers to Achieving the Goal**

- Students difficulty understanding the scientific process of experiments
- Teachers ability to analyze their formative assessment
- Students in FAA performance Level 1 do not have consistent response modes for choice making

**Plan to Monitor Progress Toward the Goal**

**Action:**

MTSS Team will review progress towards goals every other month

**Person or Persons Responsible:**

MTSS Team

**Target Dates or Schedule:**

Every other month

**Evidence of Completion:**

MTSS Minutes

**Goal #5: Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.**

**Targets Supported**

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation



**Resources Available to Support the Goal**

- Child Study Team Hospital Homebound Transportation Liaison Parents
- STOIC Training and strategies Second Step Curriculum Social Skills Stories Behavior Specialists
- CPI Training

**Targeted Barriers to Achieving the Goal**

- Many students are medically fragile and are susceptible to becoming ill which causes them to miss school more than the average neuro typical child
- Transportation needs 5- 7 days to relocate a stop for students who move frequently. Parents lack of transportation
- Lack of uniform behavior skills and appropriate social skills (conflict resolution, anger management, problem solving)

**Plan to Monitor Progress Toward the Goal**

**Action:**

Child Study Team minutes will reflect attendance of students and steps taken to address attendance concerns. Number of newsletter articles submitted Number of Behavior Calls Number of materials checked out pertaining to social skills

**Person or Persons Responsible:**

Child Study Team will review students attendance MTSS Team will review the number of behavior calls to note decrease in behavior calls Media Specialist

**Target Dates or Schedule:**

Bi-monthly Every two months Throughout the year

**Evidence of Completion:**

Child Study Team Minutes Newsletter articles Behavior Call Data List of materials checked out

**Goal #6: Increase the number of black students at Level 4 or above in reading and math by 5% or more as measured by the 2014 FAA.**

**Targets Supported**

- Reading
- Reading - AMO's
- Reading - FAA
- Reading - Learning Gains
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - High School AMO's

**Resources Available to Support the Goal**

- Communication Strategies Training, books and materials from training.
- Data chats and providing the teachers with an analysis template.
- Resource Map
- Formal Touchmath training

**Targeted Barriers to Achieving the Goal**

- Students in FAA performance Level 1 do not have consistent response modes for choice making
- Teachers ability to analyze their formative assessment data.
- Common Core Standards are new to our staff. The only Core Content Connectors for ESE students that take the FAA have been developed are in Math.
- Teachers ability to identify High Yield Strategies.
- Math skills are very abstract. High school ASD and SVE students and new teachers since 2010 have not yet been formally trained in Touchmath.

**Plan to Monitor Progress Toward the Goal**

**Action:**

MTSS Team will review progress towards goals every other month.

**Person or Persons Responsible:**

MTSS Team

**Target Dates or Schedule:**

Every two months

**Evidence of Completion:**

MTSS minutes

**Action Plan for Improvement**

**Goal #1:**

Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Reading

**Barrier #1:**

Students in FAA performance Level 1 do not have consistent response modes for choice making, Identify high yield

**Strategy #1 to Overcome the Barrier**

Provide Communication Strategies Training

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Communication Strategies training with Philip Schweigert

**Person or Persons Responsible:**

Cindy Rekort, Ind Coach will arrange for Communication Strategies training with Phillip Schweigert

**Target Dates or Schedule:**

September 12th and Sept. 13th at Nina Harris

**Evidence of Completion:**

Sign In sheets

**Facilitator:**

Jule Bush Phillip Schweigert

**Participants:**

Cindy Rekort, Ind Coach will arrange for Communication Strategies training with Phillip Schweigert

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**Step #2 to Implement Strategy #1**

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**Action:**

Complete Communication Matrices on all students without a viable communication system.

**Person or Persons Responsible:**

Case managers will complete a Communication Matrix for non-verbal or low-verbal students to develop a consistent communication system for their student(s).

**Target Dates or Schedule:**

By January 19, 2014

**Evidence of Completion:**

Number of Communication Matrices completed

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1**

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**Action:**

All Elementary teachers will have a completed Communication Matrix on each one of their students. Other teachers will complete a Communication Matrix on their non-verbal or low-verbal students

**Person or Persons Responsible:**

InD Coach

**Target Dates or Schedule:**

By end of first semester

**Evidence of Completion**

Completed Communication Matrices

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1**

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**Action:**

Elementary and non-verbal or low-verbal students will have a completed Communication Matrix. Modes of communication for students will be observed.

**Person or Persons Responsible:**

InDCoach Administrators

**Target Dates or Schedule:**

By end of first semester During walkthroughs

**Evidence of Completion:**

Matrices Walkthrough data

<b>Goal #1:</b>	Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Reading
<b>Barrier #2:</b>	Teachers ability to analyze their formative assessment data
<b>Strategy #1 to Overcome the Barrier</b>	The InD Coach will schedule data chats after each data collection period and instruction in the use of data analysis template

**Step #1 to Implement Strategy #1**

**Action:**

Training will be provided on the use of the formative assessment analysis template so that it can be completed after each data collection period to guide instruction

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

during each data collection period

**Evidence of Completion:**

Sign in sheets Completed analysis templates

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1**

**Action:**

Lesson plans will note specific lessons that target areas needing further instruction based on the completed data analysis templates

**Person or Persons Responsible:**

Administrators InD Coach

**Target Dates or Schedule:**

after each data collection period Walkthroughs

**Evidence of Completion**

analysis template completed for each student Lesson Plans

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1**

**Action:**

Pre and post data will be compared during data chat meetings after each data collection period

**Person or Persons Responsible:**

Administrators InD Coach Case Managers

**Target Dates or Schedule:**

After each data collection period

**Evidence of Completion:**

Pre/post data

<b>Goal #1:</b>	Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Reading
<b>Barrier #3:</b>	Identifying High Yield Instructional Strategies
<b>Strategy #1 to Overcome the Barrier</b>	Develop Resource Map for Reading

**Step #1 to Implement Strategy #1**

**Action:**

Develop a Reading Resource Map of supplementary reading materials for teachers that contains High Yield Instructional Strategies that is tailored to meet the needs of Nina Harris' students

**Person or Persons Responsible:**

InD Coach MTSS mini work group

**Target Dates or Schedule:**

by end of the first semester

**Evidence of Completion:**

Resource Map which includes High Yield Instructional Strategies

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #1**

**Action:**

Teachers use of strategies off the Reading Resource Map will be monitored during walkthroughs and noted in Lesson Plans

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Walkthroughs conducted throughout the year

**Evidence of Completion**

Walkthrough data Lesson Plans noting strategies used

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #1**

**Action:**

Teachers use of High Yield Strategies will be evident during walkthroughs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Walkthroughs conducted through the school year

**Evidence of Completion:**

Walkthrough data

<b>Goal #2:</b>	Increase the percentage of students making satisfactory progress in Writing by 5%.
<b>Barrier #1:</b>	Students in FAA performance Level 1 do not have consistent response modes for choice making.
<b>Strategy #1 to Overcome the Barrier</b>	Communication Strategies Training

### Step #1 to Implement Strategy #1 - PD Opportunity

**Action:**

Communication Strategies Training with Phillip Schweigert

**Person or Persons Responsible:**

InD Coach will arrange for Communication Strategies Training with Phillip Schweigert

**Target Dates or Schedule:**

Sept. 12th and Sept. 13th

**Evidence of Completion:**

Sign in sheets

**Facilitator:**

Julie Bush Phillip Schweigert

**Participants:**

InD Coach will arrange for Communication Strategies Training with Phillip Schweigert

### Step #2 to Implement Strategy #1

**Action:**

Complete Communication Matrices on all students without a viable communication system.

**Person or Persons Responsible:**

Case managers will complete a Communication Matrix for non-verbal or low-verbal students to develop a consistent communication system for their student(s).

**Target Dates or Schedule:**

Jan. 19, 2014

**Evidence of Completion:**

Number of completed matrices

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

**Action:**

All Elementary teachers will have a completed Communication Matrix on each one of their students. Other teachers will complete a Communication Matrix on their non-verbal or low-verbal students

**Person or Persons Responsible:**

InD Coach

**Target Dates or Schedule:**

By end of first semester

**Evidence of Completion**

Number of completed matrices

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2**

**Action:**

Elementary and non-verbal or low-verbal students will have a completed Communication Matrix. Modes of communication for students will be observed.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

During walkthroughs

**Evidence of Completion:**

Walkthrough data will reflect student communication

<b>Goal #2:</b>	Increase the percentage of students making satisfactory progress in Writing by 5%.
<b>Barrier #3:</b>	Teachers ability to analyze their formative assessment data
<b>Strategy #1 to Overcome the Barrier</b>	Data chats after each data collection period and instruction in the use of data analysis template

**Step #1 to Implement Strategy #1**

**Action:**

Training on the use of the formative assessment analysis template so that is can be completed after each data collection period, Planning will be guided by data chat

**Person or Persons Responsible:**

Ind Coach Administrators

**Target Dates or Schedule:**

during data collection periods

**Evidence of Completion:**

Data chat schedules completed data analysis template

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

Lesson plans will note specific lessons that target areas needing further instruction based on the completed data analysis templates

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

during each data collection period

**Evidence of Completion**

completed data analysis templates for each student Lesson Plans

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

Pre and post data will be compared during data chat meetings after each data collection period

**Person or Persons Responsible:**

InD Coach Administrators Case Managers

**Target Dates or Schedule:**

After each data collection period

**Evidence of Completion:**

Pre/Post Test analysis templates

<b>Goal #2:</b>	Increase the percentage of students making satisfactory progress in Writing by 5%.
<b>Barrier #4:</b>	Identify High Yield Instructional Strategies
<b>Strategy #1 to Overcome the Barrier</b>	Develop Reading Resource Map that includes High Yield Instructional Strategies

**Step #1 to Implement Strategy #1**

**Action:**

Develop a Reading Resource Map that is tailored to the needs of Nina Harris' students that contains High Yield Strategies that also target writing

**Person or Persons Responsible:**

InD Coach MTSS mini work group

**Target Dates or Schedule:**

During first semester

**Evidence of Completion:**

Completed Reading Resource Map

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #2**

**Action:**

Teachers use of strategies off the Reading Resource Map will be monitored during walkthroughs and noted in Lesson Plans

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Walkthroughs conducted during the year

**Evidence of Completion**

Lesson Plans will note High Yield Instructional Strategies Walkthrough Data



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### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #2

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**Action:**

Teachers use of High Yield Strategies will be evident during walkthroughs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Walkthroughs conducted throughout the school year

**Evidence of Completion:**

Walkthrough data

<b>Goal #3:</b>	Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Math.
<b>Barrier #1:</b>	Math skills are very abstract. High school ASD and SVE teachers and new teachers since 2010 have not been formally trained in Touchmath.
<b>Strategy #1 to Overcome the Barrier</b>	Formal Touchmath training will be provided

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### Step #1 to Implement Strategy #1 - PD Opportunity

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**Action:**

Formal Touchmath training for high school ASD and SVE teachers and new teachers since 2010 will be provided

**Person or Persons Responsible:**

InD Coach will arrange for Touchmath training with Michael Soria

**Target Dates or Schedule:**

Oct. 25, 2013

**Evidence of Completion:**

Sign in sheets

**Facilitator:**

Michael Soria Julie Bush

**Participants:**

InD Coach will arrange for Touchmath training with Michael Soria

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### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

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**Action:**

Evidence of Touchmath being implemented will be observed during walkthroughs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Throughout the 2013-2014 school year

**Evidence of Completion**

Lesson Plans Walkthrough data

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3**

**Action:**

Math data for ASD, SVE and new teachers will be monitored for progress

**Person or Persons Responsible:**

InD Coach

**Target Dates or Schedule:**

during each data collection period

**Evidence of Completion:**

Data analysis template

<b>Goal #3:</b>	Increase the percentage of students making learning gains in Levels1-3 by 5 points or more and maintaining Level 4 or above in Math.
<b>Barrier #2:</b>	New expectations through Common Core
<b>Strategy #1 to Overcome the Barrier</b>	Incorporate Common Core training into ULS Grade Level Bands PLCs

**Step #1 to Implement Strategy #1**

**Action:**

LLC Cadre will provide training on Common Core Graduated Learnings

**Person or Persons Responsible:**

LLC Cadre InD Coach Administrators

**Target Dates or Schedule:**

Throughout the 2013-3014 school year

**Evidence of Completion:**

PLC Minutes

**Step #2 to Implement Strategy #1 - PD Opportunity**

**Action:**

PLCs will be by ULS Grade Level Bands. School wide instructional staff will be assigned to a PLC based on where the majority of their students are. Each PLC will be facilitated by a LLC Cadre member

**Person or Persons Responsible:**

Administrators InD Coach LLC Cadre

**Target Dates or Schedule:**

August 2013

**Evidence of Completion:**

Composition of PLCs

**Facilitator:**

Julie Bush Cindy Rekort Michelle Robeson Christie Vaughan Mary Beth Kenyon-Colvard

**Participants:**

Administrators InD Coach LLC Cadre

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3**

**Action:**

LLC Cadre will facilitate training on Common Core through the PLCs

**Person or Persons Responsible:**

LLC Cadre InD Coach Administrators

**Target Dates or Schedule:**

Throughout the 2013-2014 school year

**Evidence of Completion**

PLC Minutes PLC Composition Sheets

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3**

**Action:**

The LLC Cadre will facilitate trainings on the Graduated Learnings and MASSIES

**Person or Persons Responsible:**

LLC Cadre InD Coach Administrators

**Target Dates or Schedule:**

Throughout the year during PLCs

**Evidence of Completion:**

PLC minutes

<b>Goal #3:</b>	Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Math.
<b>Barrier #3:</b>	Teachers ability to analyze their formative assessment data
<b>Strategy #1 to Overcome the Barrier</b>	Training will be provided on the use of the formative assessment analysis template so that it can be completed after each data collection period to guide instruction that target specific skills

**Step #1 to Implement Strategy #1**

**Action:**

data analysis templates will be completed by case managers that identify lessons that target specific areas needed for further instruction

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

during each data collection period

**Evidence of Completion:**

completed data analysis template for each student

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #3**

**Action:**

Lesson plans will note specific lessons that target areas needing further instruction based on the completed data analysis templates

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

after each data collection period Walkthroughs

**Evidence of Completion**

completed analysis template for each student Lesson Plans

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #3**

**Action:**

Pre and post data will be compared during data chat meetings after each data collection period

**Person or Persons Responsible:**

InD Coach Administrators Case Managers

**Target Dates or Schedule:**

after each data collection period

**Evidence of Completion:**

Pre/post tests

<b>Goal #4:</b>	Increase the percentage of students at Level 4 or above in Science.
<b>Barrier #1:</b>	Students difficulty understanding the scientific process of experiments
<b>Strategy #1 to Overcome the Barrier</b>	Expose students to a variety of opportunities to observe the scientific process

**Step #1 to Implement Strategy #1**

**Action:**

Teachers will provide students various opportunities to participate in the scientific process through the use of ULS lessons

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

During first semester

**Evidence of Completion:**

Lesson Plans Science Fair Project

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4**

**Action:**

Teachers will provide students various opportunities to participate in the scientific process through the use of ULS lessons

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

During first semester

**Evidence of Completion**

Lesson Plans Science Fair Project

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4**

**Action:**

Each classroom will submit a project for the Science Fair

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

By end of first semester

**Evidence of Completion:**

Science Fair Project Lesson Plans

<b>Goal #4:</b>	Increase the percentage of students at Level 4 or above in Science.
<b>Barrier #2:</b>	Teachers ability to analyze their formative assessment
<b>Strategy #1 to Overcome the Barrier</b>	The InD Coach will conduct data chats after each data collection period and provide instruction in the use of the data analysis template

**Step #1 to Implement Strategy #1**

**Action:**

Training will be provided on the use of the formative assessment data analysis template so that it can be completed after each data collection period to guide instruction

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

during each data collection period

**Evidence of Completion:**

completed data analysis templates for each student

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4**

**Action:**

Lesson plans will note specific lessons that target areas needing further instruction based on the completed data analysis templates

**Person or Persons Responsible:**

Administrators InD Coach

**Target Dates or Schedule:**

after each data collection period Walkthroughs

**Evidence of Completion**

data analysis template completed for each student Walkthroughs

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4**

**Action:**

Pre and post data will be compared during data chat meetings after each data collection period

**Person or Persons Responsible:**

Administrators InD Coach Case Managers

**Target Dates or Schedule:**

after each data collection period

**Evidence of Completion:**

Pre/post data

<b>Goal #4:</b>	Increase the percentage of students at Level 4 or above in Science.
<b>Barrier #3:</b>	Students in FAA performance Level 1 do not have consistent response modes for choice making
<b>Strategy #1 to Overcome the Barrier</b>	Communications Strategies Training

**Step #1 to Implement Strategy #1**

**Action:**

Cindy Rekort will arrange for Communication Strategies training with Phillip Schweigert

**Person or Persons Responsible:**

Cindy Rekort, InD Coach will arrange for Communication Strategies training with Phillip Schweigert

**Target Dates or Schedule:**

Sept. 12 and Sept. 13

**Evidence of Completion:**

Sign in sheets

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**Step #2 to Implement Strategy #1**

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**Action:**

Case Managers will complete a Communication Matrix for non-verbal or low-verbal students to develop a consistent communication system for their student(s)

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

By January 19, 2013

**Evidence of Completion:**

Completed Communication Matrices

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4**

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**Action:**

All elementary teachers will have a completed Communication Matrix on each one of their students. Other teachers will complete a Communication Matrix on their non-verbal or low-verbal student(s)

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

By end of first semester

**Evidence of Completion**

Completed Communication Matrices

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #4**

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**Action:**

All elementary teachers will have a completed Communication Matrix on each one of their students. Other teachers will complete a Communication Matrix on their non-verbal or low-verbal student(s)

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

By end of first semester

**Evidence of Completion:**

Completed Communication Matrices

<b>Goal #5:</b>	Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.
<b>Barrier #1:</b>	Many students are medically fragile and are susceptible to becoming ill which causes them to miss school more than the average neuro typical child
<b>Strategy #1 to Overcome the Barrier</b>	Child Study Team will meet bi-monthly to discuss students with excessive absences and invite case managers to attend and implement Student Absence Documentation Log

**Step #1 to Implement Strategy #1**

**Action:**

Child Study Team will meet monthly to discuss students with excessive absences to determine next steps (Hospital Homebound, Social Worker intervention, etc).

**Person or Persons Responsible:**

Child Study Team comprised of Administrators, R.N., Social Worker and Guidance Counselor

**Target Dates or Schedule:**

Bi-monthly

**Evidence of Completion:**

Child Study Team minutes

**Step #2 to Implement Strategy #1**

**Action:**

Case managers will utilize a Student Absence Documentation Log to document parent/guardian contact regarding students absences. The log will be used during Child Study Team for references.

**Person or Persons Responsible:**

Administrator

**Target Dates or Schedule:**

August 2013

**Evidence of Completion:**

Student Absence Documentation Log

**Step #3 to Implement Strategy #1**

**Action:**

An article will be placed in the Nina Harris Newsletter to remind parents about notifying the school for a change of address prior to moving to ensure student transportation.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Every other month

**Evidence of Completion:**

Newsletter articles



**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5**

**Action:**

Completed Student Attendance Logs will be brought to CST to review dates and reasons for absences. Based on that information, school nurse will follow-up on medical issues. Guidance Counselor will follow-up with parents on Hospital Homebound referrals based on information from nurse. Social Worker will follow-up with parents on unexcused absences and if necessary follow process for non-attendance.

**Person or Persons Responsible:**

Child Study Team

**Target Dates or Schedule:**

Bi-Monthly

**Evidence of Completion**

Child Study Team Minutes Hospital Homebound Referrals Social Worker notes

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5**

**Action:**

Completed Student Attendance Logs will be brought to CST to review dates and reasons for absences. Based on that information, school nurse will follow-up on medical issues. Guidance Counselor will follow-up with parents on Hospital Homebound referrals based on information from nurse. Social Worker will follow-up with parents on unexcused absences and if necessary follow process for non-attendance.

**Person or Persons Responsible:**

Child Study Team

**Target Dates or Schedule:**

Bi-monthly

**Evidence of Completion:**

Hospital Homebound Referrals Child Study Team Minutes Social Worker notes

<b>Goal #5:</b>	Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.
<b>Barrier #2:</b>	Transportation needs 5- 7 days to relocate a stop for students who move frequently. Parents lack of transportation
<b>Strategy #1 to Overcome the Barrier</b>	The assistant principal will put in reminders in the school newsletter about change of address

**Step #1 to Implement Strategy #1**

**Action:**

Reminders will be put in the school newsletter reminding parents to put in their change of address at least 7-10 days before moving to ensure transportation.

**Person or Persons Responsible:**

Assistant Principal

**Target Dates or Schedule:**

every other month

**Evidence of Completion:**

Newsletter articles

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #5**

**Action:**

School newsletter article reminding parents to put in their change of address at least 7-10 days before moving to ensure transportation will be sent to the Technology Specialist by the due date for submission to the Nina Harris Newsletter

**Person or Persons Responsible:**

Assistant Principal

**Target Dates or Schedule:**

every other month

**Evidence of Completion**

Newsletter articles

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #5**

**Action:**

School newsletter article reminding parents to put in their change of address at least 7-10 days before moving to ensure transportation will be sent to the Technology Specialist by the due date for submission to the Nina Harris Newsletter

**Person or Persons Responsible:**

Assistant Principal

**Target Dates or Schedule:**

every other month

**Evidence of Completion:**

Newsletter articles

<b>Goal #5:</b>	Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.
<b>Barrier #3:</b>	Lack of uniform behavior skills and appropriate social skills (conflict resolution, anger management, problem solving)
<b>Strategy #1 to Overcome the Barrier</b>	Pro-Ed Facilitator will arrange for STOIC (formally CHAMPS) training in order to provide teacher with resources to help them in their classroom when working with student behavior.

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

The Pro-Ed facilitator will arrange for a district level trainer to present STOIC training for instruction staff

**Person or Persons Responsible:**

Julie Bush

**Target Dates or Schedule:**

During first semester

**Evidence of Completion:**

Sign in sheets on-line assessment

**Facilitator:**

Julie Bush District Level Trainer

**Participants:**

Julie Bush

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #5**

**Action:**

Evidence of STOIC training strategies will be observed during walkthroughs Classroom behavior plans will align to STOIC

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

during the 2013-2014 school year walkthroughs

**Evidence of Completion**

Walkthrough data Number of Behavior Calls

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #5**

**Action:**

Evidence of STOIC training strategies will be observed during walkthroughs Classroom behavior plans will align to STOIC

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

During the 2013-2014 school year Walkthroughs

**Evidence of Completion:**

Walkthrough data Behavior Data Classroom Behavior Plans

<b>Goal #5:</b>	Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.
<b>Barrier #3:</b>	Lack of uniform behavior skills and appropriate social skills (conflict resolution, anger management, problem solving)
<b>Strategy #2 to Overcome the Barrier</b>	Guidance Counselor will implement Second Step Curriuculum in targeted classrooms

**Step #1 to Implement Strategy #2**

**Action:**

Guidance Counselor will provide lessons to targeted classrooms using the Second Step Curriculum

**Person or Persons Responsible:**

Guidance Counselor

**Target Dates or Schedule:**

during the 2013-2014 school year

**Evidence of Completion:**

Pre/post tests List of classrooms

**Step #2 to Implement Strategy #2**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

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**Step #3 to Implement Strategy #2 - PD Opportunity**

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**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

**Facilitator:**

Jule Bush Keith O'Connor

**Participants:**

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**Step #4 to Implement Strategy #2**

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**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

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**Step #5 to Implement Strategy #2**

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**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

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**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #3 to Goal #5**

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**Action:**

Guidance Counselor will assess students growth through pre/post tests.

**Person or Persons Responsible:**

Guidance Counselor

**Target Dates or Schedule:**

At the completion of each Second Step Unit

**Evidence of Completion**

Pre/post tests

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**Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #3 to Goal #5**

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**Action:**

Number of behavior calls for targeted classrooms should decrease.

**Person or Persons Responsible:**

Guidance Counselor Classroom Teacher Behavior Specialist

**Target Dates or Schedule:**

After each Second Step Unit

**Evidence of Completion:**

Behavior Call Data

<b>Goal #5:</b>	Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.
<b>Barrier #3:</b>	Lack of uniform behavior skills and appropriate social skills (conflict resolution, anger management, problem solving)
<b>Strategy #3 to Overcome the Barrier</b>	Create an area in the Media Center that houses materials pertaining to social skills that target conflict resolution and anger management for teacher/student check out

**Step #1 to Implement Strategy #3**

**Action:**

Media Specialist will designate an area in the Media Center that contains materials pertaining to social skills that target conflict resolution and anger management

**Person or Persons Responsible:**

Media Specialist

**Target Dates or Schedule:**

Sept. 2013 and during school year

**Evidence of Completion:**

Identified area in Media Center for Social Skills materials

**Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #3 to Goal #5**

**Action:**

Media Specialist will track materials pertaining to social skills that are checked out

**Person or Persons Responsible:**

Media Specialist

**Target Dates or Schedule:**

During the year

**Evidence of Completion**

List of materials checked out pertaining to social skills

**Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #3 to Goal #5**

**Action:**

Media Specialist will track materials pertaining to social skills that are checked out

**Person or Persons Responsible:**

Media Specialist

**Target Dates or Schedule:**

During the school year

**Evidence of Completion:**

List of materials checked out

<b>Goal #5:</b>	Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.
<b>Barrier #3:</b>	Lack of uniform behavior skills and appropriate social skills (conflict resolution, anger management, problem solving)
<b>Strategy #4 to Overcome the Barrier</b>	CPI Level I training will be provided to all staff

**Step #1 to Implement Strategy #4 - PD Opportunity**

**Action:**  
Administrators will arrange for a six hour Level I CPI training and a three hour Level I CPI Refresher for instructional and support staff.during pre-school.

**Person or Persons Responsible:**  
Administrators

**Target Dates or Schedule:**  
August 2013

**Evidence of Completion:**  
Sign in sheets on-line assessment

**Facilitator:**  
Julie Bush Keith O'Connor

**Participants:**  
Administrators

**Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #3 to Goal #5**

**Action:**  
The use of CPI I techniques will result in fewer behavior calls

**Person or Persons Responsible:**  
Administrators Behavior Specialist

**Target Dates or Schedule:**  
During the 2013-2014 school year

**Evidence of Completion**  
Behavior Data

**Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #3 to Goal #5**

**Action:**  
Six hour CPI Level I and a three hour CPI Level I training will be held at Nina Harris for staff

**Person or Persons Responsible:**  
Administrators

**Target Dates or Schedule:**  
August 2013

**Evidence of Completion:**  
Sign in sheets On line assessment

<b>Goal #5:</b>	Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.
<b>Barrier #3:</b>	Lack of uniform behavior skills and appropriate social skills (conflict resolution, anger management, problem solving)
<b>Strategy #5 to Overcome the Barrier</b>	Behavior Specialists will provide support to staff on behavior concerns by modeling techniques that can be implemented in the classroom

**Step #1 to Implement Strategy #5**

**Action:**

Behavior Specialists will provide support to staff on behavior concerns by modeling techniques that can be implemented in the classroom FBAs will be reviewed and updated as needed.

**Person or Persons Responsible:**

Behavior Specialists

**Target Dates or Schedule:**

During the 2013-2014 school year

**Evidence of Completion:**

Number of classrooms FBAs reviewed

**Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #3 to Goal #5**

**Action:**

Teachers will be observed implementing behavior techniques/strategies modeled by the Behavior Specialists FBAs will be monitored for fidelity.

**Person or Persons Responsible:**

Behavior Specialists Case Managers

**Target Dates or Schedule:**

during the 2013-2014 school year

**Evidence of Completion**

Evidence of teacher modeling behavior techniques/strategies. Reduce number of behavior calls Review of FBAs

**Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #3 to Goal #5**

**Action:**

Teachers will be observed implementing behavior techniques/strategies modeled by the Behavior Specialists FBAs will be fully implemented in the classroom

**Person or Persons Responsible:**

Behavior Specialist Case Managers

**Target Dates or Schedule:**

During the year

**Evidence of Completion:**

Behavior Data FBA data

<b>Goal #6:</b>	Increase the number of black students at Level 4 or above in reading and math by 5% or more as measured by the 2014 FAA.
<b>Barrier #1:</b>	Students in FAA performance Level 1 do not have consistent response modes for choice making
<b>Strategy #1 to Overcome the Barrier</b>	Communication Strategies Training

**Step #1 to Implement Strategy #1**

**Action:**

Communication Strategies Training with Phillip Schweigert

**Person or Persons Responsible:**

Cindy Rekort, Ind Coach will arrange for Communication Strategies training with Phillip Schweigert

**Target Dates or Schedule:**

Sept. 12th and Sept. 13th

**Evidence of Completion:**

Sign in Sheets

**Step #2 to Implement Strategy #1**

**Action:**

Complete Communication Matrices on all black students without a viable communication system.

**Person or Persons Responsible:**

Case managers will complete a Communication Matrix for black students for non-verbal or low-verbal students to develop a consistent communication system for their student(s).

**Target Dates or Schedule:**

By January 19, 2014

**Evidence of Completion:**

Communication Matrices

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6**

**Action:**

All teachers will have a completed Communication Matrix on each of their black students who are non-verbal or low-verbal.

**Person or Persons Responsible:**

Ind Coach

**Target Dates or Schedule:**

By Jan. 19, 2014

**Evidence of Completion**

Number of Communication Matrices completed



**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6**

**Action:**

All black non-verbal or low-verbal students will have a completed Communication Matrix. Modes of communication for students will be observed.

**Person or Persons Responsible:**

Ind Coach Administrators

**Target Dates or Schedule:**

By Jan. 19, 2014

**Evidence of Completion:**

Matrices Walkthrough data

<b>Goal #6:</b>	Increase the number of black students at Level 4 or above in reading and math by 5% or more as measured by the 2014 FAA.
<b>Barrier #2:</b>	Teachers ability to analyze their formative assessment data.
<b>Strategy #1 to Overcome the Barrier</b>	Data chats and instruction in use of analysis template

**Step #1 to Implement Strategy #1**

**Action:**

Training will be provided on the use of the formative assessment analysis template

**Person or Persons Responsible:**

InD Coach

**Target Dates or Schedule:**

during each data collection period

**Evidence of Completion:**

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #6**

**Action:**

data analysis template will be completed by case managers that identify targeted skills needed

**Person or Persons Responsible:**

InD Coach Administrators

**Target Dates or Schedule:**

during each data collection period

**Evidence of Completion**

Sign in sheets Completed analysis templates

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #6**

**Action:**

Pre and post data will be compared during data chat meetings after each data collection period

**Person or Persons Responsible:**

InD Coach Administrators Case Managers

**Target Dates or Schedule:**

after each data collection period

**Evidence of Completion:**

Pre/Post Data

<b>Goal #6:</b>	Increase the number of black students at Level 4 or above in reading and math by 5% or more as measured by the 2014 FAA.
<b>Barrier #3:</b>	Common Core Standards are new to our staff. The only Core Content Connectors for ESE students that take the FAA have been developed are in Math.
<b>Strategy #1 to Overcome the Barrier</b>	Provide staff with training on Common Core through PLCs

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Professional Learning Communities will be organized by ULS Grade Level Bands and facilitated by a LLC Cadre member. School wide staff will be assigned to a PLC based on where the majority of their students are.

**Person or Persons Responsible:**

InD Coach Administrators LLC Cadre

**Target Dates or Schedule:**

Aug. 2013

**Evidence of Completion:**

PLC Composition

**Facilitator:**

Julie Bush Michelle Robeson Christie Vaughan Mary Beth Kenyon- Colvard

**Participants:**

InD Coach Administrators LLC Cadre

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #6**

**Action:**

All instructional staff will be on a PLC that is aligned to the ULS Grade Level Bands that their students are on.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Aug 2014

**Evidence of Completion**

List of PLC members by Grade Level Bands

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #6**

**Action:**

Minutes for PLCs will reflect information on implementing Common Core Standard for the InD student

**Person or Persons Responsible:**

InD Coach Administrators LLC Cadre

**Target Dates or Schedule:**

Throughout the year

**Evidence of Completion:**

PLC Minutes Sign in sheets

<b>Goal #6:</b>	Increase the number of black students at Level 4 or above in reading and math by 5% or more as measured by the 2014 FAA.
<b>Barrier #4:</b>	Teachers ability to identify High Yield Strategies.
<b>Strategy #1 to Overcome the Barrier</b>	Resource Map

**Step #1 to Implement Strategy #1**

**Action:**

Develop a Resource Map of supplementary Reading Materials for teachers to include High Yield Instructional Strategies.

**Person or Persons Responsible:**

InD Coach MTSS mini work group

**Target Dates or Schedule:**

By end of first semester

**Evidence of Completion:**

Developed Resource Map

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #6**

**Action:**

Resource Map of supplementary Reading Materials for teachers to include High Yield Instructional Strategies will be distributed to instructional staff Evidence of High Yield Instructional strategies will be evident during walkthroughs with black students

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Walkthroughs Throughout year

**Evidence of Completion**

Walkthrough data

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #6**

**Action:**

Teachers use of implementing the use of High Yield Strategies with black students will be noted during walkthroughs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Walkthroughs Throughout the year

**Evidence of Completion:**

Walkthrough data

<b>Goal #6:</b>	Increase the number of black students at Level 4 or above in reading and math by 5% or more as measured by the 2014 FAA.
<b>Barrier #5:</b>	Math skills are very abstract. High school ASD and SVE students and new teachers since 2010 have not yet been formally trained in Touchmath.
<b>Strategy #1 to Overcome the Barrier</b>	Formal Touchmath training

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Touchmath training for all new teachers and ASD and SVE teachers.

**Person or Persons Responsible:**

InD Coach will arrange for Touchmath training by Michael Soria

**Target Dates or Schedule:**

Oct. 25, 2013

**Evidence of Completion:**

Training roster

**Facilitator:**

Julie Bush

**Participants:**

InD Coach will arrange for Touchmath training by Michael Soria

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #6**

**Action:**

During walkthroughs administrators will note Touchmath implementation.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Throughout the 2013-2014 school year

**Evidence of Completion**

Lesson plans Walkthrough data

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #6**

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**Action:**

Math data for ASD, SVE and new teachers will be monitored for progress

**Person or Persons Responsible:**

Ind Coach

**Target Dates or Schedule:**

After data collection periods

**Evidence of Completion:**

Data chat schedules

**Coordination and Integration**

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

The SIP and Title 1 Plan have been aligned. The MTSS will monitor the progress towards goals.

**Appendix 1: Professional Development Plan to Support School Improvement Goals**

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**Goal #1:** Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Reading

**Barrier #1:** Students in FAA performance Level 1 do not have consistent response modes for choice making, Identify high yield

**Strategy #1:** Provide Communication Strategies Training

**Action Step #1:** Communication Strategies training with Philip Schweigert

**Facilitator leader**

Jule Bush Phillip Schweigert

**Participants**

Cindy Rekort, Ind Coach will arrange for Communication Strategies training with Phillip Schweigert

**Target dates or schedule**

September 12th and Sept. 13th at Nina Harris

**Evidence of Completion and Person Responsible for Monitoring**

Sign In sheets

(Person Responsible: Cindy Rekort, Ind Coach will arrange for Communication Strategies training with Phillip Schweigert)

**Goal #2:** Increase the percentage of students making satisfactory progress in Writing by 5%.

**Barrier #1:** Students in FAA performance Level 1 do not have consistent response modes for choice making.

**Strategy #1:** Communication Strategies Training

**Action Step #1:** Communication Strategies Training with Phillip Schweigert

**Facilitator leader**

Julie Bush Phillip Schweigert

**Participants**

InD Coach will arrange for Communication Strategies Training with Phillip Schweigert

**Target dates or schedule**

Sept. 12th and Sept. 13th

**Evidence of Completion and Person Responsible for Monitoring**

Sign in sheets

(Person Responsible: InD Coach will arrange for Communication Strategies Training with Phillip Schweigert)

**Goal #3:** Increase the percentage of students making learning gains in Levels 1-3 by 5 points or more and maintaining Level 4 or above in Math.

**Barrier #1:** Math skills are very abstract. High school ASD and SVE teachers and new teachers since 2010 have not been formally trained in Touchmath.

**Strategy #1:** Formal Touchmath training will be provided

**Action Step #1:** Formal Touchmath training for high school ASD and SVE teachers and new teachers since 2010 will be provided

**Facilitator leader**

Michael Soria Julie Bush

**Participants**

InD Coach will arrange for Touchmath training with Michael Soria

**Target dates or schedule**

Oct. 25, 2013

**Evidence of Completion and Person Responsible for Monitoring**

Sign in sheets

(Person Responsible: InD Coach will arrange for Touchmath training with Michael Soria)

**Barrier #2:** New expectations through Common Core

**Strategy #1:** Incorporate Common Core training into ULS Grade Level Bands PLCs

**Action Step #2:** PLCs will be by ULS Grade Level Bands. School wide instructional staff will be assigned to a PLC based on where the majority of their students are. Each PLC will be facilitated by a LLC Cadre member

**Facilitator leader**

Julie Bush Cindy Rekort Michelle Robeson Christie Vaughan Mary Beth Kenyon-Colvard

**Participants**

Administrators InD Coach LLC Cadre

**Target dates or schedule**

August 2013

**Evidence of Completion and Person Responsible for Monitoring**

Composition of PLCs

(Person Responsible: Administrators and InD Coach LLC Cadre)



**Goal #5:** Increase student engagement by increasing student attendance by 5% and reducing the number of behavior calls by 5%.

**Barrier #3:** Lack of uniform behavior skills and appropriate social skills (conflict resolution, anger management, problem solving)

**Strategy #1:** Pro-Ed Facilitator will arrange for STOIC (formally CHAMPS) training in order to provide teacher with resources to help them in their classroom when working with student behavior.

**Action Step #1:** The Pro-Ed facilitator will arrange for a district level trainer to present STOIC training for instruction staff

**Facilitator leader**

Julie Bush District Level Trainer

**Participants**

Julie Bush

**Target dates or schedule**

During first semester

**Evidence of Completion and Person Responsible for Monitoring**

Sign in sheets

on-line assessment

(Person Responsible: Julie Bush)

**Strategy #2:** Guidance Counselor will implement Second Step Curriiculum in targeted classrooms

**Action Step #3:**

**Facilitator leader**

Jule Bush Keith O'Connor

**Participants**

**Target dates or schedule**

**Evidence of Completion and Person Responsible for Monitoring**

(Person Responsible: )

**Strategy #4:** CPI Level I training will be provided to all staff

**Action Step #1:** Administrators will arrange for a six hour Level I CPI training and a three hour Level I CPI Refresher for instructional and support staff.during pre-school.

**Facilitator leader**

Julie Bush Keith O'Connor

**Participants**

Administrators

**Target dates or schedule**

August 2013

**Evidence of Completion and Person Responsible for Monitoring**

Sign in sheets

on-line assessment

(Person Responsible: Administrators)

**Goal #6:** Increase the number of black students at Level 4 or above in reading and math by 5% or more as measured by the 2014 FAA.

**Barrier #3:** Common Core Standards are new to our staff. The only Core Content Connectors for ESE students that take the FAA have been developed are in Math.

**Strategy #1:** Provide staff with training on Common Core through PLCs

**Action Step #1:** Professional Learning Communities will be organized by ULS Grade Level Bands and facilitated by a LLC Cadre member. School wide staff will be assigned to a PLC based on where the majority of their students are.

**Facilitator leader**

Julie Bush Michelle Robeson Christie Vaughan Mary Beth Kenyon- Colvard

**Participants**

InD Coach Administrators LLC Cadre

**Target dates or schedule**

Aug. 2013

**Evidence of Completion and Person Responsible for Monitoring**

PLC Composition

(Person Responsible: InD Coach

Administrators

LLC Cadre)

**Barrier #5:** Math skills are very abstract. High school ASD and SVE students and new teachers since 2010 have not yet been formally trained in Touchmath.

**Strategy #1:** Formal Touchmath training

**Action Step #1:** Touchmath training for all new teachers and ASD and SVE teachers.

**Facilitator leader**

Julie Bush

**Participants**

InD Coach will arrange for Touchmath training by Michael Soria

**Target dates or schedule**

Oct. 25, 2013

**Evidence of Completion and Person Responsible for Monitoring**

Training roster

(Person Responsible: InD Coach will arrange for Touchmath training by Michael Soria)

<b>Appendix 2: Budget to Support School Improvement Goals</b>
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<b>Budget Detail</b>
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