2013-2014 SCHOOL IMPROVEMENT PLAN

Cedar Grove Elementary School
2826 E 15TH ST
Panama City, FL 32405
850-767-4550

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	89%

Alternative/ESE Center	Charter School	Minority Rate
No	No	51%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	D	D	C

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	1	Melissa Ramsey

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Cedar Grove Elementary School

Principal
Phillip Campbell

School Advisory Council chair
Leslie Barnes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Phillip Campbell	Principal
Kevin Davis	Administrative Assistant
Marilyn Daniels	Title 1 Resource Teacher
Christy Williamson	Literacy Coach
Sheree' Stringfellow	ESE Inclusion Teacher
Laura Murrell	Second Grade Teacher
Denise Spears	Fifth Grade Teacher
Kenya Williams	Fifth Grade Teacher

District-Level Information

District
Bay

Superintendent
William V Husfelt

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Leslie Barnes, Chair
Phillip Campbell, Principal
Kevin Davis, Administrative Assistant
Colletta Wilson, Parent/Volunteer
Herman Daniels, Community Representative
Raelyn Mosher, Parent
Carla Rasnic, Parent/Support Personnel
Amber Hart, Support Personnel
Christie Frederick, Teacher

Gayle Marshall, Parent/Teacher
Denise Spears, Teacher

Involvement of the SAC in the development of the SIP

Members of the SAC have been provided opportunities during a regularly scheduled meeting to analyze school data and through the problem solving process to identify needs, resources and barriers. In addition, the SAC members have been afforded the opportunity to provide input and feedback on the needs, resources and barriers previously identified by the school staff and the School-Based Leadership Team.

Activities of the SAC for the upcoming school year

Cedar Grove's School Advisory Council (SAC) meets a minimum of four (4) times each year as required by Florida law. The SAC provides input and approves the annual School Improvement Plan and all subsequent progress and monitoring reports required to supplement the SIP, assists in building and approving the school's annual budget and the annual Title 1 budget, devises a system annually to equitably fund requests made by the instructional staff for the use of any SAC funds that may become available. When necessary the SAC also meets and acts upon items brought before it at special meetings called by the chairperson. Our SAC members are also involved in many activities in our school in addition to service on the SAC.

Projected use of school improvement funds, including the amount allocated to each project

According to information received from our district office, we do not anticipate receiving any school improvement or SAC funds during the 2013-14 school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Phillip Campbell		
Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	Mr. Campbell became a classroom teacher in 1997 in Bay County, Florida. He served as Admin. Asst. at West Bay Elem in 2005-06. He then served as Asst. Prin. at Hutchison Beach Elementary from 2006-09. In 2009-10 Mr. Campbell became Asst. Prin. at Tommy Smith Elem. Mr. Campbell has served as Principal of Cedar Grove Elem. from 2010 until the present. Mr. Campbell was awarded a Masters of Science Degree in Educational Leadership/Administration from Florida State University in 2004. He holds a current certificate from the State of Florida Department of Education, Professional Education Certification in Educational Leadership (All Levels), Mentally Handicapped (Grades K-12) and School Principal (All Levels).
Performance Record	2005-06 West Bay Elem, AA, school grade 'C'; 2006-09 Hutchison Beach Elem, AP, school grades were 2006-07 'A'; 2007-08 'A'; 2008-09 'B'; 2009-10 Tommy Smith Elem, AP, school grade 'B'. 2010-Present Cedar Grove Elem, Principal, school grades were 2010-11 'C'; 2011-12 'D'; 2012-13 'D'.

Kevin B. Davis		
Asst Principal	Years as Administrator: 0	Years at Current School: 14

Credentials	BS Elementary Education Certified Elem Ed 1-6 Enrolled in Masters in Educational Leadership and Administration Classroom teacher for 13 years Attended Leadership Academy for Principals and Teacher Leaders 2006
Performance Record	As a classroom teacher consistently recorded increased student achievement based on FCAT/statewide assessment (i.e., percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading. I am qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.

Instructional Coaches

# of instructional coaches
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Christy Williamson		
Full-time / School-based	Years as Coach: 10	Years at Current School: 10
Areas	Reading/Literacy	
Credentials		
Performance Record	2011-12 while Reading Coach at Cedar Grove Elem, 87% of students in the lowest 25% made learning gains; 65% of all students made learning gains; and 43% of all students met high standards in Reading.	

Ilea Faircloth		
Full-time / District-based	Years as Coach: 3	Years at Current School: 1
Areas	Mathematics	
Credentials	Master's Degree in Educational Leadership and Policy Studies Bachelor's Elementary Education Educational Leadership Certification K-6 Elementary Education Certification ESOL/Reading Endorsed	
Performance Record	I am highly-qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

Tracy Rogers		
Full-time / District-based	Years as Coach: 2	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	BS and Florida certification Elementary Education 1-6 MS and Florida certification Reading K-12 National Board Certification middle childhood generalist 2004-2014	
Performance Record	I am highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts.	

Classroom Teachers

# of classroom teachers

36

 # receiving effective rating or higher

36, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

, 0%

 # ESOL endorsed

11, 31%

 # reading endorsed

5, 14%

 # with advanced degrees

12, 33%

 # National Board Certified

2, 6%

 # first-year teachers

4, 11%

 # with 1-5 years of experience

12, 33%

 # with 6-14 years of experience

10, 28%

 # with 15 or more years of experience

10, 28%

Education Paraprofessionals

# of paraprofessionals

35

 # Highly Qualified

35, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

12

 # receiving effective rating or higher

12, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Employ personnel to support and mentor teachers in their professional development, data analysis, classroom management and delivering instruction to students: Literacy Coach, Crisis Intervention Teacher/Behavioral Specialist.
2. Provide staff development and parent involvement workshop stipends.
3. Common planning times for grade groups.
4. Small class size.
5. Provide appropriate and meaningful staff development opportunities.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Currently there is no site-based directed mentoring program for teachers. As a part of the district's beginning teacher induction program there is a component for mentoring, but the local school does not administer that program. Mentoring plans that were implemented in the past have been removed from funding.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The focus of the MTSS Leadership Team is to develop and maintain a problem-solving system to bring out the best in our school, teachers and students.
The team will meet monthly. At the meetings, the team will review screening data and link results to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or a high risk for not meeting benchmarks. The flow charts developed by this team will be used to determine movement through Tiers 1, 2 and 3. The team will also collaborate to problem solve and evaluate implementation. The team will facilitate the process of RtI implementation.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Phillip Campbell, Principal; Kevin Davis, Administrative Assistant; Christy Williamson, Literacy Coach; Marilyn Daniels, Title 1 Resource Teacher; Dana Tutunick, Behavioral Intervention Specialist; Yvonne Ammons, Guidance Counselor; Alison Colemere, District MTSS Resource Teacher

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team facilitated the development of aligned processes and procedures that are articulated in flow charts for behavioral and academic protocol for the RtI process. These flow charts and processes conform to Florida law. The MTSS process is the basis for documenting and implementing interventions for students as outlined in the school improvement plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Triangulation of data will be used to identify those students who could be in need of intensive interventions (MTSS). This data (pre, mid and post) can be collected through the use of Discovery Education assessments, Florida Comprehensive Assessment Test (FCAT), EasyCBM, DAZE, district and classroom diagnostic assessments.
The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) online graphing system will be used to manage our tiered data. Teachers will be using the probes and graphs created by the University of Oregon to collect and display data on students who are identified as needing interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time, after school and small sessions will occur throughout the year as needed. Professional development will also be provided periodically in faculty meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Currently there are no plans in place or funds budgeted to provide extended-day activities for students at Cedar Grove Elementary for the 2013-14 school year.

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Christy Williamson	Literacy Coach, Chairperson
Tiffany Hunyady	Kindergarten Teacher
Beverly Bylsma	First Grade Teacher
Jennifer Newsom	Second Grade Teacher
Heather Bennett	Third Grade Teacher
Johnette Chambers	Fourth Grade Teacher
Iris Walker	Fifth Grade Teacher
Sheree' Stringfellow	ESE Inclusion Teacher
Lisa Libby	ESE Autism Teacher

How the school-based LLT functions

The LLT meets the second Monday of each month from 2:05-2:50 p.m. Both the Principal and the Literacy Coach are active members of the team and share the responsibility of facilitating the meetings. Using data analysis, meetings focus on areas of literacy concerns and implementation of the Comprehensive Reading Plan.

Major initiatives of the LLT

The major initiative of the LLT is analyzing student data. Based upon the needs reflected by the data, the LLT will develop ongoing professional development ultimately to improve student achievement. Professional development will focus on higher order questioning skills using Blooms Taxonomy and Webb's Depth of Knowledge. The development of these strategies is intended to improve and enrich ALL learners at Cedar Grove. The LLT will help build capacity with implementation of these strategies and serve as classroom models. The Literacy Coach and Principal will be responsible for follow up of the professional development activities.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Cedar Grove Elementary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. The following strategies assist preschoolers with low readiness rates: the state's volunteer Pre-K program, Head Start, andESE Pre-K are programs that are currently in use to assist preschoolers. Additionally, each school has an Open House before school begins. During the Open House, students are introduced to the teacher and the school. Parent involvement and communication regarding transition programs occur at each Title 1 school. Each school sends surveys to kindergarten parents
and newsletters home about transition events to inform parents with younger children. Other information about transition is provided in the community through information in school newsletters and posters/ flyers in the community. There are dedicated funds in Title 1 to address the Pre-K transition strategies outlined above. Parents are involved in evaluating the effectiveness of the Pre-K transition plan. Parents assist in updating the transition plan by participating in SAC meetings, District Advisory Council and by offering feedback. Parents receive an evaluation survey and their comments are considered when updating the transition plan. The district provides all Title 1 schools with technical assistance, feedback and support. The activities start in the spring in which children are invited to the school to participate in activities such as visits to classrooms, playground and lunchroom. They have the opportunity to play with children already in kindergarten. While the children are in the classroom, the teacher will read a story, have circle time or let the children play in the different centers.
While the children are visiting the classrooms, the parents receive information on how to enroll their child in the school and how to prepare their child for kindergarten.
Staff responsible include:
Pre-K teachers—Jan Gibbons, Darlene Jackson (CDA)
Kindergarten teachers—Pequetta Freeman, Libby Leyh, Sherry Douglas and Tiffany Hunyady
Administrators--Phillip Campbell and Kevin Davis

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	39%	No	60%
American Indian				
Asian				
Black/African American	44%	34%	No	50%
Hispanic	21%	8%	No	28%
White	63%	46%	No	67%
English language learners				
Students with disabilities	41%	18%	No	47%
Economically disadvantaged	51%	38%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	23%	31%
Students scoring at or above Achievement Level 4	28	13%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	137	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	40	72%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	19	33%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	41%	No	51%
American Indian				
Asian				
Black/African American	38%	38%	Yes	44%
Hispanic	35%	8%	No	41%
White	52%	45%	No	57%
English language learners				
Students with disabilities	41%	20%	No	47%
Economically disadvantaged	43%	40%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	28%	30%
Students scoring at or above Achievement Level 4	22	10%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	143	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	67%	73%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		16%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		6%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		4
Participation in STEM-related experiences provided for students	150	30%	40%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	105	22%	20%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	52	63%	57%
Students who receive two or more behavior referrals	114	22%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	49	9%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We will implement the 2013-14 Parent Involvement Plan that is submitted online. We will continue to host frequent Family Night Out activities for reading, writing, mathematics, science and special areas.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase average parent attendance at Family Night Out and other parent activities by 5% from 2012-13. Average attendance for 2012-13 was 95	95	19%	24%

Goals Summary

G1. Increase proficiency through the use of guided instruction utilizing research-based strategies and materials.

Goals Detail

G1. Increase proficiency through the use of guided instruction utilizing research-based strategies and materials.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Personnel: Administration (Principal and Administrative Assistant) Site-based Literacy Coach (Williamson) Site-based Guidance Counselor Site-based Title 1 Resource Teacher Parent Liaison Crisis Intervention/Behavioral Specialist onsite 2 days weekly ESE Resource Teacher onsite 2 days weekly Mathematics Coach (Faircloth) Additional District-based Instructional Coach (Rogers) Speech and Language Pathologists on staff (3) Extensive classroom and instructional support by trained paraprofessionals Site-Based Leadership Team

- Materials: SRA--Guided instruction Manipulatives for Mathematics and Language Arts readily available Technology available to teachers and students Assessments available to monitor student progress (DEA, Harcourt, etc.) Leveled readers (Science, Social Studies, Reading) Classroom libraries Grab 'n' Go Math kits Numerous computer-based programs available in classrooms, computer lab and media center FCRR resources available Grade level curriculum guidelines

- Professional Development: SRA implementation and staff development (both instructional and support) Kagan Cooperative Learning Strategies implementation and 5-day professional development for all instructional staff CRISS training STEM training Book studies

- Parent involvement encouraged through: Volunteer program Monthly parent involvement activities (family night out) School Advisory Council

- Weekly grade level team collaboration

- Small class size

- Additional funding available through Title 1

- Community partnerships (i.e., First Baptist Church, Callaway Assembly of God, Hiland Park Baptist)

Targeted Barriers to Achieving the Goal

- Student absenteeism

- Difficulty of full implementation of programs

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. Increase proficiency through the use of guided instruction utilizing research-based strategies and materials.

G1.B1 Student absenteeism

G1.B1.S1 Incentive program sponsored by community partners at First Baptist Church (1) Present to staff during school-based inservice August 13-14, 2013. (2) Presentation to parents during open house on Thursday, September 5, 2013 (3) Celebration every 4.5 weeks to reward/honor those with perfect attendance for the 4.5 week period.

Action Step 1

Attendance Incentive Program

Person or Persons Responsible

Kathy Johnson, First Baptist Church Liaison Classroom Teachers

Target Dates or Schedule

August 2013 and ongoing

Evidence of Completion

Number of students in attendance at celebration(s) and increased student school attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Number of students eligible to participate in celebration activities.

Person or Persons Responsible

Administration Title 1 Resource Teacher Classroom Teachers Kathy Johnson, Liaison, First Baptist Church

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Attendance reports from FOCUS and/or classroom teachers

Plan to Monitor Effectiveness of G1.B1.S1

Data collected will be attendance records for celebration

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase of number of students eligible to attend celebrations

G1.B1.S2 Publicize student/parent expectations and procedures concerning attendance and tardies: (1) Include in student handbook that is provided for each student. (2) Open house presentation of the importance and possible negative effects of absenteeism. (3) Provide a wake-up call service to parents who request it. Calls will be made through the school's automated telephone system (I.R.I.S.) to the telephone number provided by the parent(s). Calls will be made only on days school is in session. Opportunities for sign-up by parents will be available during Open House and by request through the school office in person.

Action Step 1

Implementation of morning wake-up calls to parents through the automated school telephone system (I.R.I.S.) only upon request of parents.

Person or Persons Responsible

Phillip Campbell, Principal Marilyn Daniels, Title 1 Resource Teacher

Target Dates or Schedule

Open House, September 2013 and ongoing

Evidence of Completion

Reduction in morning late arrivals by students receiving wake-up calls at their homes; Sign-up sheet for parents to activate calls

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Calls through IRIS system

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Decrease in late arrivals and/or absences of students receiving calls at their homes Call log from IRIS system

Plan to Monitor Effectiveness of G1.B1.S2

IRIS reports and call logs; determine number of calls answered, messages left and/or incomplete calls

Person or Persons Responsible

Administration Title 1 Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

IRIS report, attendance records

G1.B1.S3 Teachers are to contact students/parents after three absences during any nine-week period by letter and telephone, if possible. Letters are provided to teachers for easy use and access.

Action Step 1

Teachers will contact students/parents after three absences during any nine-week period by letter and telephone, if possible. Letters are provided to teachers for easy use and access.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Anytime during year when student has bee absent three times during a nine-week period.

Evidence of Completion

Attendance record of targeted students Copy of letter sent to parents

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Classroom teachers to notify administration when letter is sent to parents

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

E-mails received from teachers when letters are sent

Plan to Monitor Effectiveness of G1.B1.S3

Attendance habits of those students receiving notification of absences letters

Person or Persons Responsible

Classroom Teachers Title 1 Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased attendance of students as evidenced by FOCUS attendance records

G1.B9 Difficulty of full implementation of programs

G1.B9.S1 Provide initial and ongoing professional development in SRA direct instruction.

Action Step 1

Attend SRA training

Person or Persons Responsible

Administration Literacy Coach

Target Dates or Schedule

August 2013 and ongoing as needed

Evidence of Completion

Sign-in sheets, TDYs

Facilitator:

Debra Guyler, SRA consultant Jane Fordham

Participants:

K-5 teachers and classroom paraprofessionals

Plan to Monitor Fidelity of Implementation of G1.B9.S1

SRA implementation

Person or Persons Responsible

Classroom Teachers Administration Literacy Coach

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Lesson plans, schedules, student performance

Plan to Monitor Effectiveness of G1.B9.S1

Daily implementation and instruction using SRA directed instruction

Person or Persons Responsible

Classroom teachers, Literacy Coach, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student performance data, lesson plans

G1.B9.S2 Provide initial and ongoing professional development in KAGAN Cooperative Learning Strategies.

Action Step 1

Attendance at KAGAN Cooperative Learning Strategies initial and follow-up training.

Person or Persons Responsible

Literacy Coach Administration Kagan Trainers

Target Dates or Schedule

July 2013 through March 2014

Evidence of Completion

Sign-in Sheets, certificates of completion, TDYs

Facilitator:

Kagan Consultants Literacy Coach

Participants:

Teachers (Tiffany Hunyady, Lauren Young, Faith Guta, Sheree' Stringfellow, Heather Williamson)

Plan to Monitor Fidelity of Implementation of G1.B9.S2

Attendance of teachers at scheduled training activities.

Person or Persons Responsible

Literacy Coach Administration

Target Dates or Schedule

July 2013 - March 2014

Evidence of Completion

TDYs, Sign-in sheets at training, Lesson plans

Plan to Monitor Effectiveness of G1.B9.S2

Implementation of learning strategies regularly in classrooms

Person or Persons Responsible

Administration, Classroom Teachers, Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student performance data

G1.B9.S3 Provide Support in guided math instruction.

Action Step 1

Collaborate with teachers and paraprofessionals concerning guided mathematics instruction.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Math Coach schedule and log, sign-in sheets

Facilitator:

Ilea Faircloth, Math Coach

Participants:

Teachers upon request

Plan to Monitor Fidelity of Implementation of G1.B9.S3

Support for guided math instruction

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Requests made to math coach for assistance; math coach's schedule and log

Plan to Monitor Effectiveness of G1.B9.S3

Direct Math Instruction strategies

Person or Persons Responsible

Classroom teachers, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, Math Coach activity log, student performance

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant
A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:
• Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
• Support for schools serving migrant students
• Family literacy programs, including such programs that use models developed under Even Start
• The integration of information technology into educational and related programs and
• Programs to facilitate the transition of secondary school students to postsecondary education or employment

Title I, Part D
The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II
Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:
• Providing professional development activities
• Carrying out programs and activities that are designed to improve the quality of the teacher force
• Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
• Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
• Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III
The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent

Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act. The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to
• modified curriculum
• reading instruction
• after-school instruction
• tutoring
• mentoring
• class size reduction
• extended school year
• intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate-to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change. The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes.

Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is $25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress. Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Adult Education

Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of mastery of competencies.

Career and Technical Education

Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training

Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase proficiency through the use of guided instruction utilizing research-based strategies and materials.

G1.B9 Difficulty of full implementation of programs

G1.B9.S1 Provide initial and ongoing professional development in SRA direct instruction.

PD Opportunity 1

Attend SRA training

Facilitator

Debra Guyler, SRA consultant Jane Fordham

Participants

K-5 teachers and classroom paraprofessionals

Target Dates or Schedule

August 2013 and ongoing as needed

Evidence of Completion

Sign-in sheets, TDYs

G1.B9.S2 Provide initial and ongoing professional development in KAGAN Cooperative Learning Strategies.

PD Opportunity 1

Attendance at KAGAN Cooperative Learning Strategies initial and follow-up training.

Facilitator

Kagan Consultants Literacy Coach

Participants

Teachers (Tiffany Hunyady, Lauren Young, Faith Guta, Sheree' Stringfellow, Heather Williamson)

Target Dates or Schedule

July 2013 through March 2014

Evidence of Completion

Sign-in Sheets, certificates of completion, TDYs

G1.B9.S3 Provide Support in guided math instruction.

PD Opportunity 1

Collaborate with teachers and paraprofessionals concerning guided mathematics instruction.

Facilitator

Ilea Faircloth, Math Coach

Participants

Teachers upon request

Target Dates or Schedule

Ongoing

Evidence of Completion

Math Coach schedule and log, sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase proficiency through the use of guided instruction utilizing research-based strategies and materials.	$9,000
	Total	$9,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
Title 1 District and School Budgets	$5,000	$0	$5,000
Title 1 District and School Funds	$0	$4,000	$4,000
Total	$5,000	$4,000	$9,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase proficiency through the use of guided instruction utilizing research-based strategies and materials.

G1.B9 Difficulty of full implementation of programs

G1.B9.S1 Provide initial and ongoing professional development in SRA direct instruction.

Action Step 1

Attend SRA training

Resource Type

Evidence-Based Program

Resource

Funds will be used to pay for classroom substitutes and teacher/paraprofessional stipends when appropriate.

Funding Source

Title 1 District and School Budgets

Amount Needed

$5,000

G1.B9.S2 Provide initial and ongoing professional development in KAGAN Cooperative Learning Strategies.

Action Step 1

Attendance at KAGAN Cooperative Learning Strategies initial and follow-up training.

Resource Type

Professional Development

Resource

Registration for Professional Development, Purchase of Materials, Classroom Substitutes

Funding Source

Title 1 District and School Funds

Amount Needed

$4,000