Escambia Boys' Base

2016-17 Schoolwide Improvement Plan

Escambia Boys' Base

640 ROBERTS AVE, Pensacola, FL 32511

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	89%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Escambia 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Escambia Boys' Base

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The purpose of Escambia Boys' Base is to provide students with a well-rounded educational program. Students, though enrolled in our school for a relatively short period of time, are given a chance to increase their knowledge and skills in basic education subjects. Opportunities are also provided for students to develop positive attitudes toward learning. Ideally, the skills and attitudes learned at our school will enhance the students' chances for success when they return to their school and to the community.

b. Provide the school's vision statement.

Our philosophy is success for all students and staff. Students participating in our school program will learn and demonstrate the following:
1. Confidence as a learner and person.
2. Self-direction as a learner.
3. Concern and respect for others.
4. Comprehension and application of knowledge.
5. Higher level thinking skills in the areas of problem solving, decision making, and critical thinking skills.
6. Effective communication skills
Our school's curriculum is aligned with the Florida State Standards. Pre-vocational educational and successful transition back to local schools and the community is a major focus.

2. School Environment

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

When a student enters the program the student is tested and counseled individually. We are a very small program with only 28 students and 2 classroom teachers. This allows for individual interaction with each new student that arrives at our program. We are able to gather information through an informal interview process in which we not only determine school course placement but are able to learn personal information as well. Pertinent information is shared with all teachers and staff.
After analyzing the school's Best Practices for Inclusive Education (BPIE) self assessment we are focusing on improving in the area of communicating with families of SWDs. All personnel will consider family members as a resource and obtain their input in planning and problem solving.

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

Before and after school the students are supervised by AMI staff. During school the students attend school and participate in classes and courses under the supervision of certified teachers. School rules and expectations are clearly defined and explained to each new student as they enter the program. They sign and receive a copy of these rules and any questions they may have can be answered during the interview process. These rules and expectations coincide with the behavior modification system used by the AMI staff.

c. 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.

Students are "graded" period by period with a 3 (excellent), 2 (average), or 1 (below average) rating system. All students are expected to be on task and participating in class activities. Students receive weekly evaluations and are conferenced with every other week (or more often if needed) at a meeting at which all departments of the program are represented as well as a conference call with the parent and Juvenile Probation Officer if available. Minor disciplinary problems are dealt with immediately by the lead teacher through counseling. More sever infractions are handled through an in house referral system that allows AMI staff the opportunity to choose the appropriate disciplinary method. All teachers and staff are encouraged to take in-service courses to enhance their behavior management skills. There is also a behavior modification program in place that allows students to progress through a series of levels which gives them more privileges as they move up in rank. Part of this program is a point system that enables students at all levels to "purchase" extra benefits.

d. 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.

Students receive mental health services provided by the AMI staff. We also have a mentoring program in cooperation with the Navy.

3. 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).

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

As students enter Escambia Boys' Base the lead teacher examines existing student records for early warning indicator data that includes
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	3	3	1	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	4	3	1	1	9

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	1	1	0	0	2

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

Students are expected to attend school daily (appointments during school hours are kept to a minimum). Students participate in self paced programs (Accelerated Reader, Accelerated Math, and FuelEd) in order to bring up their basic skills. The programs deliver appropriately gauged instruction based upon pretest data. Teachers prepare the students for standardized testing and the students also take courses for credit.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Parents are contacted via conference call and their child's progress is discussed every other week. Any questions or concerns are addressed at this time.

2. 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.

Our students participate in many community programs. Example: Habitat for Humanity, Feed the Children, Relay for Life, etc. All of our activities are positive for both the students and the community. The students get a sense of accomplishment and self-worth as they complete these activities as well as learning communication skills and work related skills. Additional services (church, mentoring, etc.) are facilitated by AMI.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Coots, Kerri	Other
mathis, vicki	Principal
mclaughlin, steve	Teacher, K-12

b. Duties

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

Principal/Lead Teacher: Provide common vision for the use of data-based decision making ensures that the school based team is implementing best practices, conducts assessment of skills of the school staff, and communicates with parents regarding school-based plans and activities.

2. 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 leadership team will meet to engage in the following activities:
Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based upon that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Teacher	

b. Duties

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

a. Evaluation of last year's school improvement plan

b. Development of this school improvement plan

c. Preparation of the school's annual budget and plan

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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
mclaughlin, steve	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Students are pretested and assigned remedial or advanced instruction accordingly. Students are awarded certificates and recognition as they progress.

D. 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).

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

We have two classroom teachers and one teacher assistant. All planning time is common and the staff works together in order to coordinate and plan activities that are cross curricular. Our teachers have the luxury of collaborating on a daily basis due in large part to the intimacy or our small program and the working relationship of our staff.

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

We have had very little turnover in our staff over the entire history of our program. Our teachers meet the state requirements for certification and are highly qualified or are in the process of getting certified. When a position is available all applicants must apply for the position through the Escambia County School District and meet the requirements set forth by the District. Applicants are then interviewed and rated by a committee and chosen by the Director of Alternative Education.

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

When new teachers are hired they are given a teacher handbook and are given the opportunity to ask questions about our daily procedures. The new teacher will work in the classroom in collaboration with the lead teacher in order to learn the procedures of the classroom. The new teacher will then be paired with the other classroom teacher and will meet weekly or as needed to address any questions or problems as they arise.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Students use computer based FuelEd PEAK and ALS that has been aligned to the standards by district level department personnel. We also use state/district adopted text books that are aligned with the standards.

b. Instructional Strategies

1. 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.

Students' progress is monitored daily. FuelEd reports help teachers identify areas of concern and allow teachers to individualize as needed. Students use Accelerated Math, Accelerated Reader, and Fast ForWord to supplement their regular course work. Teacher generated materials are also used to help struggling learners.
As identified in the BPIE assessment general and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.

2. 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:

   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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Students are placed in programs/schools on the recommendations of a transition team that consists of school personnel, social service workers, Juvenile Probation Officers, parents, and counselors.
As identified in the BPIE assessment the school uses a team decision-making process to ensure SWDs transition from grade to grade, school to school and district to district to ensure placement in the LRE.

b. College and Career Readiness

1. 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 will complete the My Career Shines program. A resume will be created by each student and career awareness DVD/Videos/online are available for students to explore different job

opportunities. Eligible students are encouraged to enroll and take courses (online or on campus) at Pensacola State College. We are partnered with Habitat for Humanity and many of our students learn valuable construction trade skills while building homes in the community.

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

Food Handlers certification, Forklift Operator certification, Oil and Lube certification, Carpentry and Construction, OSHA certification, as well as a Hospitality and Housekeeping certification.

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

All students are enrolled in a career development course. Since many of our students want to join the work force as soon as they are eligible our teachers relate their academic subjects to job skills as part of their weekly planning.

4. 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.

Percent of graduates enrolled in a Florida public postsecondary institution in Fall Escambia 48.2% State 52%
Our student population consists of incarcerated juvenile offenders. Many of our students have few credits and are well behind their chronological grade placement. We encourage and assist many of our students in obtaining their GED. Once they have accomplished this first step we then assist them in the enrollment process at Pensacola State College and/or the University of West Florida.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.   Increase instructional time during the school day.

Strategic Goals Detail

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

G1. Increase instructional time during the school day. 1a

🔑 G080083

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	20.0

Targeted Barriers to Achieving the Goal 3

- Classroom management.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Bullying Prevention DVD/Video

- AMI Mental Health Staff

- AMI Social Services Staff

- Staff Develpment

Plan to Monitor Progress Toward G1. 8

Examine student records to determine if there is a decrease in the % of students with 2 or more referrals.

Person Responsible
steve mclaughlin

Schedule
Semiannually, from 8/10/2016 to 6/30/2017

Evidence of Completion
Will prepare a report to present to V. Mathis, Principal

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. Increase instructional time during the school day. 1

🔑 G080083

G1.B1 Classroom management. 2

🔑 B211292

G1.B1.S1 Disruptive students will be dealt with immediately by being given a time out in the office. 4

🔑 S223396

Strategy Rationale

Removal of the disruptive students will allow the remainder of students to continue learning and the disruptive student can get immediate counseling and be returned to class.

Action Step 1 5

Student will be counseled.

Person Responsible

steve mclaughlin

Schedule

Daily, from 8/10/2016 to 6/30/2017

Evidence of Completion

Referral information will be collected and categorized.

Action Step 2 5

Student will be given a time out.

Person Responsible

steve mclaughlin

Schedule

On 6/30/2017

Evidence of Completion

Referral information will be collected and categorized.

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

Referrals will be tallied monthly to determine the effectiveness of the strategy.

Person Responsible

steve mclaughlin

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Referrals and tally sheets will be collected and consolidated.

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

Comparisons will be from month to month to determine effectiveness.

Person Responsible

steve mclaughlin

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Student referrals.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M280342	Examine student records to determine if there is a decrease in the % of students with 2 or more...	mclaughlin, steve	8/10/2016	Will prepare a report to present to V. Mathis, Principal	6/30/2017 semiannually
G1.B1.S1.MA1 🔍 M280337	Comparisons will be from month to month to determine effectiveness.	mclaughlin, steve	8/10/2016	Student referrals.	6/30/2017 monthly
G1.B1.S1.MA1 🔍 M280338	Referrals will be tallied monthly to determine the effectiveness of the strategy.	mclaughlin, steve	8/10/2016	Referrals and tally sheets will be collected and consolidated.	6/30/2017 monthly
G1.B1.S1.A1 🔍 A282236	Student will be counseled.	mclaughlin, steve	8/10/2016	Referral information will be collected and categorized.	6/30/2017 daily
G1.B1.S1.A2 🔍 A282237	Student will be given a time out.	mclaughlin, steve	8/10/2016	Referral information will be collected and categorized.	6/30/2017 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Student will be counseled.	$0.00
2	G1.B1.S1.A2	Student will be given a time out.	$0.00
		Total:	**$0.00**