Alachua County Public Schools

Sidney Lanier Center

2018-19 Schoolwide Improvement Plan

Sidney Lanier Center

312 NW 16TH AVE, Gainesville, FL 32601

https://www.sbac.edu/lanier

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	66%

School Grades History

Year	**2015-16**	**2014-15**
Grade	I	F*

**Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP 4

Differentiated Accountability 5

Current School Status 6

- **Supportive Environment** 6
- **Family and Community Engagement** 9
- **Effective Leadership** 10
- **Public and Collaborative Teaching** 13
- **Ambitious Instruction and Learning** 13

8-Step Planning and Problem Solving Implementation 17

- **Goals Summary** 17
- **Goals Detail** 17
- **Action Plan for Improvement** 20

Appendix 1: Implementation Timeline 35

Appendix 2: Professional Development and Technical Assistance Outlines 31

- **Professional Development Opportunities** 31
- **Technical Assistance Items** 33

Appendix 3: Budget to Support Goals 33

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Sidney Lanier Center

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

Sidney Lanier School will ensure that students with disabilities learn authentic skills in a safe environment to be productive and integrated into their home, community, leisure and work.

The Alachua County School Districts' mission statement:
We are Committed to the Success of Every Student!

b. Provide the school's vision statement.

We believe...
...That all students with disabilities can reach their highest possible standard of achievement.
...That students with disabilities can become contributing members or our community.
...That special education programs will reflect only the finest in research-based practices.
...That ongoing staff development will focus on the refinement of instructional practices that reflect the unique needs of our students.
...That all special education activities will be meaningful, authentic, and engaging for our students.
...That all Sidney Lanier Special Educators will be a model of excellence in their field.

The Vision Statement for The Alachua County School District is:
We will graduate students who have the knowledge, skills, and personal characteristics to be learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

2. School Environment

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

Ensure that relationship-building is a clear priority;
• Identify and foster school community stakeholders such as parents, students, teachers and school counselors, to assess the current state of the cultural awareness and student-teacher relationships (through data-based decision making). Identify on-campus leaders to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and build on the development of programs that meet the needs of students with severe disabilities.
• Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher, students and parents.
• Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures.
• Teachers will participate in the process of discussing students of concern and providing valuable information through student BIP (behavior intervention plan) along with their behavioral expectations.
• Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings.
• Promote the use of effective strategies using Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.
• Attend District provided Professional Development on multicultural offerings.

• Schedule and plan school wide multicultural projects.

In addition to the implementation of the strategies, progress monitoring will occur by the leadership team to ensure validity of the program. This data will be collected and shared with the team.

Sidney Lanier is a Title one school for the 2018-19 school year. We will implement a school parent compact which will be in place by our open house on September 5th 2018.

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

• Sidney Lanier will provide a safe nurturing student friendly environment to the students it serves. The school is dedicated to creating a positive, caring and supportive school community. Supports will be derived of instructional and external guidance through supplemental direct and indirect supports.
• The development of a dedicated system of student services where students with severe disabilities can thrive. Supports based on academic and behavioral resources will be provided the use of school, local and University resources will provide a varied and differentiated outlook for each student. This will include administration, dean, BRT, counselor, school psychologist mental health counselor and school nurse,
* Continue to develop and demonstrate the specific practices that reflect the application of the school's SwPBS program to create a contexts students will encounter before/during/after school.
• Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

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.

• Ensure teachers are trained in Classroom management strategies (Zones of Regulation, CPI, Tough Kids Toolbox.)
• SwPBS team reviews classroom data to ensure maximum participation in SwPBS.
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
• Make references to school academic and behavioral expectations when providing students with positive feedback. Class meetings will occur on a frequent basis to include student feedback.
• Promote and continue to develop the School-wide recognition system
• Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Intervention Plans, Learning Strategies, Self-Management Skills, and Social Skills that contribute to student achievement and behavior changes.

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.

• Student Services team will meet regularly to discuss students with barriers to academic, social and career success.
• Referral to the UF partner groups (Gage) for behavioral interventions and guidance
• Instruction and various campus activities that address social/emotional needs of students. This will be structured through the BRT
• Connect students and families to outside agencies who have Cooperative Agreements with the district or school.
• Support and improve the comprehensive school counseling program (Student Development Plan)

with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
• Provide identified staff (i.e. school counselor, BRT, Dean, mental health counselor, school psychologist as part of the student services team members) support to improve the school's differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

• Use of district data systems to identify students who have attendance, behavioral or academic concerns.
• Create a data decision structure to identify and differentiate students with excessive absences from students who are absent due to medical needs.
• Reduce OSS and process/refer behavior problems using multiple resources on site. i.e. In school detention (ISD) and the restart room
• Ensure teachers are aware of and are part of the decision making process. Rules and procedures for notification will be in place after students are identified as meeting one of the data decision rules
• Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, behavior, and providing support for teachers to carry out student accommodations through the individual IEP.

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	4	1	3	4	4	1	3	2	6	3	1	11	43
One or more suspensions	0	1	8	4	7	15	3	1	0	0	2	1	0	42
Course failure in ELA or Math	0	0	0	0	4	2	0	2	3	8	2	1	6	28
Level 1 on statewide assessment	0	0	0	15	14	7	3	2	3	11	2	3	2	62
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	7	9	3	1	1	2	7	3	1	2	36

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

• Continue to use student services meetings to identify students of concern. Use school student services referral model for teams to identify and refer students. Student services team will be responsive to problem solve and create action plans for students of concern.
• Planned Discussions, Goal Setting for identified student.
• Notification procedures for parents, UF (Gage) school, agency and community outreach programs as needed.
• Coordinate and assess the school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate intensive (individual) interventions, connecting students and their families to needed school-based and community resources.
• Use evidence-based interventions to close student need gaps related to early warning system. Ex. Functional Behavior Assessments through referral process with District/ UF (Gage). Aligning specific strategies that are evidence based using established, emerging, and non-established categories.

Academic:
The academic achievement of African-American and Hispanic students is consistently below that of their non-Hispanic white peers, regardless of income.
Discipline:
Disciplinary data indicate that African-American students are disciplined at disproportionately higher rates than white students. This includes a higher rate of out-of-school suspensions, which remove students from the educational environment and significantly impact their academic performance.

Student Discipline – Reduce the number of out of school suspensions for black students by 15% each year.
Reduce the number of out-of-school suspensions for black students by 15% each year until the number of suspensions given to black students meets or is less than the percentage enrollment of black students.
Implement in all schools a school-wide behavior plan integrating all components of Positive Behavioral Interventions and Supports (PBIS).

Closely monitor out-of-school suspensions (OSS) to ensure compliance with changes to the Code of Student Conduct that requires district staff involvement for any OSS more than 7 days for a Level I offense and restorative practices for Level I, II, and III offenses in lieu of suspension.

Closely monitor the number of days for each suspension to ensure compliance with the Code of Student Conduct and to eliminate or reduce suspension days for non-violent infractions such as skipping, missed detentions or Saturday School, excessive tardies, use of electronic devices, or being in an unauthorized location.

Provide school leadership teams with strategies on Social and Emotional Learning and programs designed to help students develop social and emotional competencies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/657637.

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.

The method in which resources are secured from community partnerships are coordinated through the Parent Teacher Booster Organization and SAC. The Friends of Lanier which is made up of several business partners former employees and community members. This group helps the school raise monies and resources which in turn help support large school academic initiatives and projects..
With Title 1 resources we will create a parent school compact and work to provide parents an avenue to participate in school related activities. This will include academic and behavioral programming.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Kamman, Buddy	Principal
Dotts-Hoehnle, Kim	Assistant Principal
Sauberan, Lisa	Dean
Williams, Bailey	Dean

b. Duties

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

Principal- coordinate and facilitate the dialogue, assure resources, guide the process progress monitoring of established programs.
Assistant Principal- Curriculum and resource development, data relative to academic interventions observations.
Dean/BRT -behavior intervention, resource development, data relative to behavior, intervention strategies, observations.
School Counselor-oversight of IEP, evaluation options, procedures and resources in community, historical knowledge of the student and family situation.
Data Base - attendance tracking
Nursing staff- medical resources, historical, patterns, contacts, family information, medical / nursing care, information
Teachers- observations, data, feedback, family/parent communication, resources,

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.

Student Services Team meets bi weekly to address needs of students, consider referral to support programs, need for additional services, etc. Regular Data Chats are conducted to review academic data related to literacy. These teams include the Principal, Assistant Principal, School Counselor, Dean and BRT, Nursing Staff, Data Base / Attendance, and teachers. Following discussion of concerns and brainstorming, a plan is developed.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Royce G. Kamman	Principal
Daniel Estrada	Parent
Catherine Diaz	Business/Community
Betsy Harris	Teacher
Lennox Nunley	Student
Maria Beasley	Parent
Nancy Testa	Business/Community
Wanda Moffett	Teacher
Angie Kimbler	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC for the 2018-19 school year met and elected new members. This year Daniel Estrada will serve as SAC chair, Maria Beasley will serve as Vice Chair and Betsy Harris will serve as Secretary. The SAC team reviewed the SIP plan and planned to meet quarterly for review to review progress on goals and school based initiatives. The SAC also reviewed the progress of last years goals and the consensus was that the plan was on track with the improvement in reaching school goals.
The SAC Team will continue to support professional development and parent involvement, materials, supplies and curriculum related to literacy and transition services for students age 5 through 22.

b. Development of this school improvement plan

SAC members participated in needs assessments during the Spring of 2018 in conjunction with parents, faculty staff and students. The results of these surveys were discussed during the May 2018 meetings and recommendations prioritized. The plan was drafted with input by all stakeholders, including faculty, staff, parents, volunteers, and students and reviewed by the School Advisory Council prior to being approved.

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

The 2018-19 budget has been allocated and approved. The budget plan is in progress.

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

School Improvement funds will be utilized to provide professional development, parent involvement, materials, supplies and curriculum related to early intervention, literacy and transition for ages 5 through 22.

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
Kamman, Buddy	Principal
Dotts-Hoehnle, Kim	Assistant Principal
Sauberan, Lisa	Administrative Support
Moss, Monique	Teacher, ESE

b. Duties

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

Increased literacy on Florida Alternate Assessment and Benchmark testing, including non-FAA tested students.
The use of Unique and N2Y curriculum to assess and monitor progress will be tied to student progression.
Reduce incidents of problematic, destructive or disruptive repetitive behavior through enhanced behavior programming and increase student engagement.

We will institute Mimio software as a school based initiative to provide students with cognitive disabilities a means to succeed. This program provides designated curriculum markers to show academic progress with students with severe disabilities.

This group of professionals is comprised of leaders in literacy. This team will include a literacy leader from each ESE team, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

We will establish a structure using Title 1 resources to supplement our current reading program. The establishment of a reading lab using Achieve 3000 will assist in helping students increase reading scores.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The establishment of a monthly calendar will provide a greater opportunity for collaboration and training on school goals and initiatives.
One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common teams. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration

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

Attend local job fair(s) hosted by the District. Interview applicants who are qualified and experienced to teach students with pervasive disabilities.

Recruit and seek to fill para professional vacancies with qualified certified teachers when possible and utilizing substitutes for teachers and para professionals on regular basis.

Provide internships, practicum experiences and volunteering opportunities for qualified college students and adults.

Encourage teachers to participate in staff development. Offer training in areas pertinent to their teaching assignment (i.e.,non-violent crisis intervention, content area curriculum and instruction, FAA, etc.)

Partner teachers new-to-the-school with veteran staff (i.e.,department chairs).
Implement electronic snapshots to provide immediate feedback to teachers on quality instruction

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

All first year teachers participating in the Educator Support Program (ESP). ESP is the School District of Alachua County's formal program of support for newly hired educators. Systems of support include a district mentor support coach, staff development opportunities, observations, conferences, and written and oral feedback
Teachers who are new to Lanier are paired with a veteran teacher from their quad level team. The mentoring teacher must have demonstrated highly effective skills in the classroom, good communication with parents, peers and others as well as professional practices. When possible, the mentoring teacher will have received training in clinical education.

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.

Our school creates ongoing opportunities for teachers to unpack the Florida Alternative Assessment and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.
We will also provide opportunities for teachers who provide FSA supports to students. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

We stand by the belief that all students can learn. Our goal is to provide various opportunities for all of our student to experience growth in social, emotional and educational life-long experiences.

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.

The school can describe the RtI process, the use of tutorials, the use of intensive reading, and the use of small group instruction.
The school ensures every teacher contributes to literacy improvement of every student by:

• Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Unique and N2Y curriculum. The implementation of the Mimeo/iPad program. This initiative will ensure that all of our students who are non-verbal/wheelchair bound have access to a curriculum that best meets their needs.

• Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
• Creating a schedule with an uninterrupted 90 minute reading block
• Creating a schedule with an additional 60 minute math block
• Providing instruction based on student needs
• Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

Identifying students who are struggling readers and incorporate the use of Title one resources to assist students.

• Administering assessments which measure instructed standards
We will also ensure that out Middle School and High School Students are on track to earn appropriate credits to graduate.

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: 12,185

Unique Learning Systems and N2Y Curriculum designed for Students with severe disabilities.The distribution of time will be tied to the following initiatives:
• Extended School Year
• Mimio Curriculum
• Summer Program
Title 1 resources with pull out programming using Achieve 3000

Strategy Rationale

• Core Academic Instruction
• Enrichment Life Skills
• Teacher Collaboration, Planning, and Professional Development

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Dotts-Hoehnle, Kim, kimdh@gm.sbac.edu

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

Pre/Post Tests built into the Unique Learning Systems Curriculum Data will be collected. With our FSA students, we will collect data from in house assessments, and the District assessment tool.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Students participating in the Elementary program are assessed monthly, an IEP meeting will be held to discuss needs and services to determine appropriate supports and coordinate the transition to each grade level. In the event a student has become proficient, we will meet to determine if a district placement in a regular school setting is appropriate.

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.

Students and families participate in Transition IEP's beginning at the age of 14. During a students final year of school (prior to turning 22), a Life Planning meeting is conducted where agencies providing supports for adults with disabilities meet with the IEP team to prepare a plan for post secondary programs.

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

Students participate in ACCESS courses or transition coursed designated to teach school to work instruction.

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 in the transition ages of 16 - 22 participate in Career Readiness and Career Experiences with job training. Currently, the school is developing additional programs / contracts for students to develop work related skills.

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.

See above.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"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.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. Increase student literacy by instituting comprehensive behavior modification programming. Decease off task behaviors and increase time in class for all students.

G2. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

Strategic Goals Detail

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

G1. Increase student literacy by instituting comprehensive behavior modification programming. Decease off task behaviors and increase time in class for all students. 1a

G100826

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Kindergarten	75.0
FSAA ELA Achievement	75.0
ELA/Reading Gains District Assessment	75.0
Math Gains District Assessment	75.0
FSAA Mathematics Level 1	75.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- District, Local advocacy groups. Partnership with the University of Florida Behavioral Sciences groups. Lanier has partnered with Dr. Nick Gage These groups will assist in the identification of behavioral issues. The groups will also assist in forming a comprehensive plan with the Lanier student services team to address those issues.

Plan to Monitor Progress Toward G1. 8

We will use several methods of data collection. First will be monitoring behavior via a colorsystem that has a numeric value linked to it. We will also be tracking positive replacement behaviors for students, targeting behaviors that give them the most difficulty in school.Furthermore,The Behavior Resource Teacher will also keep a google document to track all student's that require additonal assistance with their behavior in the "Restart Room" as well as time in ISD (In school Detention). We will also track the number of positive behavior referrals for SwPBS

Person Responsible

Buddy Kamman

Schedule

Biweekly, from 8/24/2017 to 6/10/2018

Evidence of Completion

We will use a daily check sheet to track behaviors. With the Behavior Resource Teacher and the student services. team we will meet biweekly to look at data for progress monitoring. Weekly and Quarterly SwPBS rewards will be in place for positive behavior.

G2. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan. 1a

G100827

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	74.0

Targeted Barriers to Achieving the Goal 3

- Low student achievement scores
- Attendance
- Need for increased student engagement in classroom
- Limited opportunities in post secondary education

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified veteran staff
- Federal Funding (Exceptional Student Education)
- Low Student to Staff ratio
- Title 1 Resources

Plan to Monitor Progress Toward G2. 8

Increase proficiency of scores on pre/post tests and benchmark tests

Person Responsible
Kim Dotts-Hoehnle

Schedule
Quarterly, from 8/13/2018 to 6/28/2019

Evidence of Completion
Test scores and data chats

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

G2. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan. 1

G100827

G2.B1 Low student achievement scores 2

B271943

G2.B1.S1 Professional development in high yield instructional strategies (i.e. Marzano, Kagan, Workstation) 4

S287924

Strategy Rationale

Professional development strategies will be ties to "best practices " and evidence based practices.

Action Step 1 5

In service on high yield strategies (Including Tough Kids Toolbox)

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

Sign in sheets, classroom walk through, and lesson plans

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

Implementation of strategies during instruction

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

Lesson plans, data chats, and classroom walk throughs

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

On going benchmark testing

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

Pre/Post tests and data chats

G2.B1.S2 Implement ACCESS courses 4

S287925

Strategy Rationale

With the change in graduation options, the course descriptions will fall under access courses and regular education course offerings. This change will require a schedule that will provide a valid path to graduation.

Action Step 1 5

In service and implementation Florida State Standards/ACCESS content
In service for FSA implementation for administrators, student services and staff

Person Responsible

Kim Dotts-Hoehnle

Schedule

Quarterly, from 8/13/2018 to 6/28/2019

Evidence of Completion

Sign in sheets, Class room walk through, and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Implementation of ACCESS curriculum and FSA training for our on track students.

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

Lesson plans, data chats, and classroom snapshots

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Ongoing progress monitoring, pre/post tests and benchmark testing

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

Student data

G2.B1.S3 Ongoing progress monitoring with data chats 4

S287926

Strategy Rationale

The data chats will provide a snapshot for collaborative work throughout each team. The data will not only show student growth but will provide information on struggling students.

Action Step 1 5

On going progress monitoring

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

Data chats using results of Unique and N2Y assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Data chats to monitor student progress

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

Data chats and data notebooks

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Gains on benchmark tests, FSA and Florida Alternate Assessment

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

Gains in test scores. Use of Aims testing and Unique pre and post testing results.

G2.B1.S4 Staff will participate in Community of Practice for ACCESS for students with significant cognitive disabilities 4

S287927

Strategy Rationale

Continual training on community based training will provide faculty with information on changes in graduation requirements and place a structure for meeting the needs of each student through best practices.

Action Step 1 5

Access to State Standards for Exceptional Student Success Project.

Person Responsible

Buddy Kamman

Schedule

On 6/28/2019

Evidence of Completion

Follow-up activities as assigned by project facilitator

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

participant records

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

follow-up activities as assigned

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Gain scores

Person Responsible

Kim Dotts-Hoehnle

Schedule

On 6/28/2019

Evidence of Completion

Benchmark testing 3 times a year and Florida Alternate Assessment/ FSA once a year.

G2.B4 Limited opportunities in post secondary education 2

B271946

G2.B4.S1 Increase vocational opportunities 4

S287931

Strategy Rationale

The application for multiple grants to provide a menu of transitional school based services for students to tie into real world employment opportunities

Action Step 1 5

Increase job training opportunities on/off campus

Person Responsible

Buddy Kamman

Schedule

Daily, from 8/13/2018 to 6/28/2019

Evidence of Completion

Number of students participating and locations

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Student attendance and participation in work related programs

Person Responsible

Buddy Kamman

Schedule

On 6/28/2019

Evidence of Completion

Lesson plans, student observations, Unique Learning Systems benchmark testing for Transition

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Student observations and job placement/volunteer opportunities upon graduation

Person Responsible

Buddy Kamman

Schedule

On 6/28/2019

Evidence of Completion

Job placement and volunteer opportunities

G2.B4.S2 Participation in structured Community Based Instruction 4

S287932

Strategy Rationale

With increased partnerships with local businesses, we have increased the number of opportunities for our transition students.

Action Step 1 5

Focused community trips correlated to ACCESS curriculum

Person Responsible

Kim Dotts-Hoehnle

Schedule

Biweekly, from 8/13/2018 to 6/28/2019

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Lesson plans identifying targeted standards

Person Responsible

Kim Dotts-Hoehnle

Schedule

Biweekly, from 8/13/2018 to 6/28/2019

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Transition benchmark testing

Person Responsible

Kim Dotts-Hoehnle

Schedule

Monthly, from 8/13/2018 to 6/28/2019

Evidence of Completion

Completed benchmark tests

G2.B4.S3 Developing skills for independent or supported living 4

S287933

Strategy Rationale

The goal is to revamp the transition program through real and current building level application.The vision is to build a relevant infrastructure that will assist students making the switch from school to work.

Action Step 1 5

Increase opportunities and participation in functional home living and personal home skills

Person Responsible

Buddy Kamman

Schedule

On 6/28/2019

Evidence of Completion

Schedules and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Student participation and assessment using data from faculty assessment and job compatibility.

Person Responsible

Buddy Kamman

Schedule

On 6/28/2019

Evidence of Completion

Lesson plans, snapshots

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Teacher observations

Person Responsible

Buddy Kamman

Schedule

On 6/28/2019

Evidence of Completion

Classroom based assessments

V. Professional Development Opportunities

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

G2. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

G2.B1 Low student achievement scores

G2.B1.S1 Professional development in high yield instructional strategies (i.e. Marzano, Kagan, Workstation)

PD Opportunity 1

In service on high yield strategies (Including Tough Kids Toolbox)

Facilitator

Administration

Participants

Instructional and Non instructional staff

Schedule

On 6/28/2019

G2.B1.S2 Implement ACCESS courses

PD Opportunity 1

In service and implementation Florida State Standards/ACCESS content In service for FSA implementation for administrators, student services and staff

Facilitator

FLDOE ACCESS Project Set up district training on implementation of FSA and FSAA assessments.

Participants

Instructional Staff, Administration and Student Services.

Schedule

Quarterly, from 8/13/2018 to 6/28/2019

G2.B1.S4 Staff will participate in Community of Practice for ACCESS for students with significant cognitive disabilities

PD Opportunity 1

Access to State Standards for Exceptional Student Success Project.

Facilitator

Project Facilitator

Participants

Administration and Instructional Staff

Schedule

On 6/28/2019

VI. Technical Assistance Items

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

G2. Increase student literacy in all relevant core content areas in order to successfully complete pupil progression plan.

G2.B1 Low student achievement scores

G2.B1.S3 Ongoing progress monitoring with data chats

TA Opportunity 1

On going progress monitoring

Facilitator

Administration, District training through use and development of Unique and N2Y programs. Implementation a district led initiative to provide ABA curriculum for students on the ASD spectrum. Introduction of Mimeo/IPad curriculum for our students with severe disabilities. Establishing structures to facilitate reading enhancement programs using Title 1 resources. (Resource lab using Achieve 3000).

Participants

Faculty

Schedule

On 6/28/2019

VII. Budget

1	G2.B1.S1.A1	In service on high yield strategies (Including Tough Kids Toolbox)				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	School Improvement Funds		$300.00
2	**G2.B1.S2.A1**	**In service and implementation Florida State Standards/ACCESS content In service for FSA implementation for administrators, student services and staff**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	0000		0081 - Sidney Lanier Center	Other		$500.00
			Notes: Grant			
3	**G2.B1.S3.A1**	**On going progress monitoring**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	General Fund		$6,000.00

			Notes: Purchase or Unique and N2Y Curriculum software.			
4	**G2.B1.S4.A1**	**Access to State Standards for Exceptional Student Success Project.**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	School Improvement Funds		$1,500.00
			Notes: Funding has been approved by The SAC.			
5	**G2.B4.S1.A1**	**Increase job training opportunities on/off campus**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	School Improvement Funds		$5,000.00
			Notes: We have applied for grants to enhance the opportunities for our transition students.			
6	**G2.B4.S2.A1**	**Focused community trips correlated to ACCESS curriculum**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	IDEA		$1,000.00
7	**G2.B4.S3.A1**	**Increase opportunities and participation in functional home living and personal home skills**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	Other		$5,000.00
			Notes: Application for grants and the Wal-Mart home living grant			
					Total:	**$19,300.00**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.MA1 M427171	Increase proficiency of scores on pre/ post tests and benchmark tests	Dotts-Hoehnle, Kim	8/13/2018	Test scores and data chats	6/28/2019 quarterly
G2.B1.S1.MA1 M427157	On going benchmark testing	Dotts-Hoehnle, Kim	8/13/2018	Pre/Post tests and data chats	6/28/2019 one-time
G2.B1.S1.MA1 M427158	Implementation of strategies during instruction	Dotts-Hoehnle, Kim	8/13/2018	Lesson plans, data chats, and classroom walk throughs	6/28/2019 one-time
G2.B1.S1.A1 A390573	In service on high yield strategies (Including Tough Kids Toolbox)	Dotts-Hoehnle, Kim	8/13/2018	Sign in sheets, classroom walk through, and lesson plans	6/28/2019 one-time
G2.B4.S1.MA1 M427165	Student observations and job placement/volunteer opportunities upon graduation	Kamman, Buddy	8/13/2018	Job placement and volunteer opportunities	6/28/2019 one-time
G2.B4.S1.MA1 M427166	Student attendance and participation in work related programs	Kamman, Buddy	8/13/2018	Lesson plans, student observations, Unique Learning Systems benchmark testing for Transition	6/28/2019 one-time
G2.B4.S1.A1 A390577	Increase job training opportunities on/off campus	Kamman, Buddy	8/13/2018	Number of students participating and locations	6/28/2019 daily
G2.B1.S2.MA1 M427159	Ongoing progress monitoring, pre/post tests and benchmark testing	Dotts-Hoehnle, Kim	8/13/2018	Student data	6/28/2019 one-time
G2.B1.S2.MA1 M427160	Implementation of ACCESS curriculum and FSA training for our on track students.	Dotts-Hoehnle, Kim	8/13/2018	Lesson plans, data chats, and classroom snapshots	6/28/2019 one-time
G2.B1.S2.A1 A390574	In service and implementation Florida State Standards/ACCESS content In service for FSA...	Dotts-Hoehnle, Kim	8/13/2018	Sign in sheets, Class room walk through, and lesson plans	6/28/2019 quarterly
G2.B4.S2.MA1 M427167	Transition benchmark testing	Dotts-Hoehnle, Kim	8/13/2018	Completed benchmark tests	6/28/2019 monthly
G2.B4.S2.MA1 M427168	Lesson plans identifying targeted standards	Dotts-Hoehnle, Kim	8/13/2018	Lesson plans	6/28/2019 biweekly
G2.B4.S2.A1 A390578	Focused community trips correlated to ACCESS curriculum	Dotts-Hoehnle, Kim	8/13/2018	Lesson plans	6/28/2019 biweekly
G2.B1.S3.MA1 M427161	Gains on benchmark tests, FSA and Florida Alternate Assessment	Dotts-Hoehnle, Kim	8/13/2018	Gains in test scores. Use of Aims testing and Unique pre and post testing results.	6/28/2019 one-time
G2.B1.S3.MA1 M427162	Data chats to monitor student progress	Dotts-Hoehnle, Kim	8/13/2018	Data chats and data notebooks	6/28/2019 one-time
G2.B1.S3.A1 A390575	On going progress monitoring	Dotts-Hoehnle, Kim	8/13/2018	Data chats using results of Unique and N2Y assessments.	6/28/2019 one-time
G2.B4.S3.MA1 M427169	Teacher observations	Kamman, Buddy	8/13/2018	Classroom based assessments	6/28/2019 one-time
G2.B4.S3.MA1 M427170	Student participation and assessment using data from faculty assessment and job compatibility.	Kamman, Buddy	8/13/2018	Lesson plans, snapshots	6/28/2019 one-time
G2.B4.S3.A1 A390579	Increase opportunities and participation in functional home living and personal home skills	Kamman, Buddy	8/13/2018	Schedules and lesson plans	6/28/2019 one-time
G2.B1.S4.MA1 M427163	Gain scores	Dotts-Hoehnle, Kim	8/13/2018	Benchmark testing 3 times a year and Florida Alternate Assessment/ FSA once a year.	6/28/2019 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S4.MA1 M427164	participant records	Dotts-Hoehnle, Kim	8/13/2018	follow-up activities as assigned	6/28/2019 one-time
G2.B1.S4.A1 A390576	Access to State Standards for Exceptional Student Success Project.	Kamman, Buddy	8/13/2018	Follow-up activities as assigned by project facilitator	6/28/2019 one-time