Escambia Boys' Base

2014-15 School Improvement Plan

Escambia Boys' Base

THOMPSON AVE NTTC CORRY BLDG #3780, Pensacola, FL 32511

www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The purpose of Escambia Boys' Base is to provide students with a well-rounded educational program. Students, though enrolled in our school for a relatively short period of time, are given a chance to increase their knowledge and skills in basic education subjects. Opportunities are also provided for students to develop positive attitudes toward learning. Ideally, the skills and attitudes learned at our school will enhance the students' chances for success when they return to their school and to the community.

Provide the school's vision statement

Our philosophy is success for all students and staff. Students participating in our school program will learn and demonstrate the following:
1. Confidence as a learner and person.
2. Self-direction as a learner.
3. Concern and respect for others.
4. Comprehension and application of knowledge.
5. Higher level thinking skills in the areas of problem solving, decision making, and critical thinking skills.
6. Effective communication skills
Our school's curriculum is aligned with the Florida State Standards. Pre-vocational educational and successful transition back to local schools and the community is a major focus.

School Environment

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

When a student enters the program the student is tested and counseled individually. We are a very small program with only 28 students and 2 classroom teachers. This allows for individual interaction with each new student that arrives at our program. We are able to gather information through an informal interview process in which we not only determine school course placement but are able to learn personal information as well. Pertinent information is shared with all teachers and staff.

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

Before and after school the students are supervised by AMI staff. During school the students attend school and participate in classes and courses under the supervision of certified teachers. School rules and expectations are clearly defined and explained to each new student as they enter the program. They sign and receive a copy of these rules and any questions they may have can be answered during the interview process. These rules and expectations coincide with the behavior modification system used by the AMI staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students are "graded" period by period with a + (excellent), 0 (average), or – (below average) rating system. All students are expected to be on task and participating in class activities. Students receive weekly evaluations and are conferenced with every other week (or more often if needed) at a meeting at which all departments of the program are represented as well as a conference call with the parent and Juvenile Probation Officer if available. Minor disciplinary problems are dealt with immediately by the lead teacher through counseling. More sever infractions are handled through an in house referral system that allows AMI staff the opportunity to choose the appropriate disciplinary method. All teachers and staff are encouraged to take in-service courses to enhance their behavior management skills. There is also a behavior modification program in place that allows students to progress through a series of levels which gives them more privileges as they move up in rank. Part of this program is a point system that enables students at all levels to "purchase" extra benefits.

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

Students receive mental health services provided by the AMI staff. We also have a mentoring program in cooperation with the Navy.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

As students enter Escambia Boys' Base the lead teacher examines existing student records for early warning indicator data that includes
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	7	8	9	
Attendance below 90 percent	1	1	0	2
One or more suspensions	0	1	0	1
Course failure in ELA or Math	0	0	1	1
Level 1 on statewide assessment	1	4	2	7

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	1	1	2

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

Students are expected to attend school daily (appointments during school hours are kept to a minimum). Students participate in self paced programs (Accelerated Reader, Accelerated Math, and Fast Forward) in order to bring up their basic skills. The programs deliver appropriately gauged instruction based upon pretest data. FCAT Explorer is used to prepare for standardized testing and the students also take courses for credit.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents are contacted via conference call and their child's progress is discussed every other week. Any questions or concerns are addressed at this time.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our students participate in many community programs. Example: Habitat for Humanity, Feed the Children, Relay for Life, etc. All of our activities are positive for both the students and the community. The students get a sense of accomplishment and self-worth as they complete these activities as well as learning communication skills and work related skills. Additional services (church, mentoring, etc.) are facilitated by AMI.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Coots, Kerri	SAC Member
mathis, vicki	Principal
mclaughlin, steve	Teacher, K-12

Duties

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

Principal/Lead Teacher: Provide common vision for the use of data-based decision making ensures that the school based team is implementing best practices, conducts assessment of skills of the school staff, and communicates with parents regarding school-based plans and activities.
SAC Member: Participates in the collection, interpretation, and analysis of data; collaborates in facilitation of professional development.

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 will meet to engage in the following activities:
Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based upon that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Barnett, D.	Teacher
Charles, V.	Business/Community
Coots, K.	Teacher
Davis, R.	Education Support Employee
Dean, D.	Business/Community
Freeman, V.	Business/Community
Hernandez, D.	Business/Community
Jones, O.	Business/Community
McLaughlin, D. S.	Teacher
Rogers, A.	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC met 5/23/14 to discuss the End of Year SIP. Math and Reading goals were met. Standardized testing results were discussed. Vocational and community service activities were successful and will be implemented again next year.

Development of this school improvement plan

Council met and determined that increasing instructional time by reducing inappropriate classroom behavior would be this year's focus. 80% of the students' Math and Reading scores (pre to post) will increase by 10 standard scores as a result of increasing instructional time.

Preparation of the school's annual budget and plan

The SAC will meet a minimum of four time. The SAC will provide input into the continuing development of the School Improvement Plan.
$0 budget.

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

$0 allotted.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

We have two classroom teachers and one teacher assistant. All planning time is common and the staff works together in order to coordinate and plan activities that are cross curricular. Our teachers have the luxury of collaborating on a daily basis due in large part to the intimacy or our small program and the working relationship of our staff.

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

We have had very little turnover in our staff over the entire history of our program. Our teachers meet the state requirements for certification and are highly qualified. When a position is available all applicants must apply for the position through the Escambia County School District and meet the requirements set forth by the District. Applicants are then interviewed and rated by a committee and chosen by the Director of Alternative Education.

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

When new teachers are hired they are given a teacher handbook and are given the opportunity to ask questions about our daily procedures. The new teacher will work in the classroom in collaboration with the lead teacher in order to learn the procedures of the classroom. The new teacher will then be paired with the other classroom teacher and will meet weekly or as needed to address any questions or problems as they arise.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Students use computer based Compass Learning Odyssey that has been aligned to the standards by district level department personnel. We also use state/district adopted text books that are aligned with the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students' progress is monitored daily. Odyssey (Compass Learning) reports help teachers identify areas of concern and allow teachers to individualize as needed. Students use Accelerated Math, Accelerated Reader, Fast Forward, and FCAT Explorer to supplement their regular course work. Teacher generated materials are also used to help struggling learners.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students are placed in programs/schools on the recommendations of a transition team that consists of school personnel, social service workers, Juvenile Probation Officers, parents, and counselors.

College and Career Readiness

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 will complete the CHOICES program. A resume will be created by each student and career awareness DVD/Videos/online are available for students to explore different job opportunities. Eligible students are encouraged to enroll and take courses (online or on campus) at Pensacola State College. We are partnered with Habitat for Humanity and many of our students learn valuable construction trade skills while building homes in the community.

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

Florida Ready to Work certification, Food Handlers certification, Forklift Operator certification, Oil and Lube certification as well as a Hospitality and Housekeeping certification.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

All students are enrolled in a career development course. Since many of our students want to join the work force as soon as they are eligible our teachers relate their academic subjects to job skills as part of their weekly planning.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Percent of graduates enrolled in a Florida public postsecondary institution in Fall Escambia 47.2% State 52.1%
Our student population consists of incarcerated juvenile offenders. Many of our students have few credits and are well behind their chronological grade placement. We encourage and assist many of our students in obtaining their GED. Once they have accomplished this first step we then assist them in the enrollment process at Pensacola State College and/or the University of West Florida.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase instructional time during the school day.

Strategic Goals Detail

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

G1. Increase instructional time during the school day. 1a

🔍 G045553

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	30.0

Resources Available to Support the Goal 2

- Bullying Prevention DVD/Video
- AMI Mental Health Staff
- AMI Social Services Staff
- Staff Develpment

Targeted Barriers to Achieving the Goal 3

- Time and resources for staff develpment.

Plan to Monitor Progress Toward G1. 8

Examine student records to determine if there is a decrease in the % of students with 2 or more referrals.

Person Responsible
steve mclaughlin

Schedule
Semiannually, from 10/15/2014 to 6/30/2015

Evidence of Completion
Will prepare a report to present to V. Mathis, Principal

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase instructional time during the school day. [1]

🔑 G045553

G1.B3 Time and resources for staff develpment. [2]

🔑 B112502

G1.B3.S2 Ensure staff development time is allotted. [4]

🔑 S124268

Strategy Rationale

We have limited time/days for staff development since we are a 12 month program and must provide classes 5 days a week (not holidays) year round.

Action Step 1 [5]

All teachers will attend staff development, in-service, or a conference related to student and/or classroom behavior.

Person Responsible

steve mclaughlin

Schedule

On 6/30/2015

Evidence of Completion

Registration forms and/or in-service completion forms.

Action Step 2 5

Teachers will be given a half day to develop a form to monitor the students' classroom behavior.

Person Responsible

steve mclaughlin

Schedule

On 11/28/2014

Evidence of Completion

Teachers will submit their behavior forms.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Record and file teacher registration for staff development, in-service, conferences.

Person Responsible

steve mclaughlin

Schedule

Every 2 Months, from 10/29/2014 to 6/30/2015

Evidence of Completion

Teachers will sign and date monitoring form until participation in the above activity is complete.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teacher will choose a half day and the lead teacher will cover the class.

Person Responsible

steve mclaughlin

Schedule

On 11/28/2014

Evidence of Completion

Teacher will present form to be filed and demonstrate its use.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

All teachers will have completed staff development, in-service, or conference. If teachers are not completing this activity they will be assigned a program by the lead teacher.

Person Responsible

steve mclaughlin

Schedule

On 6/30/2015

Evidence of Completion

Signed monitoring form and registration/completion forms.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.A1	All teachers will attend staff development, in-service, or a conference related to student and/or classroom behavior.	mclaughlin, steve	10/15/2014	Registration forms and/or in-service completion forms.	6/30/2015 one-time
G1.B3.S2.A2	Teachers will be given a half day to develop a form to monitor the students' classroom behavior.	mclaughlin, steve	10/27/2014	Teachers will submit their behavior forms.	11/28/2014 one-time
G1.MA1	Examine student records to determine if there is a decrease in the % of students with 2 or more referrals.	mclaughlin, steve	10/15/2014	Will prepare a report to present to V. Mathis, Principal	6/30/2015 semiannually
G1.B3.S2.MA1	All teachers will have completed staff development, in-service, or conference. If teachers are not completing this activity they will be assigned a program by the lead teacher.	mclaughlin, steve	10/15/2014	Signed monitoring form and registration/completion forms.	6/30/2015 one-time
G1.B3.S2.MA1	Record and file teacher registration for staff development, in-service, conferences.	mclaughlin, steve	10/29/2014	Teachers will sign and date monitoring form until participation in the above activity is complete.	6/30/2015 every-2-months
G1.B3.S2.MA2	Teacher will choose a half day and the lead teacher will cover the class.	mclaughlin, steve	10/27/2014	Teacher will present form to be filed and demonstrate its use.	11/28/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase instructional time during the school day.

G1.B3 Time and resources for staff develpment.

G1.B3.S2 Ensure staff development time is allotted.

PD Opportunity 1

All teachers will attend staff development, in-service, or a conference related to student and/or classroom behavior.

Facilitator

To be determined.

Participants

Escambia Boys' Base Teachers

Schedule

On 6/30/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**