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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department’s SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Sidney Lanier will ensure that students with disabilities learn authentic skills in a safe environment to be productive and integrated into their home, community, work and everyday living.

Provide the school's vision statement

We believe...

...that all students with disabilities can reach their highest possible standard of achievement.

...that students with disabilities can become contributing members of our community.

...that special education programs will reflect only the finest in research-based practices.

...that ongoing staff development will focus on refining instructional practices that reflect the unique needs of our students.

...that all special education activities will be meaningful, authentic, and engaging for our students.

...that all Sidney Lanier Special Educators will be a model of excellence in their field.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Royce G. Kamman

Position Title

Principal

Job Duties and Responsibilities

Coordinate and facilitate the implementation of resources, implementation of programming, and guiding professional learning with faculty recommendations. Institute progress monitoring and data collection to promote teachers in adjusting and meeting the best needs of their students based on the data. Provide support to paraprofessionals in providing the highest quality of support under the direction of the teacher to meet the individual and small group needs of students in the educational learning environment.

Leadership Team Member #2

Employee's Name

Petrina Leggon

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum and resource development, data collection relative to academic and behavioral interventions and observations. Developing an intake process and progress monitoring of behavioral data for students assigned to the Character Counts Program. The assistant principal will work with paraprofessionals to support individual student needs as outlined in their BIP and FBA. Additionally, providing support when addressing the needs of individual students with significant developmental delays and students transitioning from high school into everyday living.

Leadership Team Member #3

Employee's Name

Sarah Boswick

Position Title

Behavior Resource Teacher

Job Duties and Responsibilities

Provide Behavior Interventions, assist with resource development for teachers and staff, collect and review data relative to behavior, develop additional behavioral intervention strategies, conduct observations of students.

Leadership Team Member #4

Employee's Name

Velinda Davis

Position Title

Family Liaison

Job Duties and Responsibilities

Collaborate with school and district-level staff to develop interventions for identified students and develop individualized service plans. Implement case management services, monitor student/family progress and status, and make referrals to other professional staff members or community agencies as needed. Serve as a liaison between schools and agencies/facilities, including social services, etc. to coordinate assistance for identified students. Provide families with information related to the needs

of their child and acts as a resource to parents/guardians by providing family support activities and communicating with families regarding available services.

Leadership Team Member #5

Employee's Name

Karen Poirier

Position Title

Title I Specialist

Job Duties and Responsibilities

Develop short and long-range plans based on district and state curriculum and instructional priorities. Define goals and objectives for the assigned curriculum, program or service assignment. Plan with teachers and instructional leaders to develop and implement curriculum, and assessment programs in the school. Revise curriculum, program or service delivery based on annual assessments. Plan and prepare programs and activities considering students' culture, learning styles, special needs.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders including the SAC, educators, and leadership team members will develop the foundation for the SIP. Utilizing supports from district leadership departments, together we are actively researching high quality resources and evidence-based programs. Stakeholders are working with community-based agencies. Our team has served and continues to develop productive relationships with all stakeholders, they provide feedback as we monitor and reflect on the school improvement process. Therefore, our SAC continues to be a vital part of the school SIP process.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored through monthly data chats with the instructional and leadership team monthly. The School Advisory Committee will meet four to five times a year to update and revise the plan with provided data reports. Progress monitoring will focus on supports to what is working & possibly what you need to do differently if the interventions put in place did not achieve the intended objectives. Additionally, progress monitoring will focus on the entire implementation process and determine if additional evidence-based resources are needed to ensure continuous school improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	66.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL IMPROVEMENT RATING HISTORY	2023-24: 2022-23: * 2021-22: UNSATISFACTORY 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	3	3	11	8	8	7	2	4	5	51
One or more suspensions	3	3	9	6	4	7	0	1	2	35
Course failure in English Language Arts (ELA)	0	2	5	5	1	2	0	0	0	15
Course failure in Math	0	1	5	3	5	4	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	5	4	4	0	0	0	13
Level 1 on statewide Math assessment	0	0	0	6	4	2	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	2	5	5						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	6	4					10

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	3	8	8	7	6	0	1	1	37

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	6	50	58	4	46	53	8	52	55
ELA Grade 3 Achievement **		51	59		55	56			
ELA Learning Gains		54	59				21		
ELA Learning Gains Lowest 25%		50	54						
Math Achievement *	0	55	59	0	52	55	4	34	42
Math Learning Gains		62	61				26		
Math Learning Gains Lowest 25%		55	56						
Science Achievement *		48	54	0	47	52	9	52	54
Social Studies Achievement *		64	72	13	62	68	6	56	59
Graduation Rate		59	71		66	74	43	44	50
Middle School Acceleration		76	71		77	70		43	51
College and Career Readiness		34	54		33	53		63	70
ELP Progress		54	59		30	55		74	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	3%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	6
Total Components for the FPPI	2
Percent Tested	87%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
3%	4%	17%	20%		12%	12%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	4%	Yes	4	4
Black/African American Students	4%	Yes	4	4
White Students	0%	Yes	1	1
Economically Disadvantaged Students	3%	Yes	4	4
2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	16%	Yes	3	3

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	18%	Yes	3	3
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	19%	Yes	3	3

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	6%				0%								

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	4%				0%			0%	13%				
Students With Disabilities	4%				0%			0%	13%				
Black/African American Students	7%				0%								
White Students	0%				0%								
Economically Disadvantaged Students	6%				0%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	8%		21%		4%	26%		9%	6%		43%		
Students With Disabilities	7%		18%		3%	24%		10%	8%		43%		
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	11%		25%		5%	40%		9%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	9%		20%		7%	29%		12%			38%		

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Ela	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Ela	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	3	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Science	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

ELA demonstrated the most improvement with modest gains in the area of reading achievement. This improvement led to a school rating of "maintaining". As a school During the second half of the year, as a school, course corrections were made to focus on teaching to the benchmarks and strengthening the alignment of instructional practices to state standards. We have built in a system for increasing achievement through the use of designed lesson plan blueprints that will assist in directing teaching and learning. Professional Learning and collaborative practices are provided in the area of best instructional practices with a focus of lesson plan blueprints directly tied to benchmarks and Florida State Standards. We utilized progress monitoring to ensure fidelity and appropriate pacing.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

While we have made modest gains we still have work to do with professional training of staff in the areas of standard based instruction and implementation pacing focused on utilizing formal and informal assessments. The ELA component of the assessment cycle has shown low scores. The Math component of the assessment cycle has demonstrated low scores as well. This low performance is related to the influx of new students who are assigned throughout the course of the year. Students in our programs are sent to us from various district schools for alternative placement.

Greatest Decline

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

ELA. This performance is directly attributed to the varied times that students are placed with us. We receive students throughout the year and work on behavior and academics. Our IND population and ACCESS point curriculum students are varied.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math and ELA. This performance is directly attributed to the varied times that students are placed with us. We receive students throughout the year and work on behavior and academics. Our IND population is varied and are ACCESS point curriculum students.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Math skills for our four sub categories, Black/African American students, economically disadvantaged students, students with disabilities and white students.
2. ELA skills for our four sub categories, Black/African American students, economically disadvantaged students, students with disabilities and white students.
3. Continue the reduction of OSS for our four sub-categories Black/African American students, Economically disadvantaged students. Students with Disabilities and White students.

Highest Priorities

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

1. ELA skills for our four sub categories, Black/African American students, economically disadvantaged students, students with disabilities and white students.
2. Math skills for our four sub categories, Black/African American students, economically disadvantaged students, students with disabilities and white students.
3. Continue the reduction of OSS for our four sub categories Black/African American students, Economically disadvantaged students. Students with Disabilities and White students.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The need to improve our instructional practices to teach standards at the appropriate grade level is critical to supporting students to master and pass grade level and graduation requirements. For the students with disabilities - majority are on ACCESS and FAA - they need to have exposure, opportunities to practice and review to master concepts. Using Unique Learning Systems teachers can focus instruction to help students with special learning needs master the state standards and track data using pre and post assessments. Using the program teachers are able to differentiate the learning for each individual student while providing high quality in an interactive learning environment and creating a path to independence. Teachers are new to having to track data, using the program to the highest potential and supporting mastery which creates the need for collaboration and support time. Teachers in regular program will be collaborating and tracking data as they engage students learning using standards and currently adopted curriculum. They will need support scaffolding the standards to support the gaps students are facing in ELA.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2023-2024 - 33% Reading Achievement with a goal to make gains of 10%

Using the collaborative planning and standards based instruction - students will make a 10% gain over scores from last year. There will be weekly classroom walkthrough by administrators - 75% of the time teachers will be teaching to the appropriate standard by end of 1st semester and 80% by the end of the year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our focus will be grow from pre-test to post-test on unit benchmarks and standards that are being

taught. Helping students have greater exposure to standards and opportunities that lead to mastery. Reviewing data to see growth in monthly data chats will increase accountability and planning for ways to incorporate standards based instruction. Focused walkthrough data as aligned by district expectations will be shared with teachers after every walkthrough, there will be discussion monthly in collaborative planning. Additionally, monitoring will occur in bi-monthly meetings lead by Administration and supported by school district curriculum specialist .

Person responsible for monitoring outcome

Petrina Leggon, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

All teachers who teach access points instruction will use the three components of Unique to increase ELA based instruction focusing on Language Comprehension and Word Recognition. Language comprehension will focus on background knowledge, vocabulary, verbal reasoning, language structure and literacy knowledge/ Word Recognition will focus on phonological awareness, decoding and sight recognition. Using Unique teachers will collaborate on instructional based practices in their monthly data chats. The strategies to support ELA strategies will be implemented in the classroom and practices. These will focus on the science of reading phonemic awareness, encoding and fluency cross all foundational phonemes. For our students with disabilities the need appropriate support and structure to make the most progress. Increasing higher expectations of students. The collaborative planning and additional professional development for the paras to be able to support the instruction will benefit students making those gains.

Rationale:

Raising the expectations to foster the best student outcomes. The focus of instruction will be explicit, systematic, repetitive - allowing for accommodations and modifications for each child's individual needs. With additional support of paras in the classroom - using Unique will support their ability to work with smaller groups and individuals to practice, repeat and continue instruction that was directed by the teacher. Students in our Character Counts are in our school on a limited time frame we must support the needs with ELA and gaps, while teaching them on grade level material so they are ready to return to their zoned school. Many of the students' frustrations and behavior problems are a result of learning gaps that result in behavior issues. Supporting their learning by scaffolding to supports the closing of achievement gaps in this area of focus.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We have moved to provide clear and concise expectations for teaching to the benchmarks and standards. We have implemented P/D using UniSig monies to train faculty in the use of High

Leverage Practices. We have also provided all faculty with Lesson Plan Blueprints which will assist and guide teachers in creating appropriate lessons that are explicitly tied to the benchmarks and standards. Focus boards will be in each classroom and we will use a walkthrough data sheet to use as a tool for assistance and progress monitoring.

Rationale:

The need for explicit instruction is paramount to each student's success. We have made great strides in recovering lost instructional time. We now have a great opportunity to create a climate where teaching and learning is a priority.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Focused Instructional Data Driven Practices

Person Monitoring:

Buddy Kamman, Principal

By When/Frequency:

Every month teachers will meet twice a month for the entire year - to assess students through all the standards.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaborative planning with teachers using UNIQUE. To plan, support, and track data of students as they test pre- and post-test. The teachers will prepare the necessary materials and train paras to help with pretesting and providing students with opportunities to practice. There will be discussion on ways to use differentiation (Universal Design for Learning) strategies. Walkthrough data will be shared by Administrators for whole group, small group, and individualized instruction.

Action Step #2

Collaborative Planning

Person Monitoring:

Petrina Leggon, Assistant Principal

By When/Frequency:

Every month teachers will meet twice a month for the entire year - to assess students through all the standards.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaborative planning to track data, discussing differentiation (UDL) and scaffolding strategies for all Character Counts and Specials teachers. Walkthrough data will be shared from Administrators for whole group and individual.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The need to improve our instructional practices to teach standards at the appropriate grade level is critical to supporting students to master and pass grade level and graduation requirements. For students with disabilities, The majority of our student population are on ACCESS and FAA assessments. Students need to have exposure and appropriate opportunities to practice and review concepts. The use of Unique Learning will supplement Access Point curriculum will provide an assessment tool to track and support student academic needs.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2023-2024 42% Math Achievement with a goal to make measurable gains of 10% over the previous year scores. There will be weekly classroom walkthroughs by administrators. With the implementation of Lesson Plan Blueprints, we will be able to accurately track focus boards and all faculty will have standards and benchmarks available throughout the yeas.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our focus will be to create a culture of teaching and learning. The implementation of lesson plan blueprints will assist in tracking the pace of teaching and learning. Both formal and informal assessments will be provided by faculty with the blueprints. Explicit instruction with walkthroughs by administrators will be important to progress monitoring.

Person responsible for monitoring outcome

Dr. Royce G. Kamman

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

All teachers who teach ACCESS point curriculum will use The Assessment tools in The Unique to collect data on student progress. We will also monitor the formal and informal assessments used as look-fors in our progress monitoring.

Rationale:

Setting high expectations to foster the best possible student outcomes will be our focus. Explicit instruction and the use of multiple tools available to teachers will drive our progress and how we determine faculty needs for general and specific Professional Development opportunities.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative planning tied to best teaching practices will be implemented. The use of Unique and PD driven by the training and use of High Leverage Practices coupled with walkthrough data will assist in tracking student progress.

Person Monitoring:

Dr. Royce Kamman

By When/Frequency:

Weekly, Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Progress monitoring, Team self assessment and C Collaborative planning.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus this year will be both academic and behavioral progress. The use and implementation of PBIS with Utilizing MTSS Tier 1, Tier 2, and Tier 3 strategies. Through professional learning and coaching, we will bring Tier 1 schoolwide strategies into action in the school learning environment.. We will teach and coach using PBIS focused school- wide positive behavior expectations in explicit terms focused on ELA and Math instruction. The use of Lesson Plan Blueprints aligned to State Standards and benchmarks will be used throughout the classrooms at Lanier.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

We will set specific goals to increase student success academically and behaviorally. Using data collected from Insights to Behavior (Tier 3). The use of lesson plan blueprints with monitoring of formal and informal assessments tied to curriculum standards and benchmarks to drive curriculum and provide supports to increase Math and ELA progressions.

The goal for the 2024 -25 school year is to increase training and provide clear expectations tied to state standards and benchmarks for ACCESS and regular educations students. The administrative team will track and provide progress monitoring feed back to teachers through our classroom walk through plan, the lesson plan blueprint plans and add additional training opportunities trough district and school professional development opportunities. We will use a school based and developed tracking plan to provide immediate feedback to teachers.

By Spring 2025, students at Sidney Lanier will demonstrate behaviors that reflect a Respectful, Responsible, Safe and Ready to Learn positive school climate. The reflection will be assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and daily point sheets. Our desired outcome rate at Tier 1 will be 85% Tier 2 will be 10% outcome rate and Tier 3 will be 3%

This outcome will be monitored through student discipline referrals as follows:

Tier 1 any student with 0-1 referrals

Tier 2 any student with 3-5 referrals

Tier 3 any student with 6 or more referrals

Students will be taught behaviors necessary to become successful and socially responsible. All staff will be responsible for fostering and creating a positive climate and culture that aligns with our goals.

To accomplish this work we will use the following positive culture interventions:

Identify all students with significant behaviors. By the end of November, 85% of students will be able to use strategies that promote self advocacy. This will be measured through visits to the Re-Start room and student discipline referrals which document behaviors.

Promote a growth mindset: Implement at least 3 activities or lessons that promote positive change and conflict resolution. This will be measured through data collection with our student services team meetings and promoting resources to help families with our social worker and family liaison.

Increase Student Confidence: By the end of the school year, increase the number of students who feel confident in their ability to set goals by 50% and return to their home zoned schools by exiting the

program.

Increase student attendance: Increase student attendance by 20% each quarter. This will be measured by home visits and providing resources with outside agencies through our school Family Liaison and Social Worker.

Focus on Positive climate and prevention: Using Unisig funds to provide professional development a where we will invest time, training and support to the people who serve Sidney Lanier. We have established training opportunities through Insights to Behavior, CARD, Model School Conference, FETC, Innovative School Conference, TASH and training on the use of High Leverage Practlces. We will use the train the trainer method to have school leaders who attend each model to provide training and feedback for each professional development opportunity.

Finally we have set clear, appropriate and consistent expectations for our school

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The most important aspect of initiating programming is through teaching and coaching. Fidelity and monitoring are important aspects that determine mission success. The use of Smart Goals will be implemented. We will continue to use the Insights to Behavior program that is research-based and proven to work with challenging behaviors. Our learning environment experiences a number of new students who fluctuate throughout the course of the year, therefore maintaining achievement and behavior data is key. For our FAST students we will use IStation and IXL as a data collection tool coupled with our new lesson plan blueprints to monitor progress. Our IND population will use Unique and N2Y as assessment tools to collect and track progress. Both populations will have a copy of the pacing guide as a course driver. The use of The use of Lesson Plan Blueprints with state standards and benchmarks will be the standard used by the school. Pacing guides will also be part of the blueprint plan. Progress monitoring will occur through walk throughs, focus boards and informal and formal assessments.

Person responsible for monitoring outcome

Buddy Kamman, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Using research based programs that are a combination of High Leverage Practices . Lanier teachers and administrators have participated in High Leverage Practices professional learning. We have also started professional development workshops using High Leverage Practices book studies. These professional learnings and book studies will continue throughout the course of the year. We are implementing MTSS staff training through the tier system. PBIS goals, Restorative Practices and increasing positive social interactions are also part of our programming. We will continue the use of Insights to Behavior to instill research based quality strategies for students who need quality behavior intervention plans. We are combining strategies and will continue to implement PBIS and restorative practices to ensure student instructional time is protected. The goal is to reduce OSS, time outside of class, and fading challenging behaviors. This goals are directly tied to implementing, monitoring, and developing faculty and staff as the guiding component to student success.

Rationale:

The use of Insights to Behavior coupled with continuing to implement PBIS strategies will help us to build Tier III interventions that are specific to the need s of individual students by collecting data, developing behavioral hypothesis that will help student snot only correct behaviors that are roadblocks but will increase classroom engagement with increased time in class.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Professional Learning for School Improvement

Person Monitoring:

Buddy Kamman

By When/Frequency:

Teachers will work to complete PL through insights. Collaborating together the teachers will be able to discuss, practice, reflect and analyze.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Using the professional development opportunity in Insights. Teachers will have the opportunity to work through different topics that support behavior and communication. Subjects such as classroom management, ESE Law, token economies and building positive relationships. The P.D. is specific to all administrators, teachers, students, parents and behavior specialists.

Action Step #2

Differentiated Instruction

Person Monitoring:

Petrina Leggon, Assistant Principal

By When/Frequency:

Completing by March with implementation in the classrooms meeting once a quarter.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in book study of A Guide to Teaching Students With Autism. This book supported by the Council for Exceptional Children is a collection of highlighted evidence-based, research to practice teaching strategies and interventions geared toward supporting students with developmental disabilities including autism and intellectual disabilities. This book is a collection of

interventions to support Lanier educators in building needed skills in the classroom and community. Monitoring will occur through Walkthrough data collection, feedback, and monthly collaborative meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The School Improvement plan will be shared with families at the Annual Title 1 meeting with families. In our School Advisory council which comprises of community leaders, parents, staff and teachers will approve and review at every meeting. Leadership team will review parts of the SIP every time they meet throughout the year. We have several families that will need the SIP in Spanish and we will provide it to them in correct language, as well as have flyers for meetings in their language.

<https://www.sbac.edu/lanier>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

At Sidney Lanier, we strive to foster a strong culture and learning environment by ensuring that communication is provided and considered clear/concise by all participants- Students, Parents, Instructional staff, Non-Instructional staff, and Community members. Our focus is shared with all. We utilize a team-oriented approach, where teams can meet, discuss/ share and learn from each other. Teams meet on a monthly basis with each other and team representatives with the Leadership team monthly. At Lanier, we have implemented Restorative Practices and participated in Trauma Informed Care in the past few years. To better learn how to attempt to meet the various needs of our student population. Also in the past, we have worked with the Center for Autism and Related Disabilities to

plan and implement presentations on common issues that families face. This year we are shifting to Conscious Discipline, with Universal Design of Learning to streamline procedures to support students in trauma. The need to re-engage our students in community-based learning activities and rebuild connections with business and community partners is essential to supporting our students' success outside of the classroom. There is a need to bring community and businesses to our campus, but also for us to go to them. We have set a unifying theme focused on "One Vision" focused on ensuring our students are learning authentic skills in a safe and productive learning environment. Students will be able to interact with the visitors and also go to visit locations that will connect to these themes that will increase engagement and interest in learning in a new way.

<https://www.sbac.edu/lanier>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

Through collaborative planning teams will begin to design lessons that are standards driven and connect to the adopted curriculum for their level. They will then collect pre-data and post data. Each program will be responsible for this - for students on FAA - teacher will use UNIQUE curriculum and data collection. For students in Character Counts the data will be related to their grade levels- Primary - DIBELS, Fluency - with Great Leaps and UFLI data for reading foundational skills. Pre-assessment and post assessment for standard based instruction in ELA and Math. For students in 3rd - 5th grade we will Alachua - 0081 - Sidney Lanier Center - 2023-24 SIP Last Modified: 1/29/2024 <https://www.floridacims.org> Page 24 of 31 continue to improve their foundational reading skills - in 1st and 2nd grade the UFLI program will be essential to creating the foundation for reading, improving gaps in their reading. Using IXL math will support the basic math foundations that students will need as they move into more advance skills. For students in our FAA classes they will need to have pre-assessments done and post standard based data collected for each unit. It is critical students have exposure to all standards and that they are given opportunities for success. Training paras to provide the assessments will help them to be able to make sure all students have the individualized practice and assessments. Reflecting and analyzes of data will help teachers adjust their instructional approaches for every individual student.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

District Student Service teams have worked with the school to discuss options for behavioral support. Setting up a system district wide for intake, supporting students and families and options for supporting students when they return to zoned elementary schools. For students in our Special Education Program - we have meet with CARD and the University of Florida Programs for Intensive Intervention for Autism and behavioral support. We will have also trained and meet with River Phoenix Restorative System program. The leadership team for this school will continue to seek out a variety of organizations and connecting parents with resources.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

For the third year in a row, Lanier does not have a school counselor. This is due to a lack of qualified candidates. We actively continue to seek someone to fill this position. Sidney Lanier students do not have a full-time Mental Health Counselor. The district is looking in to providing two social workers to bridge the gap to support and meet the needs of our students.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Students at Lanier grades 6th through 12th all have an IEP. IEP teams must determine the diploma option at age 12 years of age. The IEP team must also identify the student's transition needs by having the student complete a transition assessment. The results of this assessment guide the IEP team in the development of postsecondary goals in the areas of instruction, related services, community experiences, and independent living skills while working on earning their academic/electives credits. Each year these transition goals are modified as students' skills have increased. Students who have met all their graduation requirements can defer their diplomas to prepare for post-high school life. For students who need the maximum amount of support and adult supervision, our school has on-campus opportunities that provide direct instruction in the area of life management, work skills training on campus, access to their related therapies, and community-based training. Students who demonstrate increased independency attend the district's transitional programs that are located in other locations than Lanier. This program combines community-based instruction, work skills, life skills instruction, and exploration of career options. Once students have acquired these skills, they will receive training on how to access public transportation and practice using the city bus to go to work and access the community. The students who have mastered these skills will be placed at a work location in an area of interest as interns receiving on-the-job training with the expectation of acquiring paid employment.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Sidney Lanier is a school with an intervention framework focused on behavioral support for students in elementary school. Students with disabilities are placed at Lanier as a more restrictive setting after attempts in regular learning environments were made. ESE support students within the regular school have been provided with many attempted district programs at regular schools that allow them support while receiving the opportunity to interact with non-disabled peers. Our school supports students using tiers that provides students with increased support to meet their needs. This approach provides students with 'think-time' and restarts that give students the opportunity to work in a mindset open to instruction. Teachers are positive and understanding of students' inability to control, express or explain their emotions when most upset. Our students are given additional opportunities to let out their frustrations with those that can refocus and teach students how to better deal with their anger. It is vital that students with disabilities and manifestations have extended time in a secure environment that allows them to be safe with the needed staff that will be understanding of each student's unique needs. It is important to the administrators to have a set behavior plan for our school so that teachers and staff are supported and protected from injuries from students and peers are not injured. Our students in the Character Counts program are on a structured daily point system. The teachers send home documented daily logs. The daily point system will consist of replacement behaviors and goals for students to recognize inappropriate behaviors and replace them with positive behaviors to improve their success. Students will earn special rewards with their parents contacted. Each student is provided a 'Success Notebook' to track their progress. When a student has been successful the specified length of time the parents and school-based team will meet to discuss the option of moving the student back to their zoned school, as a key component of supporting students in providing the best learning environment. After district placement into our program with the school's entrance process with parents, the student and the parent have the understanding that the goal of the program is for a specified time. Therefore, the ultimate goal is to teach students positive strategies and provide them with the support needed to be successful in the regular setting. Students in our specially designed ESE program typically do not return to a regular school. We are Alachua - 0081 - Sidney Lanier Center - 2023-24 SIP Last Modified: 1/29/2024 <https://www.floridacims.org> Page 26 of 31 working toward teaching our students everyday living skills to be able to function in society and as adults. Many of our students stay in our program until 22 years of age after high school graduation. They work to learn skills to provide independence or independence within a group home. As we continue to further support and advocate for our school community's growth, we are moving toward Conscious Discipline for both groups of students. This approach will allow our students to move through key steps and provide the teachers with tools to further help support students' mental health.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Sidney Lanier is a place where there is rarely an opening in instruction due to highly committed teachers to the program and their students. The students need to be in our functional program between 6 to 10 years of age. The teachers work with the families and know the unique needs of the children served in our educational environment. This year there were 4 positions that opened due to several retirements and 1 teacher moving out of state. Teachers on staff shifted roles, the family liaison chose to pursue teaching at our school due to her comfort with the students and the staff. The number of paraprofessionals on campus is double the number of other staff members and they play a vital role in supporting our students, instructional staff, and administration. Many staff members have worked at Lanier for years. and they have a critical knowledge of how to support the behavioral needs of our students. We need to continue to train them in instructional practices and how to support student's academic needs. Teachers will need to be provided with professional learning in the areas of assessment and evaluation. Support and professional learning will be provided to our paraprofessionals by our Assistant Principal in the areas of classroom and informal assessments to better prepare students for end-of-year summative assessments.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Not available at Lanier.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

TBD upon award of funding.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

TBD upon award of funding.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/790	UNISIG	0.0	4,999.38
<i>4.21% Allowable Indirect Costs</i>					
Total	Indirect Costs				4,999.38
Areas of Focus	Instructional Practice - ELA	5100/510	UNISIG	0.0	529.08
<i>Supplemental Instructional Materials - Reading and Learning across the Tiers- ELA - 2 Snap & Learn Alphabet (\$19.45 each), 3 Phonics Flash Cards (\$24.99 each), 3 See and Say Games (\$12.99 each), 2 Sequencing Card Sets (\$64.95 each), Alphabet Puzzles (\$21.90), Alpha Pops (\$17.83), 2 Montessori Sorting kits (\$29.99 each), Sentence Building Cards (\$17.49), Social Skills Cards (\$17.06), 2 Matching Letters Game (\$11.73 each), 3 Alpha Magnets (10.43 each), 3 Magnetic Letter Kits (1\$9.11 each)</i>					
Areas of Focus	Instructional Practice - ELA	5100/520	UNISIG	0.0	16.66
<i>Supplemental Books - Reading and Learning across the Tiers- ELA - Pete the Cat & Snowy Day Board Books</i>					
Areas of Focus	Instructional Practice - Math	5100/510	UNISIG	0.0	250.00
<i>Supplemental Instructional Materials - Financial Literacy Self-Teacher Match Machines (\$81.25), Allowance Game (\$41.85), Wooden Puzzles (\$19.99), Magnetic Money (\$27.99), Wooden Numbers (\$11.59), Flash Cards (\$29.99) plus shipping</i>					
Areas of Focus	Instructional Practice - ELA	5100/520	UNISIG	0.0	1,140.00
<i>Supplemental Reading Curriculum - Magnetic Reading Program Bundle by Curriculum Associates</i>					
Areas of Focus	Instructional Practice - ELA	6300/120	UNISIG	0.0	3,300.00
<i>Professional Learning Community - Systematic Instruction for students with disabilities Book Study 11 teacher stipends for 15 hours each @ \$20/hour beyond contract day.</i>					
Areas of Focus	Instructional Practice - ELA	6300/220	UNISIG	0.0	252.45
<i>SSI Benefits @ 7.65% for Professional Learning Community - Systematic Instruction for students with disabilities Book Study 11 teacher stipends for 15 hours each @ \$20/hour beyond contract day.</i>					
Areas of Focus	Instructional Practice - ELA	6300/510	UNISIG	0.0	468.72
<i>Professional Learning Community - Systematic Instruction for students with disabilities General supplies needed to facilitate PLC. (copy paper, markers, laminating film, post-it notes, printer ink, easel pads, binders)</i>					
Areas of Focus	Instructional Practice - ELA	6300/520	UNISIG	0.0	450.56
<i>Professional Learning Community - Systematic Instruction for students with disabilities Book Study. 11 copies of Systematic Instruction for Students with Disabilities Book</i>					
Areas of Focus	Instructional Practice - Math	6400/330	UNISIG	0.0	10,035.00
<i>Educational Conference - 2024 TASH Advancing Inclusion Conference Travel Expenses for School Staff December 5 - 7 in New Orleans, LA Registration - 3 Teachers - @ 695.00 =</i>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	2085.00, Hotel: 3 rooms for 4 night each = 5310.00, Airfare Travel: 600 x 3 = 1800 Per Diem Meals: \$180/person X 3 = 540.00 Per Diem taxi fees - \$100 x 3 = \$300				
Areas of Focus	Instructional Practice - Math	6400/390	UNISIG	0.0	1, 125.00
	Educational Conference - 2024 TASH Advancing Inclusion Conference Substitutes Teachers for 3 days each for 3 teachers 9 substitutes @ \$125/day				
Areas of Focus	Instructional Practice - Math	6400/390	UNISIG	0.0	86.06
	Educational Conference - 2024 TASH Advancing Inclusion Conference SSI @ 7.65% for Substitutes Teachers for 3 days each for 3 teachers 9 substitutes @ \$125/day				
Areas of Focus	Instructional Practice - Math	6400/220	UNISIG	0.0	27.54
	Educational Conference - 2024 TASH Advancing Inclusion Conference SSI Benefits @ 7.65% for 3 Teacher Stipends x 6 hours each for Saturday only x \$20 to participate in the conference beyond contract time.				
Areas of Focus	Instructional Practice - Math	6400/120	UNISIG	0.0	360.00
	Educational Conference - 2024 TASH Advancing Inclusion Conference 3 Teacher Stipends x 6 hours each for Saturday only x \$20 to participate in the conference beyond contract time.				
Areas of Focus	Instructional Practice - Math	7730/330	UNISIG	0.0	3, 146.96
	Educational Conference - 2024 TASH Advancing Inclusion Conference Travel Expenses for Administrators Registration - 1 Admin - @ 695 each = 695 Hotel: 2 rooms for 4 nights each = 1770.00 Airfare Travel:501.00 Per Diem Meals: \$180/person X 1 = 180.00 Per Diem taxi fees - \$100 x 2 = \$200				
Areas of Focus	Instructional Practice - ELA	6400/730	UNISIG	0.0	1, 425.00
	Educational Conference - Assistive Technology IA Virtual Conference January 30 - February 1st (3 Teacher Registrations @ \$475 each)				
Areas of Focus	Instructional Practice - ELA	6400/120	UNISIG	0.0	960.00
	Educational Conference - Assistive Technology IA Virtual Conference January 30 - February 1st - 3 teacher stipends for 16 hours each @ \$20/hour for conference time beyond the contract day.				
Areas of Focus	Instructional Practice - ELA	6400/220	UNISIG	0.0	73.44
	Educational Conference - Assistive Technology IA Virtual Conference January 30 - February 1st - SSI Benefits @ 7.65% for 3 teacher stipends for 16 hours each @ \$20/hour for conference time beyond the contract day.				
Areas of Focus	Instructional Practice - ELA	6300/120	UNISIG	0.0	3, 300.00
	Professional Learning Community -What Great Teachers Do Differently - 11 Teacher stipends for 15 hours each @ \$20/hours to participate beyond contract hours.				
Areas of Focus	Instructional Practice - ELA	6300/220	UNISIG	0.0	352.45
	Professional Learning Community -What Great Teachers Do Differently - SSI Benefits @ 7.65% for 11 Teacher stipends for 15 hours each @ \$20/hours to participate beyond contract hours.				
Areas of Focus	Instructional Practice - ELA	6300/520	UNISIG	0.0	247.50
	Professional Learning Community -What Great Teachers Do Differently - 11 copies of What				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>Great Teachers Do Differently @ \$22.50 each</i>					
Areas of Focus	Instructional Practice - ELA	6300/510	UNISIG	0.0	520.75
<i>Professional Learning Community -What Great Teachers Do Differently - Supplies (printer ink, laminating film, markers, post-it notes, note pads, highlighters, pens) for 12 participants @ \$43.39 each</i>					
Areas of Focus	Instructional Practice - ELA	6300/120	UNISIG	0.0	4,680.00
<i>Professional Learning Community - Differentiated Instruction Collaboration - 13 Teacher Stipends for 18 hours each @ \$20/hour</i>					
Areas of Focus	Instructional Practice - ELA	6300/220	UNISIG	0.0	358.02
<i>Professional Learning Community - Differentiated Instruction Collaboration - SSI Benefits @ 7.65% for 13 Teacher Stipends for 18 hours each @ \$20/hour</i>					
Areas of Focus	Instructional Practice - ELA	6300/510	UNISIG	0.0	1,502.35
<i>Professional Learning Community - Differentiated Instruction Collaboration - Materials (printer ink, copy paper, post-it notes, index cards, cardstock paper, pens, markers, laminating film, clasp envelopes, sheet protectors) for 13 participants @ \$115.57 each (rounded amount)</i>					
Areas of Focus	Instructional Practice - ELA	5100/510	UNISIG	0.0	467.98
<i>Supplemental Instructional Materials - Storytelling kits to support ELA Reading Intervention 2 Alpha-Bots (\$34.99 each), 2 Kits (\$199 each)</i>					
Areas of Focus	Instructional Practice - Math	5100/510	UNISIG	0.0	575.63
<i>Supplemental Instructional Materials to support Math Skill Development - Ten frame boards, teaching clocks, dry-erase boards, magnetic tiles, timers, shape sorting box, counting money, geotiles, wooden sets</i>					
Total	Areas of Focus				35,651.15
Positive Culture and Environment	Multiple Early Warning Signs	5100/510	UNISIG	0.0	275.27
<i>Materials for the Sensory & Calming Rooms - 2 Noise Cancelling Headphones (\$32.97 each), 2 Magnetic Color & Number Maze Boards (\$16.89 each), 2 Sets of 42 sensory toys (\$14.99 each), Montessori materials (\$9.98), Sensory Slugs (\$9.99), Liquid Motion Bubbler (\$7.59), Sensory Wall Sequin Flip Fabric (\$11.19), 3 Sensory Chew Necklaces (\$5.98 each)Paint & Dough Texture Spheres (410.88), 2 Noise Reduction Earbuds (\$11.39 each)</i>					
Positive Culture and Environment	Multiple Early Warning Signs	5100/642	UNISIG	0.0	70.97
<i>Equipment for the Sensory & Calming Rooms - Wooden Abacus (\$18.99), Wooden Bead Mazes (\$18.99), 10 pc Matching Game Sensory Discs (\$32.99),</i>					
Positive Culture and Environment	Multiple Early Warning Signs	5100/642	UNISIG	0.0	5,693.00
<i>Equipment for the Sensory & Calming Rooms - Therapy Chair (\$1799.00), Body Rocker (\$899.00), Sound Light Dome (\$1949.00), 7 Tranquil Blue Light Filter Sets (\$54 each), 2 Ladder Light Masks \$289 each)</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6400/390	UNISIG	0.0	1,250.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Educational Conference - Center for Autism and Related Disabilities Conference 10 substitutes for 1 day each @ \$125/day for contracted services					
Positive Culture and Environment	Multiple Early Warning Signs	6400/330	UNISIG	0.0	10,510.00
Educational Conference Travel Expenses for 10 Teachers Center for Autism and Related Disabilities Conference Registration \$195 x 10 = \$1950 Hotel \$295 night X 2 nights X 10 = \$5900 Per Diem Mileage - \$105/car X 10 = \$1050 Per Diem Meals - \$91/person 10 = \$910 Per Diem Tolls - \$20/person X 10 = \$200 Per Diem Parking - \$25/night/car X 10 = \$500					
Positive Culture and Environment	Multiple Early Warning Signs	6400/390	UNISIG	0.0	95.63
Educational Conference - Center for Autism and Related Disabilities Conference SSI Benefits @ 7.65% for 10 substitutes for 1 day each @ \$125/day for contracted services					
Positive Culture and Environment	Multiple Early Warning Signs	6400/120	UNISIG	0.0	2,400.00
Educational Conference - Center for Autism and Related Disabilities Conference 10 teacher stipends for 12 hours each at \$20/hour to participating in the educational conference beyond contract time.					
Positive Culture and Environment	Multiple Early Warning Signs	6400/220	UNISIG	0.0	183.60
Educational Conference - Center for Autism and Related Disabilities Conference SSI Benefits @ 7.65% for 10 teacher stipends for 12 hours each at \$20/hour to participating in the educational conference beyond contract time.					
Positive Culture and Environment	Multiple Early Warning Signs	7730/330	UNISIG	0.0	2,102.00
Educational Conference Travel Expenses for Administrators Center for Autism and Related Disabilities Conference Registration \$195 x 2 = \$390 Hotel \$295/ night X 2 nights X 2 = \$1180 Per Diem Mileage - \$105/car X 2 = \$210 Per Diem Meals - \$91/person 2 = \$182 Per Diem Tolls - \$20/person X 2 = \$40 Per Diem Parking - \$25/night/car X 2 = \$100					
Positive Culture and Environment	Multiple Early Warning Signs	6400/310	UNISIG	0.0	5,000.00
Staff Training - Contracted Services for Training Consultant for 2 days @ \$2500/day from CEEDAR (UF) for High Leverage Practices training					
Positive Culture and Environment	Multiple Early Warning Signs	6400/510	UNISIG	0.0	607.42
Staff Training Supplies - High Leverage Practices General supplies (easel pads, pens, pencils, printer ink, legal pads, post-it notes, highlights, clipboards) needed to facilitate staff training.					
Positive Culture and Environment	Multiple Early Warning Signs	6400/642	UNISIG	0.0	9,580.15
Staff Training Equipment - High Leverages Practices - Sensory & Special Needs Furniture for Student with Disabilities for Calming Room 9 Ball Chairs @ \$312.71 each, 2 Flower Seating sets @ \$737.21 each, 12 Classroom Curve Rockers @ \$33.71 each, 6 Childcraft Curve Ottoman @ \$130.46 each, 4 wheel floor cushions @ \$167.96 each, 12 Cantilever Padded Chairs @ 152.96 each					
Positive Culture and Environment	Multiple Early Warning Signs	6400/120	UNISIG	0.0	1,440.00
Educational Conference - Innovative Schools Summit Conference 4 Teacher Stipends for 18 hours each @ \$20/hour to attend the conference during Spring Break week which is unpaid under contract					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Positive Culture and Environment	Multiple Early Warning Signs	6400/220	UNISIG	0.0	110.16
<i>Educational Conference - Innovative Schools Summit Conference SSI @ 7.65% for 4 Teacher Stipends for 18 hours each @ \$20/hour to attend the conference during Spring Break week which is unpaid under contract</i>					
Positive Culture and Environment	Multiple Early Warning Signs	7730/330	UNISIG	0.0	1,731.96
<i>Educational Conference - Innovative Schools Summit Conference March 20 - 23, 2025 Orlando, FL Travel Expenses for Administrator Registration - 1Admin - @ 495.00 + \$7.00 (fee) @ \$502.00, Hotel: 1 rooms for 4 nights each = \$860.58 Per Diem Mileage:\$106.38/car = \$106.38, Per Diem Meals: \$163/person = \$163.00 Per Diem Tolls - \$20/car = \$20.00 Per Diem Parking - \$20/night/car = \$80.00</i>					
Positive Culture and Environment	Multiple Early Warning Signs	5900/330	UNISIG	0.0	1,497.50
<i>Educational Field Trip - Field Trip Entry Fees (40 students @ 28.95 each and 10 Teacher fees @ \$33.95 each) Field Trip for 40 students to The Florida Aquarium</i>					
Positive Culture and Environment	Multiple Early Warning Signs	5900/330	UNISIG	0.0	2,431.50
<i>Educational Field Trip - Field Trip Entry Fees (40 students @ 48.75 each and 10 Teacher @ \$48.10 each) Field Trip for 40 students to Tampa Zoo</i>					
Positive Culture and Environment	Multiple Early Warning Signs	7800/360	UNISIG	0.0	2,000.00
<i>Educational Field Trip - Field Trip Transportation (1 wheel chair accessible Charter bus out of town \$2000.00 each) to Tampa Zoo</i>					
Positive Culture and Environment	Multiple Early Warning Signs	7800/360	UNISIG	0.0	2,000.00
<i>Educational Field Trip - Field Trip Transportation (1 wheel chair accessible Charter bus out of town \$2000.00 each)to The Florida Aquarium</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6300/120	UNISIG	0.0	3,600.00
<i>Professional Learning Community - What Really Works with Exceptional Learners - 12 Teacher stipends for 15 hours each @ \$20/hours to participate beyond contract hours.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6300/520	UNISIG	0.0	484.64
<i>Professional Learning Community - What Really Works with Exceptional Learners - 15 copies of What Really Works with Exceptional Learners @ \$32.31 each</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6300/510	UNISIG	0.0	607.42
<i>Professional Learning Community - What Really Works with Exceptional Learners - Supplies (printer ink, laminating film, markers, post-it notes, note pads, highlighters, pens) for 12 participants @ \$43.39 each - What Really Works with Exceptional Learners</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6300/520	UNISIG	0.0	598.00
<i>Professional Learning Community - Mindset: The Psychology of Success - 13 Books - Mindset the Psychology of Success @ \$11 each and 13 copies of The Joyful Teacher Book at \$35 each</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6300/220	UNISIG	0.0	275.40
<i>Professional Learning Community - What Really Works with Exceptional Learners - SSI Benefits @ 7.65% for 12 Teacher stipends for 15 hours each @ \$20/hours to participate beyond contract hours.</i>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Positive Culture and Environment	Multiple Early Warning Signs <i>Professional Learning Community - Mindset: The Psychology of Success - 12 Teacher stipends for 15 hours each @ \$20/hours to participate beyond contract hours.</i>	6300/120	UNISIG	0.0	3,600.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Professional Learning Community - Mindset: The Psychology of Success - SSI Benefits @ 7.65% for 12 Teacher stipends for 15 hours each @ \$20/hours to participate beyond contract hours.</i>	6300/220	UNISIG	0.0	275.40
Positive Culture and Environment	Multiple Early Warning Signs <i>Staff Training - Insights to Behavior Online Learning Series - SSI Benefits @ 7.65% for 35 Paraprofessional Stipends for 10 hours each @ \$15/hour to participate beyond contract hours.</i>	6400/220	UNISIG	0.0	401.63
Positive Culture and Environment	Multiple Early Warning Signs <i>Staff Training - Insights to Behavior Online Learning Series - 20 Teacher Stipends for 15 hours each @ \$20/hour to participate beyond contract hours.</i>	6400/120	UNISIG	0.0	6,000.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Staff Training - Insights to Behavior Online Learning Series - Supplies (binders, pens,, clips, printer ink, markers, post-its, notepads, pencils, highlighters) for 55 participants @ \$11.65 each</i>	6400/510	UNISIG	0.0	640.70
Positive Culture and Environment	Multiple Early Warning Signs <i>Staff Training - Insights to Behavior Online Learning Series - SSI Benefits @ 7.65% for 20 Teacher Stipends for 15 hours each @ \$20/hour to participate beyond contract hours.</i>	6400/220	UNISIG	0.0	459.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Staff Training - Insights to Behavior Online Learning Series - 35 Paraprofessional Stipends for 10 hours each @ \$15/hour to participate beyond contract hours.</i>	6400/150	UNISIG	0.0	5,250.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Educational Conference - Innovative Schools Summit Conference March 20 - 23, 2025 Orlando, FL Travel Expenses for School Staff Registration - 4 Teachers - @ 495.00 + \$7.00 (fee) @ 502.00 per person = 2008.00, Hotel: 4 rooms for 4 nights each = 3443.40, Per Diem Mileage:\$106.18/car X 4 = 424.72 Per Diem Meals: \$163/person X 4 = 652.00 Per Diem Tolls - \$20/car X 4 = \$80 Per Diem Parking - \$20/night/car X 4 cars = \$320</i>	6400/330	UNISIG	0.0	6,928.12
Total	Positive Culture and Environment				78,099.47
Plan Budget Total					118,750.00