

The School District of Lee County

# Price Halfway House



2019-20 Schoolwide Improvement Plan

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## Price Halfway House

2515 ORTIZ AVE, Fort Myers, FL 33905

<http://www.leeschools.net/juvenilejustice>

### Demographics

**Principal: James Buchanan**

Start Date for this Principal: 7/31/2019

<b>2019-20 Status</b> (per MSID File)	Closed: 2019-12-31
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	0%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

- 1. have a school grade of D or F
- 2. have a graduation rate of 67% or lower
- 3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

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. 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.

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2515 ORTIZ AVE, Fort Myers, FL 33905

<http://www.leeschools.net/juvenilejustice>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

### School Grades History

Year

Grade

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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>.

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Price Halfway House is committed to providing an education that allows each student to reach his/her highest potential.

#### Provide the school's vision statement.

Price Halfway House's vision is to provide students a quality and comprehensive education that will assist them in their quest to become productive members of our society.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Buchanon, James	Principal	Monitor school's programs and progress.
Baskins, Joyce	Instructional Coach	Monitoring students progress
Thompson, Mary	Teacher, K-12	Monitor students progress
Henderson, Harriett	School Counselor	Supports teachers and students to ensure academic progress.
Portier, Zaida	Administrative Support	Support administration.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	2	1	2	0	3	4	3	15
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	2	0	6	7	5	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	2	0	3	4	3	13

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

2

**Date this data was collected or last updated**

Monday 7/29/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	2	1	2	0	3	4	3	15
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	2	0	6	7	5	21

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	2	0	3	4	3	13

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	2	1	2	0	3	4	3	15
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	2	0	6	7	5	21

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	1	2	0	3	4	3	13

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	55%	56%	0%	53%	53%
ELA Learning Gains	0%	49%	51%	0%	45%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	37%	41%
Math Achievement	0%	50%	51%	0%	41%	49%
Math Learning Gains	0%	45%	48%	0%	34%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	33%	39%
Science Achievement	0%	62%	68%	0%	62%	65%
Social Studies Achievement	0%	67%	73%	0%	63%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	2 (2)	1 (1)	2 (2)	0 (0)	3 (3)	4 (4)	3 (3)	15 (15)
Level 1 on statewide assessment	0 (0)	1 (1)	2 (2)	0 (0)	6 (6)	7 (7)	5 (5)	21 (21)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

## Subgroup Data

### Analysis

#### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

EOC/FSA Reading and Math

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

n/a

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

n/a

**Which data component showed the most improvement? What new actions did your school take in this area?**

n/a

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

n/a

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Moving level ones to level two in ELA
2. Moving level ones to level two in Math
3. Increasing number of students scoring level 3 in FSA/EOC to 40%
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Reading Levels
<b>Rationale</b>	The majority of students entering the facility are Level 1 or Level 2.
<b>State the measurable outcome the school plans to achieve</b>	40% of the students participating in STAR assessment will improve from their baseline assessment to end of year assessment by 1 level
<b>Person responsible for monitoring outcome</b>	James Buchanon (jameslb@leeschools.net)
<b>Evidence-based Strategy</b>	All instructors teach reading and writing strategies across all content areas. Provide constructive feedback in coaching/progress monitoring. Implement 3 of the Hatties's effect high yield strategies. Provide high interest level books to increasing reading for pleasure.
<b>Rationale for Evidence-based Strategy</b>	Through teaching reading and writing across the content area, conducting student goal progress monitoring and encouraging reading for pleasure, students reading levels will increase.
<b>Action Step</b>	
<b>Description</b>	1. Meet with instructional coaches 2. Review the data 3. Identify the students needing assistance 4. Design an individual plan for the students 5. Professional development through collaboration in PLCs
<b>Person Responsible</b>	James Buchanon (jameslb@leeschools.net)
<b>#2</b>	
<b>Title</b>	Students behavior
<b>Rationale</b>	Some students are purposely removing them self from class at least 3 times per week.
<b>State the measurable outcome the school plans to achieve</b>	During SY '19-'20, students will remain in class 4 of 5 days.
<b>Person responsible for monitoring outcome</b>	James Buchanon (jameslb@leeschools.net)
<b>Evidence-based Strategy</b>	Work in conjunction with the instructors & staff to ensure classroom engagement. Coaching instructional staff and conducting classroom walk throughs.
<b>Rationale for Evidence-based Strategy</b>	Provide training to True Core and Education staff for Social and Emotional Learning
<b>Action Step</b>	
<b>Description</b>	1. Establish guidelines for all staff 2. Revise the current point system 3. Establish a early warning committee 4. 5.
<b>Person Responsible</b>	James Buchanon (jameslb@leeschools.net)

<b>#3</b>	
<b>Title</b>	Science Credits
<b>Rationale</b>	Most students attending Price Halfway House are minimally or substantially below proficiency in Science.
<b>State the measurable outcome the school plans to achieve</b>	During SY '19-'20, increase the number of students scoring proficient in Science from 10 percent to 50 percent as evidenced by the State Biology assessment.
<b>Person responsible for monitoring outcome</b>	James Buchanon (jameslb@leeschools.net)
<b>Evidence-based Strategy</b>	Use Science strategies to presence Science concepts in a concrete manner. Provide small group re-teaching of targeted skills. Use strategies to connect Science to real life examples.
<b>Rationale for Evidence-based Strategy</b>	Monitor formative assessment every 30 days. Summative assessment every 45 days.
<b>Action Step</b>	
<b>Description</b>	1. Professional Development training for 3 of Hattie's high yielding strategies. 2. PLC discussion on what works and how to continue growth. 3. Review data from formative and summative assessments 4. Classroom walk throughs and observations 5.
<b>Person Responsible</b>	James Buchanon (jameslb@leeschools.net)
<b>#4</b>	
<b>Title</b>	Certified Instructors Attendance
<b>Rationale</b>	Instructional staff were absent an average of 43 days of the school year excluding in-service, inclement weather and professional duty.
<b>State the measurable outcome the school plans to achieve</b>	During the SY '19-'20, instructional staff will decrease absenteeism by 50% in order to provide instruction to students enrolled at Price Halfway House.
<b>Person responsible for monitoring outcome</b>	James Buchanon (jameslb@leeschools.net)
<b>Evidence-based Strategy</b>	Negotiate with Teacher Association of Lee County and provide instructors with documented research on the importance of certified instructors leading the academic advancement of students. Provide incentive for instructors for improved attendance
<b>Rationale for Evidence-based Strategy</b>	Instructors absenteeism will be monitored every 5 days via People Soft
<b>Action Step</b>	
<b>Description</b>	1. Review data regularly with all stake holders 2. Identify causes for staff absenteeism 3. Work to provide incentives for improved attendance 4. 5.
<b>Person Responsible</b>	James Buchanon (jameslb@leeschools.net)

#5	
<b>Title</b>	Math Levels
<b>Rationale</b>	Majority of students enrolled in Price Halfway House are minimally or substantially below Math proficiency levels.
<b>State the measurable outcome the school plans to achieve</b>	40% of the students participating in STAR assessment will improve from their baseline assessment to end of year assessment by 1 level
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	All instructors teach math strategies across all content areas. Provide constructive feedback in coaching/progress monitoring. Implement 3 of the Hatties's effect high yield strategies.
<b>Rationale for Evidence-based Strategy</b>	Provide opportunity for differentiated instruction. Provide rigorous materials at various levels. Provide small group or possibly individual one on one tutoring.
<b>Action Step</b>	
<b>Description</b>	1. Provide professional development on differentiated instructional techniques 2. Monitor instruction and provide coaching 3. Provide opportunity for instructors collaboration via PLCs 4. Introduce the 3 Hattie's high yielding strategies 5. Regularly monitor data
<b>Person Responsible</b>	[no one identified]

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Address students behavior in reference to academic time by working with instructors to implement different strategies for behavior challenged students

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

N/A

#### PFEP Link

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

**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.**

N/A

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

N/A

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.

N/A

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading Levels					\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
	5100	500-Materials and Supplies	0666 - Price Halfway House	School Improvement Funds	0.01	\$400.00	
			Notes: Supplies for small group instruction				
2	III.A.	Areas of Focus: Students behavior					\$0.00
3	III.A.	Areas of Focus: Science Credits					\$0.00
4	III.A.	Areas of Focus: Certified Instructors Attendance					\$0.00
5	III.A.	Areas of Focus: Math Levels					\$0.00
Total:							\$400.00