FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0681 - Paul B. Stephens Ese Center

District: 52 - Pinellas

Principal: Gail Cox L

SAC Chair: Matt Moskalczyk

Superintendent: Dr. Michael A Grego

School Board Approval Date: [pending]

Last Modified on: 10/28/2013

Address:	**Physical**	**Mailing**
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Phone Number:	727-725-7982	
Web Address:	http://www.stephens.pinellas.k12.fl.us	
Email Address:	0681.principal@pcsb.org	

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

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

Current School Status

School Information

School-Level Information

School Paul B. Stephens Ese Center

Principal's name Gail Cox L

School Advisory Council chair's name Matt Moskalczyk

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gail Cox	Principal
Janelle Johnson-Jenkins	Assistant Principal
Mandy Levy	VE Specialist
Ileana Liss	PT; Therapy Team Leader
Sandy Guinand	Transition Team Leader
Mary Martin	High School Team Co-Leader
Lori Head	High School Team Co-Leader
Susan Dawn Southers	Middle School Team Leader
Emily Brown	Elementary School Team Leader
Linda Hardy	Media Curriculum Specialist
Linda Lannewehr	Behavior Specialist
Heather Beard	Behavior Specialist
Melynda Farnham	School Social Worker
Maureen Montgomery	School Psychologist
Diane Gescheidle	Head School Nurse
Mary Jo Ferretti	Occupational Therapist
Eva Sawyer	Occupational Therapist
Melissa Cherry	ASD Teacher
Sheila Corrigan	ASD Teacher
Joyce Vitraelli	InD Teacher
Robert Kent	ASD Teacher
Tim Burnaman	ASD Teacher
Dona Lewis	DMT

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP Pending

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the membership of the SAC including position titles

Matt Moskalczyk, Chairperson, Parent (W)
Gail Cox, Principal (W)
Sheila Corrigan, Recorder (Teacher)
John Evans, Community Representative (W)
Ileana Santini, Community Representative (H)
Filomena MacDonald, Community Representative (H)
Delorace Coleman,ESE Assistant (B)
Kathleen Kirkland, Parent (M)
Robert Kent, Teacher (W)

Describe the involvement of the SAC in the development of this school improvement plan
SAC had representation on the SIP development Team. After development the SIP is presented to the SAC to review and to suggest any modifications.

Describe the activities of the SAC for the upcoming school year
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.

Describe the projected use of school improvement funds and include the amount allocated to each project
SAC Funds are projected to be used to purchase books for the staff on Communication (approx. $500) and the remaining funds will be used for communication profiles of our non-verbal students.

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
In Compliance

If no, describe the measures being taken to comply with SAC requirements
NA

Highly Qualified Staff
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).

Administrators

 # Administrators 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Gail Cox L

Principal	Years as Administrator: 9	Years at Current School: 9
Credentials	Degrees: B.S. Special Education, M.S. Ed. Leadership Certifications: Educational Leadership; Principal-All Levels; Mentally Handicapped K-12; PreK Handicapped	
Performance Record	Paul B. Stephens ESE Center does not get school grades since all students are assessed on the FAA. 2011-2012 the school was listed as "Improving" with "Improving" grades in Reading and Mathematics.	

Janelle Johnson-Jenkins		
Asst Principal	Years as Administrator: 15	Years at Current School: 5
Credentials	Degrees: B.S. Elementary Ed/Mental Retardation, Education; Ph.D. Educational Psychology Certifications: Principal-All Levels; Mentally Handicapped K-12; Specific Learning Disabilities K-12. Elementary Education 1-6	
Performance Record	Paul B. Stephens ESE Center does not get school grades since all students are assessed on the FAA. 2011-2012 the school was listed as "Improving" with "Improving" grades in Reading and Mathematics. Previous to coming to PBS Dr. Jenkins was at Woodlawn Elementary School when the school grade improved form a "D" to a "B"	

Instructional Coaches

 # Instructional Coaches 1

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

Cindy Rekort		
Part-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Data	
Credentials	Degree: B.S. in Emotionally Handicapped Education Certification: Emotionally Handicapped (K-12) BCaBA certification	
Performance Record	Paul B. Stephens ESE Center & Nina Harris ESE Center do not get school grades since all students are assessed on the FAA. 2011-2012 the both schools were listed as "Improving" with "Improving" grades in Reading and Mathematics.	

Classroom Teachers

# of classroom teachers 33

 # receiving effective rating or higher 33, 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. 33, 100%

 # ESOL endorsed 4, 12%

 # reading endorsed 1, 3%

 # with advanced degrees 6, 18%

 # National Board Certified 1, 3%

 # first-year teachers 0, 0%

 # with 1-5 years of experience 6, 18%

 # with 6-14 years of experience 5, 15%
 # with 15 or more years of experience 22, 67%
Education Paraprofessionals
# of paraprofessionals 64
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 64, 100%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 17
 # receiving effective rating or higher 17, 100%
Teacher Recruitment and Retention Strategies   This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.   *Pinellas County School District has processes in place which assures all schools recruit and retain high quality and highly qualified teachers. Paul B. Stephens interviews all prospective candidates by a team comprised of teachers from which the grade level is being filled. First year teachers and teachers who are experiencing any difficulties are paired with a mentor.   Person Responsible: Pinellas County Schools District, Principal, Assist. Principal   *When filling a position for a specific exceptionality, SVE, PVE, ASD, etc. Paul B. Stephens looks for candidates that have experience in working with students with those disabilities. Frequently we hire qualified personnel who have served as substitute teachers successfully, those who interned here successfully, or those who were ESE Assistants here and who have completed their teaching qualifications.   Person Responsible: Principal, Assist. Principal
Teacher Mentoring Program/Plan   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).
Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities   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; discussing student data and analyzing progress, modeling and or co-teaching of lessons .   Teachers are paired with consideration of the teacher's needs. For example, management issues may require someone with similar students while IEP issues may require a mentor whose knowledge of IEP procedures and implementation are impeccable.
Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)   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).
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

There are three MTSS teams: Academic/Communication; Behavior; Child Study. The various MTSS teams look at the data for their area (i.e., Behavior: Referrals, Restraints, Behavior Calls; Academic progress; Communication Matrices). During the meeting, progress toward SIP goals is monitored. After looking at data if there are discrepancies, problem solving strategies are used to determine if the issues are school-wide (core-instruction), ESE program (InD, ASD), grade level, class or individual student-based. Brainstorming ensues with determination of barriers and then steps for remediation of the problem: interventions, supports to student, staff or parent, and who will be responsible for implementation and follow-up.

Progress meetings on SIP goals are conducted several times a year via checklist and revised if data indicates it is needed.

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

Academic/Communication: monitor the increase in # of students with identified communication systems; pre-and post test ULS academic data by school, program, class and child. The team analyzes difficulties and assigns people to mentor the staff. If specific trainings are needed they are planned and implemented by members of the team. Behavior: monitors staff training, referrals and suspensions. At staff meetings tips are provided to staff and procedures are reviewed. The team brainstorms needed training and how to help staff and particular students. Child Study/Attendance: individual student referrals and/or attendance are monitored. Where needed referrals are made to Social Worker, administrator or nurse to follow up with parents. Child Study may also gather specific staff to discuss the needs (academic, medical, behavioral, etc.) of a particular student and develop plans to overcome barriers the student is facing.

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

At each meeting the decisions of the previous meeting are reviewed and progress is noted on MTSS issues. If progress/change is not reported barriers are looked at to determine whether continue on the previous path or, if unsuccessful, problem solving to determine changes. Similarly, for the SIP the goals and action plans are reviewed at each meeting using a checklist to record 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)

Academic core instruction's effectiveness is measured by the ULS unit pre and post-test measures on the ULS. DT Trainer, which is used for supplemental and intensive academic provides monthly assessments of student progress. Ultimately FAA scores in the spring will show the yearly progress and individual student IEP goal data. Behavioral success will be measured by reduction in behavior calls to classes and for specific students. FBA and BIP data will show the effectiveness of Tier 3 supports. Attendance is measured by increase in attendance and referrals to Hospital-Homebound Program for students with chronic severe medical conditions.

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

During staff meetings (instructional and support staff) and PLCs the problem-solving method will be reviewed and encouraged for use. Unit data chats on pre- and post academic data will build staff ability to work with data – understanding, interpreting and then applying it in instruction.

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: Summer Program

Minutes added to school year:

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description
Students: Students qualify for Extended School Year services per state and federal guidelines with their IEPs. Instruction continues in Core Areas and Enrichment activities are included.
Staff: Instructional staff have regularly scheduled PLCs throughout the regular school year. This year they will include Lesson Study, LLC (Common Core Connectors/Communication), and Technology uses in instruction. PLCs meet every Wednesday except one each month. In addition assistants have monthly training in curricular areas. Teachers have common time prior to student arrival and, when possible have at least one other common planning time during the week.

How is data collected and analyzed to determine the effectiveness of this strategy?
ULS pre and post-test data is collected and used to determine the effectiveness of the ESY program.

Who is responsible for monitoring implementation of this strategy?
The implementation of the program is monitored by the principal. The Instructional Coach assists with the data monitoring.

Literacy Leadership Team (LLT)

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

Name	Title
Gail Cox	Principal
Janelle Johnson-Jenkins	Assistant Principal
Cindy Rekort	Instructional Coach
Mandy Levy	VE Specialist
Maureen Montgomery	School Psychologist
Diane Gescheidle	School Nurse
Melynda Farnham	School Social Worker
Emily Brown	Elementary Team Leader
Susan Dawn Southers	Middle School Team Leader
Mary Martin	High School Team Co-Leader
Lori Head	High School Team Co-Leader
Sandy Guinand	Transition Team Leader
Eva Sawyer	OT
Mary Jo Ferretti	OT
Pamela Evans	SLP
Mary Kate Jachim	SLP
Patricia Shuler	SLP
Linda Hardy	Media Curriculum Specialist

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

THe LLT and the MTSS Academic/Communication Team are a single team. Academic Core instruction's effectiveness is measured by ULS unit pre and post test measures. DT Trainer, which is used for supplemental and intensive academic instruction provides monthly assessments of student progress. The team looks analyzes this data and determines if goals are being achieved. If there are issues then the the team identifies barriers and brainstorms ways to overcome them. A single staff member or a small group may be assigned the task of working on the solution(s) and will report back to the group.

What will be the major initiatives of the LLT this year?
To ensure every student's communication mode/system is identified so it is viable instructionally.

To develop a Resource Map of Supplementary Literacy Materials appropriate to our students' levels and make this available to teachers.

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(art, music, PE) 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.
These are monitored by administration during 'walkthroughs' and lesson plans. They are also included in PLCs and all trainings to ensure they understand all processes and strategies.

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 – students leave Paul B. Stephens when they are 22. Most will participate in day programs, or remain at home due to their severe to profound cognitive disabilities

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	36%	No	45%
American Indian				
Asian				
Black/African American		31%		
Hispanic	52%	40%	No	57%
White	37%	37%	Yes	43%
English language learners				
Students with disabilities	38%	36%	No	45%
Economically disadvantaged	38%	37%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	27	28%	33%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		8%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	38	46%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		0%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	26%	31%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	30%	No	45%
American Indian				
Asian				
Black/African American				
Hispanic	38%	0%	No	44%
White	40%	33%	No	46%
English language learners				
Students with disabilities	38%	30%	No	45%
Economically disadvantaged	39%	30%	No	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		1%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	15	52%	100%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	210		210
Participation in STEM-related experiences provided for students	210	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	28	22%	18%
Students in ninth grade with one or more absences within the first 20 days	4	44%	38%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	7	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
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)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

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
Baseline data will be taken on parent attendance during engagement opportunities. Curriculum concepts for the Unique Learning System have been sent home for parents to review for every thematic unit. We will develop a school-wide form to communicate student progress on these concepts to the parent.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents receive information on each thematic unit for ULS.	104	50%	100%
Parents receive info. on ULS progress of their student	150	75%	100%
Parents are engaged in evening engagement opportunities		%	70%
Parents attend IEP meetings in person/by phone	200	97%	95%

Area 10: Additional Targets

Description of additional targets
NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Reading/Math/Science/Writing Goal Increase % of students making learning gains(Level 1-3: increase by min. 5 pts – Level 4-9 maintain level) increasing % of students at level 4 & above. NOTE: Black students will score commensurate with white students

Goal #2:
Increase student engagement by increasing time at school & in class. Increase average daily attendance by 5%. Decrease student severe inappropriate behaviors by 20% as measured by number of students with referrals, number of referrals of students with 5

Goals Detail

Goal #1:	**Reading/Math/Science/Writing Goal Increase % of students making learning gains(Level 1-3: increase by min. 5 pts – Level 4-9 maintain level) increasing % of students at level 4 & above. NOTE: Black students will score commensurate with white students**
Targets Supported	• Reading - FAA • Reading - Learning Gains • Math - Elementary and Middle FAA • Math - Elementary and Middle Learning Gains • • Science - Elementary School • Science - Middle School • Science - High School
Resources Available to Support the Goal	• Reading/Math/Science/Writing: 1. Communication Strategies Training, books and materials from training, On-line Communication Matrix 2 Literacy Materials Resource map 3. Data chats with coach using analysis template followed by data chats with students for goal setting Math 1. Formal Touchmath training 2. Administrative walk throughs and evaluation of teacher lesson plans and "Flow of the Day" 3. LLC meetings for training on Common Core Math Strategies Science: 1. Spend more time systematically assisting students to observe their environments. 2. Formal technology training for teachers coupled with monitoring both student and teacher use through administrative walkthroughs.
Targeted Barriers to Achieving the Goal	• Reading/Math/Science/Writing: Students in FAA performance Level 1 do not have consistent response modes for choice making; and Level 2 students may not respond consistently in making their choices; • Literacy (Reading/Writing): Teacher's need to increase their ability to analyze their formative assessment data and Identify high yield instructional strategies (i.e. systematic instruction) in order to review and reteach concepts in order to drive instruction as well as student goal setting. • Math: Math skills are very abstract. Teachers have not been formally trained in updated math instructional strategies and therefore daily instruction in math concepts is inconsistent across campus. • Science: Students do not observe their environment. • Science: Teachers and students lack training in using technology effectively

Plan to Monitor Progress Toward the Goal

Action:
Every student without an identifiable communication mode will have a completed Communication Matrix. Teachers will use the Resource map Math instruction will be daily in all classes Students will be observing their environment Teachers and students will use technology consistently throughout the day.

Person or Persons Responsible:
Administration Instructional Coach

Target Dates or Schedule:
Each Elementary Progress Report Period ; every-other Secondary Progress Report Period

Evidence of Completion:
Communication Matrix on all Elementary & Middle School non-verbal students. Unit pre-postest data Walkthrough observational data Student observation logs Lesson plans FAA Scores

Goal #2:	**Increase student engagement by increasing time at school & in class. Increase average daily attendance by 5%. Decrease student severe inappropriate behaviors by 20% as measured by number of students with referrals, number of referrals of students with 5**

Targets Supported	• EWS • EWS - Elementary School • EWS - Middle School • EWS - High School • EWS - Graduation
Resources Available to Support the Goal	• Attendance 1. Child Study Team 2. Hospital Homebound 3. Pinellas County Transportation Department Liaison 4. Parents • Referrals and Suspensions 1. Super Flex 2. STOIC (CHAMPS) 3. Behavior Specialists 4. Social stories prepared for individual students
Targeted Barriers to Achieving the Goal	• Attendance 1. Many students are medically fragile and are susceptible to becoming ill which causes them to miss more school than the average neuro typical child. 2. Obstacles facing the parent at home prevents them from getting their child to school. 3. Lack of available transportation for students who move frequently (i.e., lag time from move to Transportation assigning a bus stop.) • Referrals & Suspension: 1. Lack of creative ways to refocus perseverating students 2. Lack of appropriate social skills (anger management)

Plan to Monitor Progress Toward the Goal

Action:
1.Monitor attendance and research reasons for absences Make referrals for Hospital Homebound/ home visits as needed 2. Behavior data on referrals and suspensions

Person or Persons Responsible:
1.Child Study Team 2. MTSS for Behavior

Target Dates or Schedule:
1.Monthly 2. Monthly

Evidence of Completion:
1. Increase in attendance rate Child Study notes/referrals for Hospital Homebound 2. Decrease in referrals and suspensions.

Action Plan for Improvement

Goal #1:	Reading/Math/Science/Writing Goal Increase % of students making learning gains(Level 1-3: increase by min. 5 pts – Level 4-9 maintain level) increasing % of students at level 4 & above. NOTE: Black students will score commensurate with white students
Barrier #1:	Reading/Math/Science/Writing: Students in FAA performance Level 1 do not have consistent response modes for choice making; and Level 2 students may not respond consistently in making their choices;
Strategy #1 to Overcome the Barrier	Communication Strategies with Philip Sweigert Training Follow-up instruction with First Things first book and other materials. Complete Communication matrices on a non-verbal students. Follow up with discussion of student identified abilities and next steps to develop/refine student communication mode.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Attend workshop Discuss First Things First Book Complete Matrices on all non-verbal students

Person or Persons Responsible:
All staff All Staff Elementary & Middle School Teachers

Target Dates or Schedule:
Preschool PLCs & In-school Trainings 1st Semester

Evidence of Completion:
Sign in sheets SIgn in Sheets & notes Communication Matrices

Facilitator:
Cindy Rekort

Participants:
All staff All Staff Elementary & Middle School Teachers

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

Action:
Ensure matrices are completed and lessons incorporate strategies

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
End of semester

Evidence of Completion
Sign in sheets, Matrices, Lesson Plans

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

Action:
Assessment of student communication skills

Person or Persons Responsible:
Instructional Coach; Administrators

Target Dates or Schedule:
During data chats or discussions of student progress

Evidence of Completion:
Checklist, notes, lesson plans, walk-throughs

Goal #1:	Reading/Math/Science/Writing Goal Increase % of students making learning gains(Level 1-3: increase by min. 5 pts – Level 4-9 maintain level) increasing % of students at level 4 & above. NOTE: Black students will score commensurate with white students
Barrier #2:	Literacy (Reading/Writing): Teacher's need to increase their ability to analyze their formative assessment data and Identify high yield instructional strategies (i.e. systematic instruction) in order to review and reteach concepts in order to drive instruction as well as student goal setting.
Strategy #1 to Overcome the Barrier	Develop Literacy Materials Resource map and show teachers how to use it. Data chats with coach using analysis template followed by data chats with students for goal setting

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Develop Resource Map and share with staff

Person or Persons Responsible:
Instructional Coach & MTSS - Academics Team representatives

Target Dates or Schedule:
first semester

Evidence of Completion:
Resource map; Meeting notes

Facilitator:
Cindy Rekort MTSS Academic/ Communications Team

Participants:
Instructional Coach & MTSS - Academics Team representatives

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

Action:
Discuss use of Resource Map & analysis of student needs

Person or Persons Responsible:
Instructional Coach

Target Dates or Schedule:
During Data Chats

Evidence of Completion
Class records of discussions.

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

Action:
Pre/post-test scores Walkthrough Observation

Person or Persons Responsible:
Teacher, Instructional Coach Adminsitrators

Target Dates or Schedule:
ULS Testing During instruction

Evidence of Completion:
Data Charts Walkthrough data

Goal #1:	Reading/Math/Science/Writing Goal Increase % of students making learning gains(Level 1-3: increase by min. 5 pts – Level 4-9 maintain level) increasing % of students at level 4 & above. NOTE: Black students will score commensurate with white students
Barrier #3:	Math: Math skills are very abstract. Teachers have not been formally trained in updated math instructional strategies and therefore daily instruction in math concepts is inconsistent across campus.
Strategy #1 to Overcome the Barrier	Formal Training in Touch Math

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Attend Touch Math Training

Person or Persons Responsible:
All Staff

Target Dates or Schedule:
Professional Development Day in 1st Semester

Evidence of Completion:
SIgn In sheets

Facilitator:
Cindy Rekort

Participants:
All Staff

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

Action:
Strategies are noted in Lesson Plans and observed in Walkthroughs

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Throughout the year

Evidence of Completion
Lesson Plans, Walkthrough Data

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

Action:
Walkthrough observations ULS testing

Person or Persons Responsible:
Administrators Instructional Coach

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Walkthrough data ULS Data

Goal #1:	Reading/Math/Science/Writing Goal Increase % of students making learning gains(Level 1-3: increase by min. 5 pts – Level 4-9 maintain level) increasing % of students at level 4 & above. NOTE: Black students will score commensurate with white students
Barrier #3:	Math: Math skills are very abstract. Teachers have not been formally trained in updated math instructional strategies and therefore daily instruction in math concepts is inconsistent across campus.
Strategy #2 to Overcome the Barrier	PLC Lesson Studies on Common Core Connectors in Math

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Lesson Studies on Common Core Connectors in Math during PLCs

Person or Persons Responsible:
Staff, Instructional Coach

Target Dates or Schedule:
4-6 meetings per semester

Evidence of Completion:
PLC Notes Sign in sheets

Facilitator:
Cindy Rekorty LLC Lesson Study Leaders

Participants:
Staff, Instructional Coach

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

Action:
Review notes, discuss progress, observe lessons

Person or Persons Responsible:
Instructional Coach, Administrators

Target Dates or Schedule:
Semester

Evidence of Completion
Notes

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

Action:
Use of common core strategies

Person or Persons Responsible:
Instructional Coach, Administrators

Target Dates or Schedule:
Data Chats

Evidence of Completion:
Lesson Plans, ULS scores, Walkthrough Data

Goal #1:	Reading/Math/Science/Writing Goal Increase % of students making learning gains(Level 1-3: increase by min. 5 pts – Level 4-9 maintain level) increasing % of students at level 4 & above. NOTE: Black students will score commensurate with white students
Barrier #4:	Science: Students do not observe their environment.
Strategy #1 to Overcome the Barrier	Staff will assist students to systematically observe their various environments.observe their

Step #1 to Implement Strategy #1

Action:
Develop observation checklist(s) Systematically assist students to observe their environments

Person or Persons Responsible:
Assistant principal Teachers

Target Dates or Schedule:
Before October 1, 2013 October 1 - June 1, 2013

Evidence of Completion:
Checklists Student Checklists

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

Action:
Review observation checklists & speak with teachers

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Elementary Progress Report dates (3 times)

Evidence of Completion
Checklists and Administrative notes

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

Action:
Science Fair Observation checklists/discussions

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
December, June

Evidence of Completion:
Science Fair project Checklists

Goal #1:	Reading/Math/Science/Writing Goal Increase % of students making learning gains(Level 1-3: increase by min. 5 pts – Level 4-9 maintain level) increasing % of students at level 4 & above. NOTE: Black students will score commensurate with white students
Barrier #5:	Science: Teachers and students lack training in using technology effectively
Strategy #1 to Overcome the Barrier	Formal technology training for teachers approx. monthly and follow up for classroom useage.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Conduct Technology trainings

Person or Persons Responsible:
Media Curriculum Specialist

Target Dates or Schedule:
Monthly

Evidence of Completion:
Sign in sheets & notes

Facilitator:
Linda Hardy

Participants:
Media Curriculum Specialist

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

Action:
Monitor attendance Walkthrough Observations

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion
Sign in sheets Walkthrough data of teacher & student use of technology

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

Action:
Monitor tech usage

Person or Persons Responsible:
Teachers Administrators

Target Dates or Schedule:
3 xs per year

Evidence of Completion:
Checklist

Goal #2:	Increase student engagement by increasing time at school & in class. Increase average daily attendance by 5%. Decrease student severe inappropriate behaviors by 20% as measured by number of students with referrals, number of referrals of students with 5
Barrier #1:	Attendance 1. Many students are medically fragile and are susceptible to becoming ill which causes them to miss more school than the average neuro typical child. 2. Obstacles facing the parent at home prevents them from getting their child to school. 3. Lack of available transportation for students who move frequently (i.e., lag time from move to Transportation assigning a bus stop.)
Strategy #1 to Overcome the Barrier	Increase daily attendance average by 5% by assisting families to access services that will allow students better access to school.

Step #1 to Implement Strategy #1

Action:
Meet to evaluate attendance and examine reasons students are out.

Person or Persons Responsible:
Administrators, School Nurse, School Social Worker, VE Specialist, DMT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Child Study Notes

Step #2 to Implement Strategy #1

Action:
Contact parents and then follow up to meet their needs whether it is Transportation, Hospital Homebound Services, or involvement of the State Attorney's office.

Person or Persons Responsible:
Administrators, School Nurse, School Social Worker, VE Specialist, DMT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Child Study Notes

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

Action:
Ensure that for all students discussed follow-up has been accomplished

Person or Persons Responsible:
Assistant principal

Target Dates or Schedule:
Monthly

Evidence of Completion
Child Study Notes

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

Action:
Determine whether average daily attendance has improved

Person or Persons Responsible:
Administration Child Study Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Child Study Notes

Goal #2:	Increase student engagement by increasing time at school & in class. Increase average daily attendance by 5%. Decrease student severe inappropriate behaviors by 20% as measured by number of students with referrals, number of referrals of students with 5
Barrier #2:	Referrals & Suspension: 1. Lack of creative ways to refocus perseverating students 2. Lack of appropriate social skills (anger management)
Strategy #1 to Overcome the Barrier	Ensure staff have more strategies to refocus perseverating students and assist students in developing appropriate social skills.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Work with select teachers in implementing Superflex and developing social stories for specific students

Person or Persons Responsible:
Behavior Specialists, Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Lesson Plans Social Stories

Facilitator:
Behavior Team

Participants:
Behavior Specialists, Teachers

Step #2 to Implement Strategy #1

Action:
Monitor implementatrion of positive behavior systems in classrooms such as CHAMPs, STOIC model, etc.

Person or Persons Responsible:
Behavior Specialists, Teachers, Administrators

Target Dates or Schedule:
Daily

Evidence of Completion:
Anecdotal records Walkthrough data

Step #3 to Implement Strategy #1

Action:
Review Walkthrough and Behavior data

Person or Persons Responsible:
Administration, Behavior Specialists

Target Dates or Schedule:
Monthly

Evidence of Completion:
MTSS Behavior notes

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

Action:
Monitor behavior data

Person or Persons Responsible:
MTSS - behavior

Target Dates or Schedule:
Monthly

Evidence of Completion
MTSS- Behavior notes

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

Action:
Review behavior data

Person or Persons Responsible:
MTSS - Behavior

Target Dates or Schedule:
Monthly

Evidence of Completion:
MTSS - Notes reduction of referrals, etc.

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

We only receive district funds and SIP funds. All of these are targeted toward SIP goals. The State ACCESS Project has also assisted in supporting the Communications goal through providing funding for the trainer and for the Communications Matrices.

District funds for homeless and nutrition programs are implemented in accordance with district requirements.

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: Reading/Math/Science/Writing Goal Increase % of students making learning gains(Level 1-3: increase by min. 5 pts – Level 4-9 maintain level) increasing % of students at level 4 & above. NOTE: Black students will score commensurate with white students

Barrier #1: Reading/Math/Science/Writing: Students in FAA performance Level 1 do not have consistent response modes for choice making; and Level 2 students may not respond consistently in making their choices;

Strategy #1: Communication Strategies with Philip Sweigert Training Follow-up instruction with First Things first book and other materials. Complete Communication matrices on a non-verbal students. Follow up with discussion of student identified abilities and next steps to develop/refine student communication mode.

Action Step #1: Attend workshop Discuss First Things First Book Complete Matrices on all non-verbal students

Facilitator leader
Cindy Rekort

Participants
All staff All Staff Elementary & Middle School Teachers

Target dates or schedule
Preschool PLCs & In-school Trainings 1st Semester

Evidence of Completion and Person Responsible for Monitoring
Sign in sheets
SIgn in Sheets & notes
Communication Matrices
(Person Responsible: All staff
All Staff
Elementary & Middle School Teachers)

Barrier #2: Literacy (Reading/Writing): Teacher's need to increase their ability to analyze their formative assessment data and Identify high yield instructional strategies (i.e. systematic instruction) in order to review and reteach concepts in order to drive instruction as well as student goal setting.

Strategy #1: Develop Literacy Materials Resource map and show teachers how to use it. Data chats with coach using analysis template followed by data chats with students for goal setting

Action Step #1: Develop Resource Map and share with staff

Facilitator leader
Cindy Rekort MTSS Academic/ Communications Team

Participants
Instructional Coach & MTSS - Academics Team representatives

Target dates or schedule
first semester

Evidence of Completion and Person Responsible for Monitoring
Resource map; Meeting notes
(Person Responsible: Instructional Coach & MTSS - Academics Team representatives)

Barrier #3: Math: Math skills are very abstract. Teachers have not been formally trained in updated math instructional strategies and therefore daily instruction in math concepts is inconsistent across campus.

Strategy #1: Formal Training in Touch Math

Action Step #1: Attend Touch Math Training

Facilitator leader
Cindy Rekort

Participants
All Staff

Target dates or schedule
Professional Development Day in 1st Semester

Evidence of Completion and Person Responsible for Monitoring
SIgn In sheets

(Person Responsible: All Staff)

Strategy #2: PLC Lesson Studies on Common Core Connectors in Math

Action Step #1: Lesson Studies on Common Core Connectors in Math during PLCs

Facilitator leader
Cindy Rekorty LLC Lesson Study Leaders

Participants
Staff, Instructional Coach

Target dates or schedule
4-6 meetings per semester

Evidence of Completion and Person Responsible for Monitoring
PLC Notes
Sign in sheets
(Person Responsible: Staff, Instructional Coach)

Barrier #5: Science: Teachers and students lack training in using technology effectively

Strategy #1: Formal technology training for teachers approx. monthly and follow up for classroom useage.

Action Step #1: Conduct Technology trainings

Facilitator leader
Linda Hardy

Participants
Media Curriculum Specialist

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
Sign in sheets & notes
(Person Responsible: Media Curriculum Specialist)

Goal #2: Increase student engagement by increasing time at school & in class. Increase average daily attendance by 5%. Decrease student severe inappropriate behaviors by 20% as measured by number of students with referrals, number of referrals of students with 5

Barrier #2: Referrals & Suspension: 1. Lack of creative ways to refocus perseverating students 2. Lack of appropriate social skills (anger management)

Strategy #1: Ensure staff have more strategies to refocus perseverating students and assist students in developing appropriate social skills.

Action Step #1: Work with select teachers in implementing Superflex and developing social stories for specific students

Facilitator leader
Behavior Team

Participants
Behavior Specialists, Teachers

Target dates or schedule
Daily

Evidence of Completion and Person Responsible for Monitoring
Lesson Plans
Social Stories
(Person Responsible: Behavior Specialists, Teachers)

Appendix 2: Budget to Support School Improvement Goals

Budget Detail

https://www.flsiponline.com