

The School District of Lee County

Buckingham Exceptional Student Center



2021-22 Ungraded 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: 7/1/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Improvement Rating History	2021-22: Unsatisfactory 2020-21: Maintaining 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure that every student learns and grows in an innovative communication-rich and nurturing environment that involves all stake holders.

Provide the school's vision statement.

To provide each student the necessary skills to achieve their highest personal potential.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Buckingham Exceptional Student Center is a separate day school that serves students with documented high-intensity needs that cannot be met at a traditional school with typical peers. We educate students who have the most significant cognitive, academic and adaptive behavior delays. The majority of our students require continuous assistance for personal care, health and safety. Students with the most significant health care needs also receive daily nursing services. We provide highly specialized instruction in functional academics aligned with the Florida Access Points. Students use augmentative and alternative communication to demonstrate knowledge.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gohagen-Mosley, Vicki	Principal	<p>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.</p>
Hickey, Katheline	Other	<p>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 facilitate 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. This Teacher on Assignment also has role of specific focus on the English Language Arts content area.</p>
Morin, Lisa	Teacher, ESE	<p>Teacher Classroom teacher is included in the leadership team. The classroom teacher is a critical element in leadership. This teacher also has role of instructional focus for the content area of Math. 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.</p>
Marcellino, Tabitha	Teacher, ESE	<p>Classroom teacher is included in the leadership team. The classroom teacher is a critical element in leadership. This classroom teacher provides the unique perspective of instructional practices for our students who have deferred receipt of diploma. 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.</p>
Ramos Conde, Patricia	Teacher, ESE	<p>Classroom teacher is included in the leadership team. The classroom teacher is a critical element in leadership. This classroom teacher also has been tasked with instructional focus in the area of Social Studies. 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</p>

Name	Position Title	Job Duties and Responsibilities
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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.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Wednesday 7/1/2020, Vicki Gohagen Mosley

Number of teachers with professional teaching certificates?

10

Number of teachers with temporary teaching certificates?

3

Total number of teacher positions allocated to the school.

13

Total number of students enrolled at the school.

66

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	1	0	2	3	2	3	1	4	9	4	6	27	63
Attendance below 90 percent	0	1	0	0	0	0	1	1	0	2	0	1	3	9
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	1	0	2	3	2	3	1	4	9	4	6	27	63

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	1	0	0	6	2	0	2	11

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	

Date this data was collected or last updated

Thursday 8/26/2021

2020-21 - 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	0	1	3	3	2	4	2	4	10	4	7	6	31	77
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	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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math 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	1	0	0	0	0	1

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 Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					62%	61%		55%	60%
ELA Learning Gains					60%	59%		53%	57%
ELA Lowest 25th Percentile					53%	54%		46%	52%
Math Achievement					62%	62%		55%	61%
Math Learning Gains					61%	59%		55%	58%
Math Lowest 25th Percentile					49%	52%		52%	52%
Science Achievement					54%	56%		51%	57%
Social Studies Achievement					78%	78%		75%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	5	35			29						
HSP	9				30						
WHT											
FRL		33			36						
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or 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	69
Total Components for the Federal Index	5
Percent Tested	89%

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%	

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 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	13
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	0
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	14
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Checkpoints in the Unique Learning System was used as progress monitoring. Increase classroom walk-throughs were conducted to ensure that all students were engaged and the the curriculum was used with fidelity.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Science showed the most improvement. Supplemental hands-on material were used more frequently and all students participated in science experiments as well as real-life application of science concepts. FSAA Level 1's reduced by 42% and level 2's increased by 41%. ELA also showed improvement as well. FSAA Level 1's reduced by 32% and levels 2 and 3 increased by 32%. Teachers participated in monthly professional development activities related to the Unique Learning System and Blueprints to increase student achievement. Unique Learning System is the curriculum used for all students at Buckingham Exceptional Student Center. Using formative assessment and formative assessment feedback, including informal assessment procedures conducted by teachers during the learning process helped drive the instruction of the classrooms to better meet the Access standards.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Math is the greatest need of improvement based on the Florida Standards Alternate Assessment. Level 1's reduced by 4% and level 2's increased by 4%. We did not have any students score a level 3 in math.

What trends emerge across grade levels, subgroups and core content areas?

Analysis of current state assessment data indicates that 2021 ELA Data shows an increase in students scoring at a Level 2 or 3 by 32% compared to 2019 ELA Data, 2021 Math Data shows an increase in students scoring at a Level 2 by 4% compared to 2019 Math Data, and 2021 Science Data shows an increase of 41% of students scoring at a Level 2 compared to the 2019 Science Data. Individual achievement gains were unable to be evaluated as previous years' data were not taken secondary to school closures related to COVID 19. While historical data does show the following results that point to minimal growth, current data trends support continued implementation of selected evidenced-based strategies reinstated during the 20-21 school year to include Professional Learning Communities. The school has data to support an increase in status from unsatisfactory to maintaining and has requested formal recognition of this status.

What strategies need to be implemented in order to accelerate learning?

The following strategies have been/ will be implemented in order to accelerate learning: the continued implementation of the practice of data focused Professional Learning Communities, Professional Development in the practices surrounding the Universal Core, and adoption of practices that support the development of student oral language to increase engagement in the classroom environment and academic content, and finally, adoption of a dedicated literacy block that utilizes systematic, research-based instruction that supports learning in all elements evidenced by successful readers.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following professional development opportunities will be provided to the school to support teachers and leaders: Professional Learning Community practices will be facilitated by school-based leadership to model effective, data-driven discussions focused on student learning. A core group of teachers will engage in professional development outside of contract hours in the Universal Core and work site based in collaboration with the Speech-Language Pathologist to infuse the Universal Core Vocabulary in daily routines and activities. Professional Development to support the dedicated literacy block will occur through PLC teams gathered to review instructional strategies in each of the components in addition to many individual teachers working to obtain their reading endorsement to further enhance their competency in research-based instruction to support Reading.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Analysis of current state assessment data indicates that 2021 ELA Data shows an increase in students scoring at a Level 2 or 3 by 32% compared to 2019 ELA Data, 2021 Math Data shows an increase in students scoring at a Level 2 by 4% compared to 2019 Math Data, and 2021 Science Data shows an increase of 41% of students scoring at a Level 2 compared to the 2019 Science Data. Individual achievement gains were unable to be evaluated as previous years' data were not taken secondary to school closures related to COVID 19. While historical data does show the following results that point to minimal growth, current data trends support continued implementation of selected evidenced-based strategies reinstated during the 20-21 school year to include Professional Learning Communities. The school has data to support an increase in status from unsatisfactory to maintaining and has requested formal recognition of this status.

Historical Data: Students at Buckingham have 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.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on current data available, the Florida Department of Education indicates our Federal Index Score is 17%. Our goal will be to show a minimum of 3% growth in this score for a Federal Index Score of 20%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Ongoing formative assessments and monthly review of school-wide data will be used to monitor progress. Summative data will be generated following student participation in annual alternate state assessments.

**Person responsible
for monitoring
outcome:**

Lisa Morin (lisamor@leeschools.net)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Professional Learning Communities (PLCs) are an intentional collaboration of individuals working toward a common goal-directed at increasing student learning. Time is dedicated to this purposeful collaboration and the efforts of each team member are completed under the umbrella of the group's established norms for interactions and work. Data informs all decisions and provides direction to the team effort.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy.

Professional Learning Communities (PLCs) are an evidenced-based practice that were reintroduced last year. With the targeted focus on increased instructional competency and improved student learning, PLC's are the perfect structure to support improved learning for teachers and students alike. Our district leadership symposium values this practice and explored it in detail through the work of Marzano, Eaker, et al.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Dedicated time will be scheduled on a weekly basis to work in collaborative teams under the following rotating categories: Behavior Instructional Strategies and Techniques for Students with Disabilities/ Health Education, Instructional Strategies for Students with Disabilities, Wraparound Student Case Study, and Augmentative and Alternative Communication/ Technology. Teams will review the following questions at each PLC to maintain the focus and purpose of the work on improving student learning:
What do we want all students to know and be able to do?
How will we know if they learn it?
How will we respond when some students do not learn?
How will we extend the learning for students who are already proficient?

Person Responsible Vicki Gohagen-Mosley (drvickilg@leeschools.net)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Federal Index data will be reviewed for the entire school population. Specific review of data for our targeted ESSA subgroups will be evaluated at this time as well. Progress Monitoring will be ongoing in individual classes and data reviewed monthly by PLC teams.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the Federal Index for Subgroup Students with Disabilities from 17% to 20%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Individual classroom teachers will work in collaboration with the SLP to monitor student access to and use of functional communication systems with an emphasis on the universal core vocabulary. School-wide progress and needs assessments will be evaluated further at monthly PLCs focused on augmentative and alternative communication systems.

Person responsible for monitoring outcome:

Lisa Morin (lisamor@leeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

All teachers will be provided with access to training, designed with research from Project Core, in the universal core vocabulary at the district level. This training will provide teachers with the knowledge they need to instruct, model, and promote use of core vocabulary in their daily classroom routines and instruction and how to be an effective communication partner for our students using augmentative or alternative communication systems.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Oral language is the foundation of all literacy skills. For the majority of the population we serve, students require extensive supports for both receptive and expressive communication. Research shows that increased communication skills with an explicit focus on the universal core curriculum leads to increased communication, increased engagement in the curriculum, and increased learning.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Training dates will be promoted in advance of the course offering
2. Trainees will work collaboratively and discuss learning outcomes and actionable steps of weekly training.
3. Leadership team, in collaboration with the Speech-Language Pathologist, will work with site-based teachers to help facilitate increased use of core vocabulary in their daily routines and instruction.
4. Monitoring of implementation of these strategies will be observed through informal walkthroughs and monthly PLCs

Person Responsible

Lisa Morin (lisamor@leeschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the

This area of focus is directly related to one or more ESSA subgroups.

Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase the Federal Index for Subgroup Students who are Economically Disadvantaged and for Students who are White. Rationale: These two subgroups were identified as sample size allows for their monitoring compared to other subgroups served at our school. Improving the score of these subgroups will help improve the overall Federal Index score for the school.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the Federal Index for Subgroup Economically Disadvantaged from 18% to 21% and increase the Federal Index for Subgroup White student subgroup from 20% to 23%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored for the desired outcome through monthly review of formative assessments, classroom walkthroughs, and summative state assessment data.

Person responsible for monitoring outcome:

Katheline Hickey (kathelinemh@leeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will implement and adhere to a research-based, standards-focused, literacy block to provide direct instruction in all of the components of Reading to include oral language and phonemic awareness, phonics and decoding, vocabulary instruction, fluency, and comprehension.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to a recent Just Read, Florida article discussing the literacy block, "The National Reading Panel Report research shows that ALL students need at least 90 minutes of uninterrupted reading instruction each day to become strong readers, and that this instruction must be systematic, explicit, scaffolded, and differentiated across the classroom. Research continues to support an uninterrupted literacy block". We have adopted a 60 minute literacy block respectful of the type of learner and diverse needs of our students at Buckingham Exceptional Student Center. Instruction within this literacy block will be targeted at providing systematic instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension with modifications and accommodations as outlined on each student's Individual Education Plan.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The school adopted a 60-minute literacy block and honor as a non-negotiable part of instruction for students in K-12.
2. The literacy block with resources supporting each element has been published on the schoolwide google classroom supporting PLCs.
3. Each element of the literacy block was reviewed in detail during PLCs.

4. Components of the literacy block will be reviewed at least monthly during PLCs focused on instructional strategies.
5. Progress Monitoring Data will be collected for ELA access points to monitor student growth in these areas.

Person Responsible Katheline Hickey (kathelinemh@leeschools.net)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This Area of Focus directly relates to one or more of the ESSA subgroups.

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.

At the beginning of the school year, the BESC staff and teachers developed a new mission and vision as well as defined our core values. Families and students will be invited to open house, School Advisory Council meeting and the Annual Title I meeting, where staff will share the vision, mission, and culture of the school. Teachers stay in close contact with parents and return calls and questions within 24 hours. Families are invited and encouraged to attend and be part of the monthly School Advisory Council meetings, providing input on all aspects of the school's plan. The school has several events (face-to-face and virtual) 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. The time of the Title I events will be in the evening (7pm) to encourage more families to participate. All parents also are encouraged and invited to attend their child's individual education plan (in person or virtually). A parent and family engagement plan has been completed. Any prospective organization wishing to partner with BESC shall meet with the principal and relevant staff, to develop a plan of service to best meet the needs of the students. We will continued our partnerships with Riverdale High School in a cooperative effort of reverse

inclusion called "Two Schools One Home." Riverdale students work with Buckingham students via Zoom (virtual platform) for special events at least once per month to increase social skills. Buckingham Exceptional Student Center is a 2020-2021 Resilient FLPBIS Model School. Positive Behavior Interventions and Support (PBIS) is an approach schools use to promote school safety and good behavior. With PBIS, schools teach students about behavior expectations and strategies. The focus of PBIS is prevention, not punishment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Dr. Vicki Gohagen-Mosley- Principal; models, set the tone, direction, and expectations for the team; motivate students, families and staff throughout the school year.

Patricia Ramos Conde- Positive Behavior Interventions and Support (PBIS) Chair; using a team-based approach, coordinate school-based activities related to positive behavior support (PBS). The PBS contact will serve as the point-person when collaborating with families and school-based personnel to facilitate activities related to alternatives to suspension, positive school climate, and increased academic performance. Provide coaching, mentoring, and student support within a PBS framework (Tier 1, 2, and 3); Communicate PBS activities and initiatives with appropriate stakeholders; Oversee the day-to-day activities and serve as a liaison between faculty, administration, students, and the community; Organize, supervise, and coordinate all PBS team meetings and activities.

Olivia Regnaert- Sunshine Committee Chair; provide support for staff in emergencies as well as plan social activities for staff enjoyment.