District Name:	School Name:	School Code:	Year:
New Hanover County	D.C. Virgo Preparatory Academ 409	12.5	2015-2016
Principal Name	Eric F. Irizarry	Principal Name Email	eric.irizarry@nhcs.net
School Mission commun	"To cultivate a school community of responsible and contributing citizens who val community leadership, and 21st century skills while preparing students for future	onsible and contributing citizens kills while preparing students for	"To cultivate a school community of responsible and contributing citizens who value academic rigor, strong moral character, community leadership, and 21st century skills while preparing students for future academic and personal excellence."
At DC Vir School Vision Integrity, can all le	At DC Virgo Preparatory Academy students and staff deminification, and Excellence - will be infused ican all learn and grow in a safe, caring school community.	ts and staff demonstrate PRIDE will be infused into the school ool community.	At DC Virgo Preparatory Academy students and staff demonstrate PRIDE in everything they do. PRIDE - Pride, Respect, Integrity, Determination, and Excellence - will be infused into the school culture and curriculum. By exhibiting these traits, we can all learn and grow in a safe, caring school community.
Data Analysis: Give a brief des learned from the data review	scription of the data sources your? How did these data inform deci	team analyzed and the root cal	Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results,

Proficiency rates in math () and reading () were low among all subgroups in the 2014-15 school year. Proficiency gaps in both math and reading were present in Black, SWD and EDS implemented for the 2015-2016 school years in four key areas: assessment practices" and overall "School improvement planning". In order to address these needs and improve student achievement the following initiatives have been "Teachers are encouraged to participate in school leadership roles;" "Selecting instructional materials and resources"; "Devising techniques", "Setting grading and student remained lower than other subgroups and did not reach target. District benchmarks revealed significant gaps in basic skills in both math and reading. Discipline data revealed a including "Teachers have sufficient access to a broad range of professional support personnel"; "The school does a good job of encouraging parent/guardian involvement"; decrease in OSS rates between the 2013-2014 and 2014-15 school years but improvement is needed. NC TWC Survey revealed significant reflective improvements in key areas when compared to our White subgroup. 8th Grade Science proficiency met Target Goals with Black, White and EDS subgroups exceeding their targets. SWD proficiency still The instructional team analyzed many sources of data in order to develop our 2015-2016 action plan. Virgo Prep met AYP Growth in both the 2013-14 and 2014-15 school years.

Community Building

A. All stakeholders will receive weekly updates regarding classroom activities and major learning objectives utilizing teacher webpages, email lists, the school web application, Connect 5 messages, and other communication tools.

- B. Teachers will provide afterschool tutoring opportunities at least once a week
- C. The PTA will sponsor opportunities for family/staff collaboration.
- D. The Family Involvement Team will provide services to strengthen family and community relationships.
- E. Community partners will strengthen student awareness of enrichment opportunities by weekly participation.
- F. Students will complete a school climate survey each semester for staff to discuss opportunities to improve school climate.
- G. Parents will have access to a designated area (Parent Room) to meet personal, academic and professional needs
- A. Teachers will post standards, learning targets, essential questions, "I can" statements and the daily classroom agenda
- B. Teachers will consistently integrate Bloom's Taxonomy and/or Depths of Knowledge into lessons research-based instructional programs for identified students.
- other project-based 21st Century learning Teachers will use a variety of instructional methods to meet the needs of students including individual and small group instruction while consistently integrating technology and
- D. Targeted teachers will utilize components of Southern Regional Education Board's Literacy Design Collaborative and Math Design Collaborative to reach the deep learning necessary to master college-and-career readiness standards.
- E. Administrators will provide timely feedback regarding instructional practices based on the Artisan Teacher Feedback 30-second feedback model

Content Planning

- A. Teachers will develop weekly lesson plans to include alignment with Common Core Standards, the IMPACT model, and scaffolding and differentiation
- B. Teachers will collaborate with the Instructional Coach, Academically and Intellectually Gifted Specialist, Exceptional Children's Department, and Multi-Tiered System of Supports Interventionist to appropriately differentiate instruction.
- C. Teachers will use formative and summative data on a weekly basis to design instructional units/lessons aligned with the Common Core Standards 100% of the time
- Teachers will participate in NHCS Short Cycle Assessment Cycle which will include quarterly benchmarks, weekly or bi-weekly standards-based assessments, and data analysis

Percent of Students Proficient on both Reading and Math EOG

,	All	Male	Male Female White Black	White	Black	panic His	American Indian	Asian	more races	E.D L.E.P. S.W.D	-
Our School	7:8	û	10.8	55.5	Ĝ	Ta La	*	*	Ŵ	Un.	*
District	40.3		39.1 41.7	52.8 11.8 27.3	1 K	27.3	22.4	(A) (A) (A)	33.0	21.8	3
State	32.0	30.6	33.5	43.5	14.3	142 193 173 567	- T	56.7	32.2	17.4	D0

Student Proficiency by Target Group	ncy by	Target	Group						
2		Black	Mispanic	Two or More Races	White	EOS	5	SWD	AIG
5		30,4	A VA VA	44.4	69.2	31.9	*	5.7	88.9
Math 14.2		9.6	18.2	junite junite junite		10.1	*	Vin	77.8

^{*} Fewer than 5 students

Student Proficiency by Target Group	oficiency	by Target	Group						
	· Same	Black	Suedsie	Two or More	STILL	EDS.	Lap	SWD	AIG
ELA	34.0	29.3	37.5	.28,6	70,8	29,9	*	. A Sin	>95
Vaco	16.2	10.1	31.3	28.6	50.0	11.9	₩.	۸ Vi	0.08
Science	G (B)	9. U		V 95	> 95	£ 15	*	25.0	*
* Fewer than 5 students	5 students								

Initial	ess: Progress Monitoring Status:	Progress:
	nd) Indistar Indicator: (if applicable	Bound
New Hanover County Schools will achieve 85 % proficiency as measured by EOG and EOC test results within 3-5 years.	Time- LEA Goal Alignment:	Attainable, Realistic, Time-
Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	Specific, SBE Goal Alignment:	(SMART - Specific, Measurable,
Decrease out-of-school suspensions by 10%	#3:	GOAL #3:
Initial	ess: Progress Monitoring Status:	Progress:
	Indistar Indicator: (if applicable	:
New Hanover County Schools will achieve 85% proficiency as measured by EOG and EOC test results within the next 3-5 years	able, , Time- LEA Goal Alignment: nd)	Attainable, Realistic, Time- Bound)
Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	.#2: Specific, SBE Goal Alignment: rable,	GOAL #2: (SMART - Specific, Measurable,
By June 2016 reading results for mean scale score and Level III proficiency will increase by 10 percentage points as measured by the NC reading EOGs.	By June 2016 reading rest	13
Initial	Prog	Progress:
	nd) Indistar Indicator: (if applicable	Bound)
New Hanover County Schools will achieve 85% proficiency as measured by EOG and EOC test results within the next 3-5 years	able, LEA Goal Alignment:	Attainable, Realistic, Time-
Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	Specific, SBE Goal Alignment:	(SMART - Specific, Measurable,
By June 2016 math results for mean scale score and Level III proficiency will increase by 10 percentage points as measured by the NC math EOGs.	P. In I	GOAL#1:
ry Academ 409 2015-2016	ver County D.C. Virgo Preparatory Academ 409	New Hanover County
School Code: Year:	me: School Name:	District Name:

The second secon	Quarterly		Progress Monitoring Status:	Progress: Pr
ffectiveness.	tor instructional effec	essment math data to monii	Collect and analyze formative assessment math data to monitor instructional e	Strategy #2: Co Describe the strategy that
	Budget Source: (if applicable)	Budget Soı	Budge Amount: (if applicable)	
September 2015-June 2016 Porgress Monitoring: September, Novmeber, January, March (Persons Responsible: Administration, Coach)	2016 Porgress Monitoring: September, Novm (Persons Responsible: Administration, Coach)	eptember 2015-June 2016 Po (Persons	Timeline:	
Principal, Assistant Principals, Instructional Coach, Interventionist	t Principals, Instructio	Principal, Assistan	Person(s) Responsible:	this stratgegy. Pe
אז שמנמ, אווטור בקרוב השפשאוויבוור שמים,	District belicilitates	Formative Assessments	(Identify documents and Fo	taken to support (Ic
Data Short Cycle Assessment Data	200	Tee Ozoro Data FVAce Data		
MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly). 2. Implement strategic scheduling to provide up to 170 minutes of additional instructional time (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month) 3. Utilize scheduled remediation/enrichment time (30 minutes) to create flexible grouping based on twice-monthly assessments (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month) 4. Hire supplemental support personel (Instructional Coach, MTSS Coordinator, Tutors) to support core Describe the action instruction by delivering small group instruction (Persons Responsible: Administration).	. Implement strategic schionist, Instructional Coach sionist, Instructional Coach sping based on twice-mon surterly (Persons Responsib el (Instructional Coach, Mi	n. Progress Monitored Quarterly). 2 sponsible: Teacher, MTSS Intervent (30 minutes) to create flexible grounal Coach. Progress Monitored Quarterly supplemental support persone fuction (Persons Responsible: Admire control (Persons Responsible).	MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly). 2. Implemen additional instructional time (Persons Responsible: Teacher, MTSS Interventionist, Instructional time (30 minutes) to create flexible grouping based scheduled remediation/enrichment time (30 minutes) to create flexible grouping based Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly (Persons Notional Steps: Coach. Progress Monitored 2x Month) 4. Hire supplemental support personel (Instruction).	Tasks/Action Steps: Co.
l and III instruction (Persons Responsible: Teacher,	leliver addtional Tier II and	ups through the MTSS Process to d	1. Create differentiated instructional groups through the MTSS Process to deliver additional Tier I	
	Quarterly		Progress Monitoring Status:	
				strategy that
abilities of all students in math.	eet the needs and ab	Differentiated instruction will be implemented to meet the needs and	Differentiated instructi	Strategy #1: Describe the
ll increase by 10 percentage points as	I III proficiency will in NC math EOGs.	r mean scale score and Level III proficiency in measured by the NC math EOGs.	By June 2016 math results for mean scale score and Level III proficiency wil measured by the NC math EOGs.	GOAL #1:
5	2015-2016	Academ 409	D.C. Virgo Preparatory Academ 409	New Hanover County
	Year:	School Code:	School Name:	District Name:

and from rendition/enrichment to monitor Tret II and Ter III instruction Persons Responsible: Teacher, MTSS conduct quarterly data meetings to discuss student data and effective exons Responsible: Teacher, MTSS interventionist, instructional Coach, Progress Monitored: Quarterly). 4. Conduct weekly to monitor progress of MTSS implementation, Ter II and Tier III groups and to determine progress monitoring steps necessary coces (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach, Progress Monitored 2x Month). MTSS Data, EVASS Data, District Benchmarks, Short Cycle Assessments, Universal Screeners, Its and— Principal, Assistant Principals, Instructional Coach, Interventionist September 2015-June 2016 Porgress Monitoring: September, Novmeber, January, March (Persons Responsible: Administration, Coach) [Persons Responsible: Administration for provide school -to-home opportunities for stakeholder incipal, and PTA communications for shoolings: Monitoring: September 2015-green instructional practices (Persons Responsible: Teachers Progress Monitoring: Monthly). 2. [Persons Responsible: Administration Progress Monitoring: Monthly). 2. [Persons Responsible: Administration Progress Monitoring: Monthly). 2. [Persons Responsible: Teachers Progress Monitoring: Monthly). 2. [Persons Res	Budge Amount: (if applicable) Budget Source: (if applicable)	(Identify documents andSocial Media, School CalendarPerson(s) Responsible:Principal, Assistant Principals, School Webmast Agencies, PTA, School-based MeTimeline:September 2015-June 2016 Porgress Monitoring: (Persons Responsible: Adm	1. Teacher webpages will continuosly Administration will use Connect 5, we reports/report cards, etc)[Persons Reserved and the portnership). 4. Virgo Prep will work with teps: instructional workshops and informational workshops are pointed by Evidence:	Strategy #3: Utilize teacher, principal, and PTA communications to provide school -to- home opportunities for stakeholder Describe the involvement. strategy that Progress Monitoring Status: Quarterly	September 2015-June 2016 Porgress Monitoring: (Persons Responsible: Adm licable) Budget Source: (if applicable)	taken to support (Identify documents and this stratgegy. This stratgegy. The taken to support this stratgegy. This stratgegy. The taken to support the taken to support this stratgegy. The taken to support the taken to support this stratgegy.	effectiveness (Persons Responsible: Te analyze assessment data from remedi Interventionist, Instructional Coach. Pleaching strategies (Persons Responsi MTSS data meetings to monitor program for the entitlement process (Persons R
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New Hanover County By June 2016 reading result: GOAL #2: Strategy #1: Describe the strategy that Progress: Progress: Progress: Progress Monitoring Status: 1. Create differentiated instructional Teacher, MTSS Interventionist, Instructional Instructional Status: Month) 3. Utilize scheduled remediate (Persons Responsible: Teacher, MTSS Interventional Coach. Coordinator, Tutors) to support core Evidence: Steps that will be taken to support this stratgegy. Evidence: Person(s) Responsible: Budge Amount: (if applicable)
Virgo Preparatory Academ 409 2015-2016 Virgo Preparatory Academ 409 2015-2016 Virgo Preparatory Academ 409 2015-2016 Preading results for mean scale score and Level III proficiency will increase by 10 percentage points as measured by the NC reading EOGs. Responsible: Teacher, NTSS Interventional groups through the MTSS Process to deliver additional Tier II and III instruction [Persons Responsible: Teacher, MTSS Interventional time (Persons Responsible: Teacher, MTSS Interventional Coach. Progress Monitored 2x Month) 4. Hire supplemental support personal (Coach. Progress Monitored 2x Month) 4. Hire supplemental support personal (Instructional Coach, MTSS Interventional) MTSS Group Data, EVASS Data, District Benchmarks Data, Short Cycle Assessment Principals, Instructional Coach, Interventionist September 2015-June 2016 Porgress Monitoring: September, Nowmeber, January, March (Persons Responsible: Administration, Coach) September, January, March (Persons Responsible: Administration, Coach)
By June 2016 reading results for mean scale score and Level III proficiency will increase by 10 perceives. By June 2016 reading results for mean scale score and Level III proficiency will increase by 10 perceives. Differentiated instruction and learning opportunities will be implmented to meet the needs and contents. Create differentiated instructional groups through the MTSS Process to deliver additional Tier II and III instruction proficiency. 1. Create differentiated instructional Coach. Progress Monitored Quarterly. 2. Implement strategic scheduling to prominutes of additional instructional time (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly (Persons Responsible: Administrational Coach. Progress Monitored Quarterly Quarterly (Persons Responsible: Administrational Coach. Progress Monitored Quarterly Quarterly Quarterly Quarterly (Persons Responsible: Administrational Coach. Progress Monitored Quarterly Quarterly Quarterly Quarterly (Persons Responsible: Administrational Coach. Progress Monitored Quarterly Quarterly Quarterly (Persons Respo
By June 2016 reading results for mean scale score and Level III proficiency will increase by 10 percentage points as measured by the NC reading EOGs. Differentiated instruction and learning opportunities will be implimented to meet the needs and abilities of all students in the area of reading. Progress Monitoring Status: Ouarterly Create differentiated instructional groups through the MTSS Process to deliver additional Tier II and III instruction (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly). 2. Implement strategic scheduling to provide up to 170 minutes of additional instructional time (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month) 3. Utilize scheduling coach, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month) 4. Hire supplemental support persons Responsible: Teacher, MTSS Intervention by delivering small group instruction (Persons Responsible: Administration).
D.C. Virgo Preparatory Academ 409 By June 2016 reading results for mean scale score and Level III proficie mean scale score and Level III proficie measured by the NC reading E Differentiated instruction and learning opportunities will be implme students in the area of reading Progress Monitoring Status:
D.C. Virgo Preparatory Academ 409 By June 2016 reading results for mean scale score and Level III proficie measured by the NC reading E Differentiated instruction and learning opportunities will be implme students in the area of readin
D.C. Virgo Preparatory Academ 409 By June 2016 reading results for mean scale score and Level III proficie measured by the NC reading E
D.C. Virgo Preparatory Academ 409

	this stratgegy.	steps that will be taken to support	Tasks/Action Steps:	Progress:	Strategy #3: Describe the strategy that	i		this stratgegy.	taken to support	Describe the action	Tasks/Action Steps:	
Timeline: Budge Amount: (if applicable)	Person(s) Responsible:	Evidence: (Identify documents and	1. Teacher webpages will continuosly 2. Administration will use Connect 5, 1 interim reports/report cards, etc.){Pers to provide relevant stakeholders with Monitoring: Monthly). 4. Virgo Prep v workshops, instructional workshops a Monitoring: Monthly).	Progress Monitoring Status:	Utilize teacher, principal, c	Budge Amount: (if applicable)	Timeline:	Person(s) Responsible:	(Identify documents and	Monitored 2x Month).	effective teatining strategies (reisons Conduct weekly MTSS data meetings monitoring steps necessary for the en	1. Collect and anlayze twice-monthly instructional effectiveness (Persons Re 2. Collect and analyze assessment dat MTSS Interventionist, Instructional Co
March (Persons Responsible: Administration, Coach) Budget Source: (if applicable)	Principal, Assistant Principals, Instructional Coach and Interventionist	EVASS Data, District Benchmarks, Short Cycle Assessments, Formative Assessments	1. Teacher webpages will continuosly reflect classroom instructional practices (Persons Responsible: Teachers Progress Monitoring: Monthly). 2. Administration will use Connect 5, website, Virgo Prep App and social media to relay communications for school events (parent nights, interim reports/report cards, etc)(Persons Responsible: Administration Progress Monitoring: Weekly). 3. DC Virgo staff and PTA will collaborate to provide relevant stakeholders with partnership opportunities, parent workshops and family events (Persons Responsible: Teachers Progress Monitoring: Monthly). 4. Virgo Prep will work with community resources to provide support to students and families in the form of parent workshops, instructional workshops and information on school-based mental health options (Persons Responsible: Teachers Progress Monitoring: Monthly).	Quarterly	Utilize teacher, principal, and PTA communications to provide school -to- home opportunities for stakeholder involvement.	Budget Source: (if applicable)	September 2015-June 2016 Porgress Monitoring: September, Novmeber, January, March (Persons Responsible: Administration, Coach)	Principal, Assistant Principals, Instructional Coach, Interventionist	Screeners, Formative Assessments	MTSS Data FVASS Data District Benchmarks. Short Cycle Assessments. Universal	effective teaching strategies (rensons responsible: teacher, with a little remainst, instructional courts regies monitored, can terry). The Conduct weekly MTSS data meetings to monitor progress of MTSS implementation, Tier II and Tier III groups and to determine progress monitoring steps necessary for the entitlement process (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress	1. Collect and anlayze twice-monthly Short Cycle Assessment, formative assessment and quarterly benchmark data to monitor Tier I instructional effectiveness (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month & Quarterly) 2. Collect and analyze assessment data from remediation/enrichment to monitor Tier II and Tier III instruction (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month). 3. Conduct quarterly data meetings to discuss student data and

District Name:	School Name:	School Code: Year:	
New Hanover County	y D.C. Virgo Preparatory Academ 409	ory Academ 409 2015-2016	
GOAL #3:	Decrease (nsion rates by 15%.	
Strategy #1: Describe the	Maintain effective In-School Su	Maintain effective In-School Suspension program to allow for scheduled interventions.	
strategy that Progress:	Progress Monitoring Status:	Monthly	
	1 Utilize criteria for ISS placement as	1 Utilize criteria for ISS placement as a behavior intervention (Persons Responsible: ISS Coordinator, Counselor, Social Worker. Frequency: As	orker. Frequency: As
	Needed) 2. Monitor discipline and into Needed) 2. Monitor discipline and into Coordinator, ISS Coordinator, Counsel the ABE Intervention System (Persons the ABE Intervention System (Persons Persons Theorem)	Needed) 2. Monitor discipline and intervention data for students who visit ISS for any period of time through MTSS (Persons Responsible: MTSS Coordinator, ISS Coordinator, Counselor, Social Worker. Frequency: Weekly) . 3 Include ISS intervention as an MTSS behavior intervention through the ABE Intervention System (Persons Responsible: ISS Coordinator, Counselor, Social Worker. Frequency: As Needed) 4. Make referrals to mental health services (Persons Responsible: Administration ISS Coordinator, Counselor, Social Worker, Frequency: As Needed)	ons Responsible: MTSS vior intervention through Vake referrals to mental
Describe the action	Evidence:	1. Powerschool Incident Data 2. ABE Intervention Data 2. MTSS Behavior Data	Behavior Data 3.
	(Identify documents and	Classroom referrals 4. Office Referrals 5. Frequency Data sheets	ta sheets
taken to support this stratgegy.	Person(s) Responsible:	Principal, Assistant Principal, Interventionist, ISS	Coordinator, Counselor, Social Worker
	Timeline:	September 2015-June 2016	
	Budge Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that	Implement school wide discipl	Implement school wide discipline plan and Postive Behavior Intervention Supports	
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	Progress Monitoring Status:	Monthly	
	1. Teach and post schoolwide expectal frequency: As Needed) 2. Establish sci Counselor, Social Worker, Frequency: Responsible: ISS Coordinator, Counsel	 Teach and post schoolwide expectations and procedures (Persons Responsible: Classroom Teachers, ISS Coordinator, Counselor, Social Worker. Frequency: As Needed) 2. Establish schoolwide PBIS goals and incentives for students and teachers (Persons Responsible: ISS Coordinator, Counselor, Social Worker, Frequency: As Needed) 3. Use data to determine student incentives on a bi-weekly and quarterly basis (Persons Responsible: ISS Coordinator, Counselor, Social Worker. Frequency: Quarterly) 	ounselor, Social Worker. : ISS Coordinator, rly basis (Persons
Describe the action	Evidence: (Identify documents and	1. Schoolwide expectations posters and teacher lesson plans 2. "Stevel 2 Offenses" 3. Active Supervision Tool and results 4. "CBC" I	r lesson plans 2. "Steps of Discipline for d results 4. "CBC" (Caught Being Cool)

Budge A	Timeline:		Describe the action (Identify (Identify)	1. 64.2	1,3	Strategy #3: Use date Describe the strategy that		Timeline:	i i i	
Budge Amount: (if applicable)		Person(s) Responsible:	Evidence: (Identify documents and	r MTSS referrals, intervention E notes to document daily be r: Quarterly) 3. Meet weekly sle: ISS Coordinator, Counsele	Progress Monitoring Status:	a to monitor behaviora	Budge Amount: (if applicable)		Person(s) Responsible:	
Budget Source: (if applicable)	September 2015-June 2016	Principal, Assistant Principal, Interventionist, ISS Coordinator, Counselor, Social Worker	ABE notes and referrals, ABE charts and data sources, Meeting agendas, MTSS team and FIT team referrals	 Monitor MTSS referrals, interventions, and strategies (Persons Responsible: ISS Coordinator, Counselor, Social Worker. Frequency: Weekly) Utilize ABE notes to document daily behaviors while meeting PBIS guidelines (Persons Responsible: ISS Coordinator, Counselor, Social Worker. Frequency: Quarterly) Meet weekly with MTSS and FIT teams to determine avenues of support for students struggling with referrals (Persons Responsible: ISS Coordinator, Counselor, Social Worker. Frequency: Weekly) 	Monthly	Use data to monitor behavioral infractions and disciplinary actions	Budget Source: (if applicable)	September 2015-June 2016 Progress Monitoring will by bi-weekly and monthly	Principal, Assistant Principal, Interventionist, ISS Coordinator, Counselor, Social Worker, FIT Team, School Staff	