The School District of Lee County

Young Parent Education Program

2016-17 Schoolwide Improvement Plan

Young Parent Education Program

3650 MICHIGAN AVE STE 2, Fort Myers, FL 33916

http://lamp.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)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	92%

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.

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 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 Young Parent Education Program

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.

To provide a nurturing academic environment that empowers and motivates students to become responsible, respectful, and productive parents in their communities.

b. Provide the school's vision statement.

For all our students to become productive members of their community.

2. School Environment

a. 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, social worker, 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.

b. 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 Violence Free Environment 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.

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.

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.

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.

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
h. A licensed, clinical social worker on staff

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.

-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 leadership team 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.
Discipline data
- Discipline data is reviewed regularly by the leadership team. All staff review discipline and PBS data during monthly staff meetings with administration.

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	1	3	9	14	21	32	80
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	1	2	10	2	15
Level 1 on statewide assessment	0	0	0	0	0	0	0	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
	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	1	0	1	6	15	3	26

c. 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.

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?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315687.

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

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.

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.

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
Saldana, Saundra	School Counselor
Andrew, Rebecca	Administrative Support
Stevens, Maggie	Principal

b. Duties

1. 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 (, curriculum assessments, STAR or FSA 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 Professional Development Leadership 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

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 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Education Support Employee
Rebecca Andrew	Principal
Catalina Luera	Student
Jackqueline Mejias	Student
Saundra Saldana	Teacher
Christine Swiersz	Teacher
Maggie Stevens	Principal
	Student
Jana Jackson	Education Support Employee
Twila Bevins	Parent
Vicente Pascual	Parent
Jamie Hargrette	Parent
Kim Gerbasio	Business/Community
Nadege Pierre	Business/Community
Kira Luzzaraga	Student
Tani Merricks	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 SAC team will meet at 2:30 on Tuesday, November 1st, to review and evaluate last year's SIP as well as last year's PIP.

b. Development of this school improvement plan

During the final SAC meeting of the 2015-2016 school year, as well as the first SAC meeting of the 2016-2017 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.

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

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

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

The school improvement funds were not used last year, so they will be rolled over to this school year. There are $341 school improvement funds for this 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
Stevens, Maggie	Principal
Andrew, Rebecca	Assistant Principal
Saldana, Saundra	School Counselor

b. Duties

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

The major initiative of the LLT is to incorporate reading and writing across the curriculum with implementation small groups and differentiation across the curriculum. This will be accomplished by reviewing STAR data, providing professional development, and providing small group instruction with the reading coach and TIF teacher.

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

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

Since LAMP is a small school all 10 teachers attend a weekly teacher meeting and weekly PLC meeting. During the PLC meetings the teachers review student data, complete book studies, and request professional development to better meet their students' needs.

2. 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.

3. 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.

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.

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.

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.

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.

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: 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

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.

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.

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.

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.

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.

2. 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.

3. 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.

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.

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

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.

N/A

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.

N/A

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.   LAMP will maintain a discipline referral rate of less than 30%.

G2.   All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data.

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. LAMP will maintain a discipline referral rate of less than 30%. `1a`

🔑 G082836

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	24.0

Targeted Barriers to Achieving the Goal `3`

- Lack of de-escalation resources and training

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

- Professional development opportunities

- Licensed School Social Worker

- School Culture

Plan to Monitor Progress Toward G1. `8`

The discipline referral reporting system and childplus system will be used to collect data throughout the school year.

Person Responsible
Rebecca Andrew

Schedule
Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion
Discipline referral reports will be used to determine whether progress is being made toward the selected target.

G2. All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data. 1a

🔍 G082837

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (VAM)	100.0
Attendance Below 90%	70.0
ELA/Reading Gains District Assessment	75.0
Math Gains District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Professional development is not transferred into instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development opportunities

- Instruction

- Leadership

Plan to Monitor Progress Toward G2. 8

PLC Meeting Agendas, InService Agendas, STAR data

Person Responsible
Rebecca Andrew

Schedule
Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion
STAR data reports, teacher walkthroughs, evaluations

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

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G1. LAMP will maintain a discipline referral rate of less than 30%. [1]

🔑 G082836

G1.B2 Lack of de-escalation resources and training [2]

🔑 B219548

G1.B2.S1 Provide professional development on de-escalation and classroom management so all staff members can focus on forming positive relationships with students. [4]

🔑 S231889

Strategy Rationale

This will ensure a school-wide approach to discipline and forming relationships within the school community.

Action Step 1 [5]

Professional development for conscious discipline and trauma-informed care will be provided.

Person Responsible

Rebecca Andrew

Schedule

Annually, from 8/8/2016 to 5/26/2017

Evidence of Completion

Inservice training agendas, training materials

Action Step 2 [5]

A book-study will be conducted on Conscious Discipline during the teacher's professional learning community time.

Person Responsible

Rebecca Andrew

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

PLC meeting notes, book study guide

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

Administration will monitor the PLC book study meetings and ensure fidelity during teacher meetings and walkthroughs.

Person Responsible

Rebecca Andrew

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

PLC meeting notes, book study guide, walkthroughs

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

Administration will review the school discipline data.

Person Responsible

Rebecca Andrew

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

District and state discipline reporting data, childplus notes

G2. All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data. 1

🔑 G082837

G2.B2 Professional development is not transferred into instruction 2

🔑 B219550

G2.B2.S2 Small-group instruction will be modeled and implemented in the language arts and math classrooms. 4

🔑 S231895

Strategy Rationale

This will allow for differentiation and the ability to meet all students' needs.

Action Step 1 5

Small-group instruction will be implemented in the language arts and math classrooms.

Person Responsible

Rebecca Andrew

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Walkthroughs, teacher evaluations, follow-up meetings with reading coach and TIF teacher

Action Step 2 5

Teacher-requested and planned professional development will be provided at LAMP

Person Responsible

Rebecca Andrew

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

PLC meeting notes, InService Day agendas,

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Administration will meet with the teachers, PDLS, and TIF teacher to ensure small-group instruction is occurring in the language arts and math classrooms. Administration will also conduct on-going walkthroughs to ensure fidelity.

Person Responsible

Rebecca Andrew

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Walkthroughs, teacher evaluations, follow-up meetings with PDLS and TIF teacher, meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Administration, PDLS, TIF teacher, and classroom teachers will review language arts and math STAR data on an ongoing basis.

Person Responsible

Rebecca Andrew

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

STAR math and language arts data, walkthroughs, teacher evaluations

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 🔑 M299882	The discipline referral reporting system and childplus system will be used to collect data...	Andrew, Rebecca	9/26/2016	Discipline referral reports will be used to determine whether progress is being made toward the selected target.	5/26/2017 quarterly
G2.MA1 🔑 M299887	PLC Meeting Agendas, InService Agendas, STAR data	Andrew, Rebecca	9/26/2016	STAR data reports, teacher walkthroughs, evaluations	5/26/2017 monthly
G1.B2.S1.MA1 🔑 M299880	Administration will review the school discipline data.	Andrew, Rebecca	9/26/2016	District and state discipline reporting data, childplus notes	5/26/2017 monthly
G1.B2.S1.MA1 🔑 M299881	Administration will monitor the PLC book study meetings and ensure fidelity during teacher meetings...	Andrew, Rebecca	9/26/2016	PLC meeting notes, book study guide, walkthroughs	5/26/2017 monthly
G1.B2.S1.A1 🔑 A296529	Professional development for conscious discipline and trauma-informed care will be provided.	Andrew, Rebecca	8/8/2016	Inservice training agendas, training materials	5/26/2017 annually
G1.B2.S1.A2 🔑 A296530	A book-study will be conducted on Conscious Discipline during the teacher's professional learning...	Andrew, Rebecca	9/26/2016	PLC meeting notes, book study guide	5/26/2017 monthly
G2.B2.S2.MA1 🔑 M299885	Administration, PDLS, TIF teacher, and classroom teachers will review language arts and math STAR...	Andrew, Rebecca	9/26/2016	STAR math and language arts data, walkthroughs, teacher evaluations	5/26/2017 monthly
G2.B2.S2.MA1 🔑 M299886	Administration will meet with the teachers, PDLS, and TIF teacher to ensure small-group instruction...	Andrew, Rebecca	10/3/2016	Walkthroughs, teacher evaluations, follow-up meetings with PDLS and TIF teacher, meeting notes	5/26/2017 monthly
G2.B2.S2.A1 🔑 A296532	Small-group instruction will be implemented in the language arts and math classrooms.	Andrew, Rebecca	10/3/2016	Walkthroughs, teacher evaluations, follow-up meetings with reading coach and TIF teacher	5/26/2017 weekly
G2.B2.S2.A2 🔑 A296533	Teacher-requested and planned professional development will be provided at LAMP	Andrew, Rebecca	9/5/2016	PLC meeting notes, InService Day agendas,	5/26/2017 quarterly

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.B2.S1.A1	Professional development for conscious discipline and trauma-informed care will be provided.	$0.00
2	G1.B2.S1.A2	A book-study will be conducted on Conscious Discipline during the teacher's professional learning community time.	$0.00
3	G2.B2.S2.A1	Small-group instruction will be implemented in the language arts and math classrooms.	$0.00
4	G2.B2.S2.A2	Teacher-requested and planned professional development will be provided at LAMP	$0.00
		Total:	$0.00