

Collier County Public Schools

Big Cypress Wilderness Institute



2015-16 School Improvement Plan

Big Cypress Wilderness Institute

259595 TURNER RIVER RD, Ochopee, FL 34141

[no web address on file]

School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|-------------|------------------------|--|
| High | No | 0% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|------------------------|----------------|--|
| No | No | 100% |

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Collier County School Board on 11/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The goal of Alternative School Programs is to provide an alternative route for students that have not been successful in the traditional school setting. Students are encouraged to reclaim responsibility and become an active participant in their educational experience. Big Cypress Wilderness is a Juvenile Justice Program supported academically by Alternative Schools, and though these students have not "chosen" their path, the program goal is that they will take responsibility for their education, make gains, and catch up to their cohorts, so they can return to their home schools with confidence.

Provide the school's vision statement

All students will complete school prepared for ongoing learning, as well as community and global responsibilities

School Environment

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

Each Alternative School Site works to mentor the students who come to us with academic, behavioral, and social challenges. Our students have not experienced success in the traditional school setting and need both academic support and social mentoring in our alternative programs to graduate, or transition back to their home schools. Students are placed in classrooms with highly qualified certified teachers who have been trained in behavior management techniques. They make use of Love and Logic, PBS, de-escalation, and non-confrontational techniques when dealing with alternative school students. Each student is met where they are, and no two situations are the same. This is not prescriptive or formulaic. Students succeed when teachers successfully bridge the gap.

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

During the school day, students are spoken to with respect in a calm tone, and are encouraged to respond in the same manner. Alternative School teachers go to great pains to make students feel self-worth because that is the only way they will get beyond the negative influences in their lives. Staff members visit the facility each week and work with them on challenge areas. Alternative School teachers work with the BCWI teachers to ensure that the students' needs are met.

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

The program has a Standard Operating Procedures Manual (SOP) that staff members review at the beginning of each school year. The SOP's are reviewed annually with Administration, Teachers, and other staff. The programs follow guidelines that best suit the type of program and student population. BCWI students have been sent to the program after having been a part of the Juvenile Justice System for a while. They have committed zero tolerance offenses, or accumulated excessive points to remain in shorter term residential facilities. They have strict guidelines and their teachers are

working to curtail the negative behaviors and replace them with positive behaviors. They are on a daily points system that is outlined in the SOP, and they receive rewards and privileges based on their levels earned. PBS is still the underlying philosophy, though they are also denied privileges when they exhibit negative behaviors.

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

This program has guidance services, mentoring, and staff trained to assist students with disabilities - academic and emotional. At BCWI the teachers serve an integral role as mentors. There are counselors and ESE Inclusion teachers who maintain the IEP's. There are mentors who take an interest in the students and help them to make good decisions.

Early Warning Systems

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

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

The students who are enrolled involuntarily in Big Cypress Wilderness Institute typically have exhibited attendance issues, behavior issues, credit issues, standardized assessment issues and GPA issues. They are behind their cohorts and off-track for graduation. The data recorded and compiled is therefore, not really our data because they come to us with that data. Our standing goal is to make gains.

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

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

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

Each of our Alternative School students exhibits two or more late warning indicators, including the Big Cypress students who come to us from all over the state. The program has positive incentives to entice the students to make good choices behaviorally and academically. The ESE inclusion teachers, speech pathologist, reading coach and INSS go to the site weekly, and in the summer, to work with the students to improve their skills and assessment results. They study the data of each student in the facility to make individual plans for gains. They meet and discuss the best plan for each student.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The school team meets with the parents and keeps them informed. Parents are invited to attend graduation ceremonies when their students successfully completes their term there. Because of the nature of the program, parents are not as active as a traditional school, and they do not have unlimited access to see their children.

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

There are community groups, a church group, and individuals who serve as mentors to the students confined in the facility. They provide the opportunity to attend church services; they provide transportation to volunteer opportunities, and enrichment trips. These partnerships are valuable to the program. Students and adults both benefit.

Effective Leadership

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

School Leadership Team

Membership:

| Name | Title |
|------------------|---------------------|
| Janssen, Cynthia | Principal |
| Costin, Kelley | Assistant Principal |
| Klein, Brent | Assistant Principal |

Duties

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

The Director of Education, serves as the academic leader of the program. He works with the Alternative Center staff: The Reading Coach, ESE Inclusion Teacher, INNS, guidance Counselor, and Principal Dr. Cynthia M. Janssen work to ensure that all students are receiving the services and the academic support that they are entitled to.

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

Dr. Cynthia M. Janssen serves as the Principal of the Alternative Schools Program. She is in charge of fourteen programs in nine locations. Big Cypress is one of three Juvenile Justice programs, with all the constraints that come with locked down facilities, and transient clientele, have students "enrolled" of various grade levels and ability levels in the same classroom. The ELL and ESE population adds another element to curriculum design. Cross curricular lessons and differentiation are critical to the success of these programs. The focus remains: help students earn a high school diploma, or earn the grades and credits necessary to return to their home school. Dr. Janssen has a leadership team with members from each program, that meets bi-weekly to discuss the current curricular focus and report any challenges. Distance access is via technology. This practice allows everyone to participate and brainstorm solutions. The focus calendar keeps everyone striving to keep academic rigor and practice front and center, remembering that though we have discipline programs, we are primarily schools. Kelley Costin serves as the Assistant Principal for the Alternative Schools Program. She is largely responsible for the curriculum and assessment in the thirteen programs, directing the lead teachers at the site level to support the principal's and district's agenda. She works with the principal to monitor the curriculum and instruction at all of the sites, and coaches teachers who are struggling with strategies and focus.

The Director of Education works to make sure that he is current with all district directives. He attends all district meetings and works with the curriculum support people from Alternative Schools Center to remain in compliance, get necessary testing completed, and acquire any texts or materials that are available.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Cynthia M. Janssen | Principal |
| Eric Peltz | Teacher |
| Bob Kearns | Business/Community |
| Sharon Tims | Teacher |
| Liz Allbriton | Business/Community |
| Beacon Student | Student |
| Phoenix Student | Student |
| TAPP Student | Student |
| Daisy Alberto | Education Support Employee |

Duties

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

Evaluation of last year's school improvement plan

Our School Advisory Committee meets monthly to review the School Improvement Plan and the progress the programs are making towards meeting their goals. They review the SOP's, discuss any issues, and how solutions were achieved.

Development of this school improvement plan

Our School Advisory Committee meets monthly to discuss the issues that each program faces and how the schools leaders are working to solve the issues. They discuss past practices and future goals, and the best strategies to achieve those goals.

Preparation of the school's annual budget and plan

Alternative Schools do not receive school improvement funds.

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

Alternative Schools do not receive school improvement funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|------|-------|
|------|-------|

Duties

Describe how the LLT promotes literacy within the school

The Literacy Coach has a seat on the Leadership Team with the Administration and Lead Teachers from each site. She reports out at each bi-monthly meeting and distributes information and strategies that are to be implemented at each site, including the three Juvenile Justice sites. She attends all district meetings to ensure that Alternative School Programs are in compliance and have access to the latest materials and technology. The Lead Teachers return to their sites with this new information and in turn monitor their teachers so that they are implementing reading strategies with fidelity. The Literacy Coach has a weekly visitation schedule published daily in the Morning Memo, distributed by the APC, so that all staff members know when to expect her assistance. The Literacy Coach works with both teachers and students. She helps teachers dis-aggregate data, differentiate instruction for struggling dis-fluent readers, and implement the various computer programs across the grade levels of Alternative Schools. She assists students in pull-out sessions during her scheduled visits. The Literacy Coach then completes the cycle by reporting to the Leadership Team how the programs are doing with the literacy directives.

Public and Collaborative Teaching

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

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

Alternative School Programs have varied foci and sites, but the same overall goals and curriculum standards. To increase consistency in standards, goals, and protocols, we have same subject area, same age group, same program/different site, and same program meetings regularly. We host in-service training twice a year in a central location so that teachers can work collaboratively in planning their semesters. We have a full staff Best Practices Day mid-year so teachers can showcase their strategies. We compile the plans in a document sent out electronically each year for easy reference. This is a living

document and new teachers have full access to this as they come on board with us. We have SOP's (Standard Operating Procedures) for each program and they are reviewed at staff PLC's. We publish a Morning Memo headlined with Love and Logic, Marzano, and Harry Wong quotes to keep our focus of encouraging students to achieve in the forefront. Big Cypress Wilderness Institute is invited to all trainings sponsored by the school and district. They receive all of the curriculum support and the morning memo each day.

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

BCWI staff is not hired by the district. They are not Collier County Public School employees.

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

BCWI teachers are not Collier County Public School employees, though the ESE teacher, Reading Coach, Speech Pathologist, and INSS are highly qualified veteran teachers so they often serve as support to the teacher on staff.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Administration, lead teachers, and department chairs have been trained in the Florida Standards and how they should be implemented in the various Alternative School Programs. These leaders have met and continue to meet bi-monthly to monitor how the standards have been supported and how they will continue to be implemented. The on-line platform has been evaluated by the teachers and they have eliminated non-standards from the curriculum and added teacher created units to support the standards. Teachers are sharing the curriculum that they develop across all of the programs, adding consistency and clarity to the courses developed. The syllabi are shared and teachers work together. The Core Standards are being met. Big Cypress aligned to the Alternative School standards through their relationship with the support personnel that visit the site weekly

Instructional Strategies

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

The Principal, and two Assistant Principals monitor the assigned programs and their adherence to the district and state mandates. They study the data provided by the district website and the individual program lead teachers, Reading Coach, ESE inclusion teachers, and INSS. The Big Cypress staff meet weekly with Alternative School personnel to discuss specific students and their needs. There are also informal meetings and discussions that occur more frequently when students are struggling to make progress. The plans that are put in place are fluid and subject to adaptation as needed. Each student enrolling in Big Cypress has a history of challenges and the program studies the history to help guide the present. We do not wait for assessment to make the big change. We make incremental changes daily to assist our students. Teachers work one on one with students, and there is ESE consultation for others. We have small class sizes and cross-curricular instruction to

increase reading in content area skills and content relevance. We work as many small teams to better help our students succeed.

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

Strategy: Extended School Day

Minutes added to school year: 0

Students are in a lock down facility. The day is extended because they cannot leave. The time is spent in behavior modification activities.

Strategy Rationale

To encourage them not to re-offend.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Janssen, Cynthia, janssecy@collierschools.com

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

The program is responsible for reporting to the state. The director is responsible for implementation and documentation.

Student Transition and Readiness

PreK-12 Transition

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

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

Each Alternative School program has protocols in place to support students as they move from our programs to the next stage in their education. Most Big Cypress students only serve part of their school year and will "catch up" academically. They will return to their home schools for the completion of their assigned terms. These students must have well-crafted schedules to mesh with the options available at their home schools. They attend classes and take all required assessments.

Big Cypress students are supported by counselors and mentors as they work on their academic programs. They have been identified as At-Risk Students, and have already been a part of the legal system. They are supported by the Collier County Public School System with a Reading Coach, ESE Inclusion Teacher, Guidance Counselor, INSS, and Administrative Team. The staff members attend the district testing and curriculum meetings, and they are invited to all trainings that Alternative Schools organizes. They use these tools to support their students and get them ready to return to traditional settings, while encouraging them to behave responsibly in the community.

Big Cypress offers various programs to the young men assigned there. They have a culinary program, bicycle repair shop, and a garden. They have learned how to scuba dive from the volunteers, and they have attended church with the volunteers. They have an extensive volunteer program, and charitable organizations in the community enjoy their "heavy lifting" while wearing their "Swamp Boys" shirts. They are learning to give back and hopefully improve how they interact with society.

ESE students in all programs are referred to the Division of Vocational Rehabilitation. This federal/state program evaluates these students as they prepare to enter the work force and, if eligible, helps the students with employment and/or further education and training.

College and Career Readiness

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

Big Cypress Wilderness Institute has presentations and partnerships that are appropriate to their individual program. Big Cypress has a church group affiliation and some private individuals who work with the students to give them some skills, but more importantly confidence and composure when dealing with the public.

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

NA

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

NA

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

NA