

Alachua County Public Schools

Sidney Lanier Center



2019-20 Schoolwide Improvement Plan

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Sidney Lanier Center

312 NW 16TH AVE, Gainesville, FL 32601

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

Demographics

Principal: Royce Kamman G

Start Date for this Principal: 8/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: I (%)
ESSA Status	CS&I

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served
(per MSID File)

Combination School
KG-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

%

Primary Service Type
(per MSID File)

Alternative Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

%

School Grades History

Year
Grade

2015-16
I

2014-15
F*

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Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

The Alachua County School Districts' mission statement:
We are Committed to the Success of Every Student!

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 the refinement of 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.

The Vision Statement for The Alachua County School District is:

We will graduate students who have the knowledge, skills, and personal characteristics to be learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Kamman, Royce	Principal	coordinate and facilitate the implementation of resources, implementation of programming and guide the process. Institute progress monitoring of new and established programs. Provide dialogue and collect feedback.
Dotts-Hoehnle, Kim	Assistant Principal	Curriculum and resource development, collection of data relative to academic and behavioral interventions and observations.
Sauberan, Lisa	Dean	-behavior intervention, resource development, data relative to behavior, intervention strategies, observations.
Williams, Bailey	Dean	behavior intervention, resource development, data relative to behavior, intervention strategies, observations.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	2	8	13	9	13	3	7	7	8	10	12	71	163
Attendance below 90 percent	0	0	2	9	2	4	2	3	0	0	1	2	7	32
One or more suspensions	0	1	3	8	4	10	1	1	1	1	0	1	4	35
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	4	8	0	1	1	0	0	0	0	20

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	8	2	8	1	1	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Sunday 8/18/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	4	1	3	4	4	1	3	2	6	3	1	11	43
One or more suspensions	0	1	8	4	7	15	3	1	0	0	2	1	0	42
Course failure in ELA or Math	0	0	0	4	2	0	2	3	0	2	1	0	0	14
Level 1 on statewide assessment	0	0	0	15	14	7	3	2	3	1	2	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	8	9	11	5	4	0	3	3	0	0	43

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	65%	61%	0%	61%	60%
ELA Learning Gains	0%	60%	59%	0%	60%	57%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	0%	46%	54%	0%	46%	52%
Math Achievement	0%	58%	62%	0%	52%	61%
Math Learning Gains	0%	59%	59%	0%	53%	58%
Math Lowest 25th Percentile	0%	56%	52%	0%	50%	52%
Science Achievement	0%	60%	56%	0%	65%	57%
Social Studies Achievement	0%	84%	78%	0%	76%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	2 (0)	8 (0)	13 (0)	9 (0)	13 (0)	3 (0)	7 (0)	7 (0)	8 (0)	10 (0)	12 (0)	71 (0)	163 (0)
Attendance below 90 percent	0 ()	0 ()	2 ()	9 ()	2 ()	4 ()	2 ()	3 ()	0 ()	0 ()	1 ()	2 ()	7 ()	32 (0)
One or more suspensions	0 ()	1 (0)	3 (0)	8 (0)	4 (0)	10 (0)	1 (0)	1 (0)	1 (0)	1 (0)	0 (0)	1 (0)	4 (0)	35 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	6 (0)	4 (0)	8 (0)	0 (0)	1 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	20 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	57%	-57%	58%	-58%
	2018	0%	56%	-56%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	8%	55%	-47%	58%	-50%
	2018	0%	54%	-54%	56%	-56%
Same Grade Comparison		8%				
Cohort Comparison		8%				
05	2019	8%	55%	-47%	56%	-48%
	2018	0%	55%	-55%	55%	-55%
Same Grade Comparison		8%				
Cohort Comparison		8%				
06	2019	0%	53%	-53%	54%	-54%
	2018	0%	55%	-55%	52%	-52%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	54%	-54%	52%	-52%
	2018	0%	55%	-55%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019					
	2018	0%	61%	-61%	58%	-58%
Cohort Comparison		0%				
09	2019	0%	60%	-60%	55%	-55%
	2018	0%	58%	-58%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019					
	2018	0%	60%	-60%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	58%	-58%	62%	-62%
	2018	8%	60%	-52%	62%	-54%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	0%	60%	-60%	64%	-64%
	2018	0%	60%	-60%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		-8%				
05	2019	0%	57%	-57%	60%	-60%
	2018	0%	61%	-61%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	52%	-52%	55%	-55%
	2018	0%	53%	-53%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	59%	-59%	54%	-54%
	2018	0%	58%	-58%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019					
	2018	0%	24%	-24%	45%	-45%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	55%	-55%	53%	-53%
	2018	0%	55%	-55%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	54%	-54%	48%	-48%
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018	0%	68%	-68%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	71%	-71%
2018	0%	69%	-69%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	60%	-60%	62%	-62%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	12
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	70
Total Components for the Federal Index	6
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	16

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	9
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

While the ELA component of the testing cycle is low, The math component is strikingly low. This low performance is related to the influx of new students to the school. Students in our IND program have enrolled due to several school closing around the state.

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

Math. This low performance is related to the influx of new students to the school. Students in our IND program have enrolled due to several school closing around the state.

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

Both ELA and Math. This low performance is related to the influx of new students to the school. Students in our IND program have enrolled due to several school closing around the state.

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

We remained about the same in ELA from previous years data. Math scores have seen a severe drop.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Both ELA and Math are concerns

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

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

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student Discipline
Rationale	<p>The focus will be on the number of OSS suspensions for the 2019-20 school year. In providing</p> <p>Use of district data systems to identify students who have attendance, behavioral or academic concerns.</p> <ul style="list-style-type: none"> • Create a data decision structure to identify and differentiate students with excessive absences from students who are absent due to medical needs. • Reduce OSS and process/refer behavior problems using multiple resources on site. i.e. <p>In school detention (ISD) and the restart room</p> <ul style="list-style-type: none"> • Ensure teachers are aware of and are part of the decision making process. <p>Rules and procedures for notification will be in place after students are identified as meeting one of the data decision rules.</p> <ul style="list-style-type: none"> • Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). <p>For example: attendance, behavior, and providing support for teachers to carry out student accommodations through the individual IEP</p> <p>.</p>
State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	Royce Kamman (kammanrg@gm.sbac.edu)
Evidence-based Strategy	<p>Student Discipline – Reduce the number of out of school suspensions for black students by 15% each year.until the number of suspensions given to black students meets or is less than the percentage enrollment of black students.</p> <p>Implement in all schools a school-wide behavior plan integrating all components of Positive Behavioral Interventions and Supports (PBIS).</p>
Rationale for Evidence-	<p>Page 11 https://www.floridacims.org g Positive Behavioral Interventions and Supports (PBIS).</p> <p>The interventions will be closely monitored through the use of the District Equity Plan as a guiding document. We will closely monitor out-of-school suspensions (OSS) to ensure compliance with changes to the Code of Student Conduct that requires district staff involvement for any OSS more than 7</p>

days for a Level I offense and restorative practices for Level I, II, and III offenses in lieu of suspension.
 Closely monitor the number of days for each suspension to ensure compliance with the Code of Student Conduct and to eliminate or reduce suspension days for non-violent infractions such as skipping, missed detentions, excessive tardies, use of electronic devices, or being in an unauthorized location.
 Provide school leadership teams with strategies on Social and Emotional Learning and programs designed to help students develop social and emotional competencies.

based Strategy

Action Step

Description

1. Look for alternative solutions to suspension.
2. Use all available tools to work with behavior issues. i.e. Mental Health Counselor, School Psychologist
3. Apply restorative practices such as base programming and counseling.
4. Re-train staff on the use and application of the Zones of Regulation
5. Use Title One funds to acquire resources for parent involvement/

Person Responsible

Royce Kamman (kammanrg@gm.sbac.edu)

#2	
Title	English Language Arts
Rationale	Title One purchase of The American Reading Company reading series. This will enhance our ELA program using Title 1 funds.
State the measureable outcome the school plans to achieve	The program will be used to assess students and provide an enhanced structure to met the needs of each student individually. The measurable outcome will be monitored in each classroom. As students progress they will level up to the next series in the program
Person responsible for monitoring outcome	Monique Moss (mossmm@gm.sbac.edu)
Evidence-based Strategy	The program is a research based program used by many elementary schools in the district. The IRLA is one tool that works with every student, at every reading level, K-5, in English. The IRLA delivers specific and actionable data that tells the teacher where a student is, why, and the sequence of skills/ behaviors needed to learn next to accelerate students reading growth.
Rationale for Evidence-based Strategy	The outcome based data has shown that the American reading program has assisted students overall outcomes. This data is shown to translate American Reading Company's offerings and have been positively reviewed by the Florida Center for Reading Research and were found to have no weaknesses.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provided a valid and reliable formative assessment framework to assess independent reading levels for students in Grades PreK-12 2. Improved the scores of African American students enough to close the achievement gap and boost student norm-referenced achievement test and standardized reading test scores. 3. Achieve results in significantly higher student reading achievement. 4. Achieve results in marked improvement in meaningful student and parent participation in reading. 2. 3. 4. 5.
Person Responsible	Monique Moss (mossmm@gm.sbac.edu)

#3

Title

Curriculum Supplement for Students with Profound Disabilities

Rationale

State the measureable outcome the school plans to achieve

Person responsible for monitoring outcome

[no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Increased literacy on Florida Alternate Assessment and Benchmark testing, including non-FAA tested students.

The use of Unique and N2Y curriculum to assess and monitor progress will be tied to student progression.

Reduce incidents of problematic, destructive or disruptive repetitive behavior through enhanced behavior programming and increase student engagement.

We will institute Mimio software as a school based initiative to provide students with cognitive disabilities a means to succeed. This program provides designated curriculum markers to show academic progress with students with severe disabilities.

Creating a schedule with an uninterrupted 90 minute reading block

We will establish a structure using Title 1 resources to supplement our current reading program. The establishment of a reading lab in each classroom with American Reading curriculum. This program will assist in helping students increase reading scores.

Math :Utilizing a balanced mathematics approach that includes whole group, small group and one on-one instruction based on student needs

- Creating a schedule with an additional 60 minute math block
- Providing instruction based on student needs

Identifying students who are struggling mathematically and incorporate the use of Title one resources to assist students.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Our parent involvement events will include parents, families and community members. The events will provide training for parents, so that they can use available resources in order to assist their children with academic tasks that will increase student learning.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Sidney Lanier is providing counseling services to all students with school-based school counselor and Mental Health counselor. The school utilizes Alachua county's System of Care Programming, in order to coordinate services for students.

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

Sidney Lanier conducts both Educational Planning Team and Individual Education Plan meetings, in order to determine the level of supports needed for student success upon transition to the next school level. These meetings include a team of people.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

....

Our Title 1 Lead Teacher/FCIM meets with administration monthly to review data related to student academic needs, which facilitates the process of determining the priority resources needed for student learning. The inventory of resources is maintained by the Principal, Executive Secretary and the Title 1 Lead Teacher.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Sidney Lanier supports Community-Based Training units to foster community and job skills. Local industries allow student placements for on-the-job training. We also utilized a SAC Committee, which allows us to partner with businesses and community organizations who

provide campus beautification, weekly incentive lunches for students, and supporting the schools PBIS program.

Part V: Budget

1	III.A.	Areas of Focus: Student Discipline				\$14,500.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
7200	790-Miscellaneous Expenses	0081 - Sidney Lanier Center	General Fund		\$1,500.00	
<i>Notes: The increased use of PBIS programming and teacher training will assist in reducing the number of OSS days for African American students and students as a whole.</i>						
7200	790-Miscellaneous Expenses	0081 - Sidney Lanier Center	General Fund		\$3,000.00	
6400	330-Travel	0081 - Sidney Lanier Center	Title, I Part A		\$10,000.00	
<i>Notes: Professional conference to support student discipline and achievement.</i>						
2	III.A.	Areas of Focus: English Language Arts				\$46,278.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	790-Miscellaneous Expenses	0081 - Sidney Lanier Center	Title, I Part A		\$25,000.00	
<i>Notes: The purchase and implementation of The American Reading Program. This program is designed to supplement and enhance the scores of students who lack proficiency in ELA.</i>						
5100	120-Classroom Teachers	0081 - Sidney Lanier Center	Title, I Part A		\$1,816.00	
<i>Notes: Title I Lead Teacher Supplement and fringe</i>						
5100	360-Rentals	0081 - Sidney Lanier Center	Title, I Part A		\$8,166.00	
<i>Notes: Web-based subscription to support student instruction</i>						
5100	510-Supplies	0081 - Sidney Lanier Center	Title, I Part A		\$5,612.00	
<i>Notes: Materials and supplies to support student instruction</i>						
5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0081 - Sidney Lanier Center	Title, I Part A		\$5,684.00	
<i>Notes: Equipment used for student instruction</i>						
3	III.A.	Areas of Focus: Curriculum Supplement for Students with Profound Disabilities				\$18,999.44
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5200	369-Technology-Related Rentals	0081 - Sidney Lanier Center	Title, I Part A		\$1,957.40	

			<i>Notes: Purchase News to You</i>			
	5200	369-Technology-Related Rentals	0081 - Sidney Lanier Center	Title, I Part A		\$7,763.14
			<i>Notes: Purchase Unique Learning Systems</i>			
	5200	369-Technology-Related Rentals	0081 - Sidney Lanier Center	Title, I Part A		\$495.00
			<i>Notes: Purchase L3 Skills</i>			
	5200	369-Technology-Related Rentals	0081 - Sidney Lanier Center	Title, I Part A		\$783.90
			<i>Notes: Purchase SymbolStix Prime</i>			
	5200	644-Computer Hardware Non-Capitalized	0081 - Sidney Lanier Center	Title, I Part A		\$8,000.00
			<i>Notes: Computer equipment to support student instruction</i>			
					Total:	\$79,777.44