

Executive Summary

Sidney Lanier School

Sidney Lanier School's improvement efforts are directed toward goals for functional academics in the areas of reading, math, writing and science as well as parent involvement.

Budget funds will be used to support the implementation of the following research – based programs:

S.P.E.C.I.A.L. Curriculum

AbleNet *MEville to WEville* Early Literacy and Communication Curriculum

Macmillan/McGraw-Hill *Treasures* Reading Program

Success For All Reading Program

Harcourt *Math*

Success For All *MathWings*

Language for Learning

Scott Foresman *Science*

Responsive Classroom

Second Step

Funds will also be used to support parent involvement activities and technology.

Sidney Lanier School 2008 – 2009 School Improvement Plan

VISION / MISSION

Our school is committed to student success through focused and challenging instruction. We work together, involve parents, and respect one another in a safe and welcoming setting.

This vision statement, adopted by our school faculty, staff, students, their families and our School Advisory Council, reflects our commitment to:

- Great expectations – the belief that all students can achieve in an atmosphere that promotes personal growth and learning and celebrates the accomplishments of each individual.
- Success for all – our belief that all students can learn and our commitment to enabling teachers to help students grow and learn through a continuous assessment model, a research-based instructional program, targeted professional development, plus leadership, coaching and monitoring for student success.
- Teamwork – linking district, school, family, agency and community resources together on behalf of our students to provide needed community support services, promote parent involvement and, ultimately, increase / impact student success in school.

Our school met adequate yearly progress in reading, math, and writing in 2004, 2005, 2006 and 2008. Our goal is to meet adequate yearly progress in all areas this year and in the years to come.

SCHOOL PROFILE / DEMOGRAPHICS

Sidney Lanier School is a “choice” school that has served students with severe developmental or multiple disabilities, ages 3 through 22, from across the District for over 30 years. More than 100 students are served in twelve classes with 6 – 10 students per class. Nearly 75% of the students receive free or reduced meals. Students receive specialized bus transportation which is provided by the District. Teachers use the research-based Supported and Participatory Exceptional Curriculum for Individuals Able to Learn (S.P.E.C.I.A.L.) Guide as the basis for instruction and students in grades 3 – 11 are tested annually with the newly-implemented Florida Alternate Assessment. Specialized academic and therapy programs are provided based on the individual educational plan (IEP) for each student. Student success can be attributed to the talented instructional team, plus family and community support.

Sidney Lanier School is also home to two pre-kindergarten varying exceptionality classes serving students ages 3 to 5 with developmental delays. Several non-disabled peers are enrolled as role models. Teachers use the Developmental Learning Materials (DLM) curriculum guide as a basis for instruction and assess the students two times a year using the Language Assessment Profile-D (LAP-D). Therapy programs are provided based on each student’s IEP, as well.

Sidney Lanier is staffed by teachers who are certified in one or more areas of special education and, therefore, highly qualified to teach the students served by the school. Most of the paraprofessionals have been employed at the school for a number of years and have been trained by the teachers in methods and best practices in meeting the needs of students with pervasive disabilities.

Sidney Lanier School programs are supported by the PTA, SAC and numerous long-term business partnerships. These partnerships include: Beef O' Brady's; Domino's Pizza; Florida Capital Bank; Florida Credit Union; Grace United Methodist Church; March of Dimes; Old Navy; Paul West Used Cars; Purvis Gray and Co., CPA's; Rotary Club of Downtown Gainesville; Sam's Wholesale Club; Suskin Realty; The Rickman Partnership, Inc.; Wildlife Drawings by Jim Wilson; and WUFT – TV.

SCHOOL DATA SUMMARY

SCHOOL GRADES:

2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
NA	NA	NA	NA	NA	NA	NA

NO CHILD LEFT BEHIND / ADEQUATE YEARLY PROGRESS (AYP):

2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
NO	YES	YES	YES	NO	YES

Summary of 2008 Florida Alternate Assessment									
Academic Area	Number of Students			Complexity Level			Performance Level		
	Assessed	*Not Assessed	**No Score	Participatory	Supported	Independent	Basic	Proficient	Advanced
READING	48	0	0	34	7	7	15	20	13
MATHEMATICS	48	0	0	35	10	3	14	23	11
WRITING	16	1	4	14	1	1	5	4	7
SCIENCE	13	0	0	10	2	1	2	5	6

*Not Assessed: This area was not assessed.
 **No Score: There was not enough information to calculate a score.

	Participatory			Supported			Independent		
	B	P	A	B	P	A	B	P	A
READING	11	15	8	2	2	3	2	3	2
Percentage	23%	31%	17%	4%	4%	6%	4%	6%	4%
MATHEMATICS	9	17	9	3	5	2	2	1	0
Percentage	19%	35%	19%	6%	10%	4%	4%	2%	0%
WRITING	3	4	7	1	0	0	1	0	0
Percentage	19%	25%	44%	6%	0%	0%	6%	0%	0%
SCIENCE	0	4	6	1	1	0	1	0	0
Percentage	0%	31%	46%	8%	8%	0%	8%	0%	0%

Also see Needs Assessment under Goal: Functional Academics starting on page 5 of this Plan for more detailed data.

QUALITY STAFF

Highly Qualified, Certified Administrators

Mrs. Cathy Costello, Principal

- Bachelor of Science from the University of Tennessee in education with double certification in Elementary Education and Special Education
- Master of Education from the University of Memphis in Special Education
- Post baccalaureate study at the University of Florida in Administration and Supervision
- Certified in the state of Florida in School Principal, Elementary Education, Mentally Handicapped, Specific Learning Disabilities, and Emotional Handicaps
- 38 years in the field of education: 7 years teaching children with varying exceptionalities, 6 years on staff in the district's Exceptional Student Education Department, 1 year as assistant principal and 24 years as principal at Sidney Lanier School [principal of Anchor School during its tenure on campus]
- Entire career has been devoted to working with students whose performance is compromised by their disabilities or disadvantages
- Member of the Council for Exceptional Children since 1970, past chapter president, current chapter advisor and current president of the Florida CEC Pioneer Division
- Board member of the ARC of Alachua County
- Member of Phi Delta Kappa, professional fraternity; Alpha Delta Kappa, educational sorority; and Florida Association of School Administrators

Mrs. Sharon Miller, Assistant Principal

- Bachelor of Education from the University of Florida with double certification in Mentally Handicapped K – 12 and Elementary Education K - 6
- Post baccalaureate study and certification in Specific Learning Disabilities and Primary Education
- Master of Education in Educational Leadership from the University of Florida and certification as School Principal (all levels)
- 36 years in the field of education: 12 years teaching students with developmental disabilities; 8.5 years teaching first and second grade students who qualified for Title I services in a self-contained or resource room setting; 4.5 years as a curriculum resource teacher implementing the curriculum at an elementary school which qualified for targeted assistance from Title I; 3.5 years as assistant principal / curriculum resource teacher at a Title I school-wide elementary school with a number of district ESE programs on campus which successfully raised its school grade from a D to a C during the 1999 – 2000 school year; 3.5 years as principal of a Title I school-wide elementary school which successfully raised its school grade from a D to a B during the 2002 – 2003 school year and 4 years as assistant principal at Sidney Lanier
- Member of the Florida Council for Exceptional Children, currently serving as chapter treasurer
- Board member and treasurer of Friends of the Alachua County Crisis Center
- Member of Florida Association of School Administrators

High-Quality, Highly-Qualified Teachers

Excerpt from the Alachua County Public Schools *Comprehensive Reading Plan* as it applies to Sidney Lanier School:

District staff and administrators attend regional job fairs, and school-based administrators attend two local job fairs hosted by the district. District contracts are offered to teachers who are exceptionally qualified. All teachers are encouraged to participate in professional

development. Stipends and / or substitutes are provided for teachers to participate in most in-service training. Teachers are encouraged to pursue the reading endorsement and National Board Certification.

School Advisory Council

Historically, the SAC has met on the third Tuesday of each month in the conference room in the administrative building. Nominations for each peer group are accepted in April and voting occurs in May of each year. If the election does not fulfill statutory requirements, the principal recommends additional members to provide proper representation. A vacancy in any membership category is filled by utilizing the regular election / selection process. The current (2008 – 2009) members represent all of the required categories: instructional (31%) and non-instructional (7%) personnel, parents (31%), and community members (31%) (three of whom are business partners.)

The SAC addresses the design, implementation and evaluation of the School Improvement Plan and is the sole body responsible for final decision making as it relates to school improvement. The SAC assists in the preparation and evaluation of the school's annual budget and addresses other needs such as the facility and school climate. The SAC approves all expenditures from the school's Lottery and Advanced Placement funds. The dollar amount of these funds varies from year to year depending on the size of the school's population and the purpose for which funds are requested varies according to the needs of the students and staff. Excellent dialogue transpires at the meetings and members are always encouraged to give input / feedback. Members are also afforded the opportunity to give feedback to the district on the annual evaluation at the end of the school year.

Extended Learning Opportunities

Sidney Lanier School has an Extended Day Enrichment Program (EDEP) available to its students in the morning before school and in the afternoon at the end of the school day.

Sidney Lanier School is fortunate to have a very small pupil : teacher ratio in all classes as well as a number of mentors and volunteers giving students 1 : 1 attention. This additional support, in essence, extends the learning time for all students.

Sidney Lanier School students are eligible for ESE Extended School Year if the IEP team recommends services. They are invited to attend the summer program to continue to work on their IEP goals and objectives.

GOAL: FUNCTIONAL ACADEMICS

NEEDS ASSESSMENT:

Sidney Lanier did not make Adequate Yearly Progress (AYP) in 2003 and 2007 but did in 2004, 2005, 2006 and 2008. Following is a summary of the results of the Florida Alternate Assessment Report (FAAR) and the Florida Alternate Assessment (FAA) (beginning in 2008):

Reading – Standard 1:

2003 and 2004 No Child Left Behind (NCLB) requirement: At least 31% of students in grades 3 through 10 must score a rating of 3 or above.

Results: 2003 – 55% – made AYP; 2004 – no data

2005 NCLB requirement: At least 37% of students in grades 3 through 10 must score a rating of 3 or above.

Results: 2005 – 72% – made AYP

2006 NCLB requirement: At least 44% of students in grades 3 through 10 must score a rating of 3 or above.

Results: 2006 – 89% – made AYP

2007 NCLB requirement: At least 51% of students in grades 3 through 10 must score a rating of 3 or above.

Results: 2007 – Because of the United States Department of Education's (USDE's) participatory level exclusion ruling, only 67% of the students were tested (95% required) AND only 29% of remaining students met criteria – did not made AYP

2008 NCLB requirement: At least 58% of students in grades 3 though 10 must score at the proficient performance level or above.

Results: 2008 – 72% – made AYP

Math – Standard 3:

2003 and 2004 NCLB requirement: At least 38% of students in grades 3 through 10 must score a rating of 3 or above.

Results: 2003 – 22% – did not make AYP; 2004 – 93% – made AYP

2005 NCLB requirement: At least 44% of students in grades 3 through 10 must score a rating of 3 or above.

Results: 2005 – 62% – made AYP

2006 NCLB requirement: At least 50% of students in grades 3 through 10 must score a rating of 3 or above.

Results: 2006 – 78% – made AYP

2007 NCLB requirement: At least 56% of students in grades 3 through 10 must score a rating of 3 or above.

Results: 2007 – Because of USDE's participatory level exclusion ruling, only 67% of the students were tested (95% required) AND only 24% of remaining students met criteria – did not make AYP

2008 NCLB requirement: At least 62% of students in grades 3 though 10 must score at the proficient performance level or above.

Results: 2008 – 72% – made AYP

Writing – Standard 2:

2003, 2004 and 2005 NCLB requirement: There will be at least a 1% improvement in writing performance over the previous year's percentage of students writing on grade level for grades 4, 8 and 10.

Results:

2003: From 46% in 2002 to 38% in 2003 – did not meet requirement

2004: From 38% in 2003 to 90% in 2004 – did meet requirement

2005: From 90 % in 2004 to 79% in 2005 – NA – there were less than 30 students in this test group.

2006 NCLB requirement: At least 90% of students in grades 4, 8 and 10 must score a rating of 3 or above.

Results: 2006 – 96% – made AYP

2007 NCLB requirement: There will be at least a 1% improvement in writing performance over the previous year's percentage of students writing on grade level for grades 4, 8 and 10 (96%).

Results: 2007 – 65% – did not make AYP

2008 NCLB requirement: There will be at least a 1% improvement in writing performance over the previous year's percentage of students writing at the proficient performance level or above for grades 4, 8 and 10 (65%).

Results: 2008 – 67% – made AYP

Science – Standard 4:

2006: No NCLB requirement

Results: 2006 – 86%

2007: No NCLB requirement

Results: 2007 – 60% – did not meet school's objective

2008: No NCLB requirement

School objective: The percentage of students in grades 5, 8 and 11 who score at the proficient performance level or above will meet or exceed the school's 2007 results (60%).

Results: 2008 – 85% – met school objective

FUNCTIONAL ACADEMICS GOAL STATEMENT:

Sidney Lanier School's goal is to continue to provide the instructional and other supports needed to improve the performance of students at the supported and participatory levels in the area of functional academics.

OBJECTIVES:

Reading: At least 65% of students in grades 3 through 10 will score at the proficient performance level or above on the FAA, Standard 1: The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

Math: At least 68% of students in grades 3 through 10 will score at the proficient performance level or above on the FAA, Standard 3: The student identifies and applies mathematical concepts and processes to solve problems.

Writing: There will be at least a 1% improvement in writing performance over the previous year's percentage of students in grades 4, 8 and 10 who score at the proficient performance level or above on the FAA, Standard 2: The student expresses information effectively using oral, print, or visual formats for a variety of purposes.

Science: The percentage of students in grades 5, 8 and 11 who score at the proficient performance level or above on the FAA, Standard 4: The student uses systematic approaches when solving problems, will meet or exceed the school's 2008 results (school objective).

STRATEGIES:

1. Teach reading through the Success For All model and the Mcmillan/McGraw-Hill *Treasures* Reading Program (new implementation), math through the Harcourt *Math*, the Success For All *MathWings* and *Every Day Counts* Calendar Math programs and science through the Scott Foresman *Science* program to selected classes.

2. Teach literacy and communication skills through the AbleNet *MEville to WEville* Program (new implementation) to selected classes.
3. Utilize *Treasures* Reading Program and Harcourt *Math* Program computer technology for teaching functional reading and math skills to selected classes.
4. Expand the use of sign language / total communication with selected students.
5. Expand the Activity-Based Learner Engagement (ABLE) program to improve academic and communication skills for students in selected classes (participatory level). Purchase support materials as needed and as funds are available.
6. Purchase and expand the use of adapted / assistive technology for support programming in communication and functional academics.
7. Infuse technology (Smart Boards, etc.) into classroom instruction and programs.
8. Participate in Community Based Instruction (CBI) programs to transfer and practice skills taught at school into community settings.
9. Instruct students in the area of career planning via guidance lessons.
10. Use block scheduling to maximize instructional time.
11. Send a teacher representative to the State's train-the-trainer workshop on alternate assessment and the Inclusive Large Scale Standards and Assessment (ILSSA) workgroup. ["This workgroup will be instrumental in providing information to the State about what teachers' needs are related to curriculum and instructional materials and strategies for students with significant cognitive disabilities."]
12. Refine and continue the implemented system for assessing and documenting progress toward meeting IEP goals and objectives as well as the criteria on the Florida Alternate Assessment; file documentation in Alternate Assessment Portfolios.
13. Obtain training for administrators and teachers on the Florida Sunshine State Standard's Access Points; infuse into lesson planning for curriculum and instruction.
14. Gather / Develop checklists to document students' progress toward skills needed for successful transition. Solicit assistance from District's Transition Coordinator.
15. Host an agency (The ARC of Alachua County, Agency for Persons with Disabilities (APD), Center for Independent Living (CIL), group homes, waiver support coordinators, etc.) forum to provide information on transition and post-school services to students and parents.
16. Provide the support and materials necessary to ensure that the students in the pre-kindergarten varying exceptionalities program successfully meet their IEP goals and objectives.

EVALUATION:

The FAA scores will be used for evaluation. Adequate progress will be achieved if Sidney Lanier School meets NCLB / AYP requirements.

RESEARCH-BASED PROGRAMS:

- The Supported and Participatory Exceptional Curriculum for Individuals Able to Learn (S.P.E.C.I.A.L.) curriculum guide
- AbleNet *MEville to WEville* Early Literacy and Communication Curriculum
- Mcmillan/McGraw-Hill *Treasures* Reading Program
- Success For All Reading Program
- Harcourt *Math*
- Success For All *MathWings* Program
- Language for Learning
- Scott Foresman *Science*

PROFESSIONAL DEVELOPMENT ALIGNED WITH THIS OBJECTIVE:

Provide training for teachers and therapists on the following:

- Pasco County’s S.P.E.C.I.A.L. curriculum guide
- AbleNet *MEville to WEville* Early Literacy and Communication Curriculum
- The “Four Block” Model for teaching literacy skills
- Mcmillan/McGraw-Hill *Treasures* Reading Program
- Administration of the Florida Alternate Assessment
- Florida’s State Standards / Benchmarks / Access Points

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	S.P.E.C.I.A.L. curriculum guide	School funds; district textbook and IDEA funds (to be determined)	\$3360	0
Research-based Resource(s)			0	0
Technology	Hardware, software	Technology funds	\$3200	0
Professional Development	Aligned with curricula	CREATE funds, School Improvement funds	\$400	0
Other			0	0
Total:			\$6960	0

FUNCTIONAL ACADEMICS ELEMENTS:

Highly Qualified Certified In-Field Instructors

- Anderson, Cassandra – 24 years of experience, all at Lanier; certified in EH and MH; has taught students with EMH, PMH, TMH, EH, SED, Autism.
- Avila, Dalys – 29 years of experience, 24 at Lanier; certified EH, MH, and SED; has taught students with EMH, TMH, EH, SLD, SED, Autism.
- Baggett, Charles – 18 years of experience, 2 at Lanier; certified in French and VE; has taught French as well as students with EMH, PMH, TMH, PI, OHI.
- Fledell, Barbara – 23 years of experience, 1 at Lanier; certified in MH K-12; has taught students with TMH, VE, SLD, PMH.
- Gilbraith, Mary – 40 years of experience, 28 at Lanier; certified in MH and VI; has taught students with EMH, PMH, TMH, EH, HI, PI, VI.
- Gionet, LeeAnne – 38 years of experience, 36 at Lanier; certified in VE, MH, SLD, Early Childhood, Elementary Education; has taught students with SLD, VE, TMH, EMH.

- Lee, Connie – 25 years of experience, 17 at Lanier; certified in EH and MH and holds ESOL endorsement; has taught students with EMH, PMH, TMH, Autism.
- Littlejohn, Brenda – 35.5 years of experience, 4 at Lanier; certified in MH; has taught students with EMH, PMH, TMH, VE (EH, PI, SLD, VI), Autism.
- McKinnon, Susan – 40 years of experience, 28 at Lanier; certified in MH and VI; has taught students with EMH, PMH, TMH, EH, HI, PI, VI.
- Peters, Melanie – 11 years experience, 6 at Lanier; certified in Elementary Education 1-6, Reading K-12, English 6-12, Varying Exceptionalities; has taught HS English and students with VE, PMH.
- Powell, Larry – 30 years experience, 3 at Lanier; certified in EH, MH, SLD; has served as an elementary school Behavior Resource Teacher and has taught students with EH, MH, SLD, Autism.
- Wise, Jeanne – 7 years experience, 1 at Lanier; certified in MH, Elementary Education; has taught students with EH, SED, MH, SLD, Autism.

GOAL: PARENTAL INVOLVEMENT

NEEDS ASSESSMENT:

As is discussed in the “School Profile Demographics” section at the beginning of this plan, Sidney Lanier School’s population is comprised of students with severe developmental or multiple disabilities from across the district. Because of the unique needs of our children, it is crucial to recruit parents and guardians to become active partners in and to be held accountable for their child(ren)’s progress. All school personnel play an active roll in working with our students’ parents / guardians.

GOAL STATEMENT:

To provide opportunities for involving parents / guardians as active partners in achieving school improvement and education accountability.

OBJECTIVES:

To provide opportunities for parents / guardians to become active partners in their child’s educational experience.

STRATEGIES:

1. Recruit and train parents / guardians to be tutors and / or school volunteers. Train teachers and staff in how to work with parents as partners.
2. Invite parents / guardians to participate in their child’s individual education plan meeting(s) and parent / teacher conferences. Offer assistance regarding how to monitor their child’s progress and improve their performance.
3. Offer mini-workshops on curriculum programs and age appropriate skill development. Explain what the school will do to help the students meet the standards.
4. Encourage parents to participate in school activities, parent training, SAC and PTA through personal invitations, phone calls and notices. Provide transportation, if needed.
5. Survey parents, staff and community stakeholders to identify school improvement needs.

EVALUATION:

Records or documentation of school strategies will be used for evaluation.

RESEARCH-BASED PROGRAMS:

NA

PROFESSIONAL DEVELOPMENT ALIGNED WITH THIS OBJECTIVE:

NA

BUDGET

NA

SAC MEMBERS

2007 – 2008:

Principal: Cathy Costello

Teachers: Betsy Harris (Vice Chair), Connie Lee, Brenda Littlejohn and Larry Powell

Parents: Susan Creek, Vanessa Hutchinson, Billy Littles, Beverly White

Education Support Professional: Carol Wilt (Secretary)

Other Citizens: Tom Moore (Chair) and Business Partners Lynda Knight, Leslie Suskin and Linda Rickman

2008 – 2009:

Principal: Cathy Costello

Teachers: Sandra Bessette, Donald DeVito, Barbara Fledell and Brittany Larkin

Parents: Susan Creek, Vanessa Hutchinson, Billy Littles and Beverly Manghram

Education Support Professional: Yolanda Upchurch

Other Citizens: Steve Drago and Business Partners Carolyn Isaac, Leslie Suskin and Linda Rickman

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	S.P.E.C.I.A.L. curriculum guide	School funds; district textbook and IDEA funds (to be determined)	\$3360	0
Research-based Resource(s)			0	0
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