Buckingham Exceptional Student Center

2019-20 Schoolwide Improvement Plan

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Buckingham Exceptional Student Center

3291 BUCKINGHAM RD, Fort Myers, FL 33905

http://buc.leeschools.net/

Demographics

Principal: Vicki Gohagen Mosley

Start Date for this Principal: 8/5/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

School Board Approval

This plan was approved by the Lee County School Board on 9/25/2019.

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.](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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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)
Combination School PK-12	No	%

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

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

MISSION:
The mission of Buckingham Exceptional Student Center is to collect and study data relative to student progress, student and parental needs, and community involvement provide teachers and staff with appropriate training to maximize student performance foster a high degree of home/school communication and involvement
provide an environment that protects health, safety, and yet allows the dignity of risk, so that all students achieve their highest potential to function as independently as possible. We strive to make every minute count!

Provide the school's vision statement.

School Vision:
To provide each student the opportunity to achieve their highest potential in order to function as independently as possible in society.

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
Lohmeyer, Ruthie	Principal	Principal The principal serves as the instructional leader for our building. As principal, she listens to her staff members, takes all comments into consideration and makes sure all employees have a voice. The principal shapes the culture and environment of the school with a vision for all students to succeed to their full potential, creates a climate where all people feel safe and secure within their positions and status, manages people, data, and processes within the building, and is responsible for the day to day operations of the building and school. Teacher on Assignment
Berg, Jeanette	Teacher, ESE	Teacher Classroom teacher is included in the leadership team. The classroom teacher is a critical element in leadership. The teacher has a viewpoint that is different than the people who are not in classrooms. The classroom teacher brings concerns and needs to the team and is a voice for the teachers on campus. If teachers have concerns, they are asked to go to the teacher on leadership and they will bring it to the meetings. The department head and the teacher in the Leadership Committee also discuss needs and concerns from helping teachers and staff on the campus and bring those concerns to Leadership. Buckingham Exceptional Student Center uses the Performance Matters &, Castle, and Focus are the data repositories of student, school, district and state assessment data, intervention data displayed graphically, online tests, and school improvement resources. Leadership and school teams use the above systems to analyze and interpret data, plan for instruction and monitor progress. Our school-wide goal is to strengthen core instruction and improve student response to core instruction. Administration, Instructional Coaches and LCSD office personnel will ensure that support is in place to plan effective instruction and provide differentiation sufficient to meet all learner needs. Student formative assessments will be analyzed in grade level meetings to determine which students need to participate in additional instruction or reteach of the benchmark. Students who have not mastered benchmarks will be discussed during the MTSS/RTI meetings to determine if tiered intervention is needed. If a tiered intervention is indicated, a Progress Monitoring Plan (PMP) is generated with support from the Intervention Support Specialist and the Instructional Coaches. Tiered intervention data will be monitored monthly during the MTSS/RTI grade level meetings and through MTSS/RTI Leadership meetings. Program Coordination: The Lee County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally: Describe any coordination/integration with other Federal, State, and local resources such as grants, violence prevention programs, nutrition programs, housing programs, Head Start, adult ed, career & technical ed, Describe any consolidated Federal, State, and local education agency programs Using needs assessment, identify school needs and priorities ● Using LEA, SAI, ESE and other funds meet min/max requirements and purchase district required materials; then use Title I and UniSIG funds to

Name	Title	Job Duties and Responsibilities
		supplement personnel and resources, as needed ● Meet META Consent Decree; then, hire additional ESOL teachers/paras using Title III resources ● If applicable, Head Start/VPK programs are co-located on the campus; classrooms integrated into school campus and functions ● Title I Parts A, C, D, and School Improvements (1003a and 1003g)/UniSIG, Title II, Part A and Title III are managed out of the Academic Services Department Heads Department Heads lead students toward the fulfillment of their potential for intellectual, emotional, physical and social growth in a safe and cost effective manner that supports the goals of the district, establish and maintain an effective grade level program, coordinate art exhibits in schools and the community in a safe and cost effective manner that supports the goals of the District. The department head serves as a liaison between school and the Department of Environmental Education and provide dynamic, effective leadership in the operation of the school science fair, and ensuring that all department members have a voice within the school. managed out of the Academic Services Division in Lee County. Administrative staff share oversight, budgeting, staffing, and monitoring which provides efficient and effective coordination of services. Weekly Academic Cabinet meetings, administrator meetings and other informal communications provide for further collaboration in regards to program needs, issues and to coordinate efforts. Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services. Regularly scheduled department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education. Supplemental Staffing and Services: Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The District provides services in coordination with the McKinney-Vento Homeless Assistance Act. Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as, Tutors and Resource Teachers. Title I Basic, Title I Migrant and Head Start/VPK collaborate to provide PreK classes and in home literacy support to ensure school readiness for Lee County students. Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program. Title I Migrant also collaborates with a dentist to provide dentistry at no cost or discounted prices to migrant students in need. Coordination occurs with Homeless Liaison staff and Title I staff in identifying eligible students and families that can be served as homeless. Title I Basic and Title III collaborate in providing workshops and trainings to build

Name	Title	Job Duties and Responsibilities
		the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide translation services to ensure that non-English speaking parents are able to participate fully in the education of their children. Supplemental Staff Development: Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction. Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status. Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT Requirements.
Hickey, Katheline	Other	The role of the Teacher on Assignment is varied at Buckingham. As the staffing specialist the role is to monitor compliance and act as the liaison between the district, school and parents. Staffing specialists are the remain objective, while facilitating an understanding of and compliance with all district, state and federal ESE regulations. Each new school year, Staffing specialists must formulate a weekly schedule based on the caseloads of the schools to which they are assigned. Staffing days should be coordinated with the school psychologist and related services at each building. The Teacher on Assignment is also responsible for ensuring that students have the proper credits and are scheduled into the correct classes. Technology Specialist
Young, Jimmy	Other	The technology specialist facilitates and supports the effective use of technology in the school for teaching and learning by ensuring the school's network and equipment is up and running. The technology specialist also supports all instructional and administrative applications based on the technology infrastructure and the integration of technology into the curriculum. Jimmy is involved in many aspects of the school's functions and assists the principal in tasks related to the day to day functioning of the school.

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	1	3	3	1	3	2	5	12	6	6	6	9	32	89
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	1	0	3	2	3	2	6	0	17

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	0	0	0	0	0	0	

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)

11

Date this data was collected or last updated

Monday 8/5/2019

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	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	0	0	0	0	0	0	

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%	62%	61%	0%	52%	57%
ELA Learning Gains	0%	60%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	53%	54%	0%	51%	51%
Math Achievement	0%	62%	62%	0%	52%	58%
Math Learning Gains	0%	61%	59%	0%	51%	56%
Math Lowest 25th Percentile	0%	49%	52%	0%	50%	50%
Science Achievement	0%	54%	56%	0%	45%	53%
Social Studies Achievement	0%	78%	78%	0%	65%	75%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	1 (0)	3 (0)	3 (0)	1 (0)	3 (0)	2 (0)	5 (0)	12 (0)	6 (0)	6 (0)	6 (0)	9 (0)	32 (0)	89 (0)
Attendance below 90 percent	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)	0 (0)
One or more suspensions	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)	0 (0)
Course failure in ELA or Math	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)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	3 (0)	2 (0)	3 (0)	2 (0)	6 (0)	0 (0)	17 (0)

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**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
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**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

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
SWD	14	10		7	35						
WHT	9	20			50						
FRL	19	14			38						
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)	CS&I
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	66
Total Components for the Federal Index	4
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

The entire group of students at Buckingham as a whole have shown for the past three years has demonstrated 3 percentage points between all groups of Level 1 in English Language Arts, a 4% growth in level 2 from 2016/2017 to 2018/2019, and a decrease of 3% in Level 3. In mathematics, student scores have decreased 7% points from 2016.2017 to 2017/2018, but shown a 3% increase in the 2018/2019 scores in Level 1, positive 3 percent. In Level 2, data decrease of 1% from 2017/2018 to 2018/2019. Level 3 shows a decrease of Level 3 from 10% to 5%. The subgroup of Students with Disabilities is below the 41% for 2 consecutive years. The Students with Disabilities subgroup and the Federal Index score is 17%. Students with Disabilities subgroup had a 10% learning gain in English Language Arts and 35% learning gain in math. The White subgroup is one of the groups that has over 10 students and can be calculated. The Federal index score of the White subgroup is 20%. The White subgroup had a 20% learning gain in English Language Arts anda 50% learning gain in mathematics. The last subgroup is Economically Disadvantaged which includes a very large number of Buckingham students. This subgroup had a Federal index score of 18%. The Economically Disadvantaged subgroup had a 3% learning gain in English Language Arts and a 38% learning gain in mathematics. All subgroups have been below the Federal Index for the past 2 years.

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

The greatest declines appear to be in the Level 2 and Level 3 in both English Language Arts and mathematics. According to the 2018/2019 school report card, the subgroup students with disabilities, which would include all students, Buckingham had a 10% gain in English Language Arts and a 35% learning gain in Mathematics. Data is suppressed when the total number of students within a subgroup (across all categories) is less than 10 and is noted by "Not Enough Data." Within the white subgroup in English Language Arts, Buckingham had 20% gains in English Language Arts and a 50% gain in Mathematics. No other subgroup is reported in race/ethnicity because numbers were below the 10 needed for data to count. These numbers show the school improvement ratings. The school did drop from maintaining to unsatisfactory by 3 percentage points. All subgroups need to be improved as they are all far below the Federal Index of 41%. The greatest improvement appears to be in the mathematics area. The decline in English Language Arts may be the methods used to instruct this area and the lack of communication devices to reach all student needs. Teachers have been dedicated to standards-based instruction based on access point standards. The new writing assessment piece of the Florida Standards Alternate Assessment English Language Arts has presented new challenges for teachers. This may be a contributing factor to students not scoring as high as in the past when the writing portion was different.

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.

Compared to the state average both English Language Arts and Mathematics have great gaps. The factors that contribute to this are that the school is a center school for students with disabilities. Comparing that data is not the same as comparing to typical setting schools. The subgroup that has more than 10 is the students with disabilities subgroup. The trend is very closely aligned with each year ebbing and flowing. We also were able to get multiple new devices for improving communication and this may have been a factor in students learning the new devices.

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

Our biggest gains have been in Mathematics. Our school focused heavily on improving mathematics in the past year and exposing the students to standard aligned mathematics and providing the teachers with professional development both in mathematics and science. This may have had a contribution to the increase in scores. The mathematics area is more focused on specific and linear concepts; whereas, literacy has more aspects and all of our students have needs in communication which may contribute to the lack of increase in literacy skills. Mathematics is more systematically taught and was a major focus of our professional development and professional learning community time spent on developing math skills for students. Math is also more of a hands on activity than English Language Arts. Math is more visual in nature than English Language arts and is easily differentiated for students.

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

Improving the outcome for all students with disabilities and increasing
Federal Index - Students With Disabilities 17%
Students With Disabilities Subgroup Below 41% in the Current Year? YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32% 2

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

Improve the Federal Index score
Increase the Federal Index for Subgroup Students with Disabilities
Increase the Federal Index for Subgroup White students
Increase the Federal Index for Subgroup Economically Disadvantaged.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the overall Federal index score
Rationale	Improving the Federal Index score will improve the overall rating of the school. The school needs to improve from unsatisfactory to a minimum of maintaining. Student scores are directly related to the Federal index. Subgroups of Economically Disadvantaged, White subgroup, and the Students with Disabilities subgroup will all need to improve to help increase the score.
State the measurable outcome the school plans to achieve	Increase the overall Federal index score from 17% to 20%
Person responsible for monitoring outcome	Ruthie Lohmeyer (ruthiell@leeschools.net)
Evidence-based Strategy	Teachers will utilize the Unique Learning System and Blueprints to increase student scores and have monthly checks on the system using formative assessment.
Rationale for Evidence-based Strategy	Unique Learning System is the curriculum used for all students at Buckingham. Using formative assessment and formative assessment feedback, including informal assessment procedures conducted by teachers during the learning process will help drive the instruction of the classrooms to better meet the Access standards.
Action Step	
Description	1. Provide professional learning community time to work with student scores 2. Ensure Unique Learning System is working and up to date 3. Use walkthrough data to provide feedback 4. Provide professional development as needed 5. Collect student data to determine needs
Person Responsible	Ruthie Lohmeyer (ruthiell@leeschools.net)

#2	
Title	Increase the Federal Index for Subgroup Students with Disabilities
Rationale	The school is comprised of all students with disabilities. Improving the score of this subgroup will help improve the overall Federal Index score for the school.

State the measurable outcome the school plans to achieve	Increase the Federal Index for Subgroup Students with Disabilities from 17% to 20%.
Person responsible for monitoring outcome	Ruthie Lohmeyer (ruthiell@leeschools.net)
Evidence-based Strategy	Teachers will use formative data to identify the lowest percent of students within their perspective groups. Teachers will use summative and formative assessment to include diagnostic testing to improve targeting skills for specific students. Formative assessment can be integrated into the learning process throughout the school day, but teachers will also use the Unique Learning System to identify student needs within the standard areas. Teachers will examine the summative assessments of each of their students and determine that they are on the appropriate assessment for the end of year assessments.
Rationale for Evidence-based Strategy	Formative assessment is intended to modify teaching and learning to improve performance of the students. The goal of formative assessment is to help students become better learners and help teachers improve their instruction. Only when teachers utilize formative assessment data can they determine the need of the students.

Action Step	
Description	1. Provide teachers time to learn from each other about how formative assessment drives their instruction. 2. Provide teachers with tools (Access Project) through professional learning communities to develop strategies. 3. Utilize classroom walkthroughs to provide feedback 4. Ensure that Unique Learning System is meeting the needs of teachers 5.
Person Responsible	Ruthie Lohmeyer (ruthiell@leeschools.net)

#3	
Title	Increase the Federal Index for Subgroup White student subgroup
Rationale	The White subgroup has more than 10 students and can be measured. This subgroup will continue to be in a group that will have 10 students that can be tracked. Most subgroups have less than 10 so they cannot be tracked.

State the measurable outcome the school plans to achieve	Increase the Federal Index for Subgroup White student subgroup from 20% to 23%.
Person responsible for monitoring outcome	Ruthie Lohmeyer (ruthiell@leeschools.net)
Evidence-based Strategy	Provide focused instruction to improve student academic proficiency, including providing additional communication equipment and strategies to reach students who are non-verbal. Students will be provided with several alternative ways to determine which is best for the student to communicate an answer. Teachers will work with other professionals as needed (example: speech/language pathologist) to have the method of communication assessed with fidelity. This will help the student effectively communicate an answer in the best way possible using augmentative and alternative communication devices. Determine what students would need assistive technology to best need their needs and improve their communication.
Rationale for Evidence-based Strategy	Augmentative and Alternative communication devices encourages collaboration between team members. Teachers will work with speech/language therapist for assessment, treatment, environmental supports and communication training.

Action Step	
Description	1. Utilize asssistance between speech/language therapist and the student's teacher 2. Provide various alternative communication devices to use with students 3. Ensure student has access to various forms of augmentative and alternative communications devices to try 4. Use formative assessment to determine response rate of student answers 5. Provide time for professionals to work together and provide feedback to each other
Person Responsible	Ruthie Lohmeyer (ruthiell@leeschools.net)

#4	
Title	Increase the Federal Index for Subgroup Economically Disadvantaged.
Rationale	The Economically Disadvantaged subgroup is below expectations. This is a very large subgroup and gives the school an opportunity to improve the Federal Index of the subgroup and improve the rating.
State the measurable outcome the school plans to achieve	Increase the Federal Index for Subgroup Economically Disadvantaged from 18% to 21%.
Person responsible for monitoring outcome	Ruthie Lohmeyer (ruthiell@leeschools.net)
Evidence-based Strategy	Provide systematic instruction to teach academic skills.
Rationale for Evidence-based Strategy	Systematic instruction has shown to be an effective strategy for the subgroup identified. When teachers identify an observable, measurable skill to be taught, and provide a discrete set of steps to follow for students to meet that objective, students will improve and take successive steps toward the objective. Strong evidence supports task-analytic instruction to teach specific academic skills. Teachers will need to understand the method of systematic instruction and will be provided with a step by step guide through professional communities and discussion.

Action Step	
Description	1. Define the instructional objective (teachers) for students 2. Choose the teaching method/prompting levels needed and materials 3. Determine the data collection method 4. Implement the instructional strategy and collect data 5. Evaluate the data and make decisions and refine the process
Person Responsible	Ruthie Lohmeyer (ruthiell@leeschools.net)

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).

Professional Learning Communities
Principal walkthroughs and less plan checks
Formative and informal assessment procedures

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, § 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.

At the beginning of the school year, families and students will be invited to an open house and the Annual Title I meeting where staff will share the vision, mission, and culture of 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. Teachers stay in close contact with parents and return calls and questions in a timely fashion. Families are invited and encouraged to attend and be part of the School Advisory Council meetings, providing input on all aspects of the school's plan. The school has several events throughout the year that encourage parents to attend. The parents are notified in both English and Spanish and all notifications are sent home according to the Title 1 requirements. All parents also are encouraged and invited to attend their child's individual education plan. A parent and family engagement plan has been completed and is attached. Any prospective organization wishing to partner with BESC shall meet with the principal and relevant staff, including, but not limited to the elementary and secondary department chairs, bookkeeper, volunteer coordinator, and building supervisor to develop a plan of service to best meet the needs of the students enrolled.Currently, Buckingham Exceptional Student Center has partnerships with the following organizations for the purpose of securing and utilizing resources to support the school and student achievement: Buckingham and Riverdale High School also join in a cooperative effort of reverse inclusion called "Two Schools One Home." Riverdale students come over to the school two times a week to work with students at Buckingham on social skills, campus beautification, special activity days, and Reading with Riverdale.This is an excellent opportunity for students to work together in a cooperative way, creating a culture of team and trust.

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.

Older students who demonstrate positive behavior assist in classrooms interacting directly with other students under supervision. Opportunities for interaction with peers and staff are supplied daily through visits to the office and classrooms. Volunteers interact with students via assistance with reading. All students have individual education plans, and services are reviewed and discussed at yearly education plan meetings. Parents are in close contact with teachers and needs are discussed and addressed. Teachers differentiate for all students in their classrooms and each teacher has three paraprofessionals within their classroom that they utilize to meet student social-emotional needs.The social and emotional education of children at Buckingham Exceptional Student Center is provided through a variety of diverse efforts such as classroom instruction, extracurricular activities, a supportive school climate, and involvement in community-based instruction. All students have goals to improve their social emotional skills and are provided with a social skills curriculum.
The school works as a team and through a network of administrators, teachers, special education professionals, nursing professionals, occupational therapists, physical therapists, speech/language therapists, vision services teachers and hearing impaired teachers, and counselors who continually share information about our students to best meet the needs of each student.

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

Students are supported through their Individual Education Plans (IEP). Students coming from other schools and/or out of state are supported by all staff members within the school. We have a multi-disciplinary team that works with students and meets their needs, including but not limited to the principal, teacher on assignment, technology specialist, special education teachers, paraprofessionals, occupational therapists, physical therapists, speech/language therapists, music therapists, office staff, custodial staff and all members of the school community. Students are also connected with agencies that are there to help them after graduation of the program. The various cohorts that we have at Buckingham are guided through with an individual education plan. Student histories are examined and various agencies are used for student referrals to help them with movement within their cohort. Students are referred to the Agency for Persons with Disabilities program early in their schooling to help connect them with the appropriate agencies.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team meets to analyze student achievement data from CASTLE, FOCUS and Performance Matters in order to identify support needed to maximize the outcomes of all students. Available resources are considered and are utilized to meet the needs of students based on the multi-tiered system of student supports as outlined in the district's MTSS Manual. Because we are a center school setting and all students are identified as special education, this process will differ slightly within our setting. After locally allocated funds are designated, additional funds from Title I, SAI, and ESE are reviewed to determine which source is appropriate for supplementary resources. These funds are used for supplemental personnel positions, and additional student materials (augmentative communication devices and parent resources). Also other federal, state, and local agency programs are coordinated by the District Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title IX- Homeless; Violence Prevention Programs; Nutrition Programs; Head Start; Adult Education; Career and Technical Education. The principal schedules quarterly meetings to review data, monitor student progress, and allocate resources. To ensure inventory is utilized to the maximum impact, the District Resource Allocation Sheet, The Title 1 Workbook, Destiney Reports if applicable, Peoplesoft records are maintained and reviewed to assign resources to classrooms, teachers, and/or individual students as appropriate.The school leadership team coordinates with each other in order to meet the needs of all students and maximize desired outcomes. The department heads bring their department concerns to the principal and/or teacher on assignment. The team discusses needs within the building for groups and individual students.All members of the team are involved in coordinating for the needs of the students including resources, services, and programs.

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

All students have an Individual Education Plan (IEP) that also addresses secondary and post-secondary needs of the students. The school uses the Universal Design as a means for instructional materials and activities that allow learning goals to be achievable by each individual utilizing a wide range of strategies and abilities including understanding how students see, hear, speak, move, read, write, attend, organize, engage, and remember. Students all have special and unique needs in this school. The school works with business partners and has community-based instruction for students to prepare for college and career readiness. We also have a program called "Two Schools One Home" where students from a local high school work with our students on socialization skills and social activities. Student academic histories

will be examined. Career exploration, self-determination, and work experience are some of the scheduled courses and classes that students can take to help them move forward toward meeting postsecondary goals. Students in work experience go outside of the school to gain work experience with a variety of business partners.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase the overall Federal index score	$0.00
2	III.A.	Areas of Focus: Increase the Federal Index for Subgroup Students with Disabilities	$0.00
3	III.A.	Areas of Focus: Increase the Federal Index for Subgroup White student subgroup	$0.00
4	III.A.	Areas of Focus: Increase the Federal Index for Subgroup Economically Disadvantaged.	$0.00
		Total:	$0.00