

Bay District Schools

C C Washington Academy



2015-16 School Improvement Plan

C C Washington Academy

924 BAY AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	97%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of C. C. Washington Academy is to offer "At-Promise" students the opportunity, motivation, and skills necessary to be successful in life.

Provide the school's vision statement

Our primary focus is to work collaboratively with all stakeholders in a student-centered environment that promotes high expectations for all students to achieve academically and socially.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In order to create a positive climate, the staff participates in pre-school in-service and reviews pertinent student data (i.e. cum files, test scores, etc.) prior to the students starting school. Each staff member is a part of a team that shares pertinent information for the purpose of getting to know about the students before they arrive. In addition, each student is assigned to a team via a homeroom class. Every staff member and student within their homeroom and content areas complete various interest inventories, personality test, thinking styles inventories, and communication styles inventories within the first 30 days of school. These help to develop rapport among staff and students, identifying similarities and differences, along with aiding in implementation of instructional strategies that will foster success for students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

In addition to the implementation of our school safety plan, we are a PBS (Positive Behavior Support School). We have developed school-wide norms (P.R.I.D.E- Present, Respectful, I can attitude, Disciplined, and Engaged) which are reinforced throughout the school. The students have designated areas for before and afterschool where they have opportunities to demonstrate P.R.I.D.E.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students are provided opportunities to earn incentives as outlined in the PBS plan. A token system has been established in which the students earn coins for various achievements in academics and behavior. The students can purchase things from the school store, gain access to school-wide activities, classroom activities, or preferential lunch seating. The teachers follow the PBS behavior management plan as outlined in accordance with major and minor offenses as listed under behavioral expectations, completing classroom infraction forms for minor offenses and discipline referrals for major offenses. Training for school personnel is provided during pre-school on PBS, staff development in classroom management and strategies for dealing with "At-Promise" students are scheduled throughout the year.

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

The homeroom (wildcat dens) were established as a classroom meeting time for students in the morning. Identification of students needing counseling services, mentoring, and other services are through a referral process to guidance or the interventionist. When further assistance is needed for students outside of school, a referral for counseling to Anchorage, Life Management and Florida Therapy community agencies are completed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

C. C. Washington is the district's alternative education program for middle school students. Students are referred from all other middle schools in the county based on the following: failing one or more courses, Level 1's on FCAT, discipline, or attendance issues. The area in which the student is referred is indicated on the referral form. In addition, the school gets students administratively placed in lue of expulsion for behavioral incidents. As the student enters, a pre-admit conference is required in order to discuss placement and methods for addressing the area of need.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	13	24	40	77
One or more suspensions	14	27	39	80
Course failure in ELA or Math	13	28	38	79
Level 1 on statewide assessment	15	34	46	95

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

PBS, establishing homeroom teams, and the establishment of a mentoring program. In addition, referrals are made as needed to outside agencies for counseling and social services as needed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Our goal is to get an increase in attendance for parent conferences and Title I workshops.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

CCWA's administrators and staff obtains business partnerships via organizations within the community, local businesses, and individual sponsorships to provide donations to the school. In addition, CCWA has been provided mentors and volunteers through local Bethel Lodge #202 and Tyndall Air Force Base.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Harless, Todd	Principal
James, Makeda	Teacher, K-12
Bowen, Sue	Administrative Support
Washington, Elois	Guidance Counselor
McNeal, Crystal	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership team is comprised of administrators and team leaders who serve as part of the PLCs, MTSS, LLT, and PBS teams. The school-based MTSS team includes: RTI Coach, Administrator, guidance counselor, regular education teacher, ESE teacher, Speech Language pathologist, and school psychologist.

Administrator: Darnita Rivers- Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Guidance Counselor: Elois Washington- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

MTSS Instructional Specialist – Lisa Gibson – provides support to school level RTI teams, helps with implementation of Tier2/3 strategies at the school, provides resources.

Title 1 Interventionist Teacher -- Sue Bowen - provides intervention services to students, assist teachers with Tier 2/3 intervention strategies, collects data, progress monitors.

School Psychologist: Kareta Monnett- Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: - Brooke Long Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Regular Education Teachers : Makeda James- Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. ESE Teacher: Sheri Pender- Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach: Jenne Palmer- Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

Rtl team will collaborate with the School Improvement Team and School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship).

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 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robin Barnes	Parent
Michelle Alexander	Parent
Levieta Doster	Parent
Francis Hayes	Parent
Chekila Langston	Parent
Lori McDonald	Parent
Cheryl McKay	Parent
Tessa Mitchell	Parent
Destiny Mitchell	Student
Makeda James	Teacher
Marisol Doroteo	Education Support Employee
Tonya Montin	Parent
Darryl Stanley	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A survey was taken by SAC committee members with regards to the implementation of the SIP plan for the 2014-15 school year. The results of the survey was shared along with the student achievement results for that year and suggestions were made for the upcoming 2014-15 school year.

Development of this school improvement plan

SAC members provided input into the school improvement plan and parental involvement goals.

Preparation of the school's annual budget and plan

Along with leadership team, SAC members are given opportunities to submit suggestions for budget and input into the plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Other budgets have been used to support the SIP plan. C. C. Washington Academy is a Title I school and our budgets have been used to purchase materials and support professional development as outlined in SIP.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Palmer, Jenne	Instructional Coach
Bryant, Erica	Teacher, K-12
James, Makeda	Teacher, K-12
McNeal, Crystal	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to analyze student data, review close reading text, text complexity, wide reading, CIS (Comprehensive Instructional Sequence) model, and support writing (claims and evidence) across the curriculum as part of the transition to the ELA and Literacy/ Florida Standards.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The Leadership team and Lang. Arts content area teachers are actively engaged in the work of PLC. The teachers meet during common planning for collaboration in data analysis and for the purpose of instructional planning. The teachers in the Lang. Arts department also have generated common assessments. The Leadership team meets once and month and the Lang. Arts content area teachers meet bi-weekly.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Principal will meet regularly with new teachers/new to school. Principal/ Asst. Principal On-going
2. New teachers will be partnered with veteran staff. Principal September 2015
3. New teachers will participate in Bay District's New Teacher Induction Program. District Coordinator of Staff Development

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Jenne Palmer(Literacy Coach) will mentor Erica Bryant and Heather Fox who are Reading/ Lang. Arts teachers to CCWA.
Earnestine Warren (Math Coach) and District Instructional Coach will mentor Leland Loper and Matthew Emory who are math teachers new to C. C. Washington Academy.
Planned Mentoring Activities: Feedback, modeling, coaching and planning, Mrs. Warren and Mrs. Palmer will be providing professional development, additional support and resources.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The District provided training on the NFS to all teachers in their content areas. The teachers were able to access resources via CMAPS and district curriculum maps.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Through the MTSS process, students needs are identified and differentiated instruction is utilized. Students who are identified as Tier II in reading or math receive intensive classes in addition to their core classes.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year:

Before school tutoring provides students the opportunity to complete make-up work, get individual assistance with classwork/homework, re-take quizzes or test.

Strategy Rationale

Students with Ds or Fs or attendance issues get to improve their grades.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Washington, Elois, washiej@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance and D/F reports are pulled each nine weeks.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

A pre-admit conference is held with every student referred to CCWA. In this conference, the area of referral is discussed, goals for the student to achieve are established, and any additional pertinent student data (i.e. ESE, medical, etc.)

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To use on-going data analysis to improve student achievement in reading, writing, math, and science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To use on-going data analysis to improve student achievement in reading, writing, math, and science.

1a

G071585

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	10.0

Resources Available to Support the Goal 2

- Reading Coach, Interventionist, Title I Resource Teacher, MTSS Staff Training Specialist, District Data Coach, READ 180, Math 180, and Title I budget.

Targeted Barriers to Achieving the Goal 3

- Fidelity of instruction by all instructors
- Lack of student engagement

Plan to Monitor Progress Toward G1. 8

If proficiency levels as measured by common assessments or DE testing does not show improvement, lesson plan reviews and CWT Feedback data for the teacher or content area will be reviewed to determine possible root causes.

If concern is to an isolated classroom, resources and assistance will be provided to that teacher. If the data indicates concern for content area, then PD will be provided during monthly meetings with coaching follow-up in teacher classrooms.

Data for content area in MTSS and LLT meeting will be shared. Teachers with high levels of mastery will be recognized during monthly PD meetings

Person Responsible

Darnita Rivers

Schedule

Quarterly, from 9/17/2014 to 7/3/2015

Evidence of Completion

Common Assessments reports, DE data, FOCUS calendar, Lesson plans, CWTs, and minutes from MTSS and LLT meetings.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To use on-going data analysis to improve student achievement in reading, writing, math, and science. **1**

 G071585

G1.B1 Fidelity of instruction by all instructors **2**

 B186593

G1.B1.S1 Provide staff development and coaching in data analysis; establish PLC **4**

 S197991

Strategy Rationale

Action Step 1 **5**

CRISS, Differentiated Instruction, 6-Traits Writing, Guided Math, Math 180 and READ 180.

Person Responsible

Darnita Rivers

Schedule

Monthly, from 9/17/2014 to 7/3/2015

Evidence of Completion

Lesson plans, PD sign in sheets, CWT feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Evidence of implementation of the PD topics will be monitored in Lesson plans and CWTs.

Person Responsible

Darnita Rivers

Schedule

Weekly, from 9/17/2014 to 7/3/2015

Evidence of Completion

Sign in sheets, lesson plans, and CWT feedback forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data collected from common assessments, CCWA Writes, Math 180 and READ 180 assessments will be collected. Successful implementation of instructional strategies will be evident if the percentage of students showing mastery improves from nine weeks to nine weeks.

Person Responsible

Darnita Rivers

Schedule

Monthly, from 9/17/2014 to 7/3/2015

Evidence of Completion

Data reports, lesson plans, CWT feedback forms, sign in sheets from PD, MTSS and LLT meetings.

G1.B1.S2 Monitoring instruction through regular focused classroom walk-throughs, providing immediate feedback with a classroom walk-through form. 4

S197992

Strategy Rationale

Action Step 1 5

Administrators will conduct random, focused-classroom walk-throughs.

Person Responsible

Darnita Rivers

Schedule

Evidence of Completion

Data from the walk-throughs will be collected on a Classroom -walkthrough feedback form. The form identifies evidence of school improvement strategies and other instructional expectations. The feedback from charts the occurrences for each item noted during the CWT.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

A report displaying data from the look-fors collected during the CWTs each month will be generated and reviewed by administrators and the Leadership Team.

Person Responsible

Ken Phillips

Schedule

Monthly, from 9/17/2014 to 6/3/2015

Evidence of Completion

CWT Feedback chart

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Evidence of implementation of school improvement strategies will be collected during CWTs. Fidelity of instruction considered on track if at least 80% of classrooms are observed to be implementing school improvement strategies during the CWTs each month.

If CWT data indicates that a content area group or teacher is experiencing difficulty with implenting the school improvment strategies with fidelity, expectations will be clarified and any needed resources be provided.

Person Responsible


Darnita Rivers

Schedule

Evidence of Completion

CWT Feedback Spreadsheet and Leadership Team Meeting minutes.

G1.B2 Lack of student engagement 2

 B186594

G1.B2.S1 To monitor the implementation of CRISS and PBS 4

 S197993

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Evidence of implementation of KAGAN and PBS strategies will be collected during CWTs. Fidelity of implementation considered on track if at least 80% of classrooms are observed to be implementing KAGAN and PBS strategies during the CWTs each month.

If CWT data indicates that a content area group or teacher is experiencing difficulty with implementing the KAGAN and PBS strategies with fidelity, expectations will be clarified and any needed resources be provided.

Person Responsible

Schedule

Evidence of Completion

CWT Feedback Spreadsheet, Leadership Team Meeting minutes, and lesson plans.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	CRISS, Differentiated Instruction, 6-Traits Writing, Guided Math, Math 180 and READ 180.	Rivers, Darnita	9/17/2014	Lesson plans, PD sign in sheets, CWT feedback	7/3/2015 monthly
G1.B1.S2.A1	Administrators will conduct random, focused-classroom walk-throughs.	Rivers, Darnita	Data from the walk-throughs will be collected on a Classroom -walkthrough feedback form. The form identifies evidence of school improvement strategies and other instructional expectations. The feedback from charts the occurrences for each item noted during the CWT.	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	[no content entered]			one-time	
G1.MA1	If proficiency levels as measured by common assessments or DE testing does not show improvement, lesson plan reviews and CWT Feedback data for the teacher or content area will be reviewed to determine possible root causes. If concern is to an isolated classroom, resources and assistance will be provided to that teacher. If the data indicates concern for content area, then PD will be provided during monthly meetings with coaching follow-up in teacher classrooms. Data for content area in MTSS and LLT meeting will be shared. Teachers with high levels of mastery will be recognized during monthly PD meetings	Rivers, Darnita	9/17/2014	Common Assessments reports, DE data, FOCUS calendar, Lesson plans, CWTs, and minutes from MTSS and LLT meetings.	7/3/2015 quarterly
G1.B1.S1.MA1	Data collected from common assessments, CCWA Writes, Math 180 and READ 180 assessments will be collected. Successful implementation of instructional strategies will be evident if the percentage of students showing mastery improves from nine weeks to nine weeks.	Rivers, Darnita	9/17/2014	Data reports, lesson plans, CWT feedback forms, sign in sheets from PD, MTSS and LLT meetings.	7/3/2015 monthly
G1.B1.S1.MA1	Evidence of implementation of the PD topics will be monitored in Lesson plans and CWTs.	Rivers, Darnita	9/17/2014	Sign in sheets, lesson plans, and CWT feedback forms	7/3/2015 weekly
G1.B2.S1.MA1	Evidence of implementation of KAGAN and PBS strategies will be collected during CWTs. Fidelity of implementation considered on track if at least 80% of classrooms are observed to be implementing KAGAN and PBS strategies during the CWTs each month. If CWT data indicates that a content area group or teacher is experiencing difficulty with implementing the KAGAN and PBS strategies with fidelity, expectations will be clarified and any needed resources be provided.		CWT Feedback Spreadsheet, Leadership Team Meeting minutes, and lesson plans.	one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	Evidence of implementation of school improvement strategies will be collected during CWTs. Fidelity of instruction considered on track if at least 80% of classrooms are observed to be implementing school improvement strategies during the CWTs each month. If CWT data indicates that a content area group or teacher is experiencing difficulty with implementing the school improvement strategies with fidelity, expectations will be clarified and any needed resources be provided.	Rivers, Darnita	CWT Feedback Spreadsheet and Leadership Team Meeting minutes.	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	A report displaying data from the look-fors collected during the CWTs each month will be generated and reviewed by administrators and the Leadership Team.	Phillips, Ken	9/17/2014	CWT Feedback chart	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To use on-going data analysis to improve student achievement in reading, writing, math, and science.

G1.B1 Fidelity of instruction by all instructors

G1.B1.S1 Provide staff development and coaching in data analysis; establish PLC

PD Opportunity 1

CRISS, Differentiated Instruction, 6-Traits Writing, Guided Math, Math 180 and READ 180.

Facilitator

6 Traits Writing Program- Darnita Rivers, Jenne Palmer Math 180, Guided Math- Alisa Mugridge, David Lang, Ken Phillips READ 180 - Erica Bryant, Nikki Calton, Sheri Pender, Jenne Palmer Differentiated Instruction/ CRISS - Cinda Trexler, Jenne Palmer

Participants

All teachers

Schedule

Monthly, from 9/17/2014 to 7/3/2015

G1.B1.S2 Monitoring instruction through regular focused classroom walk-throughs, providing immediate feedback with a classroom walk-through form.

PD Opportunity 1

Administrators will conduct random, focused-classroom walk-throughs.

Facilitator

District / Co-Administrators

Participants

Administrators

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	CRISS, Differentiated Instruction, 6-Traits Writing, Guided Math, Math 180 and READ 180.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$2,000.00
			<i>Notes: READ 180 Materials</i>			
2	G1.B1.S2.A1	Administrators will conduct random, focused-classroom walk-throughs.				\$0.00
3	G1.B2.S1.A1					\$0.00
					Total:	\$2,000.00