

Hillsborough County Public Schools

Lavoy Exceptional Center



2020-21 Schoolwide Improvement Plan

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Lavoy Exceptional Center

4410 W MAIN ST, Tampa, FL 33607

[no web address on file]

Demographics

Principal: **Scottie Basham**

Start Date for this Principal: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2019-20 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
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 is pending approval by the Hillsborough 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.

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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Lavoy Exceptional Center

4410 W MAIN ST, Tampa, FL 33607

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	%
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	2012-13	2011-12
Grade	F	F

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All students will develop as future citizens intellectually, physically, socially, emotionally and morally in a safe, least-restrictive environment for life, through the support of well-informed staff, parents, and community members.

Provide the school's vision statement.

Each student is valued as an individual and will be encouraged to develop life skills to his or her fullest potential. Lavoy Exceptional Center recognizes disabilities as a challenge to be surmounted, not as an insurmountable obstacle to be avoided.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Lindbeck, Tyvan	Other	
Correa, Cherry	Teacher, ESE	
Kennedy, Pamela	Teacher, ESE	
Murphy, Peter	Paraprofessional	
Thompson, Sherry	Paraprofessional	
Ingraham, Velda	Other	
Basham, Scottie	Principal	

Demographic Information

Principal start date

Wednesday 7/1/2020, Scottie Basham

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

22

Demographic Data

2020-21 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
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Year	
Support Tier	
ESSA Status	CS&I
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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	2	0	5	6	2	5	8	3	7	4	4	1	48	
Attendance below 90 percent	1	1	0	4	2	1	1	2	1	4	3	1	0	21	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	0	1	

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	
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	4	0	0	0	1	0	1	0	1	7	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Monday 6/29/2020

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	
Number of students enrolled	4	1	0	6	3	3	5	9	3	5	4	5	22	70
Attendance below 90 percent	2	0	0	5	2	2	2	4	1	3	4	4	11	40
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	

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	

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	
Number of students enrolled	4	1	0	6	3	3	5	9	3	5	4	5	22	70
Attendance below 90 percent	2	0	0	5	2	2	2	4	1	3	4	4	11	40
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	

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	

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%	57%	61%	0%	60%	57%
ELA Learning Gains	0%	56%	59%	0%	60%	57%
ELA Lowest 25th Percentile	0%	52%	54%	0%	53%	51%
Math Achievement	0%	55%	62%	0%	60%	58%
Math Learning Gains	0%	57%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	49%	52%	0%	54%	50%
Science Achievement	0%	50%	56%	0%	54%	53%
Social Studies Achievement	0%	77%	78%	0%	78%	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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	52%	-52%	58%	-58%
	2018	0%	53%	-53%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	55%	-55%	58%	-58%
	2018	0%	55%	-55%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019					
	2018	0%	51%	-51%	55%	-55%
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	0%	54%	-54%	62%	-62%
	2018	0%	55%	-55%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	0%	57%	-57%	64%	-64%
	2018	0%	57%	-57%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019					
	2018	0%	54%	-54%	61%	-61%
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018	0%	52%	-52%	55%	-55%
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	9	19		6	17		17				
BLK	9			9							
HSP					27						
FRL	12	19		8	22		20				
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	14
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	68
Total Components for the Federal Index	5
Percent Tested	93%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0
Native American Students	
Federal Index - 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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	9
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	9
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
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%	0
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%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	16
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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.

Economically disadvantaged subgroup showed the lowest performance. Our school is Title 1 and attendance is often an issue due to students medical needs. Students missing school often translates to lower academic performance.

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

Overall four subgroups showed a consistent decline, SWD, Black students, Hispanic students, economically disadvantaged. These groups continue to be challenging for us to address and show forward movement,...

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.

The gap continues to remain consistent. Overall, we continually have a gap with SWD, Black, Hispanic, and Economically Disadvantaged students. Our families are often distrustful of school, and students come from all over the district, which makes attendance an issue. Also, lack of knowledge of the system often creates boundaries for families.

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

Our school social worker has been doing incredible outreach to families. Although, we have not seen a gain in the data, hopefully we will begin to see this moving forward. Our teachers have also been very accessible, working with families at times that are families are available, engaging families virtually has also helped with access.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Increasing parent involvement in our sub categories, consistent attendance which impacts academic achievement, providing additional resources for families, and academically challenging students. Our families that are economically disadvantaged often do not have the resources that other families do.

Assisting them with resources outside of school, therapy, food deliveries, access to behavior support, etc continues to be a challenge when working with our families.

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

1. Communication with stakeholders
2. Behavior support for students and teachers
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Managing Accountability Systems

Area of Focus: Communication between administration, staff, and parents. A system of communication needs to be created that focuses on the specific needs of the students, parents and staff. Administration should implement a system that distributes vital information to staff members and hold staff members accountable for using the communication system.

Students need multiple modes of communication to meet their needs (Tech Talks, Big Macks, Step by Step, switch interface, etc), school-wide subscription to Symbolstix for a uniform communication system, color printers and ink for creating posters and curriculum, a school-wide subscription to Unique Learning Systems for communication curriculum, professional training for the use of new devices, subscriptions, and curriculum, and lamination for curriculum and posters.

Area of Focus Description and Rationale:

Our ESSA Sub groups Action steps:

School Social Worker conduct home visits for families to deliver information, classwork, discuss attendance issues, deliver food, provide community resources for our families that are Economically disadvantaged.

Teachers conducting virtual check in with students, especially for our Hispanic families that need translation. Our teachers have virtual office time, where families that speak Spanish can log in, receive support in school related issues, students receive academic support in their native language.

Our students that are Black often have not had positive interactions with school. We are doing home visits to build relationships and increase communication. We have also varied the times that we are available, in order to increase involvement with students and parents.

Our ESE Specialists are conducting virtual ,meetings for families, for them to understand their rights. They are individually working with families and teachers to meet the needs of each child and provide additional academic, social, behavioral intervention. This plan allows for students to receive support at home as well as at school. Our teachers and parents work together to achieve success for each student.

Measurable Outcome:

The school will create various communication systems to improve communication between Administration, staff, students, and parents. Outcomes will be measured through the ASQI survey, Student/Parent Perception Survey, and Assessment Data results.

Person responsible for monitoring outcome:

Scottie Basham (scottie.basham@hcps.net)

Evidence-based Strategy:

For students: creation of a uniform communication system for students to communicate with peers and staff members. If students are able to learn and use a communication system in a school wide setting, this will enable them to indicate wants and needs no matter what teacher/setting the student is located.

Rationale for Evidence-based Strategy:

Research shows that lack of communication adversely affects student learning and behavior, parent/school relationships and staff culture.

Action Steps to Implement

Creation of communication system

Person Responsible Scottie Basham (scottie.basham@hcps.net)

Creation of Virtual Meetings for students/parents

Person Responsible Cherry Correa (cherry.correadejesus@sdhc.k12.fl.us)

Survey students for communication needs

Person Responsible Velda Ingraham (velda.ingraham@sdhc.k12.fl.us)

#2. Culture & Environment specifically relating to Discipline

The school does not have a consistent, structured protocol to handle extreme behaviors. This lack of procedure interferes with student learning as behaviors continue to disrupt entire classrooms for extended periods of time.

In our ESSA Subgroups, we attend to do the following:

SWD: All of our students are SWD, we have created an incentive room, and a school wide behavior intervention plan that allows students to earn LaVoy Dollars for positive behavior. This is individualized based on the needs of each student.

Area of**Focus****Description****and****Rationale:**

Our Hispanic students: We have created a menu of incentives in English and in Spanish.

Student incentives are chosen by students, Students can earn things that are meaningful to them.

Our Black students: Students are involved in creating the incentive menu, identifying items that are important to them as individuals. Our Social Worker delivers rewards to our students that are engaged in E-Learning.

Economically Disadvantaged Students: By including items that the students can work towards, and purchase that they might not be able to purchase another way, students behavior and academics are positively impacted. Students have access to earn time in the incentive room, where we have activities that most of our students do not have at home.

Measurable Outcome:

Improve student and staff safety by creating a discipline protocol that includes a Behavior Response team by August 2020. Improve student and staff safety by offering NCI training on campus by August 2020. Restraints and seclusions will decrease by 50%.

Person responsible for monitoring outcome:

Scottie Basham (scottie.basham@hcps.net)

Evidence-based Strategy:

Stakeholders will be trained to consistently use strategies based on the principles of Applied Behavior Analysis (ABA) and Nonviolent Crisis Intervention (NCI) to effectively manage and prevent difficult behavior.

Rationale for Evidence-based Strategy:

Student engagement and school culture is negatively impacted by a lack of a consistent, safe behavior management system that includes rewards and consequences.

Action Steps to Implement

Design behavior system

Person**Responsible**

Scottie Basham (scottie.basham@hcps.net)

Work with students to identify incentives and build menu

Person**Responsible**

Cherry Correa (cherry.correadejesus@sdhc.k12.fl.us)

Identify behaviors that students can earn power dollars for

Person**Responsible**

Scottie Basham (scottie.basham@hcps.net)

Communicate plan to students and families

Person Responsible Pamela Kennedy (pamelal.kennedy@sdhc.k12.fl.us)

Oversee incentive Friday's

Person Responsible Scottie Basham (scottie.basham@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will meet regularly to evaluate data collected by stakeholders to improve student communication, behavior, and culture. Reviewing data should lead to improved policies and implementation of said policies to positively impact the school. We continually ask for feedback via surveys and use our data points to address ongoing issues. We have identified issues to continue to monitor in instruction, using visual supports, and increased communication tools for our students. Our ILT continues to monitor instructional data each month to determine if additional PD is needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

LaVoy utilizes monthly Newsletters, Parent Link, social media (Facebook page, Twitter, the school website), Parent Teacher Association, yearly IEPs, PBIP/FBA reviews, parent conferences, extracurricular activities (Winter Program, Spring Fling, etc.) to communicate with stakeholders. We also send home daily messages in student communication logs, as well quarterly progress reports.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$0.00