

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	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	51%

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.

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 or a monitoring status of "Former F" (see page 4). 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 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 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.

b. Provide the school's vision statement.

Our school supports and strives meet our District's vision to "Educate and inspire every student to be successful."

2. School Environment

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

Through professional development staff is updated on current trends and issues relating to the social emotional learning aspect of their environment. The social aspect impacts their actions and approach to education. 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.

A safe and secure learning environment begins with the facility. Students and staff respond positively to a well maintained, safe and healthy physical environment. At Wabasso, we provide a clean, healthy, bright and positive learning environment for all students, educators and families. This begins with the drive on to our campus and every step taken throughout. We ensure our campus safety through use of a single point entry system for visitors, a safety plan for emergencies is in place, implemented a standard communication code system for crisis intervention, and all classrooms are accessible to all students and staff with special needs. All staff members meet and address student's needs beginning with arrival, throughout the day, and dismissal.

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 by ones self or others allowing student to be comfortable and focus on their learning environment. Developing staff (instructional and non-instructional) is a priority at Wabasso. Critical learning opportunities can be missed without a solid instructional foundation. Building capacity among all staff will have a direct impact on meeting student needs in the areas of academic, social and behavioral growth.

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 Student Support Specialist has conducted and continues to conduct 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 support 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 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.

The school's "School Psychologist" provides efficacious leadership in modeling proper form and technique in ensuring student esteem and well-being at all times. Moreover, students are enrolled in social-personal skills coursework, thereby receiving daily instruction in this critical area.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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 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	1	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
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	1	0	1	0	0	0	0	0	0	0	2

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	1	0	0	0	0	0	0	0	0	0	1

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 FL DOE 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP 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

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Hartmann, Alyssa	

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, SSS, and teachers work cooperatively to ensure progress monitoring 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. Instructional resources are aligned with state adoption materials. With our unique needs, it is critical to identify additional research-based resources to reinforce skill acquisition.

The school administrator, support staff, teachers and district personnel will 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 most of the school 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 Carabajo	Education Support Employee
Jenna Boineau	Education Support Employee
Kathrine Francis	Principal
Taresa DiPrimio	Parent
Velia Espinoza	Parent
Ladislavi Catherine Karabin	Parent
Kathy Quick	Parent
Juan C Ramirez	Parent
Latoya Riggins	Parent
Dawn Schermerhorn	Parent
Lisa R. Stadelman	Parent
Alexis Bowler	Parent
Alicia Ramirez	Parent
Beverlynn Jackson	Parent
Danielle Krause	Parent
Edward Gilmore	Business/Community
Eileen Doutrich	Parent
Falisha Drisdorn	Parent
Jessica Dollins	Parent
Juan Ramirez	Parent
Julia Rose	Parent
Julian Salas	Parent
Mimi Fredericks	Parent
Phillip Smith	Parent
Rachel Spitalnick	Parent
Ruth Montoya	Parent
Sobia Khawaja	Parent
Susan Marks	Parent
Tim Johns	Parent
Trisha Cartwright	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

a. Evaluation of last year's school improvement plan

Achievement Data
FSA & FSAA Results
Reading & Mathematics
2015-2016

SAC also 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 2016-2017 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.

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
Hartmann, Alyssa	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. Staff works collaboratively to identify and prepare appropriate curriculum and instruction to meet student needs and increase student performance

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers began 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, 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 good 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 either developed or purchased with the intent of matching student need 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 an instructional focus, standards alignment and standards-based instruction is implemented to meet student needs. Within each classroom setting, student 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 to 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

Hartmann, Alyssa, alyssa.hartmann@indianriverschools.org

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

Student Support Specialist (SSS) collects, analyzes, and reports essential student data. Moreover, our SSS 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

A small portion of Wabasso School's student body is considered Pre Kindergarten ESE.. Multi disciplinary, team teaching approaches are the platform for enrichment activity. This process is a collaborative process with the District's School Readiness department. Other students in our population may transition back to a traditional school setting to meet their needs and be educated in a less restrictive environment.

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 readiness, 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.

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 are 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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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 Reading scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trials)
- G2.** Improve Math scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trial)
- G3.** Decrease behaviors that impede instruction as measured by a reduction in Code 1 calls

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 Reading scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trials) 1a

G086533

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

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 G1. 8

Through Talk Tuesday/weekly and biweekly data chats will be conducted with staff to review data (student and class)

Person Responsible

Alyssa Hartmann

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Data documentation

G2. Improve Math scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trial)

1a

G086534

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

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 G2. 8

Through Talk Tuesday/ weekly and biweekly data chats will be conducted with staff to review data (student and class)

Person Responsible

Alyssa Hartmann

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Data documentation

G3. Decrease behaviors that impede instruction as measured by a reduction in Code 1 calls 1a

G086535

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

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

Through Talk Tuesday / weekly & biweekly data chats will be conducted with staff to review data (student and class)

Person Responsible

Alyssa Hartmann

Schedule

Weekly, from 8/10/2016 to 5/24/2017

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 Reading scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trials)

1

 G086533

G1.B1 Students in crisis (health , behavioral, or social/emotional) **2**

 B229963

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

 S242615

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

Alyssa Hartmann

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Monthly PD attendance sheets

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

Classroom and crisis situation observations

Person Responsible

Alyssa Hartmann

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Formal and Informal observations, restraint and de-escalation data

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

Weekly data review and post observation debrief sessions

Person Responsible

Alyssa Hartmann

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Data documentation

G2. Improve Math scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trial) 1

G086534

G2.B1 Students in crisis (health, behavioral or social/emotional) 2

B229964

G2.B1.S1 Review de-escalation procedures, ensure all potential triggers are minimized throughout the campus 4

S242616

Strategy Rationale

Action Step 1 5

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

Person Responsible

Alyssa Hartmann

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Monthly PD attendance sheets

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

Classroom and crisis situation observations

Person Responsible

Alyssa Hartmann

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Formal and Informal observations, restraint and de-escalation data

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

Weekly data review and post observation debrief sessions

Person Responsible

Alyssa Hartmann

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Data documentation

G3. Decrease behaviors that impede instruction as measured by a reduction in Code 1 calls 1

G086535

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

B229965

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

S242617

Strategy Rationale

Action Step 1 5

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

Person Responsible

Alyssa Hartmann

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Monthly PD attendance sheets

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

Classroom and crisis situation observations

Person Responsible

Alyssa Hartmann

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Formal and informal observations, restraint and de-escalation data

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

Weekly data review and post observation debrief sessions

Person Responsible

Alyssa Hartmann

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Data documentation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M324474	Through Talk Tuesday/weekly and biweekly data chats will be conducted with staff to review data...	Hartmann, Alyssa	8/10/2016	Data documentation	5/24/2017 weekly
G2.MA1 M324477	Through Talk Tuesday/ weekly and biweekly data chats will be conducted with staff to review data...	Hartmann, Alyssa	8/10/2016	Data documentation	5/24/2017 weekly
G3.MA1 M324480	Through Talk Tuesday / weekly & biweekly data chats will be conducted with staff to review data...	Hartmann, Alyssa	8/10/2016	Data documentation	5/24/2017 weekly
G1.B1.S1.MA1 M324472	Weekly data review and post observation debrief sessions	Hartmann, Alyssa	8/10/2016	Data documentation	5/24/2017 daily
G1.B1.S1.MA1 M324473	Classroom and crisis situation observations	Hartmann, Alyssa	8/10/2016	Formal and Informal observations, restraint and de-escalation data	5/24/2017 daily
G1.B1.S1.A1 A313997	Set up staff meeting prior to testing to review all procedures related to health, behavioral and...	Hartmann, Alyssa	8/3/2016	Monthly PD attendance sheets	5/24/2017 monthly
G2.B1.S1.MA1 M324475	Weekly data review and post observation debrief sessions	Hartmann, Alyssa	8/10/2016	Data documentation	5/24/2017 daily
G2.B1.S1.MA1 M324476	Classroom and crisis situation observations	Hartmann, Alyssa	8/10/2016	Formal and Informal observations, restraint and de-escalation data	5/24/2017 daily
G2.B1.S1.A1 A313998	Set up staff meeting prior to testing to review all procedures related to health and...	Hartmann, Alyssa	8/3/2016	Monthly PD attendance sheets	5/24/2017 monthly
G3.B1.S1.MA1 M324478	Weekly data review and post observation debrief sessions	Hartmann, Alyssa	8/10/2016	Data documentation	5/24/2017 daily
G3.B1.S1.MA1 M324479	Classroom and crisis situation observations	Hartmann, Alyssa	8/10/2016	Formal and informal observations, restraint and de-escalation data	5/24/2017 daily
G3.B1.S1.A1 A313999	Set up staff meeting prior to testing to review all procedures related to health and...	Hartmann, Alyssa	8/3/2016	Monthly PD attendance sheets	5/24/2017 monthly

V. Professional Development Opportunities

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

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

G1.B1 Students in crisis (health , behavioral, or social/emotional)

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 8/3/2016 to 5/24/2017

G2. Improve Math scores as measured by assessment tools (eg. FSA, FSAA, task analysis, discrete trial)

G2.B1 Students in crisis (health, behavioral or social/emotional)

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

PD Opportunity 1

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

Facilitator

Alex Remy

Participants

Teachers and Support Staff

Schedule

Monthly, from 8/3/2016 to 5/24/2017

G3. Decrease behaviors that impede instruction as measured by a reduction in Code 1 calls

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 meeting prior to testing to review all procedures related to health and social/emotional needs and crisis

Facilitator

Alex Remy

Participants

Teachers and Support Staff

Schedule

Monthly, from 8/3/2016 to 5/24/2017

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	G2.B1.S1.A1	Set up staff meeting prior to testing to review all procedures related to health and social/emotional needs and crisis	\$0.00
3	G3.B1.S1.A1	Set up staff meeting prior to testing to review all procedures related to health and social/emotional needs and crisis	\$0.00
Total:			\$0.00