# Lee Adolescent Mothers Program



## 2015-16 School Improvement Plan

# Lee Adolescent Mothers Program

3650 MICHIGAN AVE STE 2, Fort Myers, FL 33916

http://lamp.leeschools.net/

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|---|---|---|
| High | Yes | 75% |

| 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 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.

## Table of Contents

# 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

To provide a safe, structured, and respectful learning environment that empowers, inspires, and motivates students to become responsible, productive members of their families and communities.

##### Provide the school's vision statement

Improve: Academic Success, School Attendance, Parenting Skills

#### School Environment

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

The students at LAMP meet with both faculty and counselors on a regular basis. Through our parenting classes, we are able to help the girls develop positive relationships with each other as well as the faculty and staff.

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

LAMP has a student council that represents the students to the administrative team. In addition, administration makes themselves available during lunch to meet with students and set up appointments for times when they may be needed. We use PBS to help encourage students to come to school on a regular basis. Furthermore, safety of both the students and their children is a priority. Both the nursery and the school are locked at all times. A strict Zero Tolerance for Violence policy ensures that violent behavior will be appropriately dealt with by administration. The school respects the input of the students and frequently surveys the student body regarding school functions and special events. The staff actively seeks to involve students in their educational experience.

##### 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

LAMP follows the district code of conduct as it relates to behavior. All students sign a behavior contract which outlines unacceptable behavior and the consequences of that behavior. Disruptive students are immediately removed from the classroom by administration/security. The school implements a robust PBS program. Staff focuses on rewarding positive behavior to eliminate negative behavior.

##### 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

Services provided:
a. School counseling
b. Referrals for mental health counseling
c. Collaboration with Early Head Start. Classes are taught through the nursery that address the parenting needs of the students.
d. Mentoring for new students

e. Transportation to social services and medical appointments
f. Parenting curriculum that is specific to the age of the students' children
g. PBS program helps meet the needs of the students and their children

**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**

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
The attendance secretary runs weekly attendance reports for our school social worker to monitor student attendance and to provide truancy prevention and intervention when necessary.
-One or more suspensions, whether in school or out of school
The PBS and Leadership teams analyze the discipline data accessed by the discipline secretary as well as the behavior specialist.
Course failure in English Language Arts or mathematics
-The school counselor and administration monitor student grades during weekly data folder checks to ensure that students are retrieving credits on E2020 and monitoring their own progress.
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
-The reading coach and leadership team utilizes state data for standardized assessments to plan remediation measures and after school tutoring.
PBS data
- PBS data is reviewed by the behavior specialist as well as the leadership team to ensure that PBS supports are being utilized consistently and efficiently for student supports.
Discipline data
- Discipline data is reviewed regularly by the leadership team. All staff review discipline and PBS data during monthly staff meetings with administration.

**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 |
|---|---|---|---|---|---|---|---|
| | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 1 | 3 | 9 | 14 | 21 | 32 | 80 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 1 | 2 | 10 | 2 | 15 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 4 | 5 | 1 | 10 |

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

| Indicator | Grade Level | | | | | Total |
|---|---|---|---|---|---|---|
| | 7 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 1 | 1 | 6 | 15 | 3 | 26 |

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

To encourage and increase student attendance LAMP's school social worker works with the parent involvement specialist to maintain an open line of communication between the school, student, and their families. To increase the students' academic performance, we have a reading coach to do pull out interventions. LAMP completes data folder checks on a weekly basis with our school counselor and administration. LAMP also utilizes after school tutoring using Title I funding. A ZAP program (zeroes are not permitted) has been implemented to reduce missing assignments by providing additional time during lunch for students to complete schoolwork.

## 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?
Yes

#### *PIP Link*
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/180515.

#### *Description*
A PIP has been uploaded for this school or district - see the link above.

### 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

At LAMP, we rely heavily on community and business partnerships. Through these partnerships, we are able to provide resources to the girls for their babies. By providing things, such as diapers, wipes, baby formula, and other supplies needed by new moms, we are able to support the students.

## 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 |
|---|---|
| Chuderski, Christina | Teacher, K-12 |
| Burns, Ken | Principal |
| Hawkins, Johnniemae | Assistant Principal |
| Harris, Michael | Administrative Support |
| Andrew, Rebecca | Administrative Support |

#### Duties

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

The roles of each member are as follows:

Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested

School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive
supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings

Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

***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 MTSS Problem-Solving team at LAMP meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations.
All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources.
This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students.
Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health
services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use

funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval.

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/ or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's

campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

## School Advisory Council (SAC)

### Membership:

| Name | Stakeholder Group |
|---|---|
| Johnnie Mae Hawkins | Education Support Employee |
| George Ken Burns | Principal |
| Rebecca Andrew | 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*

The SAC team will meet at 4:30 on Thursday, September 24, 2014, to review and evaluate last year's SIP as well as last year's PIP.

*Development of this school improvement plan*

During the final SAC meeting of the 2014-2015 school year, parents were asked to give suggestions and recommendations for changes next year. Parents submitted their recommendations, and these were taken into account when developing this year's school improvement plan.

*Preparation of the school's annual budget and plan*

We will review the school's budget and plan at the first SAC Meeting

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

Funds were used to provide supplies for the classroom, as well as instructional materials for staff professional development.

*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 |
| --- | --- |
| Burns, Ken | Principal |
| Hawkins, Johnniemae | Assistant Principal |

#### Duties

*Describe how the LLT promotes literacy within the school*

The major initiative of the LLT is to incorporate reading and writing across the curriculum with implementation of DEAR/DEW.

## 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**

Weekly team meetings operate as a professional learning community.
Reading and Math teachers utilize common planning.
Teacher partnerships with other schools throughout the district.

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

Teachers meet on a frequent basis to address the needs of both the school and the teachers. Further, all teachers are given the opportunity to take on leadership roles for school based committees/PLCs.

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

LAMP does not have any new teachers this year. All teachers have more than 5 years of teaching experience. In the event that a new teacher may arrive at LAMP, we will follow the Lee County APPLES program.

## 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*

All of the teachers at LAMP follow the Academic/Curriculum Maps as outlined by the Lee County School District. These plans are in compliance with Florida State Standards. Administration conducts classroom walk throughs and reviews lesson plans to ensure compliance.

## 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*

LAMP teachers meet weekly and operate as a professional learning community in which data is reviewed to answer the following questions: What do we want our students to learn? How will we know when they've learned it? How will we respond when a student experiences difficulty? How will we respond when a student already knows it? Due to the unique nature of LAMP's diverse population, our teachers may rely on instructional coaches, after school tutoring, and professional development for teachers.

*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

Our after school program will target students that need to make up credits and offer them access to after school instruction and/or online learning opportunities to meet these requirements.

### Strategy Rationale

Many of our students are missing credits due to their pregnancies. This will allow them to make up the missed work.

### Strategy Purpose(s)

- Teacher collaboration, planning and professional development

### Person(s) responsible for monitoring implementation of the strategy

Chuderski, Christina, christinadc@leeschools.net

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

Data from students' academic histories will be collected to see if students are successfully completeing the credits that they are missing.

## 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*

Academic and career planning begins when the student is scheduled into their core courses here at LAMP. The student also receives a follow up meeting with the School Counselor to discuss career

goals and the impact their course progression has on those goals. Students are encouraged to take the SAT and the ACT if they are a Junior or Senior during their stay at LAMP, with test fees waived where appropriate. Students are provided a practice overview of test questions and format prior to taking the practice assessments and actual SAT and ACT. Students are encouraged to complete grade level equivalent core classes and to retrieve core credits where possible through the e2020 system as a means of readying them for graduation and college or career goals. Students have access to the School Counselor during lunch time for college and career information, test registration, and counseling appointment scheduling services.

**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***

LAMP is limited in the number of courses that it is able to offer to our students due to the nature of our program.
During scheduling, the school counselors do their best to mimic the student's schedule from their sending school so there will be a smooth transition between the two schools.

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

While all of the classes offered at LAMP meet the requirements for a regular diploma, all of the teachers integrate information regarding parenting and general life skills due to the nature of the LAMP program. The teachers within LAMP work to help the ladies understand how to apply their skills to their new roles as mothers.

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

LAMP has been integrating career and technical education with academics to support student achievement in a number of ways. Students in the ninth and tenth grades take part in classroom guidance curriculum regarding their graduation requirements and post-secondary track options including career and technical programs. Upon orientation and scheduling into their respective courses, students are prompted to utilize the school counselor for career counseling and personality/interest profilers to match them with prospective job zones. Our teachers also integrate the STEM initiatives in their classroom lessons in effort to further education in the domains of technology and engineering.

***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***

LAMP does not have a High School Feedback Report available for analysis.

## 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.

N/A

**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.

N/A

# 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

`1` = Problem Solving Step          🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**     100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

**G2.**     Teacher engagement will increase at least .2% in the Q12 area of teacher development as measured by the FY16 Gallup Teacher Engagement Survey.

**G3.**     LAMP will increase student attendance from 66.63% to 68.63% by June 2016. (2% increase)

## 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.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. `1a`

🔑 G074339

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Effective+ Teachers (Performance Rating) | 100.0 |

## Resources Available to Support the Goal `2`

- CASTLE training materials

## Targeted Barriers to Achieving the Goal `3`

- Teachers' lack of training using the CASTLE program

## Plan to Monitor Progress Toward G1. `8`

PLC Meeting Agendas

### Person Responsible

Rebecca Andrew

### Schedule

Monthly, from 8/24/2015 to 6/10/2016

### *Evidence of Completion*

PLC Meeting minutes

**G2.** Teacher engagement will increase at least .2% in the Q12 area of teacher development as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074340

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Developing Teachers (Performance Rating) | 0.2 |

### Resources Available to Support the Goal 2

- budget

### Targeted Barriers to Achieving the Goal 3

- Financial restraints when purchasing professional development materials

### Plan to Monitor Progress Toward G2. 8

Teacher Observations by administration to ensure professional development is being utilized in the classroom

### Person Responsible

Ken Burns

### Schedule

Monthly, from 8/24/2015 to 6/10/2016

### Evidence of Completion

Teacher evaluation record

**G3.** LAMP will increase student attendance from 66.63% to 68.63% by June 2016. (2% increase) `1a`

G074341

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Attendance rate | 10.0 |

### Resources Available to Support the Goal `2`

- Day Care Center

- Counseling (Social Worker)

- Full-Time Nurse

- Transportation

- Free baby resources

- Mental Health

### Targeted Barriers to Achieving the Goal `3`

- Lack of Student Engagement (no sense of belonging, no adult peer or mentor, no connections)

**Plan to Monitor Progress Toward G3.** `8`

will monitor the strategy for effectiveness...

**Person Responsible**
Christina Chuderski

**Schedule**
Monthly, from 9/26/2014 to 5/29/2015

***Evidence of Completion***
Increase in attendance by 10%

## 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.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

🔍 G074339

**G1.B1** Teachers' lack of training using the CASTLE program 2

🔍 B194062

**G1.B1.S1** Upload CASTLE training documents to sharepoint 4

🔍 S205569

**Strategy Rationale**

All teachers can access the training documents on sharepoint.

**Action Step 1** 5

Documents will submitted to the school technology specialist to be uploaded to sharepoint.

**Person Responsible**

Rebecca Andrew

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Documentation in sharepoint

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

Principal will review the school sharepoint site

### Person Responsible

Ken Burns

### Schedule

Quarterly, from 8/24/2015 to 6/10/2016

### *Evidence of Completion*

Principal will email tech specialist to confirm review.

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

Teacher feedback during PLC

### Person Responsible

Rebecca Andrew

### Schedule

Monthly, from 8/24/2015 to 6/10/2016

### *Evidence of Completion*

Survey Monkey results

**G2.** Teacher engagement will increase at least .2% in the Q12 area of teacher development as measured by the FY16 Gallup Teacher Engagement Survey. `1`

`🔑 G074340`

**G2.B1** Financial restraints when purchasing professional development materials `2`

`🔑 B194063`

**G2.B1.S1** Allocate Title 1 funding for professional development materials. `4`

`🔑 S205572`

### Strategy Rationale

This will provide additional professional development materials.

**Action Step 1** `5`

Allocate Title 1 funds for professional development books.

### Person Responsible

Ken Burns

### Schedule

On 12/18/2015

### *Evidence of Completion*

Copy of Title 1 Budget

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

Principal will verify funds were moved.

### Person Responsible

Ken Burns

### Schedule

On 12/18/2015

### *Evidence of Completion*

Title 1 budget

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

Principal will oversee PLC meetings to ensure professional development is occurring.

### Person Responsible

Ken Burns

### Schedule

Monthly, from 8/24/2015 to 6/10/2016

### *Evidence of Completion*

PLC Meeting agendas, Book Study Questions, InService Record Report

**G3.** LAMP will increase student attendance from 66.63% to 68.63% by June 2016. (2% increase) `1`

🔑 G074341

**G3.B1** Lack of Student Engagement (no sense of belonging, no adult peer or mentor, no connections) `2`

🔑 B194065

**G3.B1.S2** Implement Positive Behavior Support strategies school-wide `4`

🔑 S205576

### Strategy Rationale

**Action Step 1** `5`

will have incentives for free baby items to support attendance...

### Person Responsible

Christina Chuderski

### Schedule

Biweekly, from 9/1/2014 to 5/29/2015

### *Evidence of Completion*

The positive reward has a transaction record at the PBS Store

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** `6`

will monitor the process...

### Person Responsible

Christina Chuderski

### Schedule

Monthly, from 9/26/2014 to 5/29/2015

### *Evidence of Completion*

Monthly meeting with faculty

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** `7`

will assess whether attendance has increased as a result of Positive Behavior Support

### Person Responsible

Christina Chuderski

### Schedule

Monthly, from 9/30/2014 to 5/29/2015

### *Evidence of Completion*

Pinnacle attendance reports

## 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 | Documents will submitted to the school technology specialist to be uploaded to sharepoint. | Andrew, Rebecca | 8/24/2015 | Documentation in sharepoint | 6/10/2016 quarterly |
| G2.B1.S1.A1 | Allocate Title 1 funds for professional development books. | Burns, Ken | 8/24/2015 | Copy of Title 1 Budget | 12/18/2015 one-time |
| G3.B1.S2.A1 | will have incentives for free baby items to support attendance... | Chuderski, Christina | 9/1/2014 | The positive reward has a transaction record at the PBS Store | 5/29/2015 biweekly |
| G1.MA1 | PLC Meeting Agendas | Andrew, Rebecca | 8/24/2015 | PLC Meeting minutes | 6/10/2016 monthly |
| G1.B1.S1.MA1 | Teacher feedback during PLC | Andrew, Rebecca | 8/24/2015 | Survey Monkey results | 6/10/2016 monthly |
| G1.B1.S1.MA1 | Principal will review the school sharepoint site | Burns, Ken | 8/24/2015 | Principal will email tech specialist to confirm review. | 6/10/2016 quarterly |
| G2.MA1 | Teacher Observations by administration to ensure professional development is being utilized in the classroom | Burns, Ken | 8/24/2015 | Teacher evaluation record | 6/10/2016 monthly |

| 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 | Principal will oversee PLC meetings to ensure professional development is occurring. | Burns, Ken | 8/24/2015 | PLC Meeting agendas, Book Study Questions, InService Record Report | 6/10/2016 monthly |
| G2.B1.S1.MA1 | Principal will verify funds were moved. | Burns, Ken | 8/24/2015 | Title 1 budget | 12/18/2015 one-time |
| G3.MA1 | will monitor the strategy for effectiveness... | Chuderski, Christina | 9/26/2014 | Increase in attendance by 10% | 5/29/2015 monthly |
| G3.B1.S2.MA1 | will assess whether attendance has increased as a result of Positive Behavior Support | Chuderski, Christina | 9/30/2014 | Pinnacle attendance reports | 5/29/2015 monthly |
| G3.B1.S2.MA1 | will monitor the process... | Chuderski, Christina | 9/26/2014 | Monthly meeting with faculty | 5/29/2015 monthly |

## 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.*

## 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 | Documents will submitted to the school technology specialist to be uploaded to sharepoint. | $0.00 |
| 2 | G2.B1.S1.A1 | Allocate Title 1 funds for professional development books. | $0.00 |
| 3 | G3.B1.S2.A1 | will have incentives for free baby items to support attendance... | $0.00 |
| | | Total: | $0.00 |