School District of Indian River County

Wabasso School

2018-19 Schoolwide Improvement Plan

Wabasso School

8895 N US HIGHWAY 1, Sebastian, FL 32958

www.indianriverschool.org

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	48%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Wabasso School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To serve all students with excellence.

b. Provide the school's vision statement.

Our vision is to educate, inspire, and empower our students to succeed in school and community through academic achievement and development of independent living, communication, and social skills in a safe environment.

2. School Environment

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

Using professional development, staff are updated on current trends and issues related to the social-emotional learning aspect of their environment. Teachers and support staff participate in meetings with the family and other clinicians providing services to students which address and focus on individual, unique student needs. In our special education setting, student needs and family communication is continuous. With a lower pupil-teacher ratio, staff has opportunities to develop relationships to positively impact learning and student growth. Teachers and staff will participate in the District's Cultural Competence professional development sessions.

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

At Wabasso, we provide a clean, healthy, positive learning environment for all students, educators and families. We ensure our campus safety through use of a single point entry system for visitors, a safety plan for emergencies is in place, we've implemented a standard communication code system for crisis intervention, and all classrooms are accessible to all students and staff with special needs. We provide a learning environment to support and encourage academic and functional skill acquisition, language development, daily living and employability skills. Student engagement minimizes inappropriate behaviors allowing the student to be comfortable and focus on the learning environment. Developing staff (instructional and non-instructional) is a priority at Wabasso. Critical learning opportunities can be missed without a solid instructional foundation.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The entire campus beginning with the class schedule, routines, transitioning throughout the campus, and individual class rules are standardized to provide a consistent environment addressing behaviors. Expectations, consequences and a reward system enhance the behavioral prevention and intervention strategies utilized on campus. Wabasso School's Behavior Intervention Specialist and Technicians have conducted and continue to deliver school-wide and classroom-based training in effectual leveraging of student achievement through proper employment of reinforcement theory & practice. In addition, continuous in-class support is provided to teachers by the behavior intervention

specialist working on desisting of behaviors, replacement behaviors, and elimination of inappropriate behaviors. The majority of staff are trained in Professional Crisis Management (PCM) as a prominent means by which student dignity & safety is ensured in even the most significant behavioral events. With educator's high expectations and professional development, teachers manage individual and class behaviors through implementation of a well-planned management system.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students are enrolled in social-personal skills coursework (Sanford Harmony), receiving daily instruction. The lower student/staff ratio including Behavior Technicians allow students to receive intense 1:1 socialization. This school year we are hoping to receive social work services to further address students social and emotional needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

FSA & FSAA reporting allows staff the opportunity to identify students performing at Levels 1 & 2; thereby setting the stage for prescriptive instructional action. In addition to state assessment data, students participate in district benchmark assessments (as appropriate) providing student performance indicators throughout the school year. We have incorporated a weekly monitoring and data discussion session in areas of academic and behavior to address all potential early warning signs.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	2	2	5	3	0	0	0	3	0	15

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

With use of student performance data along with the alignment of the state standards, teachers are determining critical skill needs per student and planning their instructional focus. The district has and continues to provide professional learning opportunities for improving instruction. Teachers are participating in on campus learning opportunities provided by FLDOE involving the standards and

lesson study as well as the district's professional learning opportunities. Students are provided multiple opportunities to learn and remediate skills throughout the school year.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

SAC membership-Improved attendance at meetings.
Parent attendance at IEP Meetings.
Increased daily communication through teacher/parent notebooks.
Created a quarterly newsletter.
Updating information and building an active website.
Using school messenger to conduct parent calls providing information and reminders.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Wabasso School continues to be supported by several organizations and business partnerships. In addition to any financial support offered, several organizations offer instructional support and educational opportunities on and off campus.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Schneller, Jennifer	Principal

b. Duties

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

The Principal, Behavior Intervention Specialists and Technicians, as well as Teachers work cooperatively to ensure progress monitoring in areas of academics and behavior on a daily basis. As the instructional leader, the Principal provides professional development and continuous instructional support to each teacher in an effort to improve instruction and provide necessary resources. Data-based decisions are conducted with the staff to determine the educational framework, program

models and student needs. With the use of data, staff continues to make decisions on lesson planning and students needs.

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

As the Principal of an ESE special education center school, it is necessary to identify the schools overall needs (instructional, curricular, behavioral, facility, etc) and re-align all resources to meet the school year goals and expectations. With the federal, state and local funding classrooms are staffed to meet the student needs and to maintain a safe and secure environment. Instructional resources are aligned with state adoption materials. With our unique needs, it is critical to identify additional research-based resources to teach and reinforce skill acquisition. The school administrator, support staff, teachers and district personnel meet to discuss needs, acquisition of resources, professional development needs and implementation of plans or projects. Data analysis along with the student Individualized Educational Plan (IEP) determines the school's essential needs..

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kelley Rowe	Teacher
Tara McFarlane	Teacher
Doug Bonney	Teacher
Alejandro Remy	Education Support Employee
Cecilia Carabajal	Education Support Employee
Jenna Boineau	Education Support Employee
Velia Espinoza	Parent
Ladislavi Catherine Karabin	Parent
Kathy Quick	Parent
Lisa R. Stadelman	Parent
Beverlynn Jackson	Parent
Falisha Drisdom	Parent
Julia Rose	Parent
Sobia Khawaja	Parent
Susan Marks	Parent
Terry Norris	Parent
Nicole Hill	Parent
Michelle Lightman	Parent
Carolyn Poindexter	Education Support Employee
Hercules Stinson	Education Support Employee
Itrelle Poindexter	Education Support Employee
Rick Bartman	Principal
Yaska Merced	Parent
Ericka Caro	Parent
Jennifer Bales	Parent
Amber Cowan	Parent
Ruth Montoya	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Achievement Data
FSA & FSAA Results
Reading & Mathematics (2017-2018)
Reviewed behavioral data relating to Code/Crisis calls

b. Development of this school improvement plan

Teacher and support staff input was provided in the development of the goals recommended to SAC. Feedback from SAC used in the formulation of the 2018-2019 SIP. Feedback was received through both formal & informal means.

c. Preparation of the school's annual budget and plan

The principal, with the assistance of the leadership team, will craft the budget. The budget will reflect financial support from various means (ie; Internal; school funds; state "Skipped Schools" funds).

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

Staff development for support staff, teaching assistants specifically. ($789.00)

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Schneller, Jennifer	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Professional development opportunities are provided for all staff in the areas of standards and alignment of curriculum. Teachers and staff work collaboratively to identify and prepare appropriate curriculum and instruction to meet student needs and increase student performance. In addition, we read a novel and incorporate that novel in all aspects of instruction and it culminates in a school wide literacy trip.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Teachers begin the school year working collaboratively to prepare all aspects of curriculum, assessment and standards alignment. Common planning periods were scheduled for teachers working within program models to prepare for teaching and learning. Professional learning communities have been established in similar program models. Teachers and support staff work collaboratively within those PLCs to improve instruction through planning, alignment and data collection.

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

We have maintained a relationship with the local college to provide experiences to student teachers. This assists in the recruitment process and in identifying candidates interested in our specific field. Once recruited, it is our aim to nurture professional growth through access to quality in-service opportunities, and by affording them the opportunity to develop as educators in a supportive, intellectually stimulating environment.

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

We continue to utilize teachers on staff as mentors in areas of proficiency paired with the ability to guide new teachers through the organization processes and most importantly the teaching and learning aspect. It is also critical that the mentor teacher be able to model positive and supportive teacher/student relationships.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Wabasso School ensures the access to appropriate curricular offerings through its use of State adopted materials and research-based materials aligned with the Florida Standards and State Access Points. Curriculum is developed or purchased with the intent of matching student needs with access to state standards. Through professional development opportunities and PLCs, teachers work to develop an understanding of their curriculum and standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Based on performance data and instructional focus standards alignment and standards-based instruction is implemented to meet student needs. Within each classroom setting, students' diversity of need is addressed individually through the IEP and subsequent instructional practices. Traditional and augmentative technological approaches are routinely employed to meet the unique educational needs of Wabasso School's diverse ESE student population.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year
Minutes added to school year: 4,800

ESY is designed to extend educational experiences troughout the summer months. The focus is on maintenance & fluency of skill development that occurred during the regular school year.

Strategy Rationale

Students identified at risk of regression and students developing emerging skills are eligible to attend an extended school year.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Schneller, Jennifer, jennifer.wyne@indianriverschools.org

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

Behavior Intervention Specialist (BIS) and Technicians collect, analyze, and report essential student data. Moreover, our BIS trains instructional staff to fluency in the data collection portion of the process.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our school receives students who have been staffed through the District School Resource Specialist and the IEP committee. Students are placed in age/ability appropriate classrooms with all supports in place day one. In addition, we have a Child Study Team that assesses appropriate transitions for students demonstrating positive, pro-social, academically-prepared behaviors.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Attention is given to student ability, intellectual level, and skill set prior to recommendations via the Transition portion of the IEP for students beginning at age 14 and continuing through age 21. Some students participating in our Transition Model will be instructed within the community for a portion of their day to build employability skills. Many students will participate in community-based instruction activities building daily living and independent functioning skills.

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

We have 3 transitional programs at Wabasso that are designed for students unique needs that support learning in a variety of career/technical education fields. Students can participate in programs

based on interest. In addition, Vocational Rehabilitation supports our students enrolled in these programs.

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

Career exploration activity on campus & in the community; job shadowing activity; and actual job simulation within the community. Instructional activities center on pre-vocational activity and preparation.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Data is collected on graduates from Wabasso School each year to assess the efficacy of Transitional Programming efforts. A Transition Model program has been implemented in 2015-2016 with the purpose of refining the Transitional practices of the school and enhancing the efficacy of Transitional Programming

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Improve ELA/Reading and Math scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trials)

G2.   Students to develop independent living and employment skills for in the Transition Program.

G3.   Decrease the number of crisis interventions.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Improve ELA/Reading and Math scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trials) 1a

🔑 G100466

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	10.0
Math Achievement District Assessment	12.0

Targeted Barriers to Achieving the Goal 3

- Students in crisis (health , behavioral, or social/emotional), cognitive functioning, and academic performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff and use of behavior management tools

- Testing and strand information, differentiated instruction

Plan to Monitor Progress Toward G1. 8

Data analysis, instructional planning, classroom observation, data sharing sessions, and crisis situation observations.

Person Responsible
Jennifer Schneller

Schedule
Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion
Data documentation

G2. Students to develop independent living and employment skills for in the Transition Program. 1a

🔑 G100467

Targets Supported 1b

Indicator	Annual Target
	4.0

Targeted Barriers to Achieving the Goal 3

- Behavior that impedes access to independent living instruction.

- Cognitive ability affecting task performance.

- Mobility and communication deficits

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning lab, staffing, and and use of independent living curriculum.

Plan to Monitor Progress Toward G2. 8

Classroom and site observations.

Person Responsible
Jennifer Schneller

Schedule
Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion
Using lab and off site equipment appropriately. Employability.

G3. Decrease the number of crisis interventions. 1a

🔑 G100468

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Students in crisis (health, behavioral or social/emotional)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff and use of behavior management tools.

Plan to Monitor Progress Toward G3. 8

Classroom and crisis situation observations and data analysis and interpretation.

Person Responsible
Jennifer Schneller

Schedule
Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion
Data documentation

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Improve ELA/Reading and Math scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trials) 1

🔍 G100466

G1.B1 Students in crisis (health , behavioral, or social/emotional), cognitive functioning, and academic performance. 2

🔍 B270873

G1.B1.S1 Review de-escalation procedures, ensure all potential triggers are minimized throughout the campus, identify pre-cursor behaviors 4

🔍 S286793

Strategy Rationale

Action Step 1 5

Set up staff meeting prior to testing to review all procedures related to health, behavioral and social/emotional needs and crisis

Person Responsible

Jennifer Schneller

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Monthly PD attendance sheets

Action Step 2 5

Utilize a variety of research based instructional methods to teach reading skills such as word identification, build fluency, comprehension and vocabulary (thinking maps, context clues, higher order questioning, hands- on learning, etc.)..

Person Responsible

Jennifer Schneller

Schedule

Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion

All student performance data will be collected and monitored daily by teacher and shared during bi-weekly data sessions.

Action Step 3 `5`

Work on listenting comprehension skills, receptive language skills and response accuracy.

Person Responsible

Jennifer Schneller

Schedule

On 5/24/2019

Evidence of Completion

All student performance data will be collected and monitored daily by teacher and shared during bi-weekly data sessions.All student performance data will be collected and monitored daily by teacher and shared during bi-weekly data sessions.

Action Step 4 `5`

Utilize a variety of research based instructional methods to teach math skills (fast facts, word problems, differentiated instruction, math manipulatives, and assistive technology).

Person Responsible

Jennifer Schneller

Schedule

Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion

All student performance data will be collected and monitored daily by teacher and shared during bi-weekly data sessions.

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

Data analysis, instructional planning, classroom observation, data sharing sessions, and crisis situation observations.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Data sharing meetings, formal and Informal observations, restraint and de-escalation data

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

Data analysis, instructional planning, classroom observation, data sharing sessions, and crisis situation observations.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Data documentation

G2. Students to develop independent living and employment skills for in the Transition Program. `1`
🔑 G100467

G2.B1 Behavior that impedes access to independent living instruction. `2`
🔑 B270874

G2.B1.S1 Review de-escalation procedures, ensure all potential triggers are minimized throughout the campus, identify pre-cursor behaviors `4`
🔑 S286794

Strategy Rationale

Action Step 1 `5`

Set up staff meeting to review all procedures related to health, behavioral, and social/emotional needs and crisis prevention.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Monthly PD attendance sheets.

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

Classroom, crisis situation observations, and work site monitoring.

Person Responsible

Jennifer Schneller

Schedule

Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion

Classroom, crisis situation observations, and work site monitoring.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Classroom, crisis situation observations, and work site monitoring.

Person Responsible

Jennifer Schneller

Schedule

On 5/24/2019

Evidence of Completion

Classroom, crisis situation observations, and work site monitoring.

G2.B2 Cognitive ability affecting task performance. 2

🔑 B270875

G2.B2.S1 Utilize visual supports and task analysis to teach and increase independent living and employability skills. 4

🔑 S286795

Strategy Rationale

Action Step 1 5

Prepare visuals, task analysis and data sheets.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Data collection indicating progress towards specific independent living skill.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations and data review.

Person Responsible

Jennifer Schneller

Schedule

Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion

Formal and Informal observations, data checklist.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Classroom observations and data review.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Formal and Informal observations, data checklist.

G2.B3 Mobility and communication deficits `2`
🔑 B270876

G2.B3.S1 Provide support to increase mobility and decrease communication deficits by using assistive technology. `4`
🔑 S286796

Strategy Rationale

Action Step 1 `5`

Classroom observations.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Classroom and site observations.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Using lab and off site equipment appropriately. Employability.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Classroom and site observations.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Using lab and off site equipment appropriately. Employability.

G3. Decrease the number of crisis interventions. 1

🔍 G100468

G3.B1 Students in crisis (health, behavioral or social/emotional) 2

🔍 B270877

G3.B1.S1 Review de-escalation procedures, ensure all potential triggers are minimized throughout the campus. 4

🔍 S286797

Strategy Rationale

Action Step 1 5

Set up staff meetings to review evidence based practices to reduce problem behavior in the classroom and on campus.

Person Responsible

Jennifer Schneller

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Monthly PD attendance sheets

Action Step 2 5

Classroom observations and guided teaching on best practice to reduce behavior incidents.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

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

Classroom and crisis situation observations and data analysis and interpretation.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Formal and informal observations, restraint and de-escalation data

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

Classroom and crisis situation observations and data analysis and interpretation.

Person Responsible

Jennifer Schneller

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Data documentation

V. Professional Development Opportunities

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

G1. Improve ELA/Reading and Math scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trials)

G1.B1 Students in crisis (health , behavioral, or social/emotional), cognitive functioning, and academic performance.

G1.B1.S1 Review de-escalation procedures, ensure all potential triggers are minimized throughout the campus, identify pre-cursor behaviors

PD Opportunity 1

Set up staff meeting prior to testing to review all procedures related to health, behavioral and social/ emotional needs and crisis

Facilitator

Alex Remy

Participants

Teachers and Support Staff

Schedule

Monthly, from 8/13/2018 to 5/24/2019

PD Opportunity 2

Utilize a variety of research based instructional methods to teach reading skills such as word identification, build fluency, comprehension and vocabulary (thinking maps, context clues, higher order questioning, hands- on learning, etc.)..

Facilitator

District

Participants

Teachers

Schedule

Daily, from 8/13/2018 to 5/24/2019

PD Opportunity 3

Work on listenting comprehension skills, receptive language skills and response accuracy.

Facilitator

District/Alyssa Hartmann

Participants

Teachers

Schedule

On 5/24/2019

PD Opportunity 4

Utilize a variety of research based instructional methods to teach math skills (fast facts, word problems, differentiated instruction, math manipulatives, and assistive technology).

Facilitator

District/Alyssa Hartmann

Participants

Teachers

Schedule

Daily, from 8/13/2018 to 5/24/2019

G2. Students to develop independent living and employment skills for in the Transition Program.

G2.B1 Behavior that impedes access to independent living instruction.

G2.B1.S1 Review de-escalation procedures, ensure all potential triggers are minimized throughout the campus, identify pre-cursor behaviors

PD Opportunity 1

Set up staff meeting to review all procedures related to health, behavioral, and social/emotional needs and crisis prevention.

Facilitator

Alex Remy

Participants

Teachers, support staff, job coach.

Schedule

Weekly, from 8/13/2018 to 5/24/2019

G2.B2 Cognitive ability affecting task performance.

G2.B2.S1 Utilize visual supports and task analysis to teach and increase independent living and employability skills.

PD Opportunity 1

Prepare visuals, task analysis and data sheets.

Facilitator

Wendy Weaver

Participants

Teachers and support staff

Schedule

Weekly, from 8/13/2018 to 5/24/2019

G2.B3 Mobility and communication deficits

G2.B3.S1 Provide support to increase mobility and decrease communication deficits by using assistive technology.

PD Opportunity 1

Classroom observations.

Facilitator

Wendy Weaver

Participants

Teachers and support staff.

Schedule

Weekly, from 8/13/2018 to 5/24/2019

G3. Decrease the number of crisis interventions.

G3.B1 Students in crisis (health, behavioral or social/emotional)

G3.B1.S1 Review de-escalation procedures, ensure all potential triggers are minimized throughout the campus.

PD Opportunity 1

Set up staff meetings to review evidence based practices to reduce problem behavior in the classroom and on campus.

Facilitator

Alex Remy

Participants

Teachers and Support Staff

Schedule

Monthly, from 8/13/2018 to 5/24/2019

PD Opportunity 2

Classroom observations and guided teaching on best practice to reduce behavior incidents.

Facilitator

Alex Remy/Rick Bartman

Participants

Teachers and Support staff.

Schedule

Weekly, from 8/13/2018 to 5/24/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Set up staff meeting prior to testing to review all procedures related to health, behavioral and social/emotional needs and crisis				$0.00
2	G1.B1.S1.A2	Utilize a variety of research based instructional methods to teach reading skills such as word identification, build fluency, comprehension and vocabulary (thinking maps, context clues, higher order questioning, hands-on learning, etc.)..				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0131 - Wabasso School			$300.00
3	G1.B1.S1.A3	Work on listenting comprehension skills, receptive language skills and response accuracy.				$0.00
4	G1.B1.S1.A4	Utilize a variety of research based instructional methods to teach math skills (fast facts, word problems, differentiated instruction, math manipulatives, and assistive technology).				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0131 - Wabasso School			$300.00
5	G2.B1.S1.A1	Set up staff meeting to review all procedures related to health, behavioral, and social/emotional needs and crisis prevention.				$0.00
6	G2.B2.S1.A1	Prepare visuals, task analysis and data sheets.				$0.00
7	G2.B3.S1.A1	Classroom observations.				$257.46
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0131 - Wabasso School			$257.46
8	G3.B1.S1.A1	Set up staff meetings to review evidence based practices to reduce problem behavior in the classroom and on campus.				$0.00
9	G3.B1.S1.A2	Classroom observations and guided teaching on best practice to reduce behavior incidents.				$0.00
					Total:	$857.46

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M424222	Data analysis, instructional planning, classroom observation, data sharing sessions, and crisis...	Schneller, Jennifer	8/13/2018	Data documentation	5/24/2019 weekly
G2.MA1 M424229	Classroom and site observations.	Schneller, Jennifer	8/13/2018	Using lab and off site equipment appropriately. Employability.	5/24/2019 daily
G3.MA1 M424232	Classroom and crisis situation observations and data analysis and interpretation.	Schneller, Jennifer	8/13/2018	Data documentation	5/24/2019 weekly
G1.B1.S1.MA1 M424220	Data analysis, instructional planning, classroom observation, data sharing sessions, and crisis...	Schneller, Jennifer	8/13/2018	Data documentation	5/24/2019 weekly
G1.B1.S1.MA1 M424221	Data analysis, instructional planning, classroom observation, data sharing sessions, and crisis...	Schneller, Jennifer	8/13/2018	Data sharing meetings, formal and Informal observations, restraint and de-escalation data	5/24/2019 weekly
G1.B1.S1.A1 A388263	Set up staff meeting prior to testing to review all procedures related to health, behavioral and...	Schneller, Jennifer	8/13/2018	Monthly PD attendance sheets	5/24/2019 monthly
G1.B1.S1.A2 A388264	Utilize a variety of research based instructional methods to teach reading skills such as word...	Schneller, Jennifer	8/13/2018	All student performance data will be collected and monitored daily by teacher and shared during bi-weekly data sessions.	5/24/2019 daily
G1.B1.S1.A3 A388265	Work on listenting comprehension skills, receptive language skills and response accuracy.	Schneller, Jennifer	8/13/2018	All student performance data will be collected and monitored daily by teacher and shared during bi-weekly data sessions.All student performance data will be collected and monitored daily by teacher and shared during bi-weekly data sessions.	5/24/2019 one-time
G1.B1.S1.A4 A388266	Utilize a variety of research based instructional methods to teach math skills (fast facts, word...	Schneller, Jennifer	8/13/2018	All student performance data will be collected and monitored daily by teacher and shared during bi-weekly data sessions.	5/24/2019 daily
G2.B1.S1.MA1 M424223	Classroom, crisis situation observations, and work site monitoring.	Schneller, Jennifer	8/13/2018	Classroom, crisis situation observations, and work site monitoring.	5/24/2019 one-time
G2.B1.S1.MA1 M424224	Classroom, crisis situation observations, and work site monitoring.	Schneller, Jennifer	8/13/2018	Classroom, crisis situation observations, and work site monitoring.	5/24/2019 daily
G2.B1.S1.A1 A388267	Set up staff meeting to review all procedures related to health, behavioral, and social/emotional...	Schneller, Jennifer	8/13/2018	Monthly PD attendance sheets.	5/24/2019 weekly
G2.B2.S1.MA1 M424225	Classroom observations and data review.	Schneller, Jennifer	8/13/2018	Formal and Informal observations, data checklist.	5/24/2019 weekly
G2.B2.S1.MA1 M424226	Classroom observations and data review.	Schneller, Jennifer	8/13/2018	Formal and Informal observations, data checklist.	5/24/2019 daily
G2.B2.S1.A1 A388268	Prepare visuals, task analysis and data sheets.	Schneller, Jennifer	8/13/2018	Data collection indicating progress towards specific independent living skill.	5/24/2019 weekly
G2.B3.S1.MA1 M424227	Classroom and site observations.	Schneller, Jennifer	8/13/2018	Using lab and off site equipment appropriately. Employability.	5/24/2019 weekly
G2.B3.S1.MA1 M424228	Classroom and site observations.	Schneller, Jennifer	8/13/2018	Using lab and off site equipment appropriately. Employability.	5/24/2019 weekly
G2.B3.S1.A1 A388269	Classroom observations.	Schneller, Jennifer	8/13/2018		5/24/2019 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 🔑 M424230	Classroom and crisis situation observations and data analysis and interpretation.	Schneller, Jennifer	8/13/2018	Data documentation	5/24/2019 weekly
G3.B1.S1.MA1 🔑 M424231	Classroom and crisis situation observations and data analysis and interpretation.	Schneller, Jennifer	8/13/2018	Formal and informal observations, restraint and de-escalation data	5/24/2019 weekly
G3.B1.S1.A1 🔑 A388270	Set up staff meetings to review evidence based practices to reduce problem behavior in the...	Schneller, Jennifer	8/13/2018	Monthly PD attendance sheets	5/24/2019 monthly
G3.B1.S1.A2 🔑 A388271	Classroom observations and guided teaching on best practice to reduce behavior incidents.	Schneller, Jennifer	8/13/2018		5/24/2019 weekly