



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Buckingham Exceptional Student Center

3291 BUCKINGHAM RD

Fort Myers, FL 33905

239-693-1233

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

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
[Data Not Available]

Alternative/ESE Center
No

Charter School
No

Minority Rate
[Data Not Available]

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Buckingham Exceptional Student Center

Principal

William Elkin

School Advisory Council chair

April Watson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
William Elkin	Principal
Lisa Morin	Teacher
Rita Ellis	Teacher
Heidi Bal	Speech/Language Pathologist

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership of the SAC includes the following members:

SAC Chairperson/Parent - April Watson

DAC Representative/Community Representative - Deb Strode

DAC Alternate/Teacher - Marti Domanski

Teacher - Anthony Bal

Support Staff - Norma Garcia and Linda Smith

Administrator - William Elkin

Business Representative/Parent - Stephen Brown

Parents - Roudy Theard, Isolda Deras and Patrick Chester

Involvement of the SAC in the development of the SIP

After the School Improvement Plan is completed, the SAC will hold a meeting to vote on approving the document.

Activities of the SAC for the upcoming school year

The SAC will meet on a quarterly basis to review progress on the SIP goals and discuss issues related to the operation of the school program, such as budget, personnel staffing, school wide events, etc.

Projected use of school improvement funds, including the amount allocated to each project

Funds not available at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

William Elkin

Principal

Years as Administrator:

Years at Current School:

Credentials

Performance Record

Classroom Teachers

of classroom teachers

11

receiving effective rating or higher

11, 100%

Highly Qualified Teachers

100%

certified in-field

11, 100%

ESOL endorsed

1, 9%

reading endorsed

1, 9%

with advanced degrees

8, 73%

National Board Certified

1, 9%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

5, 45%

with 15 or more years of experience

6, 55%

Education Paraprofessionals

of paraprofessionals

29

Highly Qualified

29, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The Principal reviews applicants' resumes and credentials to make sure interviewees are Highly Qualified and Certified-in-Field.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Rita Ellis	Teacher

Name	Title
Lisa Morin	Teacher
Heidi Bal	Speech/Language Pathologist
William Elkin	Principal

How the school-based LLT functions

The Literacy Leadership Team members are involved in the PLC initiative. Rita and Lisa are also designated as the school's professional development instructional leaders. The team meets once a month to discuss the progress with the implementation of the CCSS for ELA and Math and the Professional Learning Communities.

Major initiatives of the LLT

Implementation of the CCSS for ELA and Math at grades 1, 4, 6 and 9 within the 11 classrooms.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher is assigned a focus calendar for a specific grade level for the CCSS in the area of ELA. The teachers use a Common Core Board that addresses the weekly standard and the sections of the lesson plan. The teachers meet once a week to discuss reading instruction for a specific standard. Each student is given a formative assessment on the specific standard.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	24%	18%	No	32%
American Indian				
Asian				
Black/African American	22%	16%	No	30%
Hispanic	26%	13%	No	33%
White	28%	22%	No	35%
English language learners				
Students with disabilities	24%	18%	No	32%
Economically disadvantaged	24%	20%	No	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	18%	32%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	27	47%	52%
Students in lowest 25% making learning gains (FCAT 2.0)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5			
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		27%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	20%	16%	No	28%
American Indian				
Asian				
Black/African American	22%	5%	No	30%
Hispanic	17%	19%	Yes	25%
White	22%	22%	Yes	30%
English language learners				
Students with disabilities	20%	16%	No	28%
Economically disadvantaged	18%	18%	Yes	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	26	44%	50%
Students in lowest 25% making learning gains (EOC)			

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		15%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will complete a survey about the PBS program.	0	0%	50%

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be used for training for instructional staff with the implementation of the CCSS for ELA and Math, TEACH training (Behavior Management Techniques), purchasing instructional materials and staff training with the use of the Focus Calendar.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Students will increase level of engagement and learning of focused and deliberate instruction in math and reading.

G2.B1 Limited professional development in the content areas and lack of accessibility for student to demonstrate learning of content.

G2.B1.S1 As part of the PDP, each teacher will attend or participate in a professional development activity in the area of Reading or Math. Each teacher will be required to present at least one overview from a training.

PD Opportunity 1

Attend Professional Development opportunities related to reading and math

Facilitator

Participants

All teachers

Target Dates or Schedule

May 2, 2014

Evidence of Completion

Inservice records, workshop agenda, PDP and presentation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Students will increase level of engagement and learning of focused and deliberate instruction in math and reading.	\$1,000
Total		\$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title II		\$1,000
Total		\$1,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Students will increase level of engagement and learning of focused and deliberate instruction in math and reading.

G2.B1 Limited professional development in the content areas and lack of accessibility for student to demonstrate learning of content.

G2.B1.S1 As part of the PDP, each teacher will attend or participate in a professional development activity in the area of Reading or Math. Each teacher will be required to present at least one overview from a training.

Action Step 1

Attend Professional Development opportunities related to reading and math

Resource Type

Evidence-Based Program

Resource

District Level Staff/Trainers and school based PD lead teachers

Funding Source

Title II

Amount Needed

\$1,000