



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Eleanor H. Miller School  
156 HORSEMAN CLUB RD  
Palatka, FL 32177  
386-329-0595  
[ehmiller.putnamschools.org](http://ehmiller.putnamschools.org)

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## School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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## School Grades History

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Eleanor H. Miller School

##### Principal

Mary Piazza

##### School Advisory Council chair

Cathy Campbell

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

Name	Title
Mary Wood Piazza	Principal
Jane Ford	Assistant Principal
Cathy Campbell	ESE IND Teacher
Altheia Henderson	ESE IND Teacher
Marreo Jones	Instructional Assistant
Jeannie Pierce	Parent
Melissa Biggs	Parent

#### District-Level Information

##### District

Putnam

##### Superintendent

Ms. Phyllis Criswell

##### Date of school board approval of SIP

10/1/2013

### 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).

#### Membership of the SAC

The SAC of E. H. Miller School is comprised of a representative group of 7 dedicated individuals: 2 administrators, 2 teachers, 1 instructional assistant, and two parents. The racial breakdown reflects our school make up with 4 of 7 white, and 3 of 7 black.

#### Involvement of the SAC in the development of the SIP

The SAC met periodically to collaborate on this year's SIP starting this past June. First our FAA and FCAT data was analyzed to see where we needed to focus. Then we moved on to draft basic goals for the 2013-14 school year. Over the past two weeks we collaborated weekly to fine tune our goals and this plan. Our first SAC meeting for the 2013-14 school year was Sept. 17, 2013.

**Activities of the SAC for the upcoming school year**

The SAC meets monthly to monitor the implementation of the SIP. Data is shared and progress tracked based on accomplishments and assessment data available.

**Projected use of school improvement funds, including the amount allocated to each project**

There are some remaining SAC funds from year's past. The amount is just under \$700.00:

SY 09 \$111.54

SY 07 \$ 76.85

SY 10 \$538.99.

SAC has not yet voted to allocate any of their funds to projects in this plan. Proposed expenditures could be parent involvement and an "adult playpen" for our profound class.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**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**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Mary Piazza**

Principal

Years as Administrator: 12

Years at Current School: 3

**Credentials**

MA-Educational Leadership  
 BA-English  
 Certifications:  
 English 6-12  
 Educational Leadership

**Performance Record**

E. H. Miller is a Center School for students with significant cognitive disabilities and severe emotional and behavior disorders. It is a non-graded school. As such the school is not graded. We have elected to receive a growth rating in the future.

**Jane Ford**

Asst Principal

Years as Administrator: 10

Years at Current School: 8

**Credentials**

MA-Early Childhood Education  
 MA-Educational Leadership  
 BA-Elementary Education  
 Certifications:  
 Elementary Education;  
 Educational Leadership

**Performance Record**

E. H. Miller is a Center School for students with significant cognitive disabilities and severe emotional and behavioral disorders. It is a non-graded school.

**Instructional Coaches****# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

E. H. Miller School is the ESE Center School for Putnam County that serves students with significant cognitive disabilities. Instructional Coaches are not utilized. Additionally, the school serves a population of K-12 students with severe emotional and behavioral disorders. As such, the environment for these students is that of a therapeutic day school.

**Performance Record****Classroom Teachers****# of classroom teachers**

12

**# receiving effective rating or higher**

100, 833%

**# Highly Qualified Teachers**

83%

**# certified in-field**

10, 83%

**# ESOL endorsed**

4, 33%



**# reading endorsed**

4, 33%

**# with advanced degrees**

8, 67%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

1, 8%

**# with 6-14 years of experience**

3, 25%

**# with 15 or more years of experience**

8, 67%

**Education Paraprofessionals****# of paraprofessionals**

16

**# Highly Qualified**

12, 75%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

8

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**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).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Utilize the district human resource department system to advertise for qualified applicants. We advertise for and only interview applicants who have ESE certification. Additionally we seek applicants who have specialized certification such as ASD and reading endorsement. Person Responsible is Mary Piazza, Principal
2. Provide customized staff development for teachers to address the unique learning needs of students with significant cognitive disabilities. Professional development includes but is not limited to, writing IEPs, providing related support services, TIC, PCM/CPI, Marzano best practices, Common Core for ESE, etc. Person Responsible is Mary Piazza, Principal.
3. Provide support to teachers and support services (i.e., Behavior, OT/PT, Speech/Language, Assistive Technology) to address challenges they may experience with students in the classroom. Additionally, we are implementing weekly EBD Support Team Meetings to foster a sense of teamwork and to keep awareness of pressing issues.

**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).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Assistance and coaching through new teacher Portfolio activities, lesson planning - Domain 2 feedback, monthly conferencing, informal observations, etc.

Mrs. Ford and Mrs. Piazza will monitor progress on the beginning teacher packet activities. We will also conduct data chats monthly & will give feedback based on walkthroughs and observations.

**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).

**Data-based problem-solving processes for the implementation and monitoring of 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**

Due to the unique aspects of being a special needs center school, our MTSS system is slightly different than the district adopted procedure. All of our students already have an IEP and many also have a BIP. Additionally, they receive support services such as vision, speech/language, OT, PT, Mental Health Counseling, and Behavior support from Behavior Specialists.

Since our students are already qualified for ESE, they have many supports and specialized curriculum. Our MTSS process is unique, so a special EHM MTSS form has been created to document our unique aspects. We have data chats with teachers monthly to track progress and chart data. Meanwhile, at any time, a teacher or staff member can fill out a form for an intervention MTSS meeting (generally scheduled on Mondays) to address an area of need.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal Mary Piazza paired with Audrey Lamoreaux (School Psychologist) are responsible for leading the Data chats, coaching, and MTSS meetings. Debbie Robbins, receptionist, schedules the MTSS meetings and data chats at the direction of the principal and adds them to the First Class calendar online. We have MTSS folders for each child in the MTSS process.

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

The structure of monthly teacher chats to review student progress data is tracked on a specially designed form to include: attendance, grades, referral, restraint & seclusions, interim assessments, point progress on daily point sheets and participation in mental wellness counseling sessions.

**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**

Data sources for IND students include: IEP progress reports, grades, monthly UNIQUE pre & post testing data entered into the online site, Brigance sub test score detail scores from Fall & Spring. Brigance data is recorded by teachers and then uploaded to Skyward and ultimately will be visible in Performance Matters. FAA yearly data is uploaded into both Skyward and Performance Matters data systems.. Additionally attendance and discipline data is pulled from Skyward. Capable IND students along with EBD students take the following online assessments periodically to monitor growth toward

SIP goals: 1. Moby Max for Math, 2. SRI and FAIR for Reading, 3. Putnam Writes for writing, 4. Performance Matters for core subjects.

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

Over the past two years we have been introducing the concept of data chats and the MTSS process as it relates to us as a special needs school. Our staff has a fairly good understanding of the process and their role. We have continued to learn along the way. For parents we explain the MTSS process and our progress monitoring system in our annual SIP review and we continue to give updates in our monthly newsletters.

**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:** Before or After School Program  
**Minutes added to school year:**

E. H. Miller School is the ESE Center School for Putnam County that serves students with significant cognitive disabilities. Additionally, the school serves a population of K-12 students with severe emotional and behavioral disorders. As such, the environment for these students is that of a therapeutic day school. We do not focus on extending the learning time. In fact, some of our students are currently on a reduced school day due to medical or mental issues.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

NA

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

NA

**Literacy Leadership Team (LLT)**

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

Name	Title
Mary Wood Piazza	Principal
Jane Ford	Assistant Principal
William Stroman	ESE teacher
Cathy Campbell	ESE teacher
Donna Moore	ESE teacher

Name	Title
Linda Becker	ESE teacher

### How the school-based LLT functions

This group will meet periodically to discuss our reading program. This group collaboratively reviews student data and groups students by ability to better meet their needs. Three of these teachers exchange students during the reading block. Additionally, they lesson plan together and share strategies.

### Major initiatives of the LLT

The major initiative will be to do more collaboration and lesson study. We want to incorporate more non-fiction text reading and multiple reads of on-grade level text.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Our IND schedule has a designated reading/Language Arts block during 2nd and 3rd period. All teachers deliver literacy instruction at the appropriate level during that time. Some students switch teachers during that segment. The curriculum includes Pre-k, UNIQUE, MeVille to WeVille, StoryTown/SFA.

Student progress is monitored via assessments within the curriculum as well as more standardized assessments through MobyMax, SRI, FAIR and ultimately FCAT and FAA. We have added a focus on multiple reads and using "on grade level" text in our EBD classrooms. Professional Development on Common Core Literacy strategies was presented during summer inservice. Two EHM teachers are part of the district LA Cadre and plan to bring strategies back to the rest of the faculty. These literacy strategies are looked for and usage monitored during Marzano lobserve walkthroughs and observations.

## Preschool Transition

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

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

We strive to provide a welcoming environment for our PK students and parents. We hold a "meet and greet" day during pre-planning so PK parents can come out with their child and get acimated.

We do outreach, welcome letters, and phone calls periodically prior to the students starting school to build a good, comfortable relationship.

We have in the past worked with preschools and organizations to learn about a child. For example, last year we were having difficulty with a student and we had the preschool staff come out and give suggestions since they had a history with the child.

## 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 the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Although we don't have a guidance counselor, administration and teachers pick up the role to assist students with goal setting and future planning. Our course selection is very limited since we are a special needs/therapeutic day school. For students who are able to complete a standard diploma, we seek to

develop social skills sufficient that they can mainstream back to a regular high school with more course offerings and electives. For our IND students, we are working to expand our OJT and career preparation program. We currently have our special diploma students job shadowing at Publix, but we want to expand to other businesses this year. We feel this job experience is essential for transition to the workforce.

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

We implemented a new component this year with one-on-one visioning and data analysis. Mrs. Ford, Assistant Principal, is heading up the effort to focus students on graduation requirements and then post-high school. Our goal is for our students to be as self-sufficient as possible. For some, post-graduation may mean getting assistance to APD (Association for Persons with Disabilities). APD can assist special needs students with transportation and tuition to a tech school such as our local First Coast. Our district has a transition coordinator, Becky Hopkins, who meets with parents, students and teachers and creates an individual transition plan when students turn age 14. This plan is re-assessed through high school and adjusted as needed.

**Strategies for improving student readiness for the public postsecondary level**

We conduct a data review counseling session one-on-one with each student and work to advise them of the best course of study for their goals. We recently acquired new textbooks aligned to the NGSSS for Language Arts and Math. This curriculum is one step closer to Common Core and will help our teachers prepare our students for integration back to their regular school.

## 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	68%	37%	No	71%
American Indian				
Asian				
Black/African American	68%	48%	No	72%
Hispanic				
White	73%	25%	No	75%
English language learners				
Students with disabilities	68%	37%	No	71%
Economically disadvantaged	67%	38%	No	70%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	3%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	3%

#### 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>	19%
Students scoring at or above Level 7	16	37%	40%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	24	36%	39%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	3%

**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	10	67%	70%

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

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	38%	No	72%
American Indian				
Asian				
Black/African American	75%	50%	No	78%
Hispanic				
White	65%	41%	No	69%
English language learners				
Students with disabilities	69%	38%	No	72%
Economically disadvantaged	68%	36%	No	71%

**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	69%	38%	No	72%
American Indian				
Asian				
Black/African American	75%	50%	No	78%
Hispanic				
White	65%	41%	No	69%
English language learners				
Students with disabilities	69%	38%	No	72%
Economically disadvantaged	68%	36%	No	71%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	15	38%	41%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		18%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	17	43%	46%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		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>	0%

**Algebra I End-of-Course (EOC) Assessment**

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

**Geometry End-of-Course (EOC) Assessment**

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

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	3%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	3%

**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>	3%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	53%

**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]	28%
Students scoring at or above Level 7		[data excluded for privacy reasons]	16%

**Biology I End-of-Course (EOC) Assessment**

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

**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%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**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	5	13%	10%
Students in ninth grade with one or more absences within the first 20 days	5	13%	10%
Students in ninth grade who fail two or more courses in any subject	1	3%	0%
Students with grade point average less than 2.0	1	3%	0%
Students who fail to progress on-time to tenth grade	1	3%	0%
Students who receive two or more behavior referrals	5	13%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	13%	10%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	1%	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%	3%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	3%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	3%

**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).

**Parental involvement targets for the school**

Increase parental involvement for the 2013-14 School year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance at Fall Open House - Sept 17, 2014	15	15%	18%
Parents/Guardians On-campus visits (Volunteering)	5	5%	8%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

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

- G1.** Increase student achievement on FAA via increased use of progress monitoring data.
- G2.** Increase student achievement and performance on both FCAT & FAA Assessments through PBS and increased use of CC and Marzano best practices.
- G3.** Goal is to increase parental involvement and/or support of E. H. Miller school.

## Goals Detail

### G1. Increase student achievement on FAA via increased use of progress monitoring data.

#### Targets Supported

#### Resources Available to Support the Goal

- Newly created data collection spreadsheet.
- New Performance Matters System with capability of data upload via Nefec and Skyward.

#### Targeted Barriers to Achieving the Goal

- Requires assistance from NEFEC programers.

### Plan to Monitor Progress Toward the Goal

Growth on Brigance evidenced between Fall 2013 and Spring 2014 Brigance tests

#### Person or Persons Responsible

ESE teachers

#### Target Dates or Schedule:

May 2014 prior to end of year teacher evaluations

#### Evidence of Completion:

Data chat form and observation in iobserve of data calculation and use of progress monitoring.

**G2. Increase student achievement and performance on both FCAT & FAA Assessments through PBS and increased use of CC and Marzano best practices.**

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, 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**

- Resources for teachers of FCAT students include: New Language Arts Literature books, Online Curriculum maps in Skyward, Summer Common Core workshops with focus on literacy, SFA curriculum. Resources for teachers of FAA students include: UNIQUE , MeVile to WeVile, & SFA curriculums.

### **Targeted Barriers to Achieving the Goal**

- Lack of motivation
- Lack of use of standard-specific scales, cc literacy strategies and other marzano best practices.

### **Plan to Monitor Progress Toward the Goal**

Progress Monitoring Data will show increase across the year.

#### **Person or Persons Responsible**

EBD Teachers, Principal

#### **Target Dates or Schedule:**

Quarterly

#### **Evidence of Completion:**

Data: Fair, SRI, Moby Max, Performance Matters.

### **G3. Goal is to increase parental involvement and/or support of E. H. Miller school.**

#### **Targets Supported**

- Parental Involvement

#### **Resources Available to Support the Goal**

- New website
- Donations from Business Partners of items for drawings at Open House.
- Creative & Caring Staff

#### **Targeted Barriers to Achieving the Goal**

- Our parents of medically fragile handicapped students have a lot on their plate. They sometimes work during the day and then become a care giver in the evening. Although they want to be involved, their involvement won't be the typical volunteering, etc.
- Our parents of our EBD students often don't have a strong parenting background. They don't feel comfortable coming to school, and they are frustrated.
- Some Parents have no transportation or funds for gas to come visit the school. Many also don't have Internet. They rely on the school bus to get their child to and from school. They use notes and phone calls to communicate with the school. Many times the phone numbers we have in Skyward have been disconnected, making communication difficult.

### **Plan to Monitor Progress Toward the Goal**

Parent Involvement will increase due to overall connection to school as a result of these strategies..

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule:**

Ongoing

#### **Evidence of Completion:**

Increased Parent turn out at meetings evidenced by sign in sheets.



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student achievement on FAA via increased use of progress monitoring data.

**G1.B1** Requires assistance from NEFEC programers.

**G1.B1.S1** Convince district staff of the importance of data for alternately assessed students. Currently FAA teachers have no progress monitoring system. The only data recorded in Skyward is FAA. Brigance data presently is recorded only in the IEP and is written over each year, thus there is no historical tracking possible. I'm seeking triangulation of data... via 3 measures for progress monitoring: FAA for year to year growth; Brigance for beginning of year to end of year growth; and UNIQUE monthly pre and post testing data. FAA is already in Skyward, I plan to have Brigance data added.

#### **Action Step 1**

Create excel spreadsheet listing all subtests in the yellow and green Brigance tests. Collaborate with ESE teachers to identify what "value" to assign scores. Communicate value data to NEFEC programers.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

October 2013

#### **Evidence of Completion**

emails and spreadsheet

#### **Action Step 2**

Have EHM teachers administer Fall Brigance testings and record on spreadsheet. Submit data to NEFEC to upload into Skyward and ultimately Performance Matters.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

October-November 2013

#### **Evidence of Completion**

Completed testing recorded on spreadsheet.

### **Action Step 3**

Once data is uploaded into Performance Matters, conduct PD in use of PM and the reports available.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

December 2012-June 2013

#### **Evidence of Completion**

Reports with Brigance Data shared with parents at IEP meetings.

#### **Facilitator:**

Principal

#### **Participants:**

EHM ESE teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Require testing data submission, record completion of task by teachers in iobserve as a walkthrough or informal observation.

#### **Person or Persons Responsible**

Principal and Assistant Principal

#### **Target Dates or Schedule**

November 2013

#### **Evidence of Completion**

iobserve observation data

**Plan to Monitor Effectiveness of G1.B1.S1**

Verify increase in student achievement on FAA due to increased practice and awareness of student abilities due to Brigance progress monitoring.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Summer 2014

**Evidence of Completion**

FAA scores

**G2.** Increase student achievement and performance on both FCAT & FAA Assessments through PBS and increased use of CC and Marzano best practices.

**G2.B1** Lack of motivation

**G2.B1.S1** Positive Behavior Support Incentive Program. The students in our EBD (Emotional Behavioral Disability) department are ages 6-17. Many have experienced extreme trauma in their younger years that has manifested in emotional/behavioral disorders. Our teachers provide a facilitative environment that integrates social skills instruction and monitoring structures. These structures are in the form of a point system and incentives. The social skills instruction, counseling and incentive program help our EBD students overcome and manage their disability. Our students mainly come from low socio-economic homes void of typical pleasures. We believe in teaching our students that good choices lead to an improved life. That good... breeds good. This sounds like a simple concept, but our student's life experiences thus far haven't taught them this. Our EBD team is planning to make the 2013-14 school year a "life-changer" for our students. They have all decided to reach out to our community business partners for assistance with incentives for our program to give our students the motivation they need.

**Action Step 1**

Develop letters requesting donations.

**Person or Persons Responsible**

Mary Wood Piazza

**Target Dates or Schedule**

July-August 2013

**Evidence of Completion**

Completed Letters

### **Action Step 2**

Distribute Letters to Business Partners in person.

#### **Person or Persons Responsible**

EBD Team led by Mrs. Lisa Godfrey

#### **Target Dates or Schedule**

August-September 2013

#### **Evidence of Completion**

Donations Received.

### **Action Step 3**

Collaboratively as an EBD team, design reward schedule and point requirements for mid day and end of day rewards. Make determination on use of Bee Bucks or tickets and whether EBD students will access an EBD Bee Mart.

#### **Person or Persons Responsible**

EBD team

#### **Target Dates or Schedule**

September-October 2013, fine-tuning as needed.

#### **Evidence of Completion**

Posters created explaining rewards and rewards being successfully distributed based on criteria.

### **Action Step 4**

Determine budget from donations, purchase edibles and arrange display of Bee Mart (or rename to "concession stand" or some other name.) Design plan for Fun Fridays.

#### **Person or Persons Responsible**

Mary Wood Piazza

#### **Target Dates or Schedule**

October, 2013 and ongoing as budget allows.

#### **Evidence of Completion**

Established and awarded prizes and edibles. Events on Fun Fridays.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Data from point sheets showing who is earning awards, feedback from EBD staff on progress and needs.

#### **Person or Persons Responsible**

Principal & School Psychologist

#### **Target Dates or Schedule**

Weekly EBD Team Meetings & Monthly EBD Teacher Data Chats

#### **Evidence of Completion**

Meeting sign ins, print out from Skyward on daily points.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Increase in percentage of students earning Fun Fridays and daily awards.

#### **Person or Persons Responsible**

Principal & School Psychologist

#### **Target Dates or Schedule**

Monthly EBD teacher data chats

#### **Evidence of Completion**

Print outs from Skyward showing daily behavior points per day.

**G2.B4** Lack of use of standard-specific scales, cc literacy strategies and other marzano best practices.

**G2.B4.S1** Increase teachers' s use of standard-specific scales and other Marzano best practices. This includes increasing knowledge and use of CC literacy and math practices.

**Action Step 1**

Plan and deliver PD on inservice days and monthly PD sessions on scales, CC literacy and Marzano best practices.

**Person or Persons Responsible**

Principal & Assistant Principal

**Target Dates or Schedule**

October 2013-May 2014

**Evidence of Completion**

Sign in sheets and agenda and handouts from PD sessions.

**Facilitator:**

Principal, Assistant Principal, ELA Cadre teachers

**Participants:**

EHM ESE teachers

**Action Step 2**

Design a form for teachers to document Collaboration and Lesson Study. Communicate to teachers the expectation and due date for completing lesson study to focus on Marzano implementation.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

data in Domains 1-4 in iobserve.

**Facilitator:**

Principal

**Participants:**

EHM ESE teachers

### **Plan to Monitor Fidelity of Implementation of G2.B4.S1**

Observations recorded in iobserve showing evidence of PD delivered skills: scales, CC literacy and Marzano best practices. Also PD on Lesson Study and documenting participation in collaborative planning and lesson study.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

November 2013-May 2014.

#### **Evidence of Completion**

iobserve data

### **Plan to Monitor Effectiveness of G2.B4.S1**

Increase in use of scales, cc literacy strategies and Marzano best practices (better instruction) should result in increased performance on standardized testing.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

June & July 2014

#### **Evidence of Completion**

Increase in achievement from last year to this year on FCAT and FAA.

**G3.** Goal is to increase parental involvement and/or support of E. H. Miller school.

**G3.B1** Our parents of medically fragile handicapped students have a lot on their plate. They sometimes work during the day and then become a care giver in the evening. Although they want to be involved, their involvement won't be the typical volunteering, etc.

**G3.B1.S1** We will use our E.H. Miller Website as a hub for communication. Parents who can't come in to school can view information and photos of school events even if they can't come in. They can still feel connected and informed.

**Action Step 1**

Website updated weekly

**Person or Persons Responsible**

Principal & Webmaster

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Website

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

Increase in use of website.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Survey of parents showing they have accessed the website. If a counter is available, I'll put one on the website so we can measure increase in visits.



### Plan to Monitor Effectiveness of G3.B1.S1

Because parents are updated on events from website, we'll have more turn out at parent meetings.

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Parent SAC sign in sheets

**G3.B1.S2** Our Parent Newsletter, THE BUZZ, will provide information and ideas for how parents can support the school without physically coming to school. Ideas and suggestions such as: read and sign the daily communication note from the teacher; speak to your child about the importance of school; reinforce school discipline with home consequences; visit the school website and ask your child about the current curriculum theme or events; Collect and send in "Box tops for Education," Collect and send in paper for our paper recycling project, etc.

#### Action Step 1

THE BUZZ parent newsletters Sent Home.

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Sent out at least 4 times: October, late November, January & April

#### Evidence of Completion

4 newsletters

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

Newsletter will be sent home containing outreach and information to help parents feel connected and involved.

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

At least 4 times during the school year.

#### Evidence of Completion

4 Completed Newsletters

**Plan to Monitor Effectiveness of G3.B1.S2**

Parental involvement will increase.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

Increase in parent attendance at parents SAC meetings and events, as well as responses and returns of signed daily communication sheets/logs.

**Plan to Monitor Fidelity of Implementation of G3.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.B1.S4** Write personal notes to parents who attend expressing appreciation and emphasizing the importance.

**Action Step 1**

Personalized notes to parents to instill connection and increase the likelihood of their volunteering or supporting the school initiatives.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Ongoing throughout the year

**Evidence of Completion**

Completed notes.

**Plan to Monitor Fidelity of Implementation of G3.B1.S4**

Set goal to send a note to all parents who attend Open House Sept. 17. Then follow with notes to SAC parents who attend meetings

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Ongoing throughout the year

**Evidence of Completion**

Completed notes

**Plan to Monitor Effectiveness of G3.B1.S4**

Increase should be shown in parental involvement as notes are received by parents

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Monthly throughout the year

**Evidence of Completion**

Sign in Sheets showing rising numbers as well as reported increase in parents responses from daily communications.

**G3.B1.S5 Offer refreshments at SAC meetings throughout the year.**

**Action Step 1**

At the first meeting of SAC on Sept. 17th, have SAC vote on use of existing budget of just over 700.00 SY 09 \$111.54 SY 07 \$ 76.85 SY 10 \$538.99 Have SAC consider use of some funding for mailing notifications to parents so parents are aware of SAC Meetings & events, refreshments at SAC meetings, and other proposed use of funds include a "playpen" for Mrs. Hendrickson's classroom.

**Person or Persons Responsible**

Principal & SAC

**Target Dates or Schedule**

Sept 17th and following monthly SAC meetings

**Evidence of Completion**

SAC Meeting minutes showing vote on use of funds for mailing, refreshments and other expenditures.

**Plan to Monitor Fidelity of Implementation of G3.B1.S5**

Refreshments and edibles at SAC meetings

**Person or Persons Responsible**

SAC

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Meeting minutes

**Plan to Monitor Effectiveness of G3.B1.S5**

Sing in sheets collected from SAC meetings.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Monthly throughout the year.

**Evidence of Completion**

Saved sign in sheets showing numbers of parents attending.

**G3.B2** Our parents of our EBD students often don't have a strong parenting background. They don't feel comfortable coming to school, and they are frustrated.

**G3.B2.S1** Offer incentives in the form of "give-aways" at the Fall Open House.

**Action Step 1**

Acquire donations from business partners for incentive "give aways" at Fall Open House.

**Person or Persons Responsible**

Principal and lead EBD teachers

**Target Dates or Schedule**

September, 2013

**Evidence of Completion**

Awarded prizes at Fall Open House.

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

Track donations & awards

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Sept-Oct. 2013.

**Evidence of Completion**

Receipt forms for prizes.

**Plan to Monitor Effectiveness of G3.B2.S1**

We'll have a sign in at Fall Open House and compare the turn out to last years number of 15 parents.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Sept. 17, 2013

**Evidence of Completion**

Sign in sheet data

**Plan to Monitor Fidelity of Implementation of G3.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## 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).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

E. H. Miller is a Center School for students with significant cognitive disabilities and severe emotional and behavior disorders. As such, we receive weighted funding and thus don't qualify for Title 1 funding. We are supported by services through Putnam County School District by the following: Title X Homeless, District Bullying Prevention, School Safety, Violence Prevention, Nutrition/Food Service. Our students who qualify receive on campus Mental Wellness counseling and have access to the School Psychologist who is on campus 2 days a week. Our students also receive counseling on campus from outside agencies such as Stewart Marchman and DJJ officers. Other outside agencies lending support include APD and CARD. Students qualifying for support services such as OT, PT, Vision and Speech, receive those services on campus. Forms are signed by parents allowing our support service providers to share information with outside agencies. This allows the sharing of information to better serve our students and coordinate those services.

## 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.*

### G1. Increase student achievement on FAA via increased use of progress monitoring data.

#### G1.B1 Requires assistance from NEFEC programers.

**G1.B1.S1** Convince district staff of the importance of data for alternately assessed students. Currently FAA teachers have no progress monitoring system. The only data recorded in Skyward is FAA. Brigance data presently is recorded only in the IEP and is written over each year, thus there is no historical tracking possible. I'm seeking triangulation of data... via 3 measures for progress monitoring: FAA for year to year growth; Brigance for beginning of year to end of year growth; and UNIQUE monthly pre and post testing data. FAA is already in Skyward, I plan to have Brigance data added.

#### PD Opportunity 1

Once data is uploaded into Performance Matters, conduct PD in use of PM and the reports available.

##### Facilitator

Principal

##### Participants

EHM ESE teachers

##### Target Dates or Schedule

December 2012-June 2013

##### Evidence of Completion

Reports with Brigance Data shared with parents at IEP meetings.



**G2.** Increase student achievement and performance on both FCAT & FAA Assessments through PBS and increased use of CC and Marzano best practices.

**G2.B4** Lack of use of standard-specific scales, cc literacy strategies and other marzano best practices.

**G2.B4.S1** Increase teachers' s use of standard-specific scales and other Marzano best practices. This includes increasing knowledge and use of CC literacy and math practices.

### **PD Opportunity 1**

Plan and deliver PD on inservice days and monthly PD sessions on scales, CC literacy and Marzano best practices.

#### **Facilitator**

Principal, Assistant Principal, ELA Cadre teachers

#### **Participants**

EHM ESE teachers

#### **Target Dates or Schedule**

October 2013-May 2014

#### **Evidence of Completion**

Sign in sheets and agenda and handouts from PD sessions.

### **PD Opportunity 2**

Design a form for teachers to document Collaboration and Lesson Study. Communicate to teachers the expectation and due date for completing lesson study to focus on Marzano implementation.

#### **Facilitator**

Principal

#### **Participants**

EHM ESE teachers

#### **Target Dates or Schedule**

October 2013

#### **Evidence of Completion**

data in Domains 1-4 in iobserve.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	Goal is to increase parental involvement and/or support of E. H. Miller school.	\$200
Total		\$200

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
SAC budget.	\$200	\$200
Total	\$200	\$200

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G3. Goal is to increase parental involvement and/or support of E. H. Miller school.

**G3.B1** Our parents of medically fragile handicapped students have a lot on their plate. They sometimes work during the day and then become a care giver in the evening. Although they want to be involved, their involvement won't be the typical volunteering, etc.

**G3.B1.S5** Offer refreshments at SAC meetings throughout the year.

#### **Action Step 1**

At the first meeting of SAC on Sept. 17th, have SAC vote on use of existing budget of just over 700.00 SY 09 \$111.54 SY 07 \$ 76.85 SY 10 \$538.99 Have SAC consider use of some funding for mailing notifications to parents so parents are aware of SAC Meetings & events, refreshments at SAC meetings, and other proposed use of funds include a "playpen" for Mrs. Hendrickson's classroom.

#### **Resource Type**

Other

#### **Resource**

Funding for mailing, etc.

#### **Funding Source**

SAC budget.

#### **Amount Needed**

\$200