2013-2014 SCHOOL IMPROVEMENT PLAN

Tommy Smith Elementary School
5044 TOMMY SMITH DR
Panama City, FL 32404
850-767-1688

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	68%

Alternative/ESE Center	Charter School	Minority Rate
No	No	12%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	A

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.

Table of Contents

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Tommy Smith Elementary School

Principal
Lynn Stryker

School Advisory Council chair
Shawna Callahan, Parent

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

Name	Title
Lynn Stryker	Principal
Janie Branstetter	Administrative Assistant
Virginia Spivey	Teacher
Christine Stockstill	Teacher
Faith Fowler	Teacher
Laura Perry	Teacher
Lora McCalister-Cruel	Literacy Coach

District-Level Information

District
Bay

Superintendent
Mr. 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

Shawna Callahan-parent, April Page-parent, Ricardo Betancourt-parent, Cynthia Gilllespie-parent, Ashley Hutchison-parenat, Angela Mullins-parent, Leonie Moore-support staff, Faith Fowler-teacher, Pam Tate-business representative.

Involvement of the SAC in the development of the SIP

SAC members are invited to every school improvement team meeting. All meetings are held after school. SAC members participated in the problem solving process for data analysis, goals, strategies and identifying barriers.

Activities of the SAC for the upcoming school year

The SAC will monitor the progress of the School Improvement Plan Goal and recommend adjustments as needed. The SAC will monitor expenditures that support the implementation of the SIP.

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

School Improvement funding amount not know at this time. Once funds are determined 100% of funding will be recommended by the SAC for use in support of the identified goal increase students' proficiency levels at all subgroups through instruction based on continuous data disaggregation."

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:

Lynn Stryker

Principal	Years as Administrator: 24	Years at Current School: 13

Credentials	BS Elementary Education/Early Childhood. MS/PhD Educational Leadership
Performance Record	Served Tommy Smith Elementary from from 2000 to present with school grades designated as C, B, and ratings from 90%-100% AYP goals met. Served as Principal of Cedar Grove Elementary School from 1999-2000 with school grades of C. Served as Rosenwald Middle School Assistant Principal for 4 years prior to state accountability grades.

Janie Branstetter		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	BS Learning and Behavior Disorders/Elementary Education, MS Educational Leadership
Performance Record	Served as Administrative Assistant at Tommy Smith since 2010 with school grades designated, A, B, and C. 10 years as District level ESE Resource Teacher. Prior 15 years as a teacher at a special center school where school grading was not required.

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lora McCalister-Cruel		
Part-time / District-based	Years as Coach: 4	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelor of Science, Journalism Master of Public Administration English 5-9, ESE K-12, Reading Endorsement K-12, ESOL K-12,
Performance Record	Year Grade School Data 09-10: B Mosley High 63% Level 3 & above 88% Meeting Writing Standard 57% Making Learning Gains 43% Lowest 25% Making Gains 567 Points Earned (FCAT) 10-11: A Mosley High 66% Level 3 & above 90% Meeting Writing Standard 63% Making Learning Gains 50% Lowest 25% Making Gains 572 Points Earned (FCAT) 11-12: B. Mosley High 64% Level 3 & above 89 % Meeting Writing Standard 56% Making Learning Gains 59 % Lowest 25% Making Gains 570 Points Earned (FCAT) 12-13: C Tommy Smith Elementary 56% Level 3 & Higher 43% Meeting Writing Standard 62% Making Learning Gains 67% Lowest 25% Making Learning Gains 466 Points Earned (FCAT) 12-13: C Merritt Brown Middle School 56% Level 3 & Higher 50% Meeting Writing Standard 60% Making Learning Gains 62% Lowest 25% Making Learning Gains 517 Points Earned (FCAT)

Dana Manis		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2

Areas	RtI/MTSS
Credentials	BS in Psychology 4/2000; M. Ed. in Educational Leadership 12/2013 Certified Exceptional Student Education K-12, Elementary Education K-6, Educational Media Specialist K-12, and English 5-9.
Performance Record	Highly qualified to work with site-based faculty to build capacity with instructional and structural practices to facilitate school improvement. Received a Highly Effective rating on 2012-2013 Teacher Appraisal.

Tracy Rogers		
Full-time / District-based	Years as Coach: 2	Years at Current School: 1

Areas	Other
Credentials	BS and FL certification in Elementary Education 1-6 MS and FL certification Reading K-12 National Board Certification middle childhood generalist 2004-2014
Performance Record	Is 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
39

 # receiving effective rating or higher
39, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
39, 100%

 # ESOL endorsed
9, 23%

 # reading endorsed
4, 10%

 # with advanced degrees
8, 21%

 # National Board Certified
1, 3%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
2, 5%

 # with 6-14 years of experience
9, 23%

 # with 15 or more years of experience
27, 69%

Education Paraprofessionals

# of paraprofessionals
13

 # Highly Qualified
13, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
9

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

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. Utilize experienced teachers to support and mentor beginning teachers in their professional development, data analysis, classroom management, and assessment skills.
2. Master schedule supports common planning time for grade levels, and includes ESE and Special Area Teachers.
3. Provide meaningful and purposeful staff development opportunities by utilizing District staff training specialists, Literacy Coach, and other District Resources.
4. Maintain a professional learning community by establishing a caring community of faculty, staff, students and families.

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

Utilize experienced staff and District staff to support and mentor beginning teachers in their professional development, data analysis, classroom management, and assessment skills. Assign like grade level for pairing purposes to allow for common planning times. Utilize the Teacher Appraisal process to provide feedback to beginning teachers.

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

After a review of several years of schoolwide achievement data, grade level data, and individual MTSS data, leadership teams have identified the following problem-solving steps for monitoring structures and systems:
A)Universal screeners have been identified for schoolwide use within the first thirty days.
B)Based on screener results, teachers meet with guidance/administration in data chats to determine interim student goals with differentiated strategies.

C)Progress monitoring occurs after four weeks;determination as to core effectiveness. If needed, student moves into specialized instruction, i.e. program service delivery, MTSS Tier 2 plan.

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

The Literacy League monitors all areas of literacy with an emphasis on the Florida Continuous Improvement Model's process of designing coherent instruction. The LL designs focus lessons based on data from universal assessment and DE assessment data.
The MTSS Leadership Team monitors the results of Universal Screeners and DE data to assist in determining the need for differentiation or specialized instruction within a Tier 2 or Tier 3 plan. The MTSS team also monitors the fidelity and effectiveness of the implementation of Tier 2 or Tier 3 plans and conducts compliance audits of those plans.
The SIP Team oversees the development, implementation, and monitoring of the SIP. This team is responsible for informing the SAC of the SIP process.
The PBS Team oversees the behavioral components for the school by monitoring behavioral trends and developing processes that support the school's vision.
The SAC is the body that monitors the SIP process and makes recommendations to the SIP Team as needed.

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

Screeners administered three times per year. FCIM focus lesson benchmark assessment data reviewed after each five day cycle. Grade level data chats each three weeks. Leadership teams meet monthly to review data and provide recommendations for systemic improvement.

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

Data sources include Universal Assessments for all students 3 times per year, DE Assessment data 3 times per year, and FCIM Focus Lesson Assessments. Grade Level meetings every 3 weeks serve as a forum for analyzing data. The Literacy Leadership Team utilizes this data to design focus lessons. The Positive Behavior Support Team analyzes behavioral data from RtI-B and from FOCUS. This is all within the core. MTSS progress monitoring data is then used to evaluate the effectiveness of Tier 2 and Tier 3 interventions.

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

The problem solving process is well in place in both academics and behavior at TSE. Using data to make decisions about instruction is the primary focus of the entire school. Problem solving and data analysis occurs in everything we do. It is embedded in every meeting and in every professional development activity. The Leadership Teams at TSE include a large number of staff.

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: Before or After School Program

Minutes added to school year: 7

1.Bay Base after school program attends media center for the following activities: Kindergarten attends 1 time per week for Literacy instruction, first and second grades attend computer lab 1 time per week for enrichment or remidation and 1 time per week for literacy instruction, and grades 3, 4 and 5 attend computer lab 1 time per week for enrichment or remediation, 1 time per week for literacy instruction, and has open library available after school for projects incorporating technology.
2. Boys Book Club before school program meets 2 times per week with media specialist. Students identified as reluctant readers with behavioral issues nominated by staff. The focus of this strategy is to engage reluctant readers with behavioral issues in a non-threatening environment to encourage cooperative work habits through reading. A token economy system will be implemented by media specialist as an incentive for not only reading but for displaying appropriate social behaviors across campus.
3. Before school Homework Club will be utilized to assist selected students that do not have the home support for homework completion. Students will be nominated by teachers and selected by Administration, Guidance and Media Specialist. Slots will be limited and students will rotate in and out of this club. Merritt Brown volunteers will be utilized as tutors.
4. Beginning Guitar Lessons occur on Monday after school at no charge to the students. Classes led by Music Teacher.
5. Chorus occurs after school on Tuesday for 4th and 5th grade students. Chorus is led by the Music Teacher.
6. Beginning band is held before school on Thursday at no charge to the student. Students may rent or borrow instruments. Some instruments will require a book. Beginning band is led by Merritt Brown Middle School Band Director.
7. Piano lessons occur throughout the week during the school day. Students receive piano instruction by a trained instructor during their music class. There is a small fee for piano lessons.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

1. SM6 reports will be utilizied to monitor student progress within computer program.
2. Office discipline referrals of boys in book club will be monitored, as well as overall academic and social performance within their individual classrooms.
3. Rate of homework return and grades will serve as data.
4., 5., and 6. Assessment data will be reviewed for the students participating in these fine arts activities. Our goal is that these activities will have a positive effect in students' overall performance at school, both academically and behaviorally.

Who is responsible for monitoring implementation of this strategy?

Media Specialist, Bay Base Staff, Volunteer Coordinator, Music Teacher, Administration

Literacy Leadership Team (LLT)

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

Name	Title
Linda Johnson	Kindergarten Teacher
Rebecca Childs	Kindergarten Teacher
Laura Perry	1st grade Teacher
Darilyn Andrews	1st grade Teacher
Melissa Goodwin	1st grade Teacher
Patty Helms	1st grade Teacher
Jodi Cowling	1st grade Teacher
Christine Stockstill	3rd grade Teacher
Sherry Teas	3rd grade Teacher
Sammy Stockstill	4th grade teacher
Sarah Gill	4th grade Teacher
Loretta Mistrot	4th grade Teacher
Ginger Spivey	5th grade Teacher
Sherry Morris	5th grade Teacher
Cynthia Hollis	5th grade Teacher
Alison Beck	Music Teacher
Bonnie Campbell	Media Specialist
Lora McCalister-Cruel	Literacy Coach
Lynn Stryker	Principal
Janie Branstetter	Administrative Assistant

How the school-based LLT functions

The Literacy Leadership Team will engage in regular, ongoing, literacy professional development on a monthly basis through common planning time during the school day and after school planning sessions.
Team members will use data to analyze the effectiveness of core instruction and redesign instruction and resources to meet the student's instructional and intervention needs. In addition to on-going data disaggregation, members will support and participate in classroom demonstrations and modeling of research-based reading strategies in an effort to mentor other teachers for increased reflection on practice to improve instruction, and thus student achievement.

Major initiatives of the LLT

1. Standards-based lesson planning for core instruction and development of common assessments.
2. Monitoring the fidelity of standards-based focus lessons instruction and common assessments through on-going data analysis.

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

1. Bayou George Daycare schedules a spring visit to Tommy Smith. Parents and students attend, are taken on a tour of the school, and spend time in several kindergarten classrooms.
2. Tommy Smith VPK teachers utilize curricula that support the Kindergarten Common Core Standards and participate in school wide events such as Character Education Program, Positive Behavior Support program, and lessons in the media center on a regularly scheduled basis.

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	75%	56%	No	78%
American Indian				
Asian				
Black/African American	52%	0%	No	57%
Hispanic				
White	76%	57%	No	78%
English language learners				
Students with disabilities	51%	22%	No	56%
Economically disadvantaged	69%	46%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	26%	30%
Students scoring at or above Achievement Level 4	105	32%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	62	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	67	67%	70%

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)	*[data excluded for privacy reasons]*		
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		

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	43	43%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	70%	54%	No	73%
American Indian				
Asian				
Black/African American	58%	0%	No	63%
Hispanic				
White	70%	54%	No	73%
English language learners				
Students with disabilities	46%	33%	No	51%
Economically disadvantaged	64%	47%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	36%	40%
Students scoring at or above Achievement Level 4	65	20%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	70	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	70	70%	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	28	23%	25%
Students scoring at or above Achievement Level 4	26	21%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

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)	5		7
Participation in STEM-related experiences provided for students	702	100%	100%

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	130	18%	16%
Students retained, pursuant to s. 1008.25, F.S.	43	6%	4%
Students who are not proficient in reading by third grade	33	9%	9%
Students who receive two or more behavior referrals	102	14%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	3%	3%

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

Increase parental involvement of all students to provide parents resources for supporting school-based literacy efforts through varied formats (Family Literacy events, website, Iris Alerts, social media, Parent Portal and Parent Liason contacts). There will be a focused effort to increase involvement for parents of students identified as at-risk through academic and behavioral data.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
IRIS	2	2%	7%
Contact with parents of at risk students	100	100%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation.

Goals Detail

G1. Increase students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation.

Targets Supported

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

- 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)

- Science

- Science - Elementary School

- STEM

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Utilize School-wide designated MTSS Universal Screening and Problem Solving System

- Job-embedded professional development on assessment tools and data analysis to include MTSS

- Discovery Education Benchmark Assessments, District Writing Assessments, Common Mini-Assessments, and classroom data

- Lesson Planning for differentiation and interventions

Targeted Barriers to Achieving the Goal

- Teacher knowledge and understanding of MTSS Problem Solving

- Teacher skill in assessment tools and analyzing data

Plan to Monitor Progress Toward the Goal

Data from universal assessments, DE data, and FCIM assessments

Person or Persons Responsible
SIP, LLT, MTSS, Administration

Target Dates or Schedule:
Data is monitored continuously-weekly for MTSS progress monitoring, bi-monthly for FCIM, 3 times per year for universal assessments and DE.

Evidence of Completion:
Development of Focus lessons based upon data, changes to MTSS goal planning, lesson plans, ongoing data discussions and reflection.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation.

G1.B1 Teacher knowledge and understanding of MTSS Problem Solving

G1.B1.S1 Professional development through grade level data chats with Administration, Literacy Coach, Guidance Counselors, and MTSS Staff Training Specialist

Action Step 1

Grade level meeting data chats

Person or Persons Responsible

Administration, Guidance, Literacy Coach

Target Dates or Schedule

Every 3 weeks

Evidence of Completion

Summary notes

Facilitator:

Administration, Literacy Coach

Participants:

All instructional staff

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

Monitoring of MTSS plans

Person or Persons Responsible

Guidance, Administration, MTSS Staff Training Specialist

Target Dates or Schedule

5 times per year

Evidence of Completion

Plan reviews-MTSS Audits

Plan to Monitor Effectiveness of G1.B1.S1

Effectiveness of MTSS plans

Person or Persons Responsible

Guidance, Administration, School Pyschologist

Target Dates or Schedule

as needed

Evidence of Completion

Number of students in MTSS, number of students going to eligibility, number of students dismissed from MTSS

G1.B2 Teacher skill in assessment tools and analyzing data

G1.B2.S1 Professional development in the administration of universal screeners,and data analysis for specific use of designing instruction and planning interventions.

Action Step 1

Planning time for Literacy League

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

meeting minutes, development of FCIM lessons

Facilitator:

Literacy Coach, Administration

Participants:

Literacy League

Action Step 2

Professional development on universal screeners.

Person or Persons Responsible

Guidance, Adminstration, Litercy Coach

Target Dates or Schedule

by October18, 2013

Evidence of Completion

sign in sheets

Facilitator:

Guidance, Literacy Coach

Participants:

all instructional staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Administration of universal screeners, development of FCIM lessons and assessments

Person or Persons Responsible

Guidance, Administration, Literacy Coach

Target Dates or Schedule

By October 30, 2013, ongoing

Evidence of Completion

AP 1 Planning Sheets, Data Chat Summaries, FCIM lessons and assessments

Plan to Monitor Effectiveness of G1.B2.S1

Use of data to develop interventions to core or for the development of MTSS plans, improvement in student proficiency rates

Person or Persons Responsible

Guidance, Administration, Literacy Coach, MTSS Staff Training Specialist

Target Dates or Schedule

At each AP Planning Sessions (3 times per year)

Evidence of Completion

Interventions implemented within the core, lesson plans, MTSS plans, student data

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 two 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 post secondary 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 students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation.

G1.B1 Teacher knowledge and understanding of MTSS Problem Solving

G1.B1.S1 Professional development through grade level data chats with Administration, Literacy Coach, Guidance Counselors, and MTSS Staff Training Specialist

PD Opportunity 1

Grade level meeting data chats

Facilitator

Administration, Literacy Coach

Participants

All instructional staff

Target Dates or Schedule

Every 3 weeks

Evidence of Completion

Summary notes

G1.B2 Teacher skill in assessment tools and analyzing data

G1.B2.S1 Professional development in the administration of universal screeners,and data analysis for specific use of designing instruction and planning interventions.

PD Opportunity 1

Planning time for Literacy League

Facilitator

Literacy Coach, Administration

Participants

Literacy League

Target Dates or Schedule

monthly

Evidence of Completion

meeting minutes, development of FCIM lessons

PD Opportunity 2

Professional development on universal screeners.

Facilitator

Guidance, Literacy Coach

Participants

all instructional staff

Target Dates or Schedule

by October18, 2013

Evidence of Completion

sign in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation.	$12,199
	Total	$12,199

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	$12,199	$12,199
Total	$12,199	$12,199

Budget Details

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

G1. Increase students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation.

G1.B2 Teacher skill in assessment tools and analyzing data

G1.B2.S1 Professional development in the administration of universal screeners,and data analysis for specific use of designing instruction and planning interventions.

Action Step 1

Planning time for Literacy League

Resource Type

Professional Development

Resource

Planning time

Funding Source

Title I

Amount Needed

$12,199