

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 3231 - Richard L. Sanders School
District: 52 - Pinellas
Principal: Jacqueline Douglas
SAC Chair: Mr. John Martin
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	5025 76TH AVE N Pinellas Park, FL 33781	5025 76TH AVE N Pinellas Park, FL 33781
Phone Number:	727-547-7728	
Web Address:	http://it.pinellas.k12.fl.us/schools/sanders	
Email Address:	3231.principal@pcsb.org	

School Type:	Combination School
Alternative:	No
Charter:	No
Title I:	No
Free/Reduced Lunch:	<i>[Data Not Available]</i>
Minority:	<i>[Data Not Available]</i>
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 Richard L. Sanders School	
Principal's name Jacqueline Douglas	
School Advisory Council chair's name Mr. John Martin	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Ms. Denise Nye	Media Specialist
Ms. Kelly Simpson	Social Worker
Officer Brickey	SRO
Officer Tinsley	SRO
Ms. Theresa Nowak	Literacy Coach - Mentor/Mentee
Mr. Andrew MacGregor	Student Activities
Ms. Pamela Bostwick	Behavior Specialist
Ms. Jody Lehman-Lynn	VE Specialist
Ms. Janine Smith	RLS Assistant Principal
Mr. Marc Wichlenski	SBMH
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
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	
The SAC committee for Richard L. Sanders consists of members of the community, parents, and staff members.	
Mr. Martin - Chairperson	
Ms. Douglas - Principal	
Ms. Smith - Assistant Principal	
Ms. Manley - Business Community	
Ms. Lehman-Lynn - member	
Ms. Kanaan - secretary	
* This is a listing of last year's SAC - several members will be changed for this school year.	
Describe the involvement of the SAC in the development of this school improvement plan	
The SAC members meet monthly during the school year (Sept. - June). Our SAC members will review the SIP, offer recommendations, and assist in the implementation of the SIP.	
Describe the activities of the SAC for the upcoming school year	
The SAC committee will meet monthly during the school year. Their primary focus is to review and assist in the implementation of the SIP and approve allocation of funds.	

Describe the projected use of school improvement funds and include the amount allocated to each project

The school improvement funds allocated to our school is \$569.95. Due to changes made by the district, RLS has grown from a secondary EBD school to a K-12 EBD school. Due to the changes we have increased in student and staff population, we have not yet determined the appropriate use of these funds.

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

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:

Jacqueline Douglas

Principal	Years as Administrator: 5	Years at Current School: 1
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Credentials BA in Behavior Disorders; M.A. in Educational Leadership

Performance Record Ms. Douglas has been rated as effective in her current and all previous performance records.
Current school is not graded.

Janine Smith

Asst Principal	Years as Administrator: 6	Years at Current School: 6
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Credentials BA Emotionally Handicapped; M.A. Educational Leadership

Performance Record Ms. Smith has been reated as effective in her current and all previous performance records.
Current school is not graded.

Instructional Coaches

Instructional Coaches 1

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

Instructional Coach Information:

Theresa Nowak		
Full-time / School-based	Years as Coach: 3	Years at Current School: 13
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BS- SLD K-12; EH K-12; Behavior Disorders; Integrated Curricula, 5-9; Reading Endorsement K-12; and ESOL Endorsement K-12	
Performance Record	Performance records and Teacher Appraisals shows Mrs. Nowak as highly effective in her role as Literacy Coach and her previous role as classroom teacher.	
Classroom Teachers		
# of classroom teachers 37		
# receiving effective rating or higher 37, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 97%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 36, 97%		
# ESOL endorsed 7, 19%		
# reading endorsed 8, 22%		
# with advanced degrees 24, 65%		
# National Board Certified 1, 3%		
# first-year teachers 4, 11%		
# with 1-5 years of experience 8, 22%		
# with 6-14 years of experience 10, 27%		
# with 15 or more years of experience 15, 41%		
Education Paraprofessionals		
# of paraprofessionals 3		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 3, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 34		
# receiving effective rating or higher 34, 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).		
<p>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</p> <p>Our Administrators coordinate their efforts with Personnel to hire quality and highly effective teachers. Once teachers are hired, we utilize a mentor/mentee program to provide ongoing support</p>		

and direction for our new hires. Ongoing Professional Development is designed to assist teachers with teaching and leaning strategies.

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

We offer a mentor/mentee program for all new hires. Our lead mentor has been trained by PCS and coordinates with new hires to assist with the following: Behavior Management, Teaching and Learning Strategies, processes and procedures, and grading. Our mentor is available to assist our new hires throughout the day based on their needs.

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

The data based problem-solving processes for the implementation and monitoring of MTSS and SIP structures include problem identification, problem analysis, intervention design, and response to the intervention. This process is used for behavior modification and core instruction.

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

The members of the school-based Leadership team currently serving on the MTSS committee include: Theresa Nowak - core instruction, teacher support systems, and small group or individual student needs.

Pamela Bostwick - behavior concerns, teacher support systems, and meeting individual student needs.

Kelly Simpson - oversees the social/emotional needs of students and coordinates with social workers and teachers for attendance.

Andrew MacGregor - Teacher support

Jacqueline Douglas - Administrator

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

The MTSS team meets monthly and reviews academic and behavior data. The team meets with teachers and initiates behavior plans and academic interventions as needed. The team reviews data (academic and behavior) and makes recommendations for intervention.

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 data sources utilized to access and analyze the effectiveness of core, supplemental, and intensive supports in content areas includes FAIR data, Fluency Probes, Scholastic Reading Inventory (SRI), FCAT data, EOC data, and progress monitoring charts. Behavior data includes attendance, referrals, suspensions, arrests, and daily point sheets.

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

Staff is coordinated with during PLC and CST meetings. Parents are contacted and encouraged to participate in the problem-solving process through IEP meetings, frequent phone calls, and conferences.

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: 6,300

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Due to the location of our school and transportation issues for the majority of our students, after-school and Saturday school are not feasible options for remediation. Based on the academic status of the majority of students attending Sanders, remediation options are most effective during the school day. Our summer program is designed to provide educational opportunities for those students who have failed a content area course and wish to earn their credit.

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

The data used to determine the eligibility of students attending a summer program are school grades, attendance records, and behavioral data. This data is collected throughout the school year and presented to parents, administrators, and students during conferences and meetings.

Who is responsible for monitoring implementation of this strategy?

The individuals responsible for monitoring the implementation of this strategy are the classroom teachers, the behavior specialists, and school administrators.

Literacy Leadership Team (LLT)

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

Name	Title
Theresa Nowak	Literacy Coach
Ms. Jaspers	Read 180 - middle school
Ms. Miller	English Teacher - HS
Ms. Hartley	Read 180 - HS
Mr. Watson	Reading Teacher - HS
Mr. Werling	English Teacher - HS
Ms. Pettee	Reading - HS special diploma
Mr. Ryan	Reading - HS SBMH
Ms. Stevenson	Elem. Reading Teacher
Ms. Scott	Elem. Reading Teacher
Ms. Impavido	Elem. Reading Teacher
Dr. Cottrell	Elem. Reading Teacher

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

The LLT meets monthly. Specific processes, roles and functions have not yet been determined. During the LLT meetings data is reviewed, specific teaching/learning strategies are shared, and instruction for the Common Core Standards is given

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

The major initiatives of the LLT include support and direction for the Common Core Standards for literacy in all content areas, support for instructional skills to improve reading comprehension, and the support for implementation of program fidelity, lesson planning, writing in response to reading, and data chats.

Every Teacher Contributes to Reading Instruction

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

The teachers at Richard L. Sanders receive ongoing support and direction from the Literacy Coach to assist in the improvement of reading for every student. Supports available for staff may include classroom modeling, conferencing with students, meeting with staff to review specific strategies, and co-teaching with staff to ensure effective instruction. Additional opportunities afforded staff include ongoing content area trainings provided by the district, in-school PLC and CST meetings, and school-wide professional development opportunities.

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 are placed in appropriate classes based on their academic performance and specific needs. Students also meet frequently with teachers, social workers and the VE Specialist to discuss their futures (short-term and long-term).

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?

Due to the size of our school a limited number of courses are available, but all classes required for graduation are available. Additionally, we utilize Nova Net and Virtual School to provide students with desired classes.

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

Strategies utilized for the improvement of student readiness for the public postsecondary include remediation in reading and math, small class size, and one-to-one intervention as often as possible.

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	33%	0%	No	39%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		0%		
White		0%		
English language learners		0%		
Students with disabilities	33%	0%	No	39%
Economically disadvantaged	35%	0%	No	42%

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]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	52	35%	45%
Students in lowest 25% making learning gains (FCAT 2.0)	16	11%	21%

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.		<i>[data excluded for privacy reasons]</i>	5%	
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		<i>[data excluded for privacy reasons]</i>	10%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	10%	
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%	0%	No	45%
American Indian		0%		
Asian		0%		
Black/African American	39%	0%	No	45%
Hispanic		0%		
White		0%		
English language learners		0%		
Students with disabilities	38%	0%	No	45%
Economically disadvantaged	40%	0%	No	46%
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	10%	
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	10%	
Learning Gains				
	2012 Actual #	2012 Actual %	2014 Target %	
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	10%	
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	10%	
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.		<i>[data excluded for privacy reasons]</i>	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]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%
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]		10%
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]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%
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)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%
High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> 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 <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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%	
CTE teachers holding appropriate industry certifications	1	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	33	39%	29%
Students in ninth grade with one or more absences within the first 20 days	14	17%	12%
Students in ninth grade who fail two or more courses in any subject	3	0%	0%
Students with grade point average less than 2.0	10	12%	7%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	13	15%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	22	26%	21%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	5	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)	40	48%	58%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	40	48%	58%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	10	12%	7%

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

Parental involvement targets for Richard L. Sanders begin with Open House, September 10, 2013. Additionally, parents are contacted frequently from staff to discuss their child's progress, IEP meetings, and conferences. Additional targets are in the process of being aligned in our school

calendar but include a winter holiday theme, a spring FCAT overview, and a spring family fun carnival. Specific dates have not been determined at this time.			
Specific Parental Involvement Targets			
<u>Target</u>	2013 Actual #	2013 Actual %	2014 Target %
Open House is scheduled for 9/10/13			
Area 10: Additional Targets			
Description of additional targets			
Specific Additional Targets			
<u>Target</u>	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Reduce the number and percent of discipline incidents for each student subgroup by 10%

Goal #2:

Increase the amount of parental involvement for meetings and activities by 20%

Goal #3:

To increase the number of students making AYP in all math classes by 10%

Goal #4:

To improve comprehension, fluency and vocabulary for all students by 10%

Goals Detail

Goal #1:

Reduce the number and percent of discipline incidents for each student subgroup by 10%

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Our school has developed an in-school Pro-Active Plan and new daily behavior point sheet. Additionally, each classroom has a behavior hierarchy and in-class reward system. We are also a PBS school with monthly earned rewards built into our schedule

Targeted Barriers to Achieving the Goal

- Our school has combined with another center school and our student population and staff have doubled. Staff are struggling with the program and point sheets. Training for PBS has not yet been completed

Plan to Monitor Progress Toward the Goal

Action:

1. Information will be collected during the CST meetings. It will then be determined if confusion needs to be addressed individually or in a staff meeting. It is expected to be a year long process

Person or Persons Responsible:

Behavior Specialist Social Workers School Psychologist

Target Dates or Schedule:

During the school day

Evidence of Completion:

Minutes of CST meetings Insightful conversations using the language of the plan as a guide

Goal #2: Increase the amount of parental involvement for meetings and activities by 20%

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Parents are contacted by phone, flyers, and newsletters for school-wide functions. Parents receive notices in the mail for IEP meetings

Targeted Barriers to Achieving the Goal • Parents do not live close to school and transportation is an issue. Parents that do attend often bring young children due to lack of babysitting.

Plan to Monitor Progress Toward the Goal

Action:

Data will be reviewed and discussed with Leadership Team for possible changes on outcomes

Person or Persons Responsible:

Administration

Target Dates or Schedule:

To occur throughout the school year

Evidence of Completion:

Increase in parent participation

Goal #3: To increase the number of students making AYP in all math classes by 10%

Targets Supported

- Math
 - Math - Elementary and Middle School
 - Math - Elementary and Middle AMO's
 - Math - Elementary and Middle FCAT 2.0
 - Math - Elementary and Middle FAA
 - Math - Elementary and Middle Learning Gains
 - Math - Middle School Acceleration
 - Math - High School
 - Math - High School AMO's
 -
 - Math - High School Postsecondary Readiness
 - Algebra 1 EOC
 - Geometry EOC
 - Parental Involvement
 - EWS
 - EWS - Elementary School
 - EWS - Middle School
 - EWS - High School
 - EWS - Graduation

Resources Available to Support the Goal

- Resources include certified staff, student textbooks, tangibles, technology, and recovery/remediation classes

Targeted Barriers to Achieving the Goal

- Barriers include lack of understanding of basic mathematical concepts.
- Additional barriers include poor attendance, poor in-class behavior management, and lack of motivation/interest displayed by students

Plan to Monitor Progress Toward the Goal

Action:

Questional outcomes will be reviewed by staff, Administrators, and the MTSS/Rtl team for a solution,

Person or Persons Responsible:

MTSS/Rtl team members

Target Dates or Schedule:

all data is collected during the normal school hours

Evidence of Completion:

Classroom assignment is an on-going process in a Center setting.

Goal #4: To improve comprehension, fluency and vocabulary for all students by 10%

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Literacy Coach, certified staff, curriculum, technology

Targeted Barriers to Achieving the Goal

- New teachers unfamiliar with curriculum and district expectations Many classrooms lack in-class libraries
- Staff unfamiliar with in-class behavior management, school-wide expectations and new behavior point sheet

Plan to Monitor Progress Toward the Goal

Action:

1. Monitoring for classroom processes 2. Monitoring for purposeful instruction, gradual release lesson planning, and data collection. 3. Monitoring for understanding of classroom hierarchy and in-class behavior system. 4. Monitoring for evidence of data collection and understanding of technology data

Person or Persons Responsible:

The following individuals will monitor progress toward meeting goals: Team Leaders, Literacy Coach, Mentor, Behavior Specialist, and Administrators

Target Dates or Schedule:

Meetings will occur during the school day but some will occur after students have left campus.

Evidence of Completion:

1. Classroom processes are observed and followed 2. Evidence of instructional practices and gradual release lesson planning delivery. 3. Evidence of understanding of in-class behavior system 4. Decrease in disruptive student behaviors.

Action Plan for Improvement

Goal #1:	Reduce the number and percent of discipline incidents for each student subgroup by 10%
Barrier #1:	Our school has combined with another center school and our student population and staff have doubled. Staff are struggling with the program and point sheets. Training for PBS has not yet been completed
Strategy #1 to Overcome the Barrier	Continue to instruct staff on the Pro-Active Plan. Continue to provide feedback and answer questions regarding the point sheet Provide social/emotional materials for the Character Education room

Step #1 to Implement Strategy #1

Action:

1. Instruct staff on Pro-Active Plan during Pre-school, ongoing staff meetings and CST meetings. 2. Monitor the use of point sheets and provide guidance during staff and CST meetings. 3. Purchase social/emotional materials for the Character Education Room

Person or Persons Responsible:

Behavior Specialists Social Workers School Psychologist Team Leaders

Target Dates or Schedule:

During established meetings scheduled for the school year

Evidence of Completion:

1. The Pro-Active Plan is implemented and operating as intended. 2. Monitor daily behavior point sheets on a monthly basis 3. Order and purchase social/emotional materials

Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

1. Plan a staff meeting where the PBS Plan is introduced to staff and activities are addressed. 2. Provide materials for school store

Person or Persons Responsible:

PBS Team Leader Administration

Target Dates or Schedule:

Activities are planned during the school day

Evidence of Completion:

1. Staff understands the PBS Plan 2. Staff contribute their ideas for activities

Facilitator:

PBS Team Leader

Participants:

PBS Team Leader Administration

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

Action:

1. Continue to monitor staff on their understanding of the Pro Active Plan during CST meetings. 2. Continue to monitor the daily use of point sheets for understanding

Person or Persons Responsible:

Behavior Specialists Social Workers School Psychologists

Target Dates or Schedule:

During the school day

Evidence of Completion

1. Staff understands and implements the Pro Active Plan effectively. 2. Daily Behavior Point sheets are used correctly and accurately describe displayed behaviors.

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

Action:

The information collected will be through observation during the school day and staff discussion during CST meetings. Point sheets will be monitored and individual teachers will be addressed

Person or Persons Responsible:

Behavior Specialists Social Workers School Psychologist

Target Dates or Schedule:

during the school day

Evidence of Completion:

Staff will refer to the Pro Active Plan during their conversations in CST meetings and refer to the plan frequently

Goal #1:	Reduce the number and percent of discipline incidents for each student subgroup by 10%
Barrier #1:	Our school has combined with another center school and our student population and staff have doubled. Staff are struggling with the program and point sheets. Training for PBS has not yet been completed
Strategy #2 to Overcome the Barrier	Instruct staff on PBS and activities

Step #1 to Implement Strategy #2 - PD Opportunity

Action:

1. Organize a PBS committee of staff willing to serve. 2. Plan a staff meeting to instruct all staff on the processes of PBS 3. Gather information for school-wide activities. 4. Develop a schedule of activities

Person or Persons Responsible:

PBS Team Leader

Target Dates or Schedule:

The PBS Plan runs for the school year

Evidence of Completion:

1. Announce committee members 2. Schedule a staff meeting 3. Gather information from staff for activities 4. Submit a plan for approval

Facilitator:

Participants:

PBS Team Leader

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

Action:

Once the staff has received instruction/information on PBS and a committee has been created: 1. Monthly meetings 2. Problem solving for issues that occur during activities 3. Solve the problem

Person or Persons Responsible:

PBS Team Leader

Target Dates or Schedule:

PBS runs for the school year

Evidence of Completion

1. Minutes are taken at each meeting that include planning for activities and problem-solving techniques.

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

Action:

1. Data collection for monthly activities. 2. Data collected for the number of students eligible to attend the activity. 3. Behavior data collected during the event

Person or Persons Responsible:

PBS Team Leader and committee

Target Dates or Schedule:

PBS runs for the school year

Evidence of Completion:

Minutes are written and collected monthly stating evidence of the activity, number of students attending, and any behavior issues that occur

Goal #2: Increase the amount of parental involvement for meetings and activities by 20%

Barrier #1: Parents do not live close to school and transportation is an issue. Parents that do attend often bring young children due to lack of babysitting.

Strategy #1 to Overcome the Barrier 1. Schedule evening activities that include student-led conferencing 2. Monitor school-wide data to include current phone numbers and addresses

Step #1 to Implement Strategy #1

Action:

1. Inform parents of specific activities through multiple phone messages and flyers. 2. Involve students in preparation of activity. 3. Provide an environment that supports younger children in attendance (a play area)

Person or Persons Responsible:

All Staff

Target Dates or Schedule:

During specific activities and conferences with parents

Evidence of Completion:

Data will be kept for parents in attendance

Step #2 to Implement Strategy #1

Action:

1. Update front office data with working phone numbers and addresses (as they change) 2. Update resources for phone contacts

Person or Persons Responsible:

All Staff

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Increase parental involvement in activities and meetings

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

Action:

1. Review student information sheets monthly for updated information. 2. Schedule activities that include student involvement

Person or Persons Responsible:

All Staff

Target Dates or Schedule:

Throughout the school year

Evidence of Completion

1. Student information sheets are monitored 2. School-wide activities include student involvement

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

Action:

1. Phone messaging data will be collected and reviewed 2. Evening activities will include student involvement

Person or Persons Responsible:

Office Staff Administration

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Data will be collected after the completion of every activity for review

Goal #3:	To increase the number of students making AYP in all math classes by 10%
Barrier #1:	Barriers include lack of understanding of basic mathematical concepts.
Strategy #1 to Overcome the Barrier	1. Provide opportunities in the school schedule for students to attend remediation classes. 2. Provide a structured teaching/learning environment

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Administration to revisit the school schedule and identify students who require math remediation for success. Staff to provide clear directions and opportunities for understanding and practice Staff to provide differentiated instruction

Person or Persons Responsible:

Administration VE Specialist Teacher

Target Dates or Schedule:

This step to occur as soon as possible with ongoing monitoring for all new students entering our school throughout the year. Staff to provide a learning environment that allows for clear, direct instruction

Evidence of Completion:

updated class schedules for students. Observe evidence of differentiation

Facilitator:

Participants:

Administration VE Specialist Teacher

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

Action:

1. Continue to monitor the scheduling process for students. 2. Observe structured class environments and differentiated instruction

Person or Persons Responsible:

Administration Teachers

Target Dates or Schedule:

During the course of the school day

Evidence of Completion

Completed and functioning school schedule Walk-through data as a point of reference for support and guidance

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

Action:

The school schedule will receive on-going review. The walk-through data will be shared and discussed during CST meetings and one-to-one conferences with Administration

Person or Persons Responsible:

Staff Administrators

Target Dates or Schedule:

Monitoring for effectiveness will occur once per month

Evidence of Completion:

This information will be looked at during CST meetings and MTSS/RtI meetings to determine effectiveness

Goal #3:	To increase the number of students making AYP in all math classes by 10%
Barrier #2:	Additional barriers include poor attendance, poor in-class behavior management, and lack of motivation/interest displayed by students
Strategy #1 to Overcome the Barrier	Increased understanding of in-class behavior hierarchy, school-wide behavior plan, and new daily behavior point sheets

Step #1 to Implement Strategy #1

Action:

1. Provide staff instruction on how to monitor and record in-class behaviors 2. Explain/teach FBA/FERB process and how it effects in-class behaviors. 3. Provide direction/guidance to staff for data collection for behavior management

Person or Persons Responsible:

Staff Behavior Specialists Social worker

Target Dates or Schedule:

Observe students and staff during the school day

Evidence of Completion:

1. Data collection is understood and followed 2. Evidence of a decrease of undesirable student behavior

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

Action:

1. Monitor the amount of time students are in class. 2. Monitor the effectiveness of in-class behavior management plan. 3. Meet with teachers to discuss specific strategies for classroom behavior management

Person or Persons Responsible:

Staff Behavior Specialist

Target Dates or Schedule:

During the school day

Evidence of Completion

1. Behavior data supports a decrease of out of area and/or disruptive classroom behavior. 2. Increase in attendance

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

Action:

The behavior data (referrals/suspensions/arrests) will determine whether or not the plan is working. This will also determine the core disrupters.

Person or Persons Responsible:

Behavior Specialists Staff

Target Dates or Schedule:

Referral data will be collected throughout the schol day

Evidence of Completion:

All information will be looked at during CST meetings and MTSS/RtI meeting to determine effectiveness

Goal #4:	To improve comprehension, fluency and vocabulary for all students by 10%
Barrier #1:	New teachers unfamiliar with curriculum and district expectations Many classrooms lack in-class libraries
Strategy #1 to Overcome the Barrier	Set and determine a purpose for learning using the gradual release lesson plan model - order grade level appropriate individual reading materials

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

Action:

Staff are unfamiliar with curriculum and district expectations. Staff are unfamiliar with technology components associated with their program. Purchase reading materials for in-class libraries

Person or Persons Responsible:

Content area teachers Literacy Coach

Target Dates or Schedule:

training to occur during PLC - 1 time per week On-going support and guidance from Literacy Coach Attendance at content area trainings

Evidence of Completion:

Content area subjects are taught using gradual release lesson plan delivery and are familiar with content

Facilitator:

Participants:

Content area teachers Literacy Coach

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

Action:

On-going support and guidance from Literacy Coach and introduction of strategies learned from PD opportunities. Instruction with the technology component

Person or Persons Responsible:

Literacy Coach Administrators

Target Dates or Schedule:

to occur throughout the school day

Evidence of Completion

Observation of gradual release lesson plan delivery. Instruction on technology

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

Action:

1. Observe teaching using the gradual release lesson plan model. 2. On-going data collection to show growth from the technology associated with the curriculum

Person or Persons Responsible:

Literacy Coach Content area staff Administration

Target Dates or Schedule:

During the course of the school day

Evidence of Completion:

1. Evidence of the gradual release lesson plan delivery during walk-throughs. 2. Evidence of data collection to demonstrate growth

Goal #4:	To improve comprehension, fluency and vocabulary for all students by 10%
Barrier #1:	New teachers unfamiliar with curriculum and district expectations Many classrooms lack in-class libraries
Strategy #2 to Overcome the Barrier	Monitor and record in-class behavior using IEP and FBA information

Step #1 to Implement Strategy #2 - PD Opportunity

Action:

1. Instruct staff with protocol that is expected to be followed at the introduction of every lesson.
2. Provide instruction using the gradual release lesson plan model and district wide expectations.
3. Provide instruction on data collection (academic and behavior)

Person or Persons Responsible:

Teachers Literacy Coach Mentor Team Leader

Target Dates or Schedule:

1. Provide modeled instruction during the school day.
2. Conference with staff during planning periods and after school meetings.
3. Attend district run content area trainings

Evidence of Completion:

1. Observation of protocols and gradual release lesson planning.
2. Completion of data protocols (fluency probes/running records)

Facilitator:

Literacy Coach, Mentor, and/or Team Leader

Participants:

Teachers Literacy Coach Mentor Team Leader

Step #2 to Implement Strategy #2 - PD Opportunity

Action:

1. Provide instruction on how to monitor and record behaviors.
2. Explain/teach FBA/FERB process and how it effects in-class behavior and data collection.

Person or Persons Responsible:

Teachers Behavior Specialists Social Workers

Target Dates or Schedule:

1. Observe staff and students during the school day.
2. Provide data and guidance during CST meetings.
3. Meet with staff during the school day.
4. Consult with Mentor for additional guidance

Evidence of Completion:

1. Data collection process is followed.
2. Decrease in student behavior is noted.
3. Staff participation and involvement in CST meetings

Facilitator:

Behavior Specialists and Social Workers

Participants:

Teachers Behavior Specialists Social Workers

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

Action:

modeling/co-teaching meet during planning for ongoing assistance with peer teachers, mentors, and team leaders Meet with mentor or team leader for guidance

Person or Persons Responsible:

Literacy Coach Mentor Team Leader Behavior Specialists

Target Dates or Schedule:

During the school day

Evidence of Completion

Teachers are using the protocols in their planning and teaching. Teachers are following the behavior protocols in their classrooms.

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

Action:

Classroom processes Lesson Plan check Data collection charts decrease behavior calls

Person or Persons Responsible:

Literacy Coach Mentor Behavior Specialists

Target Dates or Schedule:

Strategies will be monitored during the school day

Evidence of Completion:

Classroom processes are being followed every day Planning is monitored Data collection is collected and monitored Evidence of on-task behavior demonstrated by students

Goal #4:	To improve comprehension, fluency and vocabulary for all students by 10%
Barrier #2:	Staff unfamiliar with in-class behavior management, school-wide expectations and new behavior point sheet
Strategy #1 to Overcome the Barrier	Instruct staff on in-class behavior hierarchy, proper use of the daily behavior point sheet, school-wide Pro-Active Plan, and writing FBA/FERB.

Step #1 to Implement Strategy #1

Action:

1. Provide instruction on how to monitor and record undesirable student behavior. 2. Explain/Teach FBA/FERB process and how it effects in-class behavior 3. Instruct on behavior data collection using new point sheet

Person or Persons Responsible:

Teachers Behavior Specialists

Target Dates or Schedule:

1. Observe students and staff during the school day. 2. Provide data and guidance during CST meetings. 3. Meet with staff during the day to provide guidance

Evidence of Completion:

1. Data collection process is followed. 2. Decrease in undesirable student behavior. 3. Increase staff participation and involvement in CST meetings

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

Action:

Guidance and monitoring staff will be available to assist with the behavior management of all students

Person or Persons Responsible:

Teachers Behavior Specialists

Target Dates or Schedule:

Throughout the course of the school day

Evidence of Completion

Evidence of a decrease in undesirable student behaviors - increase of time on-task.

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

Action:

1. Collection of behavior data for the daily point sheets. 2. Attendance records for CST meetings

Person or Persons Responsible:

Teachers Behavior Specialists

Target Dates or Schedule:

Data requiring the support of a behavior specialist is collected daily - all other data is collected weekly and discussed at CST meetings

Evidence of Completion:

All data is collected and discussed at CST meetings.

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 Title I funds will be integrated in the school through classroom libraries, reading materials, professional development opportunities, and community involvement activities. Our school is now a K-12 facility for EBD students. Many of our staff members are new hires; however, some of our teacher come to us from different settings. All new personnel are in need of classroom libraries and Professional Development.

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: Reduce the number and percent of discipline incidents for each student subgroup by 10%

Barrier #1: Our school has combined with another center school and our student population and staff have doubled. Staff are struggling with the program and point sheets. Training for PBS has not yet been completed

Strategy #1: Continue to instruct staff on the Pro-Active Plan. Continue to provide feedback and answer questions regarding the point sheet Provide social/emotional materials for the Character Education room

Action Step #2: 1. Plan a staff meeting where the PBS Plan is introduced to staff and activities are addressed. 2. Provide materials for school store

Facilitator leader

PBS Team Leader

Participants

PBS Team Leader Administration

Target dates or schedule

Activities are planned during the school day

Evidence of Completion and Person Responsible for Monitoring

- 1. Staff understands the PBS Plan
- 2. Staff contribute their ideas for activities
(Person Responsible: PBS Team Leader Administration)

Strategy #2: Instruct staff on PBS and activities

Action Step #1: 1. Organize a PBS committee of staff willing to serve. 2. Plan a staff meeting to instruct all staff on the processes of PBS 3. Gather information for school-wide activities. 4. Develop a schedule of activities

Facilitator leader

Participants

PBS Team Leader

Target dates or schedule

The PBS Plan runs for the school year

Evidence of Completion and Person Responsible for Monitoring

- 1. Announce committee members
- 2. Schedule a staff meeting
- 3. Gather information from staff for activities
- 4. Submit a plan for approval
(Person Responsible: PBS Team Leader)

Goal #3: To increase the number of students making AYP in all math classes by 10%

Barrier #1: Barriers include lack of understanding of basic mathematical concepts.

Strategy #1: 1. Provide opportunities in the school schedule for students to attend remediation classes.
2. Provide a structured teaching/learning environment

Action Step #1: Administration to revisit the school schedule and identify students who require math remediation for success. Staff to provide clear directions and opportunities for understanding and practice Staff to provide differentiated instruction

Facilitator leader

Participants

Administration VE Specialist Teacher

Target dates or schedule

This step to occur as soon as possible with ongoing monitoring for all new students entering our school throughout the year. Staff to provide a learning environment that allows for clear, direct instruction

Evidence of Completion and Person Responsible for Monitoring

updated class schedules for students. br />Observe evidence of differentiation

(Person Responsible: Administration

VE Specialist

Teacher)

Goal #4: To improve comprehension, fluency and vocabulary for all students by 10%

Barrier #1: New teachers unfamiliar with curriculum and district expectations Many classrooms lack in-class libraries

Strategy #1: Set and determine a purpose for learning using the gradual release lesson plan model - order grade level appropriate individual reading materials

Action Step #1: Staff are unfamiliar with curriculum and district expectations. Staff are unfamiliar with technology components associated with their program. Purchase reading materials for in-class libraries

Facilitator leader

Participants

Content area teachers Literacy Coach

Target dates or schedule

training to occur during PLC - 1 time per week On-going support and guidance from Literacy Coach Attendance at content area trainings

Evidence of Completion and Person Responsible for Monitoring

Content area subjects are taught using gradual release lesson plan delivery and are familiar with content

(Person Responsible: Content area teachers

Literacy Coach)

Strategy #2: Monitor and record in-class behavior using IEP and FBA information

Action Step #1: 1. Instruct staff with protocol that is expected to be followed at the introduction of every lesson. 2. Provide instruction using the gradual release lesson plan model and district wide expectations. 3. Provide instruction on data collection (academic and behavior)

Facilitator leader

Literacy Coach, Mentor, and/or Team Leader

Participants

Teachers Literacy Coach Mentor Team Leader

Target dates or schedule

1. Provide modeled instruction during the school day. 2. Conference with staff during planning periods and after school meetings. 3. Attend district run content area trainings

Evidence of Completion and Person Responsible for Monitoring

1. Observation of protocols and gradual release lesson planning.
2. Completion of data protocols (fluency probes/running records)

(Person Responsible: Teachers

Literacy Coach

Mentor

Team Leader)

Action Step #2: 1. Provide instruction on how to monitor and record behaviors. 2. Explain/teach FBA/ FERB process and how it effects in-class behavior and data collection.

Facilitator leader

Behavior Specialists and Social Workers

Participants

Teachers Behavior Specialists Social Workers

Target dates or schedule

1. Observe staff and students during the school day. 2. Provide data and guidance during CST meetings. 3. Meet with staff during the school day. 4. Consult with Mentor for additional guidance

Evidence of Completion and Person Responsible for Monitoring

1. Data collection process is followed.
2. Decrease in student behavior is noted.
3. Staff participation and involvement in CST meetings

(Person Responsible: Teachers

Behavior Specialists

Social Workers)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
	\$0	\$0
Total	\$0	\$0

Budget Detail

Goal #1: Reduce the number and percent of discipline incidents for each student subgroup by 10%
Barrier #1: Our school has combined with another center school and our student population and staff have doubled. Staff are struggling with the program and point sheets. Training for PBS has not yet been completed
Strategy #1: Continue to instruct staff on the Pro-Active Plan. Continue to provide feedback and answer questions regarding the point sheet Provide social/emotional materials for the Character Education room
Action Step #2: 1. Plan a staff meeting where the PBS Plan is introduced to staff and activities are addressed. 2. Provide materials for school store

Resource Type Evidence-Based Program
Resource
Funding Source
Amount Needed

Goal #4: To improve comprehension, fluency and vocabulary for all students by 10%
Barrier #1: New teachers unfamiliar with curriculum and district expectations Many classrooms lack in-class libraries
Strategy #1: Set and determine a purpose for learning using the gradual release lesson plan model - order grade level appropriate individual reading materials
Action Step #1: Staff are unfamiliar with curriculum and district expectations. Staff are unfamiliar with technology components associated with their program. Purchase reading materials for in-class libraries

Resource Type Evidence-Based Program
Resource
Funding Source
Amount Needed