

The School District of Lee County

Buckingham Exceptional Student Center



2015-16 School Improvement Plan

Buckingham Exceptional Student Center

3291 BUCKINGHAM RD, Fort Myers, FL 33905

<http://buc.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	61%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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

MISSION:

The mission of Buckingham Exceptional Student Center is to collect and study data relative to student progress, student and parental needs, and community involvement provide teachers and staff with appropriate training to maximize student performance foster a high degree of home/school communication and involvement

provide an environment that protects health, safety, and yet allows the dignity of risk, so that all students achieve their highest potential to function as independently as possible.

Provide the school's vision statement

School Vision:

To provide each student the opportunity to achieve their highest potential in order to function as independently as possible in society.

School Environment

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

Teachers use communication with parents/caregivers to determine student culture. Homework is assigned to assist in gathering information on cultures. School based multi-cultural activities include music, food, art, geography, reading, science projects and sensory activities. Classrooms use daily teaching tools which include a variety of language and communication modes including Sign Language and Augmentative Technology. Multi-cultural activities provide social interactions between students and staff such as Hispanic Heritage Month, Black History Month, American Patriotism. Community members and volunteers assist to provide multi-cultural experiences and events.

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

A Positive Behavior support plan and handbook are in place. Each classroom, all hallways and general areas have rules posted regarding behavior expectations which are supported through classroom instruction/discussions. Each teacher devotes daily instruction to the monthly character words. Time is given on the second (2nd) and third (3rd) Friday of each month for Character Education extension activities from 2:30 – 3:30 in the afternoon.

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

Teachers and staff will utilize Manatee Money on a daily basis as a REWARD for positive behavior, good choices, following the school-wide expectations, and demonstrating qualities of the character word for the month.

Manatee Money will be used as an opportunity for staff to reinforce and shape specific behavior(s). It will be used as opportunities to “catch ‘em being good”. Manatee Money must be paired with specific verbal praise and awarded to the student as soon as possible after the behavior has occurred. For

Manatee Money to be effective it needs to be awarded for a specific behavior, aligned with the school-wide expectations. It is not effective to give students Manatee Money without their knowledge. Each classroom must have a method of keeping Manatee Money balances that are accessible to the student and is easy to keep. Depending upon the maturity level of the students, teachers may keep track of the earned money or have the student keep their own records. It is important that teachers choose a method and stay consistent with it.

Manatee Money should be kept within view of the student. Pointsheets, Punchcards, and Class DoJo, are all examples of simple but effective ways of tracking manatee money. However, each teacher may choose another visible method and transfer the earned money at the end of the day.

Regardless of the method chosen for tracking, it is important the following occur:

- Students receive Manatee Money for a specific behavior
- Students receive Manatee Money paired with specific praise
- Students are able to see how much they have earned daily
- Regardless of situation, students do not lose money

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

Older students who demonstrate positive behavior assist in classrooms interacting directly with other students under supervision. Opportunities for interaction with peers and staff are supplied daily through visits to the office and classrooms. Volunteers interact with students via assistance with reading. All students have individual education plans, and services are reviewed and discussed at yearly education plan meetings. Parents are in close contact with teachers and needs are discussed and addressed. Teachers differentiate for all students in their classrooms and each teacher has three paraprofessionals within their classroom that they utilize to meet student social-emotional needs. The social and emotional education of children at Buckingham Exceptional Student Center is provided through a variety of diverse efforts such as classroom instruction, extracurricular activities, a supportive school climate, and involvement in community-based instruction.

The school works as a team and through a network of administrators, teachers, special education professionals, nursing professionals, occupational therapists, physical therapists, speech/language therapists, vision services teachers and hearing impaired teachers, and counselors who continually share information about our students to best meet the needs of each student.

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

Buckingham Exceptional School Center is a very supportive environment for students who have disabilities. All students have an individual education plan and are monitored closely by staff members regarding all early warning systems. Students are monitored closely for all early warning signs and an individual education plan would be called to address the needs of the child. Students do not receive suspensions at our school and do not experience course failure in ELA or Math. Students work on the Florida Standards Access Points with various levels of support and differentiation depending on their areas of need.

The boxes below are not filled in due to the fact that there are less than 10 students in each category.

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

- reduced class sizes,
- increased teacher aids/helping teachers in the classroom,
- Grade level curriculum/standards focus with differentiated instruction,
- individual data collection on IEP goals,
- augmentative technology devices,
- common boards in each classroom to assist in keeping the pace on track,
- PBS plan/team to assist in addressing and extinguishes off task behaviors,
- Professional Learning Communities to increase effective use of data to guide instruction,
- Support teachers in Continuous Learning,
- Therapies offered (Speech, OT, PT, Hearing Itinerant Teachers, Vision Services, etc)

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

Parents will receive a weekly report from each classroom teacher regarding their child's weekly progress with the Positive Behavior Support (PBS) program school-wide initiative. Teachers stay in close contact with parents and return calls and questions in a timely fashion. Families are invited and encouraged to attend School Advisory Council meetings. The school has several events throughout the year that encourage parents to attend. All parents also are encouraged and invited to attend their child's individual education plan. This year a parent, along with a teacher representative, are holding a "Parent to Parent" night for parents to ask questions and receive resource information from one parent to another on topics such as waivers, agencies, community partners, and other helpful hints.

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

Buckingham Exceptional Student Center establishes professional and voluntary relationships with community partners to strengthen the teaching and learning needs of the school. The principal, teachers, and school staff of Buckingham Exceptional Student Center are empowered to seek out resources within the community which align to the school's mission and vision to support the academic, social, and independent functioning skills of students with significant disabilities. Any prospective organization wishing to partner with BESC shall meet with the principal and relevant staff, including, but not limited to the elementary and secondary department chairs, bookkeeper, volunteer coordinator, and building supervisor to develop a plan of service to best meet the needs of the students enrolled. Currently, Buckingham Exceptional Student Center has partnerships with the following organizations for the purpose of securing and utilizing resources to support the school and student achievement:

Buckingham and Riverdale High School also join in a cooperative effort of reverse inclusion called "Two Schools One Home." Riverdale students come over to the school two times a week to work with students at Buckingham on social skills, campus beautification, special activity days, and Reading with Riverdale. This is an excellent opportunity for students to work together in a cooperative way, creating a culture of team and trust.

- Florida Gulf Coast University
- Buckingham Farms
- Hope Healthcare Services
- Riverdale Kiwanis
- Rotary Club
- General Electric
- Winn-Dixie
- Edison Kiwanis
- Walgreens
- Riverdale High School
- River Hall Elementary

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
Lohmeyer, Ruthie	Principal
Shaw, Jeannie	Other
Hickey, Katheline	Other
Domanaki, Marti	Teacher, ESE

Duties

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

Principal

The principal serves as the instructional leader for our building. As principal, she listens to her staff members, takes all comments into consideration and makes sure all employees have a voice. The principal shapes the culture and environment of the school with a vision for all students to succeed to

their full potential, creates a climate where all people feel safe and secure within their positions and status, manages people, data, and processes within the building, and is responsible for the day-to-day operations of the building and school.

Teacher on Assignment

The role of the Teacher on Assignment is varied at Buckingham. As the staffing specialist the role is to monitor compliance and act as the liaison between the district, school and parents. Staffing specialists are to remain objective, while facilitating an understanding of and compliance with all district, state and federal ESE regulations. Each new school year, Staffing specialists must formulate a weekly schedule based on the caseloads of the schools to which they are assigned. Staffing days should be coordinated with the school psychologist and related services at each building.

Department Heads

Lead students toward the fulfillment of their potential for intellectual, emotional, physical and social growth in a safe and cost effective manner that supports the goals of the district, establish and maintain an effective grade level program, coordinate art exhibits in schools and the community in a safe and cost effective manner that supports the goals of the District. The department head serves as a liaison between school and the Department of Environmental Education and provide dynamic, effective leadership in the operation of the school science fair, and ensuring that all department members have a voice within the school.

Technology Specialist

The technology specialist facilitates and supports the effective use of technology in the school for teaching and learning by ensuring the school's network and equipment is up and running. The technology specialist also supports all instructional and administrative applications based on the technology infrastructure and the integration of technology into the curriculum.

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

The school leadership team coordinates with each other in order to meet the needs of all students and maximize desired outcomes. The department heads bring their department concerns to the principal and/or teacher on assignment. The team discusses needs within the building for groups and individual students. The team also collaborates with all other services involved, including speech/language, occupational therapy, physical therapy, vision teacher, teacher of the deaf, school psychologists, parents, and all of the members involved in helping the child reach his or her full potential. The students all have individual education plans that are reviewed at a minimum of once a year, while goals are worked on each day. All members of the team are involved in coordinating for the needs of the students including resources, services, and programs. The school leadership team further coordinates with school district personnel to ensure all needs are met for differentiating to each individual student.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Ruthie Lohmeyer	Principal
Katheline M. Hickey	Education Support Employee
Marti Domanski	Education Support Employee
Dori Dunham	Education Support Employee
Patrick Chester	Parent
Sara Chester	Education Support Employee
Deborah Strode	Business/Community
Linda Smith	Education Support Employee
Melissa Smith	Parent
Trywanda Johnson	Parent
Janet Marchany	Parent
Sonia Valera-Ayala	Parent
Harold Ayala	Parent
Latoya Miles	Parent
Teresa Nunez	Parent
Oyuki Olivas	Parent
Jesus Pineda	Parent
Victor Pierre	Parent
Kiarra Smith	Student
Patrick Chester	Student
Stanley Heath	Business/Community

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

The School Advisory Council (SAC) reviews and discusses the plans from the previous year to determine how the school did at meeting their goals. Scores were reviewed for members and updated regarding the Florida Standards Alternate Assessment. Review of the Two Schools One Home (reverse inclusion model) was given during the review. Some of the Riverdale students might be attending the prom at Buckingham this year. A proposal has been turned in for some of the representatives of this group to give a presentation at the PLC conference in June. Another opportunity to share "Two Schools One Home" will be in November with the Florida Gulf Coast university and the Hunter Institute for Children and Youth Mental Health and Well-being Conference.

Development of this school improvement plan

After the School Improvement Plan (SIP) is completed, the School Advisory Committee (SAC) will hold a meeting to vote on approving the document. The departments have been invited to give input and share with the development of the school improvement plan. Surveys were handed out at the first SAC meeting to help describe barriers that might exist and develop the SIP as a team. After development, the draft document will be brought to the SAC for approval.

Preparation of the school's annual budget and plan

The principal prepares and explains the school's annual budget to the SAC committee. The principal reviews with the departments and the SAC committee for approval.

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

No school improvement funds were allocated last year.

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
Lohmeyer, Ruthie	Principal
Hickey, Katheline	SAC Member
Shaw, Jeannie	Instructional Technology
Domanaki, Marti	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted through the Literacy Leadership Team by developing schedules for the instructional leader and teacher on assignment to read to classrooms and promote reading throughout the school. The Literacy Leadership team also discusses initiatives that involve a local high school. The high school volunteers read with students as part of social activities within the school. The Literacy Leadership Team supports and promotes literacy using differentiated techniques, including but not limited to involving music, art, and various media to reach all students. The principal has a weekly reading session with classrooms that support the literacy effort within the campus. We are also involving Riverdale students in our "Two Schools One Home" to be involved with reading to our students (Riverdale Reads).

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

The school has professional learning communities (PLC) with teachers to encourage relationships and provide collaboration between teachers. The PLC communities focus on providing differentiated instruction with support documentation to be in compliance with Florida Standards Access Points and Individual Education Plan (IEP) goals. Professional Learning Communities engage in meaningful work using data to understand needs, show appreciation to each other, listen all team members, and use the process to not only learn about their students, but to learn about and trust each other. Teachers work on developing and extending the enrichment of instruction for students with multiple and severe disabilities. The principal regularly talks with team members to ensure the departments are working together and encouraging each other, encouraging team members to provide feedback to each other, actively support each other, and encourage an atmosphere of continuous learning together.

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

The principal reviews qualifications and credentials of all applicants to ensure interviewees are Highly Qualified and Certified-in-Field. The principal uses Gallup results to analyze the staff responses to gain insight and determine where to improve clarity for employees. She understands that teacher retention begins with leadership recognizing and acting upon data collection and identifying the right outcomes. The principal ensures that the teachers have the materials they need to complete their work, are recognized for the work they do, cares about the employees, encourages their development, ensures that they feel their voice is heard and their opinions count, clearly defines the mission of the school, ensures that all employees are committed to doing quality work, talks to employees about their progress at work, and have had opportunities to be involved and grow within the school, and she inspires employees to grow and creates an environment that is supportive of performance and people.

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

A new teacher is required to complete the Apples Program and is assigned to one of the current teachers that has Clinical Education Certification. New teachers to the school are paired up with a "mentor" teacher. The mentor teacher is involved in helping the teacher plan and use instruction to reach all students, and study data. The mentor teacher is identified by the principal to match with the new employee based on knowledge of needs and similarities with students. The principal ensures that the mentor teacher is willing to be a role model for the teacher, is able to articulate effective instructional techniques, conveys enthusiasm and passion for teaching, works well with people from various cultures, is able to maintain a trusting professional relationship, demonstrates excellent classroom management, has excellent knowledge of pedagogy and subject matter, feels comfortable being observed by other teachers, and believes mentoring improves instructional practice.

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

The school uses the access points which are directly aligned to the Florida Standards. The students use Unique Learning System within each classroom, but also uses various other materials to support and instruct the Florida Standards. All students have individual education plans that are directly linked to their needs and educational goals. Teachers use (Collaborate Plan Align Learn Motivate Share) (CPALMS) to support instruction aligned to the Florida Standards. The technology specialist as our school provides support and extended training if necessary.

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

All students at Buckingham Exceptional Student Center have an Individual Education Plan (IEP) to identify their needs and special services. The school has Professional Learning Communities to review data and analyze the diverse needs of all students. All students use a modified curriculum to meet their specific, identified needs. Instruction is modified and is reflected on the IEP. Environmental changes in the classroom are implemented depending on the need of the student. There may be an area where there is less visual stimulation if it is recommended by an individual education plan.

Teachers and paraprofessionals work together to best meet the needs of the students on an individual basis.

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: Summer Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Students are supported through their Individual Education Plans (IEP). Students coming from other schools and/or out of state are supported by all staff members within the school. We have a multi-disciplinary team that works with students and meets their needs, including but not limited to the principal, teacher on assignment, technology specialist, special education teachers, paraprofessionals, occupational therapists, physical therapists, speech/language therapists, music therapists, office staff, custodial staff and all members of the school community.

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

All students have an Individual Education Plan (IEP) that also addresses secondary and post-secondary needs of the students. The school uses the Universal Design as a means for instructional materials and activities that allow learning goals to be achievable by each individual utilizing a wide range of strategies and abilities including understanding how students see, hear, speak, move, read, write, attend, organize, engage, and remember. Students all have special and unique needs in this school. The school works with business partners and has community-based instruction for students to prepare for college and career readiness. We also have a program called "Two Schools One Home" where students from a local high school work with our students on socialization skills and social activities.

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

Students have an individual education plan (IEP) and are on alternate assessment to reach the Florida standards. Students participate in community-based instruction. All students have an annual review of their IEP and needs and programs are looked at for each individual student based on need. Transition needs are part of the education plan for each student and are reviewed yearly.

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

Students have an individual education plan and are on alternate assessment to reach the Florida standards. Students participate in community-based instruction. Technology is integrated throughout the school day for students as identified on their individual education plan.

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

Students have an individual education plan and are on alternate assessment to reach the Florida standards. Students participate in community-based instruction. All students have an annual review of their individual education plan and the team looks at post-secondary needs for all students. Students are also given the opportunity to participate with non-disabled peers through the "Two Schools One Home" program of reverse inclusion implemented in the school with a neighboring high school.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Surveys were sent out to staff members and members of the SAC asking to identify needs and barriers.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Areas of need are increased knowledge of expectations within the school and increase time for positive data analysis.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teacher engagement will increase at least .2% in the Q12 area of Q01 -I know what is expected of me at work from 4.50 to 4.70 as measured by the FY16 Gallup Teacher Engagement Survey.
- G2.** 100% of teachers will track standards and progress monitor through the Unique Curriculum during FY16 as documented by professional learning community minutes.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teacher engagement will increase at least .2% in the Q12 area of Q01 -I know what is expected of me at work from 4.50 to 4.70 as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074310

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Team level meetings and Professional Learning Communities, and collaboration time.
- Morning announcements
- Involve team members in setting their own individual performance goals.

Targeted Barriers to Achieving the Goal 3

- Lack of everyone accessing e-mail on a regular basis.
- Lack of time within school day to present expectations.

Plan to Monitor Progress Toward G1. 8

Collect survey data periodically through e-mail process.

Person Responsible

Ruthie Lohmeyer

Schedule

Quarterly, from 10/2/2015 to 6/10/2016

Evidence of Completion

Survey data - responses on e-mail

G2. 100% of teachers will track standards and progress monitor through the Unique Curriculum during FY16 as documented by professional learning community minutes. 1a

G074311

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Technology resource person
- Professional Learning Communities
- Embedded training

Targeted Barriers to Achieving the Goal 3

- Lack of time needed to complete reports
- Lack of training for new teachers

Plan to Monitor Progress Toward G2. 8

Collect Unique curriculum data and provide it to the administration.

Person Responsible

Katheline Hickey

Schedule

Quarterly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Unique data sheets and reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teacher engagement will increase at least .2% in the Q12 area of Q01 -I know what is expected of me at work from 4.50 to 4.70 as measured by the FY16 Gallup Teacher Engagement Survey. **1**

 G074310

G1.B1 Lack of everyone accessing e-mail on a regular basis. **2**

 B193980

G1.B1.S1 Make clear expectation that time is provided for all staff to check e-mail on a daily basis. **4**

 S205506

Strategy Rationale

Many times an expectation may be put on an e-mail to communicate to all staff an expectation.

Action Step 1 **5**

A survey will be presented through e-mail once a quarter to determine teachers' level of understanding of expectations.

Person Responsible

Ruthie Lohmeyer

Schedule

Quarterly, from 10/30/2015 to 6/3/2016

Evidence of Completion

The e-mail responses will be collected and checked off.

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

The school improvement committee will ensure fidelity.

Person Responsible

Katheline Hickey

Schedule

Quarterly, from 10/23/2015 to 6/3/2016

Evidence of Completion

Collection of data from surveys or e-mails directed to staff for understanding expectations will be tallied.

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

Teachers will be asked to complete survey or answer an e-mail regarding understanding of expectations.

Person Responsible

Katheline Hickey

Schedule

Quarterly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Survey collection data or e-mail collection data.

G1.B2 Lack of time within school day to present expectations. 2

 B193981

G1.B2.S1 Plan and organize time for teams to share and discuss expectations. 4

 S205507

Strategy Rationale

To insure that employees have the same shared vision, know what is expected of them within their role/position.

Action Step 1 5

Infuse the targeted standards for Writing and Science, where applicable

Person Responsible

Schedule

Evidence of Completion

Revised Focus Calendars for ELA and Math

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Revise the focus calendars for ELA and Math

Person Responsible

Schedule

Evidence of Completion

Revised focus calendars for ELA and Math

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Collect and analyze the FAA results for Writing and Science

Person Responsible

Schedule


Evidence of Completion

Completion of the focus calendars for Writing and Science

G2. 100% of teachers will track standards and progress monitor through the Unique Curriculum during FY16 as documented by professional learning community minutes. 1

 G074311

G2.B1 Lack of time needed to complete reports 2

 B193982

G2.B1.S1 Teachers will be given time during professional learning communities to examine data. 4

 S205508

Strategy Rationale

Time is very limited during the school day once students arrive.

Action Step 1 5

Teachers will be given time during professional learning communities to examine Unique data.

Person Responsible

Ruthie Lohmeyer

Schedule

Every 6 Weeks, from 9/8/2015 to 6/3/2016

Evidence of Completion

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

Teachers will turn in data on a quarterly basis to administration.

Person Responsible

Ruthie Lohmeyer

Schedule

Quarterly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Pre-post data and reports from Unique

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

Monitoring of data will be through professional learning communities.

Person Responsible

Ruthie Lohmeyer

Schedule

Quarterly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Unique curriculum data will be collected.

G2.B2 Lack of training for new teachers 2

B193983

G2.B2.S1 All teachers will be trained to run reports and use Unique Curriculum and be paid through Title 2 if necessary to obtain training 4

S205509

Strategy Rationale

If teachers do not understand the program they are being asked to use, then having training available is necessary.

Action Step 1 5

Teachers will be asked to print reports for the Unique system and turn them in to principal.

Person Responsible

Katheline Hickey

Schedule

Monthly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Data reports from the Unique Curriculum program

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Fidelity will be monitored by reports turned in to administration.

Person Responsible

Katheline Hickey

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

If any teachers are not able to pull reports and use the reports at a request, the training will be readdressed for those teachers. Teachers will be asked to attend training to support their knowledge in the Unique Curriculum reports.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Effectiveness will be monitored by the "use" of the data and how it is utilized in lesson planning.

Person Responsible

Ruthie Lohmeyer

Schedule

Quarterly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Evidence collected will be reports. Teachers will be asked to connect their reports to their lesson planning templates and how they are utilizing the reports within their classrooms.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	A survey will be presented through e-mail once a quarter to determine teachers' level of understanding of expectations.	Lohmeyer, Ruthie	10/30/2015	The e-mail responses will be collected and checked off.	6/3/2016 quarterly
G1.B2.S1.A1	Infuse the targeted standards for Writing and Science, where applicable		Revised Focus Calendars for ELA and Math	once	
G2.B1.S1.A1	Teachers will be given time during professional learning communities to examine Unique data.	Lohmeyer, Ruthie	9/8/2015		6/3/2016 every-6-weeks
G2.B2.S1.A1	Teachers will be asked to print reports for the Unique system and turn them in to principal.	Hickey, Katheline	9/30/2015	Data reports from the Unique Curriculum program	6/10/2016 monthly
G1.MA1	Collect survey data periodically through e-mail process.	Lohmeyer, Ruthie	10/2/2015	Survey data - responses on e-mail	6/10/2016 quarterly
G1.B1.S1.MA1	Teachers will be asked to complete survey or answer an e-mail regarding understanding of expectations.	Hickey, Katheline	10/30/2015	Survey collection data or e-mail collection data.	6/3/2016 quarterly
G1.B1.S1.MA1	The school improvement committee will ensure fidelity.	Hickey, Katheline	10/23/2015	Collection of data from surveys or e-mails directed to staff for understanding expectations will be tallied.	6/3/2016 quarterly
G1.B2.S1.MA1	Collect and analyze the FAA results for Writing and Science		Completion of the focus calendars for Writing and Science	once	
G1.B2.S1.MA1	Revise the focus calendars for ELA and Math		Revised focus calendars for ELA and Math	once	
G2.MA1	Collect Unique curriculum data and provide it to the administration.	Hickey, Katheline	10/30/2015	Unique data sheets and reports.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Monitoring of data will be through professional learning communities.	Lohmeyer, Ruthie	10/30/2015	Unique curriculum data will be collected.	6/3/2016 quarterly
G2.B1.S1.MA1	Teachers will turn in data on a quarterly basis to administration.	Lohmeyer, Ruthie	10/30/2015	Pre-post data and reports from Unique	6/3/2016 quarterly
G2.B2.S1.MA1	Effectiveness will be monitored by the "use" of the data and how it is utilized in lesson planning.	Lohmeyer, Ruthie	10/1/2015	Evidence collected will be reports. Teachers will be asked to connect their reports to their lesson planning templates and how they are utilizing the reports within their classrooms.	6/10/2016 quarterly
G2.B2.S1.MA1	Fidelity will be monitored by reports turned in to administration.	Hickey, Katheline	9/30/2015	If any teachers are not able to pull reports and use the reports at a request, the training will be readdressed for those teachers. Teachers will be asked to attend training to support their knowledge in the Unique Curriculum reports.	6/10/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. 100% of teachers will track standards and progress monitor through the Unique Curriculum during FY16 as documented by professional learning community minutes.

G2.B2 Lack of training for new teachers

G2.B2.S1 All teachers will be trained to run reports and use Unique Curriculum and be paid through Title 2 if necessary to obtain training

PD Opportunity 1

Teachers will be asked to print reports for the Unique system and turn them in to principal.

Facilitator

District or school representative

Participants

Teachers who need training.

Schedule

Monthly, from 9/30/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B1.S1.A1	A survey will be presented through e-mail once a quarter to determine teachers' level of understanding of expectations.	\$0.00
2	G1.B2.S1.A1	Infuse the targeted standards for Writing and Science, where applicable	\$0.00
3	G2.B1.S1.A1	Teachers will be given time during professional learning communities to examine Unique data.	\$0.00
4	G2.B2.S1.A1	Teachers will be asked to print reports for the Unique system and turn them in to principal.	\$0.00
			Total: \$0.00