

L.R. Tippens Education Center

2017-18

School Improvement Plan

Kelly Strickland, Principal



School Profile

L.R. Tippens Education Center consists of a multidisciplinary team of professionals that are committed to providing students with learning experiences that will equip them with the tools they need to reach their highest potential.

The program at Tippens EC was put in place in 2010 to provide increased opportunities for academic, behavioral and therapeutic success through highly individualized and specialized instruction. As a self-contained Special Education Center, the program can be the least restrictive educational setting for students who are experiencing extreme behavioral and emotional difficulties. Whenever possible Tippens EC strives to integrate our students back into their resident school after developing a solid foundation for the skills necessary for success.

At Tippens EC the elements of positive psychology, and other solution-based therapies are used. A variety of therapeutic supports are offered through a trained staff and providers of mental health services. A full-time Licensed Clinical Social Worker (LCSW), part-time School Psychologist and full-time Guidance Counselor are on staff. The continuum of therapeutic services offered include but are not limited to individual counseling, group counseling, family counseling, mindfulness and social skills training.

Positive Behavior Support (PBS) is the application of research based strategies and systems to increase academic performance, increase safety and decrease behavior problems. By recognizing the function of behavior, staff are able to implement strategies to effectively reduce problem behavior.

By providing individualized instruction, staff are able to increase students' academic success. Students follow the Georgia Performance Standards and are assessed for current academic skills and are monitored as they progress in their academics. All students are evaluated on state and local tests as addressed in the goals and objectives of the students' Individual Education Plan (IEP).

The faculty members at Tippens EC are employed by the Cherokee County School Board and are required to meet the same qualifications as any staff member working in Cherokee County School District. All instructional staff members are certified in Special Education and receive extensive training in Crisis Management and Behavior Modification. The faculty consists of 15 teachers, 31 paraprofessionals, a full-time LSCW, a part-time school psychologist, a full-time guidance counselor, a full-time Board Certified Behavior Analyst, a school nurse and a school administrator.

The students at Tippens EC consists of 10 female and 43 male students, totaling 53 students. The ethnicity demographics of the students are as follows: Black, 10; Hispanic,

5; Asian, 0; White, 38. All students start at their resident school and from there an IEP committee determines if more support is necessary for success. When an IEP committee reviews the needs of a student, Tippens EC may be one of the options discussed and it may be determined that attendance at Tippens EC is the Least Restrictive Educational Placement for that student. Once a student has developed the classroom survival skills necessary academically, therapeutically and behaviorally for success, an IEP committee meeting is held and the committee determines the educational planning for the student and again explores all options. The goal is for students to transition back to resident schools when ready.

School Improvement Plan Design Team:

Kristin Irwin/DD Teacher	Joey Veltri/PE Teacher
Sarah Thornley/MS Teacher	Curtis Durham/HS Teacher
Carole Rich/BCBA	Valerie McInnish/ES Teacher
Kelly Schalliol/Counselor	

A. CHEROKEE COUNTY SCHOOL DISTRICT'S MISSION STATEMENT:

We, the School Board of the Cherokee County School District, are committed to educating the emerging generation through learning environments designed to increase the performance of all students.

B. CHEROKEE COUNTY SCHOOL DISTRICT'S BELIEF STATEMENTS:

- ❖ All students deserve the opportunity to learn, achieve success and become productive citizens.
- ❖ Education/learning is a shared responsibility and should take place in the home, at school and in the community.
- ❖ All students can learn; but they learn in different ways, at different rates and with different preferential learning styles.
- ❖ Learning is achieved through the use of a variety of effective teaching techniques.
- ❖ A safe and secure environment is essential for teaching and learning.
- ❖ All students should be taught by teachers and parents how to learn and how to become lifelong learners. g. All students deserve equal access to a quality education.
- ❖ Quality education requires quality staff, programs, facilities, equipment and technology.
- ❖ Parent and community participation, support and responsibility are essential to the positive social, emotional, cultural and academic development of every student.
- ❖ Student achievement is enhanced through partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities.
- ❖ All policy, administrative, instructional and educational support decisions should be based on student needs and what is best for students.
- ❖ Diversity should be promoted so that isolation of racial, ethnic and socioeconomic groups is avoided and education is enhanced in a diverse, inclusive setting.
- ❖ All schools should be accountable for improving student achievement.
- ❖ All schools should reflect school-based, participatory management.
- ❖ All students must be prepared to function effectively in a knowledge-based, technologically-rich and culturally-diverse 21st century.
- ❖ All staff should have access to results-driven professional development and training which is aligned with the School Board's Major System Priorities and School Improvement Plans. Such professional development and training must be standards-based, job-imbedded, collaborative and build an organizational culture that insures continuous improvement.

C. CHEROKEE COUNTY SCHOOL DISTRICT'S MAJOR SYSTEM PRIORITIES:

1. Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.
2. In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that vocational/technical education programs prepare students for a diverse and technologically rich society.
3. Insuring that all students and staff have a safe and secure environment for teaching and learning.
4. Attracting, retaining, and training the best teachers, principals, and support staff.
5. Utilizing technology both to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.
6. Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.
7. Addressing exploding student population growth, recognizing that there is a large gap between the school district's facilities and technology needs and available capital outlay revenue.

D. ADVANCED STANDARDS FOR QUALITY:

- Standard 1: Purpose and Direction. The School District maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
- Standard 2: Governance and Leadership. The School District operates under governance and leadership that promote and support student performance and school effectiveness.
- Standard 3: Teaching and Assessing for Learning. The School District's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.
- Standard 4: Resources and Support Systems. The School District has resources and provides services that support its purpose and direction to ensure success for all students.
- Standard 5: Using Results for Continuous Improvement. The School District implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

E. SCHOOL MISSION STATEMENT:

The mission of L.R. Tippens Education Center is to provide individualized opportunities to prepare all students to be positive, successful and contributing members of society through a collaborative effort from all stakeholders.

F. SCHOOL VISION STATEMENT:

Tippens EC consisting of a multidisciplinary team of professionals is committed to providing students with individualized learning experiences and therapeutic components that will equip them with the tools they need to reach their highest potential.

G. SCHOOL BELIEF STATEMENTS:

Tippens EC believes that:

- ❖ Treating everyone with respect and dignity, being sensitive to individual differences and working together toward common academic, behavioral, and emotional goals will meet the individual needs of all students.
- ❖ Individual student potential can be cultivated through positive student relationships in this educational environment.
- ❖ Students have the opportunity to learn in an environment that is positive and supportive.

Needs Assessment

Goal 1:

Increase the percentage of student IEP objectives reaching mastery by ten percentage points each year over a three-year period starting in year 2016-17.

End of Year Impact:

Data shows a 9% increase in the percentage of student IEP objectives reaching mastery.

Goal 2:

Increase the percentage of high school courses passed from 78 percent to 84 percent, increasing 2 percentage points each year over a three-year period starting in year 2016-17.

Mid-year Impact:

2016-17 Semester 1 – 81% of high school courses passed

End of Year Impact:

2016-17 Semester 2 – 71% of high school courses passed

2016-17 School Year – 78% of high school courses passed (194 classes attempted; 151 courses passed = 78%)

Goals and Action Plans

Goal #1 - L.R. Tippens Education Center

Increase the percentage of student IEP objectives reaching mastery by ten percentage points each year over a three-year period starting in year 2016-17.

Applicable AdvancED Standards

- 1.1 - The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
- 1.2 - The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
- 1.3 - The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
- 2.4 - Leadership and staff foster a culture consistent with the school's purpose and direction.
- 2.6 - Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
- 3.1 - The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- 3.2 - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessment of student learning and an examination of professional practice.
- 3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- 3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
- 3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning.
- 3.6 - Teachers implement the school's instructional process in support of student learning.
- 3.7 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process.
- 3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- 3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
- 3.11 - All staff members participate in a continuous program of professional learning.
- 3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students.

L.R. Tippens Education Center - School Improvement Plan - Part IV

Goals and Action Plans

Goal #1 - L.R. Tippens Education Center

Increase the percentage of student IEP objectives reaching mastery by ten percentage points each year over a three-year period starting in year 2016-17.

Goal 1 - Year 1

Strategy # 1

WHAT? Research-Based Strategies to Achieve Goal	Utilize Professional Learning Communities to increase student achievement.	
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	PLTL; bi-weekly meetings; PD activities for PLTL, administration, and teachers	Action Plan
WHO? Impacted Staff	All Certified Teachers	
WHO? Impacted Students (RTI Tier)	Tier 4	
WHEN? Timeline	August 2016 – May - 2017	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	PLC meeting minutes; PD and PLC sign in sheets; PLC schedule	Evidence of Effectiveness of the Implemented Strategies
WHY? Data Assessing Strategy Implementation and Impact	PLTL, Admin, and teachers completed PD. PLC meetings have occurred as scheduled.	

L.R. Tippens Education Center - School Improvement Plan - Part IV

Goals and Action Plans

Goal #1 - L.R. Tippens Education Center

Increase the percentage of student IEP objectives reaching mastery by ten percentage points each year over a three-year period starting in year 2016-17.

Goal 1 - Year 1

Strategy # 2

<p>WHAT? Research-Based Strategies to Achieve Goal</p>	<p>Promote positive teacher-student relationships to increase student motivation and attendance.</p>	
<p>HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)</p>	<p>Morning Meeting; Earned Enrichment; Staff-On-Call Requests; Level Up Breakfasts; Mastery Pizza</p>	<p>Action Plan</p>
<p>WHO? Impacted Staff</p>	<p>All EBD Teachers Parapros Counselor Social Worker Administration</p>	
<p>WHO? Impacted Students (RTI Tier)</p>	<p>Tier 4</p>	
<p>WHEN? Timeline</p>	<p>August 2016 – May - 2017</p>	
<p>WHY? Planned Measurement to Assess Progress on Strategy Implementation</p>	<p>Teacher observation; Morning Meeting topic list; Student participant roster</p>	<p>Evidence of Effectiveness of the Implemented Strategies</p>
<p>WHY? Data Assessing Strategy Implementation and Impact</p>	<p>Positive teacher-student activities have occurred as scheduled.</p>	

L.R. Tippens Education Center - School Improvement Plan - Part IV

Goals and Action Plans

Goal #1 - L.R. Tippens Education Center

Increase the percentage of student IEP objectives reaching mastery by ten percentage points each year over a three-year period starting in year 2016-17.

Goal 1 - Year 1

Strategy # 3

WHAT? Research-Based Strategies to Achieve Goal	Utilize concept mapping to increase student achievement.	
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	PD in the use of graphic organizers; TSA support	Action Plan
WHO? Impacted Staff	All EBD Teachers	
WHO? Impacted Students (RTI Tier)	Tier 4	
WHEN? Timeline	January 2017 – May 2017	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	TKES observations; lesson plans; PD sign in sheets	
WHY? Data Assessing Strategy Implementation and Impact	TSA provided PD in the use of graphic organizers. The use of graphic organizers has been evident in classroom instruction.	Evidence of Effectiveness of the Implemented Strategies
Year 1 Impact of Strategies and Action Plan on Goal #1		
Mid-Year Impact Check		
End-of-Year Impact Check		

Goals and Action Plans

Goal #2 - L.R. Tippens Education Center

Increase the percentage of high school courses passed from 78 percent to 84 percent, increasing 2 percentage points each year over a three-year period starting in year 2016-17.

Applicable AdvancED Standards

- 1.1 - The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
- 1.2 - The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
- 1.3 - The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
- 2.4 - Leadership and staff foster a culture consistent with the school's purpose and direction.
- 2.6 - Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
- 3.1 - The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- 3.2 - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessment of student learning and an examination of professional practice.
- 3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- 3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
- 3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning.
- 3.6 - Teachers implement the school's instructional process in support of student learning.
- 3.7 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process.
- 3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- 3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
- 3.11 - All staff members participate in a continuous program of professional learning.
- 3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students.

L.R. Tippens Education Center - School Improvement Plan - Part IV

Goals and Action Plans

Goal #2 - L.R. Tippens Education Center

Increase the percentage of high school courses passed from 78 percent to 84 percent, increasing 2 percentage points each year over a three-year period starting in year 2016-17.

Goal 2 - Year 1

Strategy # 1

WHAT? Research-Based Strategies to Achieve Goal	Utilize direct instruction in math courses to increase student achievement.	Action Plan
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Textbooks and material support; math content coach support	
WHO? Impacted Staff	High school math teacher	
WHO? Impacted Students (RTI Tier)	Tier 4	
WHEN? Timeline	August 2016-May 2017	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	TKES observations; lesson plans	Evidence of Effectiveness of the Implemented Strategies
WHY? Data Assessing Strategy Implementation and Impact	Daily utilization of direct instruction in all math courses is evident through TKES observations	

Goal 2 - Year 1

Strategy # 2

WHAT? Research-Based Strategies to Achieve Goal	Implement vocabulary instruction in all high school courses to increase student achievement.	Action Plan
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	PD; TSA support	
WHO? Impacted Staff	All high school EBD teachers	
WHO? Impacted Students (RTI Tier)	Tier 4	
WHEN? Timeline	January 2017 – May 2017	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	TKES observations; lesson plans; PD sign in sheets	Evidence of Effectiveness of the Implemented Strategies
WHY? Data Assessing Strategy Implementation and Impact	Teachers completed PD. Vocabulary instruction is evident through TKES observations.	

L.R. Tippens Education Center - School Improvement Plan - Part IV

Goals and Action Plans

Goal #2 - L.R. Tippens Education Center

Increase the percentage of high school courses passed from 78 percent to 84 percent, increasing 2 percentage points each year over a three-year period starting in year 2016-17.

Goal 2 - Year 1

Strategy # 3

<p>WHAT? Research-Based Strategies to Achieve Goal</p>	<p>Promote positive teacher-student relationships to increase student motivation and attendance.</p>	
<p>HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)</p>	<p>Morning Meeting; Earned Enrichment; Staff-On-Call Requests; Level Up Breakfasts; Mastery Pizza</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Action Plan</p>
<p>WHO? Impacted Staff</p>	<p>All EBD Teachers Parapros Counselor Social Worker Administration</p>	
<p>WHO? Impacted Students (RTI Tier)</p>	<p>Tier 4</p>	
<p>WHEN? Timeline</p>	<p>August 2016-May 2017</p>	
<p>WHY? Planned Measurement to Assess Progress on Strategy Implementation</p>	<p>Teacher observation; Morning Meeting topic list; Student participant roster</p>	
<p>WHY? Data Assessing Strategy Implementation and Impact</p>	<p>Positive teacher-student activities have occurred, as scheduled.</p>	
<p style="text-align: center;">Year 1 Impact of Strategies and Action Plan on Goal #2</p>		
<p>Mid-Year Impact Check</p>		
<p>End-of-Year Impact Check</p>		

Section 5 – Locally Required Plans

A. REVIEW OF CHEROKEE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT FOCUS/TARGETS 2016-19

- Offer professional growth opportunities designed to produce teachers and support staff prepared to promote the success of all students through effective classroom instruction.
- Support the improvement of the performance of students, staff, and the organization through results-driven professional development, which is standards-based, job embedded, and collaborative, i.e., Professional Learning Communities (PLC).
- Support teachers' effective use of formative, summative and diagnostic assessments as well as the collection, analyzation and reporting of data as a means of determining effective instruction and equitable access to student support programs.
- Provide professional learning opportunities for all staff which will support students' academic needs through the integration of technology in standards-based lessons.
- Build capacity for instructional leadership through consistent and pervasive models of teacher and administrator training and collaboration that lead to effective school improvement and increase student achievement.

B. ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Complete the following analysis as it relates to the effectiveness of school-based professional development activities for the 2016-17 school year:

Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
MindSet Training	Instrumental in reduction of behaviors	x		It is essential that all staff are trained in both verbal and physical de-escalation strategies.
Life Space Crisis Intervention	Understanding the function behind students' behavior assists in modification of inappropriate behavior.	x		LSCI training of staff impacts their ability to effectively work with students in order to modify inappropriate behavior.
Teacher Shadowing	Gain instructional strategies and classroom management strategies from veteran teachers	x		It is important for teachers to know the expectations of teachers at resident schools and to be given opportunities to collaborate with and learn from veteran teachers.

Section 5 – Locally Required Plans

C. DEVELOPMENT OF 2017-18 STATE STAFF DEVELOPMENT BUDGET ALLOCATION PLAN ALIGNED TO SCHOOL IMPROVEMENT PLAN

Complete the following chart for your school-based Professional Development Plan for the 2017-18 school year:

Total Allocation:

\$4395.39

Professional Learning Activity	SIP Goal(s) #	Participant(s)	Timeline	Resources Needed	Cost (should equal allocation)
MindSet Training	1, 2	All staff	July 2017	MindSet Trainer	0
Life Space Crisis Intervention	1, 2	All staff	July 2017	LSCI manual Trainer	890.00
Handbook of Applied Behavior Analysis	1, 2	BCBA, 6 Teachers	November 2017		\$350
Microsoft Innovative Educator Course	1, 2	Teachers	January – March 2018	Instructional Tech Specialist	0
PBIS Conference	1, 2	BCBA/4 Teachers	November 2017		\$520
GSCA Annual Conference	1, 2	Social Worker, Counselor	November 2017		\$1055
Teacher Shadowing	1, 2	Teachers	August 2017 – May 2018	Veteran resident school teachers within the zone to shadow; substitute teachers, when necessary	\$1580.39

Section 5 – Locally Required Plans

D. PROFESSIONAL LEARNING COMMUNITY IMPLEMENTATION PLAN

*Provide a summary of school-based Professional Learning Community activities planned for the **2017-18** school year (limited to 250 words):*

LR Tippens has two Professional Learning Communities (PLC) grouped by student eligibility area. The PLC teams meet weekly, and each one is led by a teacher leader facilitator who has been trained by the school district. The purpose of the PLCs is to focus on student learning in a collaborative setting and collectively assume responsibility for the success of each student by gathering data, developing and implementing strategies based on the data, and analyzing the impact of effectiveness of the strategies to determine if further changes need to occur. Each PLC member assumes a role within the group and abides by norms which were determined by the members of the PLC. Throughout the school year, the Professional Learning Teacher Leader (PLTL) offers assistance and training for PLC members and facilitators. Our PLTL also attended numerous school district trainings on the development of PLCs.

E. TECHNOLOGY DRIVEN PROFESSIONAL DEVELOPMENT ACTIVITIES AND PLAN

*Provide a summary of school-based, technology-focused Professional Development activities planned for the **2017-18** school year with the following considerations (limit response to 250 words): Needs of audience type (administrators, teachers, clerical, etc.); action plan to address needs; planned training times/schedule for training; and include numbers trained as MIE and/or Apple Vanguard (included number of certified in the program)*

All staff will complete Microsoft Innovative Educator Course from a CCSD Instructional Technology Specialist during the 2017-18 school year.

Section 5 – Locally Required Plans

F. DIGITAL CITIZENSHIP EDUCATION PLAN

LEA's that receive federal funds are required to actively deliver digital citizenship education to all students. In CCSD, we all use these funds in the form of ERATE discounts which offset our costs for Internet Services. Please describe activities within your school that support this. Include details of (limit response to 1000 words):

- A. *how is the course delivered to students;*
- B. *how much time is committed;*
- C. *how often and how many/which students (and at which grade levels) they receive this instruction; and*
- D. *what resources are used within the course (include links e.g., Common Sense Media, Learning.Com, sample lesson plan)?*

Digital Citizenship lessons will continue to be taught monthly by homeroom teachers during Morning Meeting. Lessons are approximately 15-20 minutes and delivered to every student in our building (grades K-12) who are not on the Georgia Alternate Assessment. During the school day, students at LR Tippens are supervised while utilizing the internet.

G. ENHANCING OF DIGITAL LEARNING PLAN

Identify current teaching practices or those in development for your school that are designed to enhance the digital learning opportunities and technology skills and knowledge of students. Provide insight on the effectiveness/shortfalls of these practices (limit response to 500 words).

As teachers become MIE certified, they will begin to implement more digital learning opportunities through the ISTE Standards to empower students and amplify their learning, helping them to engage and thrive in our connected, digital world.

H. INNOVATION ZONE GOAL

Not applicable

Section 5 – Locally Required Plans

I. CTAE PLAN (MIDDLE AND HIGH SCHOOLS ONLY)

In support of further developing the school's CTAE programs and initiatives, please elaborate on the school's activities and plans related to CTAE programs. Please include details that (limit response to 500 words):

- *Describe the plan that your school uses to increase the number of industry certified CTAE programs.*
- *Describe the plan your school uses to increase collaboration and vertical alignment with your zone MS CTAE/Connections programs (beyond advisory committees).*
- *Describe the plan your school uses to implement Project-Based Learning (PBL) within CTAE classrooms.*
- *Describe the plan your school uses to form working relationships with industry based partners who support CTAE programs and career-based instruction.*

Not applicable

Section 5 – Locally Required Plans

J. WELL-ROUNDED EDUCATION PLAN

In support of providing a well-rounded education, what programs and/or services are offered at the school. Please include details that (limit response to 250 words):

- Describe activities/programs related to ASP, extracurricular events and/or clubs.
 - Describe how counselling and advisement programs support the growth of the whole child.
 - Describe how students are supported non-academic concerns.
 - Describe how character education is addressed by the school.
 - Describe activities/classes that provide enrichment/accelerated curriculum (ES/MS/HS) and/or Advanced Placement (HS).
- Earned Enrichment – Incentive program designed to motivate students to earn participation time in community-driven activities in an effort to expose them to ideas and experiences that could potentially mold their career choices, spark their creative minds, and promote the therapeutic component of our program by providing an outlet to express students’ emotions in a healthy and positive manner.
 - Staff On Call (SOC) Requests
 - Behavior Support through the T.E.A.M. Behavior System
 - Mindful Moments – School-wide daily exercise promoting mindfulness
 - Therapeutic Services (Crisis Management, Individual, Group Play, Social, Art, and Music Therapy, and working with outside agencies to provide a team approach)
 - Positive PIP Calls – Students are recognized for positive behavior.
 - School Store – Students earn credit with positive behavior to shop at school store.
 - Student Recognition Ceremonies (Level Up Breakfasts, Mastery Pizza Days)