The School District of Lee County

Buckingham Exceptional Student Center

2016-17 Schoolwide Improvement Plan

Buckingham Exceptional Student Center

3291 BUCKINGHAM RD, Fort Myers, FL 33905

http://buc.leeschools.net/

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)
Combination School PK-12	No	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	60%

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 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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Buckingham Exceptional Student Center

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

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. We strive to make every minute count!

b. 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.

2. School Environment

a. 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 AugmentativeTechnology. 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. We have several events throughout the school year that builds community and culture for staff, students, families, and community. The school also has several PBiS events throughout the year that help connect the students and teachers in various relationships.

b. 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. People First Language is also utilized within our school for all students from all staff. People First Language respectfully puts the person before the disability and people with disabilities are more like people without disabilities than different. We ensure the dignity and respect for all of our students and parents.
The school also has a Student Supervision Protocol (Objective 1) that it follows from the school district. There are clear expectations regarding supervision protocols and this was shared with staff. We have a "School Specific Safety Plan" that addresses specific needs for our building. It is the job of every staff member to have continual supervision on students at all times.

We also have a safety committee that addresses safety needs within the school and we meet monthly and after each and every drill to discuss procedures, protocols, and needs.

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.

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. Point Sheets, Punch Cards, 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

The school also hosts PBiS school events monthly. The Riverdale students join us for those events and are positive role models for our students.

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.

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.

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.

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.

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

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

• Teacher training and support
• increased teacher aids/helping teachers in the classroom with reduced staff/student ratio,
• Grade level curriculum/standards focus with differentiated instruction and ULS with Safari Montage
• individual data collection on IEP goals,
• augmentative technology devices,
• common boards in each classroom to assist in keeping the pace on track,
• PBiS plan/team to assist in addressing and extinguishes behaviors that prevent learning.
• Professional Learning Communities to increase effective use of data to guide instruction,
• Support teachers in Continuous Learning Improvement.
• Therapies offered (Speech, OT, PT, Hearing Itinerant Teachers, Vision Services, etc)

B. Family and Community Engagement

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).

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. § 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 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.

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.

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
Artful Gardens
Hope Healthcare Services
Riverdale Kiwanis
Rotary Club
General Electric
Winn-Dixie
Edison Kiwanis
Walgreens
Riverdale High School
River Hall Elementary

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
Lohmeyer, Ruthie	Principal
Young, Jimmy	Other
Hickey, Katheline	Other
Berg, Jeanette	Teacher, ESE

b. Duties

1. 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.

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 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Ruthie Lohmeyer	Principal
Mellisa Smith	Parent
Cheryl Zito	Education Support Employee
Dori Dunham	Teacher
Stanley Heath	Business/Community
Patrick Chester	Student
Patrick Chester	Parent
Sara Chester	Parent
Oliver Teijido	Teacher
Chad Michaels	Business/Community
Janet Marchany	Parent
Sonia Valera-Ayala	Parent
Harold Ayala	Parent
Latoya Miles	Parent
Teresa Nunez	Parent
Oyuki Olivas	Parent
Jesus Pineda	Parent
Kimyotta Sanders	Parent
Man Tran	Parent
Ly My Hanh	Parent
Manuel Roman	Education Support Employee
Agueda Roman	Business/Community
Daniel Roman	Student
Edith Garcia	Parent
Sebastian Hayler	Parent
Dr. Ruthie Lohmeyer	Principal
	Student

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

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. The teachers created hands on materials that they use with the classroom on a daily basis and everyone was thrilled to have those materials available on an on-going basis. The concrete manipulative items will help with the students in student learning and differentiation. The School Improvement Plan had goals to help ensure that teachers knew the expectations and were clear on directives given by the administration leading to increased teacher engagement from 4.50 to 4.70 as measured by survey. This goal was met and exceeded!

Another goal from last year's plan was for 100% of teachers to track standards and progress monitor through the curriculum and this goal was mastered at 100%. Teachers were very involved in their Professional Learning Communities to develop the skills necessary to complete this task.
The academic goals for improvement were difficult to measure due to the Florida Standards Alternate Assessment being a new test and it was not able to be compared to the Florida Alternate Assessment. The cut scores will be developed this February.

b. 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.

c. 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.

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

School Improvement Funds will be used to purchase colored printer ink. Teachers often print student pictures for augmentative communication and picture symbols to address both curriculum and speech/language therapy goals. School Advisory Committee discussed and approved this at the first meeting this school year.

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
Lohmeyer, Ruthie	Principal
Hickey, Katheline	SAC Member
Young, Jimmy	Instructional Technology
Berg, Jeanette	Teacher, ESE

b. Duties

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

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).

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.

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. This school year (2016-2017) PLC will have a focus on integration of technology and supporting the district's initiatives with Safari Montage. 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. This year we have a behavior specialist that will be working with the classrooms to help with data collection and support for students who have behavior plans. This school year (2016-2017) funding will be used to provide teachers opportunities to observe and learn from model classroom behaviors that they need assistance with and also to be a model classroom for each other in their area of expertise. This will help create positive working relationships and build partnerships throughout the school.

2. 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. Title 2 money will also be used to support new teachers attending trainings during times when they are not on contract to support providing professional development activities both required and of interest to them.

3. 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.

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.

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. Teachers utilize CPALMS for standards when planning for their school instruction and developing Individual Education Plan goals.

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.

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. Schedules are kept track of by the leadership team and academic histories are examined to ensure that all students are on track and have the core classes that they need to graduate. The team works with district personnel to ensure that the progression plan is followed throughout the scheduling periods.

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: Summer Program

Minutes added to school year:

Continuing processes and support for students who need the additional support.

Strategy Rationale

Many of our students have regression rates over extended periods of time with long periods of time for recoupment.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Lohmeyer, Ruthie, ruthiell@leeschools.net

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

Extended School Year data school based option.

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. § 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 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. Students are also connected with agencies that are there to help them after graduation of the program. The various cohorts that we have at Buckingham are guided through with an individual education plan. Student histories are examined and various agencies are used for student referrals to help them with movement within their cohort. Students are referred to the Agency for Persons with Disabilities program early in their schooling to help connect them with the appropriate agencies.

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 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. Student academic histories will be examined. Career exploration, self-determination, and

work experience are some of the scheduled courses and classes that students can take to help them move forward toward meeting postsecondary goals. Students in work experience go outside of the school to gain work experience with a variety of business partners.

2. 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.

3. 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.

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

Surveys were sent out to staff members and members of the SAC asking to identify needs and barriers. Teachers were surveyed on needs through an e-mail with response; another problem identification area was working through the previous school year and identifying and taking notes of areas of need and problems from the staff. Administration also provided data and issues that were important for the school. Strengths were the teachers/staff commitment to increasing student achievement and doing the best for each and every student. An area of need was keeping up with all the initiatives and various cohorts and requirements.

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"Â? 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.

One problem identification area this year is the new data folio task that is part of the Florida Standards Access testing and requirements. Teachers will need to have training in the datafolio so they can give their students the assessments. Another area of need was keeping up with the current individual education plans and writing quality with support and guidance.

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.   In the 2014-2015 school year 33% of students (7 out of 21) scored at level 3 or above on the English Language Arts Florida Alternate Assessment. In the 2016-2017 school year, it is expected to increase the number of students in level 3 and above to 43% or higher (9 out of 21).

G2.   In the 2014-2015 school year 47% of students (10 out of 21) scored at level 3 or above on the Mathematics Florida Alternate Assessment. In the 2016-2017 school year, it is expected to increase the number of students scoring at level 3 or above to 57% or higher (12 out of 21).

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. In the 2014-2015 school year 33% of students (7 out of 21) scored at level 3 or above on the English Language Arts Florida Alternate Assessment. In the 2016-2017 school year, it is expected to increase the number of students in level 3 and above to 43% or higher (9 out of 21). `1a`

🔑 G082808

Targets Supported `1b`

Indicator	Annual Target
FSAA ELA Achievement	43.0

Targeted Barriers to Achieving the Goal `3`

- Time for teachers to problem solve together

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Model Classrooms/expert teacher

- Using various tools and technologies

Plan to Monitor Progress Toward G1. `8`

Individual education plan data will be monitored for every student.

Person Responsible
Katheline Hickey

Schedule
Annually, from 8/15/2016 to 4/24/2017

Evidence of Completion
Evidence will be the data sheet recommending datafolio or performance task for Florida Standards Alternate Assessment.

G2. In the 2014-2015 school year 47% of students (10 out of 21) scored at level 3 or above on the Mathematics Florida Alternate Assessment. In the 2016-2017 school year, it is expected to increase the number of students scoring at level 3 or above to 57% or higher (12 out of 21). `1a`

🔑 G082809

Targets Supported `1b`

Indicator	Annual Target
FSAA Mathematics Achievement	57.0

Targeted Barriers to Achieving the Goal `3`

- Training time needs to be established

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Unique Learning System alignments Mathematics Instruction and alignments Rigor and standards Technology tools and resources

Plan to Monitor Progress Toward G2. `8`

Classroom data, progress checks and points.

Person Responsible

Ruthie Lohmeyer

Schedule

Quarterly, from 10/25/2016 to 4/25/2017

Evidence of Completion

Classroom walkthroughs, classroom data from checkpoints in unique learning system, data sheets.

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. In the 2014-2015 school year 33% of students (7 out of 21) scored at level 3 or above on the English Language Arts Florida Alternate Assessment. In the 2016-2017 school year, it is expected to increase the number of students in level 3 and above to 43% or higher (9 out of 21). 1

🔍 G082808

G1.B1 Time for teachers to problem solve together 2

🔍 B219456

G1.B1.S1 Professional Learning Time (PLC) expected, protected, and used. 4

🔍 S231823

Strategy Rationale

Teachers need time to plan and have that time valued.

Action Step 1 5

Ensure PLC time used as described

Person Responsible

Ruthie Lohmeyer

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

PLC data collection

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

Teacher report/principal walkthrough

Person Responsible

Ruthie Lohmeyer

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

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

Ensure time is provided for teachers

Person Responsible

Ruthie Lohmeyer

Schedule

Quarterly, from 9/5/2016 to 5/15/2017

Evidence of Completion

walkthrough/teacher report

G2. In the 2014-2015 school year 47% of students (10 out of 21) scored at level 3 or above on the Mathematics Florida Alternate Assessment. In the 2016-2017 school year, it is expected to increase the number of students scoring at level 3 or above to 57% or higher (12 out of 21). [1]

🔑 G082809

G2.B1 Training time needs to be established [2]

🔑 B219460

G2.B1.S1 Have teachers share time together to discuss standards and requirements for mathematics/ align with curriculum. [4]

🔑 S231825

Strategy Rationale

Teachers need time to plan and work together and align the standards with the math and assignments.

Action Step 1 [5]

Teachers will work together on PLC time to align mathematics standards.

Person Responsible

Katheline Hickey

Schedule

Weekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Teachers will work in PLCs to create various lessons aligned with standards.

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

Evidence from PLC and technology evidence

Person Responsible

Jimmy Young

Schedule

Weekly, from 8/23/2016 to 4/25/2017

Evidence of Completion

Evidence will be technology based within Safari Montage. Teachers will be building lessons that will go with the themes for unique learning system.

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

PLC and safari montage evidence

Person Responsible

Jimmy Young

Schedule

Quarterly, from 8/30/2016 to 4/25/2017

Evidence of Completion

Safari montage usage report

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 🔍 M299714	Individual education plan data will be monitored for every student.	Hickey, Katheline	8/15/2016	Evidence will be the data sheet recommending datafolio or performance task for Florida Standards Alternate Assessment.	4/24/2017 annually
G2.MA1 🔍 M299719	Classroom data, progress checks and points.	Lohmeyer, Ruthie	10/25/2016	Classroom walkthroughs, classroom data from checkpoints in unique learning system, data sheets.	4/25/2017 quarterly
G2.B1.S1.MA1 🔍 M299715	PLC and safari montage evidence	Young, Jimmy	8/30/2016	Safari montage usage report	4/25/2017 quarterly
G2.B1.S1.MA1 🔍 M299716	Evidence from PLC and technology evidence	Young, Jimmy	8/23/2016	Evidence will be technology based within Safari Montage. Teachers will be building lessons that will go with the themes for unique learning system.	4/25/2017 weekly
G1.B1.S1.MA1 🔍 M299710	Ensure time is provided for teachers	Lohmeyer, Ruthie	9/5/2016	walkthrough/teacher report	5/15/2017 quarterly
G2.B1.S1.A1 🔍 A296411	Teachers will work together on PLC time to align mathematics standards.	Hickey, Katheline	9/5/2016	Teachers will work in PLCs to create various lessons aligned with standards.	5/19/2017 weekly
G1.B1.S1.MA1 🔍 M299711	Teacher report/principal walkthrough	Lohmeyer, Ruthie	9/12/2016		5/22/2017 monthly
G1.B1.S1.A1 🔍 A296409	Ensure PLC time used as described	Lohmeyer, Ruthie	9/12/2016	PLC data collection	5/22/2017 monthly

V. Professional Development Opportunities

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

G2. In the 2014-2015 school year 47% of students (10 out of 21) scored at level 3 or above on the Mathematics Florida Alternate Assessment. In the 2016-2017 school year, it is expected to increase the number of students scoring at level 3 or above to 57% or higher (12 out of 21).

G2.B1 Training time needs to be established

G2.B1.S1 Have teachers share time together to discuss standards and requirements for mathematics/ align with curriculum.

PD Opportunity 1

Teachers will work together on PLC time to align mathematics standards.

Facilitator

Classroom Teacher

Participants

Teachers

Schedule

Weekly, from 9/5/2016 to 5/19/2017

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	Ensure PLC time used as described	$0.00
2	G2.B1.S1.A1	Teachers will work together on PLC time to align mathematics standards.	$0.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0701 - Buckingham Exceptional Student Center			$0.00
		Notes: Title 2 funding			
				Total:	$0.00