School Improvement Plan
2015-2016

Paul B Stephens Exceptional

Michael A. Grego, Ed.D.
Superintendent

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PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Paul B Stephens Exceptional	Gail	Cox

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Matthew	Moskalczyk

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

Educate and prepare each student for a life with purpose.

SCHOOL ENVIRONMENT

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

When students first come to Paul B. Stephens a "Meet & Greet" is held for the parents to meet all the school personnel who will work with their child. At this time parents are encouraged to share information about their student - medically, behaviorally, academically and about their family. Daily notes go home and teachers are available to families by phone and e-mail.
Teachers, associates and students work closely together in a ratio of 1 adult to 3 students in most instances. Social activities are planned throughout the year to develop social/personal skills and to allow for social interactions.

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

In addition to the items described above, during school the day is structured and behavioral expectations are taught as well as implemented. Using the school-wide discipline plan enhances a coherency across school. Our behavioral team of 4 behavior specialists assist in helping teachers with disruptive behaviors and minimizing their impact on the classroom. They also help staff develop class behavioral plans if needed.
Before & after school the majority of our students ride buses which always have at least one assistant on them to ensure student safety. Some students either come to school/go home with parents after arriving/being dismissed through the office. Others attend the R'Club. The school works closely with the R'Club for the benefit of our students and opens our trainings to their staff to help them learn ways to work with disabled students with severe cognitive delays, autism or other medical needs.

Describe the school wide 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 Paul B Stephens school-wide behavior plan is designed to meet the needs of most students across all subgroups. Tier 1 uses CHAMPs and the school-developed STAR program for a school wide plan. The STAR Expectations/Rulesi are as follows:
 S - Safety First
 	Follow Safety Procedures: Walk Don't Run, Keep your Hands, Feet, and Objects to Yourself, Push your Chair under Table when
 	Leaving Seat
 T- Tell Others Your Needs and Wants
 	Advocate (Speak Up) for Yourself: Raise your Hand to Talk or Ask Questions, Use Nice Words, Use Good Manners
 A – Accept Responsibility: Enter Room Quietly, Follow Directions 1st time
 	Stay on Task

R – Respect Yourself and Others
    Use Good Manners, Raise your Hand to Speak or Leave your Seat, Keep Your Hands, Feet, and Objects to Yourself
The Paul B Stephens Behavior Plan strives to provide structure that insists on the best behavioral programming in an environment that provides for the care, welfare, safety and security of its staff and students.   In addition we are working with students to learn to self monitor their behavior.
Tier 2 and Tier 3 students each have individual plans (PBIPs/FBAs).
Last year staff evaluated major & minor behaviors and responses to them for each of our major disability groups (PVE, SVE, ASD).
Staff all have CPI Level 1 training with refreshers every two years and the Crisis Team has CPI Level 2 training with refreshers every year.

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.

All students are known and have relationships with one or more staff members. The school based social worker works with students and families to support social-emotional needs arising outside of the school setting as well as providing short term counseling interventions in school. Through Child Study Teams, in addition to annual IEP meetings, families and teachers are provided supports as they are needed.

PART I	CURRENT SCHOOL STATUS
Section B	School Advisory Council (SAC)

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member   Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Matthew	Moskalczyk	Parent
David	Shields	Teacher
Joyce	Vitraelli	Teacher
Caren	Evans	Support Staff
Gail	Cox	Principal
Kathleen	Kirkland	Parent
Ileana	Santini	Community Member
John	Evans	Community Member
Filomena	MacDonald	Community Member
Dennis	Martin	Support Staff
BJ	Hill	Community Member

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

All academic areas are below the expected levels of performance on the FAA (Florida Alternative Assessment). Our highest percentage of students scoring Level 4 and above on the FAA were the middle school students in all areas (reading 30%, writing 35%, math 18%, and science 33%). 35% of elementary/middle school students demonstrated learning gains in math, an 11% gain over last year. Our lowest performing students on the FAA were the elementary students (grades 3-5) in reading and math (90% and 91% respectively scoring in the 'Emergent' Level) and the high school level students in reading and math (91% and 95% respectively scoring in the 'Emergent' Level). We surpassed our target of 22% for writing with 24% of students scoring Level 4 or above on the FAA.

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

About $525.00 was spent on books for professional development for staff. The remaining funds were carried over with the intent of using them for professional development for the upcoming school year, to fund Philip Schweigert, communications consultant, to

return for follow-up training.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC reviewed the past year's goals and discussed the needs of the students/school based on our progress last year. At their first meeting they will review the draft and make recommendations.

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

--Reviewing the progress on last year's SIP
--Reviewing the SIP as written, and suggesting changes/modifications
--Reviewing academic and behavioral progress
--Discussing behavioral and academic concerns
--Discussing the new Florida access points and curriculum
--Helping plan the next year's SIP

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Purchase of Communication Matrix and Reports for each student (est. $1000)
Professional development fees for Philip Schweigert to provide training in communication planning for teachers (amount TBA)

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ◉ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Gail	Cox	coxg@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Ed. Leadership (B.S. in Special Education)	11	11
Certifications (if applicable)			
Educational Leadership; Principal-All Levels; Mentally Handicapped K-12; PreK Handicapped			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address
Randi	Latzke	latzker@pcsb.org

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Arts	Ed. Leadership/Hum Dev Counseling (B.A.. in S	14	0

Certifications (if applicable)
School Principal-All Levels; Guidance & Counseling PreK-12; Emotionally Handicapped K-12

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**
INSTRUCTIONAL EMPLOYEES	

# of instructional employees: ___76___

% receiving effective rating or higher: ___100___

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): ___100___

% certified infield, pursuant to Section 1012.2315(2), F.S.: ___97___

% ESOL endorsed: ___18.4___

% reading endorsed: ___6.6___

% with advanced degrees: ___34.2___

% National Board Certified: ___3.9___

% first-year teachers: _____0_____

% with 1-5 years of experience: _____14.5_____

% with 6-14 years of experience: _____27.6_____

% with 15 or more years of experience: _____57.9_____

PARAPROFESSIONALS

of paraprofessionals: _____64_____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____100_____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Pinellas County School District has processes in place which assures all schools recruit and retain high quality and highly qualified teachers. Paul B. Stephens interviews all prospective candidates by a team comprised of teachers from which the grade level is being filled. When filling a position for a specific exceptionality, SVE, PVE, ASD, etc. Paul B. Stephens looks for candidates that have experience in working with students with those disabilities. Frequently we hire qualified personnel who have served as substitute teachers successfully, those who interned here successfully, or those who were ESE Assistants here and who have completed their teaching qualifications. First year teachers and teachers who are experiencing any difficulties are paired with a mentor.

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

PLCs are held 3 of 4 weeks each month. PLCs allow teachers and other instructional staff to work together in developing their teaching skills. In addition teachers have planning times that allow them to collaborate with others who are teaching similar subjects and levels of students. There are also times before school when teachers can work together.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Observations of mentee's instruction and providing feedback; assisting mentee in lesson planning, and aligning lessons to Florida Access Point Standards for InD students; discussing student data and analyzing progress, modeling and or co-teaching of lessons . Teachers are paired with consideration of the teacher's needs. For example, management issues may require someone with similar students while IEP issues may require a mentor whose knowledge of IEP procedures and implementation are impeccable.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The various MTSS teams look at the data for their area (i.e., Behavior: Referrals, Restraints, Behavior Calls; Academic/Communication: increase in # of students with identified communication systems; pre-and post test academic data by school, program, class and child; Child Study/Attendance: individual student referrals and/or attendance). After looking at data problem solving strategies are used to determine if the issues are school-wide (core-instruction), ESE program, grade level, class or individual student-based. Brainstorming ensues with determination of barriers and then steps for remediation of the problem: interventions, supports to student, staff or parent, and who will be responsible for implementation and follow-up.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

| Add Member | Delete Member |

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Cindy	Rekort	Instructional Coach; MTSS/LLT Facilitator
Gail	Cox	Principal
Randi	Latzke	Assistant Principal
Brian	Singler	High School Team Leader
Susan Dawn	Southers	Middle School Team Leader
Melissa	Poteet	Elementary School Team Leader
Iliana	Liss	Therapy Team Leader
MaryKate	Jaromin	Speech/Language Pathologist
Diane	Gescheidle	R.N., Head Nurse
David	Shields	Behavior Specialist
Melynda	Farnham	Social Worker
Mandy	Levy	VE Specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The MTSS Team is divided into 2 parts. One part functions as the LLT and works with the Academic and Communication needs of the school and the Social & Behavioral aspects of the school. This team monitors the SIP goals, reviewing data after each quarter of academic instruction and monthly for behavioral data. The second part is the Child Study Team which looks at attendance and holds meetings to determine additional assistance as needed for referred students who are showing additional needs.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Unit ULS pre and post test data (core curriculum) are analyzed at the completion of the 1st, 3rd and 4th academic units to determine individual, class and the progress of Tier 1 and 2 students. DT Trainer data is looked at with teachers to determine the effectiveness of this supplemental material. For Tier 3 Level 1 students, the pre and post test data is also looked at as well as yearly progress on the Communication Matrix. We are also planning to collect prenumber assessment data this year.
Behaviorally, the number of referrals are reviewed monthly and the students with extreme numbers of referrals (ABRs) and/or restraints are discussed to examine the effectiveness of strategies.
Attendance data is monitored monthly and reported to the SIP. Students with high absenteeism are followed up to determine whether the absences are due to the extreme medical fragility, truancy, family issues and a staff member follows up to determine if we need to refer students for other services such as Hospital/Homebound or social services.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

MTSS meeting minutes are distributed to staff via e-mail. MTSS and problem-solving will be discussed/used at staff meetings and/or PLC meetings since problem-solving is an important strategy that is needed to move the students forward. Training will be provided during pre-school with staff to review MTSS processes and structures.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Our core instruction, the Unique Learning System, is a technology-based program that is aligned with the new Florida Standards access points, the essential understandings (E.U.s)and C-Palms. Further the Instructional Coach is working with staff to understand the E.U.s and access points they are teaching. She also is helping them with a Course Directory. Instruction is being provided through district-wide training and information is available through the InD eMoodle site on the district web site.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Differentiation will be provided across the following classroom elements: content – what we teach (based on formative assessment and probe data); process – how will we present the information to the student; product – how students demonstrate their knowledge and learning environment – how the classroom feels and functions.
Differentiated instruction is embedded in the ULS. Data chats are conducted with teachers, the Instructional Coach, and administrators after pre-testing of each ULS unit to determine individual student instructional needs. After post testing units, the individual as well as class learning gains are discussed in data chats to determine if instruction needs changes or modifications.   Data from the DT Trainer further drives individualization/differentiation of instruction. MOVE profiles, Communication Matrices, IEP data and FBA/PBIP data also are used to individualize strategies based on specific student needs and progress.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Gradual Release Model (Model, Lead, Test)

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The goal of this guided instruction is to guide students to use different skills, strategies and procedures as independently as possible. Throughout the instructional process the student assumes more responsibility with less support from the teacher.

Provide a description of the strategy below.

The gradual release of responsibility model, or scaffolded instruction, requires teachers to explicitly model the learning objective for their students followed by guided instruction that will move to student's independent practice.

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

During progress monitoring of the Unique Learning System concepts, our teachers are able to analyze the data to determine what level of support the student continues to require. MTSS and PLC meetings will include analysis of data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Gail Cox, Principal
Randi Latzke, Assistant Principal
Cindy Rekort, Instructional Coach

INSTRUCTIONAL STRATEGY #2

Strategy Type

Constant Time Delay (CTD)

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Constant Time Delay is a form of errorless learning that can be used with discrete responses. It is a control procedure used extensively in behavior change and learning interventions for persons with disabilities. Constant time delay is a constant interval of time between the presentation of a natural stimulus and the prompt stimulus. It is an instructional delivery procedure that is used to teach a variety of skills in mathematics and language arts. Teachers use this method to prevent a child from making numerous errors while learning a new skill.

Provide a description of the strategy below.

The CTD procedure is simple to use, since it is based on requesting some response from a student (e.g., write the answer to a math fact, name an object) and telling the student the correct response if he or she is unsure. Although the premise is simple, the instructional delivery procedure is very systematic and must be implemented accurately to obtain the full benefit.

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

The teachers will analyze the data from their Unique Learning System pre to post tests in order to determine student learning gains. MTSS and PLC meetings will include analysis of data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Gail Cox, Principal
Randi Latzke, Assistant Principal
Cindy Rekort, Instructional Coach

INSTRUCTIONAL STRATEGY #3

Strategy Type

Reinforcing effort and providing reinforcement (this one is directly from the Marzano appraisal tool)

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Teachers will focus student recognition and rewards based on standards of performance (scales and rubrics); emphasizing the use of symbolic recognition rather than just tangible rewards.

Provide a description of the strategy below.

Teachers will hold students to high expectations. They will display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, and provide a stress-free environment.

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

Teachers using Classroom Dojo will analyze their classroom data to determine whether there has been an increase in positive interactions within the classroom.
Administrative walk throughs will identify scales and rubrics completed by the teachers and students to reflect student performance.
MTSS and PLC meetings will include analysis of data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Gail Cox, Principal
Randi Latzke, Assistant Principal

Cindy Rekort, Instructional Coach

INSTRUCTIONAL STRATEGY #4

Strategy Type

System of Least Prompts (or Least-to-Most Prompting)

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The System of Least Prompts is a prompting strategy that is used after the student learns the skill and is working towards mastery and independent use. The least-to-most prompting procedure can be used with discrete (single behaviors or relatively short duration) and chained skills (a series of behaviors sequenced together to form a complex skill).

Provide a description of the strategy below.

With this procedure, a hierarchy of prompts is used, and this hierarchy has a minimum of three levels. The first level is always the independent level (i.e., no prompts), and the remaining levels are
sequenced from the least amount of help to the most amount of help. The last level of the hierarchy
should be a controlling prompt –one that results in the learner doing the behavior correctly.

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

Teachers will use their instructional probe data to determine if students are making learning gains after the use of this strategy.   MTSS and PLC meetings will include analysis of data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Gail Cox, Principal
Randi Latzke, Assistant Principal
Cindy Rekort, Instructional Coach

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students may enter Paul B. Stephens any time from age 3 to age 22 when they 'age out' of the school. if it is determined that center placement is best for the student. As noted earlier incoming students/families have a 'Meet and Greet' to help transition students into the school. To facilitate student movement from one classroom and/or level to another articulation meetings are held at the beginning of each school year. Data cards with the past year's ULS scores, engagement data, previous FAA data and Communication matrix levels are used as a starting point for these discussions.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

Dependent on student skill and ability level transition level students (those in transition/post high school classes) are enrolled in career oriented classes - Career Ed., Career Prep, and/or Career Experiences and/or engage in jobs around the school or functional pre-vocational activities.

Describe how the school integrates vocational and technical education programs.

Prevocational activities are integrated during math and social personal skills training for younger students and there are CBI and CBVE experiences for older students. These include job boxes and job awareness activities. Teachers will cotinue to access the functional

living/ prevocational center to provide additional experiences to older students.

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), F.S.

Transition IEPs are in place for each student over the age of 14.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member   Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Cindy	Rekort	Instructional Coach; Facilitator	rekortc@pcsb.org
Gail	Cox	Principal	coxg@pcsb.org
Randi	Latzke	Assistant Principal	latzker@pcsb.org
Brian	Singler	High School Team Leader	singlerb@pcsb.org
Susan Dawn	Southers	Middle School Team Leader	southerss@pcsb.org
Melissa	Poteet	Elementary School Team Leader	poteetm@pcsb.org
Iliana	Liss	Therapy Team Leader	lissi@pcsb.org
MaryKate	Jaromin	Speech/Language Pathologist	jarominm@pcsb.org
Diane	Gescheidle	R.N., Head Nurse	gescheidled@pcsb.org
David	Shields	Behavior Specialist	shieldsda@pcsb.org
Melynda	Farnham	Social Worker	farnhamm@pcsb.org
Mandy	Levy	VE Specialist	levym@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

All case managers teach the ULS Curriculum which provides a variety of literacy based lessons that are aligned to the New Florida Standards and Access Points.   Therapists and specialists (art, music PE) are provided with each unit's vocabulary and include this information in their instruction, reinforcing skills and learnings and promoting generalization.
Further, by identifying each student's communication mode and using the information from the report we will enhance student learning and ability to respond demonstrating their learning.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

The communication matrix provides staff with a more specific focus for differentiating their literacy instruction for our students who are emerging communicators.

Continue evaluating the use of MOVE with non ambulatory students, getting them more upright, to improve attention to task.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.4	19.7	28

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3.3	0	5

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40.8	33.8	50

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	27.9	21.9	30 (AMO=56)
Black/African American	25	11	30
Hispanic	25	0	30 (AMO=66)
Asian	100	50	50
American Indian	0	0	0
English Language Learners (ELLs)	0	0	0
Students with Disabilities (SWDs)	27.8	19.7	30 (AMO=57)
Economically Disadvantaged	28.8	16.9	30 (AMO=56)

POSTSECONDARY READINESS

This section is only for schools that teach high school grade levels. Otherwise, skip it.

Four-Year 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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

On the new Florida Standards Alternative Assessment (FSAA) there will be an increase of 5 percent of students in Levels 1-3 making learning gains of 5 points or more and 30 percent of students will score at Levels 4-9 in ELA.

NOTE: Black students will achieve at a level commensurate with their white peers with similar disabilities.

Provide possible data sources to measure your reading goal.

The new Florida Standards Alternative Assessment (FSAA) will be used. For our students who have a consistent response mode for communication we will use the ULS pre- and post-unit test scores to ascertain whether students are making/maintaining learning gains in reading throughout the year. We will use the percentage of emerging and mastered skills on the Communication matrix as our progress monitoring tool for students who do not yet have a reliable response mode for communication.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Improve communication skills of students who are not proficient in communication. (Barrier: Due to students' significant cognitive disabilities which are combined with physical, medical and/or behavioral difficulties students do not all have consistent communication/response modes.) New Barrier: We need a structure for determining when to update matrices and administer them to new students, as well as a way of articulating information as students change classrooms.	Complete/update and analyze Communication Matrix for students. Staff will implement strategies indicated by matrix. Philip Schwiegart will come to assist select teachers in developing a communication plan through the use of the Communication Matrix for specific students. Develop a plan for use of the sensory room and plan for appropriate sensory interventions, to support the communication of students. MTSS Team will work on developing the framework.
Action 2	**Plan to Implement Action 2**
Instructional staff will be involved in Data Chats on Reading data on ULS to guide instruction for each student. (Barrier: All staff are not yet proficient in analyzing data and determining strategies needed for classes and individuals.)	Instructional Coach will teach new teachers the use of the formative assessment analysis template so that they can use it each data period. Teachers will meet with Instructional Coach and an administrator for data chat during each data collection period. Planning and instruction to be guided by data chat.
Action 3	**Plan to Implement Action 3**
Staff will learn how to use the new access points directory in ELA instruction, then implement their use in daily instruction. (Barrier: All staff are not yet proficient in accessing the electronic resources aligned with the access points.)	Instructional Coach will train instructional staff on the Access Course Directory (to include the new Florida Standards access points in ELA) . Teachers will include the access points in plans and align instruction. Administrators will note the use of the access points during walkthroughs and lesson plan monitoring.
Action 4	**Plan to Implement Action 4**
Expand the use of technological supports for reading instruction. (Barrier: The advances in technology is a boon for our students but it is difficult to keep current with the best apps, programs, etc. and the most effective use in the classroom.)	Technology curriculum specialist will put out daily technology tips as well as offer weekly Q & A sessions. She will also provide direct instruction of staff through PLCs .

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18.7	24	30

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

On the new Florida Standards Alternative Assessment (FSAA) there will be an increase of 5 percent of students in Levels 1-3 making learning gains of 5 points or more and an increase in the number of students scoring at Levels 4-9 in Writing.

NOTE: Black students will achieve at a level commensurate with their white peers with similar disabilities.

Provide possible data sources to measure your writing goal.

The new Florida Standards Alternative Assessment (FSAA) will be used. For our students who have a consistent response mode for communication we will use the ULS pre- and post-unit test scores to ascertain whether students are making/maintaining learning gains throughout the year. We will use the percentage of emerging and mastered skills on the Communication matrix as our progress monitoring tool for students who do not yet have a reliable response mode for communication.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Improve communication skills of students who are not proficient in communication. (Barrier: Due to students' significant cognitive disabilities which are combined with physical, medical and/or behavioral difficulties students do not all have consistent communication/response modes.) New Barrier: We need a structure for determining when to update matrices and administer them to new students, as well as a way of articulating information as students change classrooms.	Complete/update and analyze Communication Matrix for students. Staff will implement strategies indicated by matrix report. Philip Schwiegart will come to assist select teachers in developing a communication plan through the use of the Communication Matrix for specific students. MTSS Team will work on developing the framework.

Action 2	Plan to Implement Action 2
Staff will learn how to use the new access points directory in ELA instruction, then implement their use in daily instruction. (Barrier: All staff are not yet proficient in accessing the electronic resources aligned with the access points.)	Instructional Coach will train instructional staff on the Access Course Directory (to include the new Florida Standards access points in ELA which includes writing) . Teachers will include the access points in plans and align instruction. Administrators will note the use of the access points during walkthroughs and lesson plan monitoring.

Action 3	Plan to Implement Action 3
Training on the new Diploma Option portfolio will be provided for teachers of 9th and 10th grade students who have scored a Level 1, 2 or 3 on the FAA. Barriers: Teachers of 9th and 10th grade students who have scored a Level 1, 2 or 3 on the FAA need training on the Diploma Option portfolio.	Training will be provided to identified high school teachers on how to build the Diploma Option portfolio for 9th and 10th grade students.

Action 4	Plan to Implement Action 4
Expand the use of technological supports for reading instruction. (Barrier: The advances in technology is a boon for our students but it is difficult to keep current with the best apps, programs, etc. and the most effective use in the classroom.)	Technology curriculum specialist will put out daily technology tips as well as offer weekly Q & A sessions. She will also provide direct instruction of staff through PLCs .

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - *Elementary and Middle School Mathematics*

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA) - *Elementary and Middle School Mathematics*

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7	15.8	10

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	2

LEARNING GAINS - *Elementary and Middle School Mathematics*

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35	58.7	45

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10	0	20

ANNUAL MEASURABLE OBJECTIVES (AMOs) - *Elementary and Middle School Mathematics*

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	8	18.3	(AM0=58)
Black/African American	0	NA	
Hispanic	12.5	NA	(AMO=56)
Asian	0	NA	
American Indian	0	NA	
English Language Learners (ELLs)	0	NA	
Students with Disabilities (SWDs)	10	15.8	(AMO=57)
Economically Disadvantaged	10	18.4	(AMO=57)

FLORIDA ALTERNATE ASSESSMENT (FAA) - *High School Mathematics*

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40	21.2	43

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3	0	6

LEARNING GAINS - *High School Mathematics*

Students Making Learning Gains (EOC and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35	35.5	45

ANNUAL MEASURABLE OBJECTIVES (AMOs) - *High School Mathematics*

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	30	20.8	47
Black/African American	50	NA	47
Hispanic	100	NA	
Asian	100	NA	
American Indian	0	NA	
English Language Learners (ELLs)	0	NA	
Students with Disabilities (SWDs)	36.5	21.2	47
Economically Disadvantaged	43	20.1	47

POSTSECONDARY READINESS - *High School Mathematics*

Four-Year 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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

On the new Florida Standards Alternate Assessment (FSAA) there will be an increase in the percentage of students in Levels 1-3 making learning gains and an increase in the number of students scoring at Levels 4-9 in Mathematics.
NOTE: Black students will achieve at a level commensurate with their peers with similar disabilities.

Provide possible data sources to measure your mathematics goal.

The new Florida Standards Alternative Assessment (FSAA) will be used.   For our students who have a consistent response mode for communication we will use the ULS pre- and post-unit test scores to ascertain whether students are making/maintaining learning gains in math throughout the year.   We will use the percentage of emerging and mastered skills on the Communication matrix as our progress monitoring tool for students who do not yet have a reliable response mode for communication.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Complete a voluntary cycle of Lesson Study with a focus on Math. Barriers: Lack of knowledge on how to implement Lesson Study to improve lesson planning.	A training component will be opened for a cycle of voluntary Lesson Study focusing on the use of the Access Resource: MASSI (Math Activities with Systematic Scripted Instruction).
Action 2	**Plan to Implement Action 2**
Students need more instruction in the area of More/less and same/different. Barrier: Students lack knowledge of pre-number concepts particularly in the concepts of more/less and same/different.	Instruction in the area of pre-number concepts will focus on more/less and same/different. Specific lessons will be identified that support the teaching of those skills. Four classrooms will pilot the Ablenet Equals curriculum (with progress monitoring) in order to support students' foundational math skills.
Action 3	**Plan to Implement Action 3**
The use of access course descriptions and the new access points will be implemented during the 2015-16 school year. Barriers: Instructional staff need additional training on implementing the new math access points for Florida Standards and utilization of Access Point Resources in order to support instruction at the grade level access points.	InD Coach will provide training on the implementation of the access course descriptions and the new access points. The InD Coach and classroom teachers will collaborate during Data Chats and PLC's on developing well written lesson plans to implement and reinforce the new Florida Standards with Math Access Points. Throughout the year, teachers will have the opportunity during PLC's to unpack the standards.
Action 4	**Plan to Implement Action 4**
Teachers will provide daily instruction for their grade level access math course. Barriers: Not all teachers are providing math instruction at their grade level access points on a daily basis.	Teachers will provide a template (examples) for their daily course schedule. Fidelity checks in the form of walk throughs will be done to ensure that the instruction aligns to the teacher's course schedule.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - *Elementary and Middle School Science*

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA) - *Elementary and Middle School Science*

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.5	9	27

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	10

FLORIDA ALTERNATE ASSESSMENT (FAA) - *High School Science*

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28	53.8	33

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	0	20

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

On the new Florida Standards Alternative Assessment (FSAA) there will be an increase in the number of students scoring at Levels 4-9 on the Science portion.

NOTE: Black students will achieve at a level commensurate with their peers with similar disabilities.

Provide possible data sources to measure your science goal.

The new Florida Standards Alternative Assessment (FSAA) will be used. For our students who have a consistent response mode for communication we will use the ULS pre- and post-unit test scores to ascertain whether students are making/maintaining learning gains throughout the year. We will use the percentage of emerging and mastered skills on the Communication matrix as our progress monitoring tool for students who do not yet have a reliable response mode for communication.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Staff will learn how to use the Florida Standards access points course description during planning their Science instruction. (Barrier: Staff are still becoming familiar with the Access Point science course descriptions.)	Training for instructional staff on the Access Course Descriptions (to include the access points in science). Teachers will include the access points in plans. Administrators will note the use of the access points during walkthroughs and monitoring of lesson plans.
Action 2	Plan to Implement Action 2
Teachers will access the ULS supplemental lessons for science. Barrier: The science grade level access points do not align closely with the grade band ULS themes.	Teachers whose students are taking a science course will look for alignment between their grade level access points and the ULS supplemental lessons provided in "Monthly Tools". They will identify those lessons in order to teach a daily science lesson.
Action 3	Plan to Implement Action 3
Expand the use of technological supports for science instruction. (Barrier: The advances in technology is a boon for our students but it is difficult to keep current with the best apps, programs, etc. and the most effective use in the m in the classroom.)	Technology curriculum specialist will put out daily techonology tips as well as offer weekly Q & A sessions. She will provide direct instruction through PLCs will also be offered to staff.
Action 4	Plan to Implement Action 4
Staff will encourage student in the use of the scientific method through the fall Science Fair and the spring Sunflower Project. (Barrier: Students have little exposure to the Scientific Method.)	Staff will integrate the use of the Scientific Method throughout lessons leading to the implementation of a class experiment that culminates in the fall Science Fair in December. To encourage and reinforce this each class will engage in the Sunflower Project using the scientific method to compare the growth of the various flowers planted around the school by each class.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
2	2

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

The following data shall be considered only if your school has high school grade levels.

Students Enrolling in One or More *Accelerated* STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators		
2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams		
2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

All students will have an opportunity to experience a variety of software, hardware and Augmentative devices for the purpose of reinforcing academics and communication throughout the 2015-2016 school year. Many students who attend our school have limited communication and motor skills. In order to provide these students with the same opportunities as their typical age peers, alternate forms of communication are needed to engage students in the learning process.

Provide possible data sources to measure your STEM goal.

Student participation in the STEMagination Station, Sunflower Project and technology presentations.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will participate in the Sunflower Project in the spring. Barriers: Students do not have ample opportunities to utilize the Scientific Method with connections to technology and mathematics.	To encourage and reinforce the use of the Scientific Method, each class will engage in the Sunflower Project to compare the growth of their sunflowers planted around the school by each class.
Action 2	**Plan to Implement Action 2**
Teachers will support their students in creating presentations involving the use of technology. Barrier: Students have a limited opportunities to participation in the creation of technology based presentations.	Teachers will support their students in the use technology during the creation of a presentation to document and share their Sunflower Project on the Star TV News.
Action 3	**Plan to Implement Action 3**
Teachers will be provided an opportunity to participate in the STEM activities. Barriers: Students do not have ample opportunities to participate in STEM related activities.	Teachers will be offered the opportunity to participate in the STEMagination Station program. Teachers will volunteer for a space on the yearly calendar to display their classroom STEM project in the Media Center's STEMagination Station area.
Action 4	**Plan to Implement Action 4**
Teachers will utilize technology and augmentative communication devices to increase student participation during STEM activities. Barrier: Students need more opportunities to utilize aug comm devices and technology tools during learning activities.	Doceri, Switches and other Augmentative devices as well as technology tools will be utilized by students to increase their participation during STEM activities.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	**Area 6: Career and Technical Education (CTE)**

The following data shall be considered only if your school has middle or high school grade levels.

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

What is your school's CTE goal? Provide a description of the goal below.

High school transition students will be exposed to a variety of work experiences within the school and community setting to help prepare them for Supportive Competitive Employment throughout the 2015-2016 school year.

Provide possible data sources to measure your CTE goal.

Number of students enrolled in CBI and CBVE program.
Number of students who do not participate in CBVE and who are provided with Career Educational opportunities.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
High school students who are not enrolled in CBVE receive work related experiences.	Jobs are created within the school environment such as, cleaning tables and doing laundry which will prepare students for future job experiences. Opportunities will be provided to extend learning through field trips into the community.
Action 2	**Plan to Implement Action 2**
Teach students skills needed for career and work readiness.	ULS Transition Curriculum will be used to teach career and work readiness. ULS learning goals are aligned to skills needed to prepare students for work.
Action 3	**Plan to Implement Action 3**
CBVE classes will receive on the job training within the community setting.	Maintain current relationships with Mease Countryside Hospital, Safety Harbor Library , Countryside Christian Church and Religous Community Services Food Bank. Seek out other possible sites for future CBVE experiences.
Action 4	**Plan to Implement Action 4**
Use scales and rubrics	CBI teachers will create scales and rubrics to monitor student performance during job experiences.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL

What is your school's social studies goal? Provide a description of the goal below.

After exposure to a variety of social studies topics including government and geography, 50% or more of our students will show learning gains in their knowledge of these social studies topics. These learning gains will be based on their progress from ULS pre-test to ULS post-test data results.

Provide possible data sources to measure your social studies goal.

ULS pre and post test results.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
The use of access course descriptions and the access points for Social Studies will be implemented during the 2015-2016 school year. Barrier: The social studies access points are unfamiliar to staff.	Training for instructional staff on the Access Course Descriptions (to include the access points in social studies). Teachers will include the access points in plans. Administrators will note the use of the access points during walkthroughs and monitoring of lesson plans.
Action 2	Plan to Implement Action 2
Teachers will participate in Data Chats on ULS Social Studies pre-test data to guide instruction.	InD Coach will include discussion of ULS Social Studies pre-test data during Data Chats.
Action 3	Plan to Implement Action 3
Teachers will use News 2 You for supporting instruction in current events and topical issues.	Teachers will use News 2 You for supporting instruction in current events and topical issues.
Action 4	Plan to Implement Action 4
Administrative Walkthroughs	Data collected through walkthroughs will support implementation of well written learning goals that align to instruction in social studies.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Leave fields blank for grade levels not taught at your school.

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	30	0	0
Grade 1	33	0	0
Grade 2	0	0	0
Grade 3	28	0	0
Grade 4	22	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	75	0	33
Grade 1	83.3	66.7	0
Grade 2	28.6	75	50
Grade 3	62.5	16.7	50
Grade 4	54.5	84.6	10
Grade 5	40	70	50
Grade 6	38.9	57.1	50
Grade 7	38.5	57.1	50
Grade 8	23.1	44.4	50
Grade 9	20	40	30
Grade 10	9.1	42.1	30
Grade 11	28.6	7.7	30
Grade 12	33.8	42.7	25

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	11.1	0
Grade 2	28.6	0	0
Grade 3	12.5	0	0
Grade 4	22	15.4	0
Grade 5	0	0	0
Grade 6	5.6	0	0
Grade 7	23.1	16.7	0
Grade 8	0	25	0
Grade 9	25	13.3	10
Grade 10	36.4	10.5	5
Grade 11	14.3	30.8	0
Grade 12	14.9	10.7	20

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	8.3	0
Grade 9	5	6.7	0
Grade 10	0	5.3	0
Grade 11	4.8	15.4	0
Grade 12	2.7	6.7	10

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	25	0	0
Grade 2	50	0	0
Grade 3	0	16.7	0
Grade 4	0	7.7	0
Grade 5	12.5	0	0
Grade 6	9.1	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	6.7	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	74.3	73.3	

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	14	16	0
Grade 4	50	31	5
Grade 5	0	50	20
Grade 6	6.7	28.5	35
Grade 7	16.6	11	10
Grade 8	33.3	16.6	0
Grade 9	5	13.3	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10	0	5	0
Grade 11	0	0	0
Grade 12	0	0	0

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	25	0	0
Grade 2	33.3	0	0
Grade 3	14.3	0	0
Grade 4	12.5	23.1	0
Grade 5	0	0	0
Grade 6	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	0	5.6	0
Grade 8	0	16.7	0
Grade 9	5	6.7	0
Grade 10	18.2	5.3	0
Grade 11	9.5	15.4	0
Grade 12	36.5	37.3	10

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Most of the students (95%) who have high levels of tardiness or absenteeism are medically fragile. We will be encouraging families to co-enroll in Hospital/Homebound but many resist because when the student is ill s/he is too ill to have a teacher come to the home as well. For the remaining students where absenteeism is due to severe behaviors we offer suggestions to families and work with private behavior analysts the students may have.
Our students who have been 'retained' in K-11 have really had their grade reassigned based on their age and the year they will age out of the center at age 22. The high number of retainees in grade 12 reflects the number of students in extended transition - the four years after typical grade 12 - since our students are entitled to stay until they are age 22 by federal law.
By increasing communication skills of students and providing greater access to sensory interventions, we hope to reduce student referrals. This data is monitored on a monthly basis by the MTSS-Behavior team.

DROPOUT PREVENTION

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.5		0

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

	Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Reading Black students will achieve commensurate with their peers with similar disabilities in the same grade based on the Reading FAA (grades 3-10) and District Course Assessments depending on grade level. **Improve communication skills of students who are not proficient in communication. Monitored by MTSS bi-monthly. (Barrier: Students do not all have consistent communication/response modes.) **Instructional staff will be involved in Data Chats on Reading data on ULS to guide instruction for each student. At end of each unit; monitored by Instructional Coach and MTSS. (Barrier: All staff are not proficient in analyzing data and determining strategies needed for classes and individuals.) **Staff will learn how to use the new access points directory in ELA instruction, then implement their use in daily instruction. Monitored at least monthly, monitored by Administrators during walkthroughs and lesson plan monitoring. (Barrier: The New Access Points are unfamiliar to staff.) **Expand the use of technological supports for reading instruction. Monitored at least monthly, monitored by Administrators during walkthroughs and lesson plan monitoring. (Barrier: The advances in technology is a boon for our students but it is difficult to keep current with the best apps, programs, etc. and the most effective use in the m in the classroom.)	25	11	30
Math - Black students will achieve commensurate with their peers with similar disabilities in the same grade based on the Mathematics FAA (grades 3-10) and District Course Assessments depending on grade level.. **Improve communication skills of students who are not proficient in communication Monitored by MTSS bi-monthly. (Barrier: Students do not all have consistent communication/response modes.) **Instructional staff will be involved in Data Chats on Mathematics data on ULS and Instructional staff will be involved in Data Chats on mathematics data on ULS and the pre-number concepts probe to guide instruction for each student. At end of each unit; monitored by Instructional Coach and MTSS. (Barrier: All staff are not proficient in analyzing data and determining strategies needed for classes and individuals.) **Staff will learn how to use the new access points directory in ELA instruction, then implement their use in daily instruction. Monitored at least monthly, monitored by Administrators during walkthroughs and lesson plan monitoring. (Barrier: The New Access Points are unfamiliar to staff.) **Expand the use of technological supports for mathematics instruction. monitored by Administrators during walkthroughs and lesson plan monitoring. (Barrier: The advances in technology is a boon for our students but it is difficult to keep current with the best apps, programs, etc. and the most effective use in the m in the classroom.)	25	0	50

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Every student at Paul B. Stephens has an IEP, and this is the core of our parent involvement. At least annually the staff working with the student meet with the parent in person or by telephone for IEP meetings to discuss student progress and steps forward.
At some point during the year, we will have met/conferenced with all of our student's parents to address IEP progress.
At our annual Open House in August 100 family members attended. Prior to Winter Break another parent event is held to provide exposure to their student's Science Projects while they enjoy winter social activities. Out school PTA sponsors several events including a family bowling event, a picnic as well as an annual action and walk-a-thon.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

We start to build relationships with families at the time students enroll by having a "Meet and Greet" so families can meet the staff who will work with their child and to share any medical and social concerns they may have.
Communication sheets are sent home daily with academic and behavioral information. Teachers are also available to parents via school e-mail and telephone at school.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

We serve the northern half of Pinellas County so we draw from a large community. We have community members on our SAC, and long established relationships with several social organizations - the Civitan, Kiwanis, Liado Italian Ladies Association. We reach out to organizations and individuals through our Classroom Partners program. Our Best Buddies program and the Juniorettes as well as our many high school volunteers help us to reach a younger demographic as well, increasing involvement with our students all of whom are severely cognitively disabled. Administrators have begun off-site visits to group homes and day treatment facilities serving our students in order to develop a good understanding of the viable options for students and families and to form collaborative relationships with the staff there.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.		Bronze in 2 out	Bronze in 3 out

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, Social Studies
Topic, Focus, and Content	Access Points and Course Descriptions
Facilitator or Leader	Cindy Rekort, InD Reading/Literacy Coach
Participants (e.g., Professional Learning Community, grade level, school wide)	All classroom teachers
Target Dates or Schedule (e.g., professional development day, once a month)	ongoing during PLC and common planning
Strategies for Follow-Up and Monitoring	administrator review and walk throughs to monitor integration into planning and instruction.
Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science and Social Studies
Topic, Focus, and Content	ULS curriculum materials and use of formative assessment
Facilitator or Leader	Cindy Rekort, InD Reading/Literacy Coach
Participants (e.g., Professional Learning Community, grade level, school wide)	All Classroom teachers
Target Dates or Schedule (e.g., professional development day, once a month)	ongoing during PLC and common planning
Strategies for Follow-Up and Monitoring	administrator review and walk throughs to monitor integration into planning and instruction.
Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	Reading, Writing
Topic, Focus, and Content	communication strategies and use of Communication Matrix
Facilitator or Leader	Speech Therapists and InD Coach
Participants (e.g., Professional Learning Community, grade level, school wide)	All casemanagers
Target Dates or Schedule (e.g., professional development day, once a month)	September through November PLC meetings and during common planning.
Strategies for Follow-Up and Monitoring	Leadership team review of communication matrix

Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	Reading and Writing
Topic, Focus, and Content	Communication Plan development
Facilitator or Leader	Philip Schweigert
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Elementary team members of targeted students
Target Dates or Schedule *(e.g., professional development day, once a month)*	Fall 2015-16
Strategies for Follow-Up and Monitoring	schedule follow-up sessions for teams to review the communication plan.
Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	Reading, Writing, Science
Topic, Focus, and Content	use of technology during instruction
Facilitator or Leader	Linda Hardy
Participants *(e.g., Professional Learning Community, grade level, school wide)*	instructional staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	ongoing during technology sessions and PLC's
Strategies for Follow-Up and Monitoring	survey instructional staff for monitoring of technology during instruction
Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	Math
Topic, Focus, and Content	Ablenet Equals Curriculum implementation as a pilot
Facilitator or Leader	Cindy Rekort, InD Reading/Literacy Coach
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Pilot teachers
Target Dates or Schedule *(e.g., professional development day, once a month)*	ongoing throughout the year during common planning and training opportunities.
Strategies for Follow-Up and Monitoring	administrator review and walk throughs to monitor integration into planning and math instruction. Monitor their use of collaborative planning to support the use of the Equals curriculum
Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	Math

Topic, Focus, and Content	Lesson Study
Facilitator or Leader	InD Coach and Lesson Study Facilitator
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Lesson Study Facilitator and teacher volunteers
Target Dates or Schedule *(e.g., professional development day, once a month)*	1st semester 2015-16
Strategies for Follow-Up and Monitoring	completion of Lesson Study Cycle
Person Responsible for Monitoring	Administration

PART IV — COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Funds we receive include IDEA funds which fund additional staff for students. The nutrition program provides breakfast for all students and free/reduced lunch for those who qualify and assists us with our goal of healthy eating for students. Students whose families become homeless are assisted to receive services and maintain a continuity in their education.

MEETING STUDENT NEEDS - 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.

Each student is looked at individually during their annual IEPs. Academic, social and behavioral needs are considered at that time. If additional needs occur, a Child Study team meets to determine other resources which may be applied to assist the student's learning. The School-based Leadership Team recommends the use of funds for curriculum and other needs. The 8-step process is used with Team Leaders who consult with their team members as well. Meetings are held monthly and funding is discussed when necessary. The Curriculum Coach, Media Curriculum Specialist and Administration maintains the inventory of resources.

PART V — BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	Communication Matrix Reports
Related Goal(s)	Reading, Writing, Math, Science, Social Studies
Actions/Plans	Assess students and implement strategies during instruction
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Evidence-based materials

Description of Resources	Communication Matrix and reports
Funding Source	School Improvement Funds
Amount Needed	$1,000.00
Budget Item Description	**Professional Development**
Related Goal(s)	Reading and Writing
Actions/Plans	Communication plan development
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	PD
Description of Resources	Consultant/Trainer Fees
Funding Source	School Improvement Funds
Amount Needed	$5,000.00

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier