C C Washington Academy

2017-18 Schoolwide Improvement Plan

C C Washington Academy

924 BAY AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	58%

School Grades History

Year	**2012-13**	**2011-12**
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for C C Washington Academy

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 tests, 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.

b. 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.

c. 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.

d. 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. Also at CC Washington Academy all students are giving a social emotional survey to help us gain more insight on the population in which we serve. This survey is given through Panorama twice a year, Fall and Spring.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 or not showing proficiency on FCAT/FSA, 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 en lieu 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	9	25	26	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	3	16	11	0	0	0	0	30
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	3	11	11	0	0	0	0	25

c. 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

2. 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. Our parent liaison is very vital in making connections with the community to secure donations and funds for our many school wide events.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Harless, Todd	Principal
James, Makeda	Teacher, K-12
Washington, Elois	School Counselor
McNeal, Crystal	Assistant Principal
anderson, Melanie	Teacher, K-12
Emory , Matthew	Teacher, K-12

b. Duties

1. 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, and PBS teams.The school-based MTSS team includes: Administrator, guidance counselor, regular education teacher, behavior interventionist and the MTSS staff training specialist Lisa Gibson.
Administrators: Todd Harless & Crystal McNeal - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS. 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.

Elizabeth Swedlund our behavior interventionist 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.

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.

2. 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.

RtI 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Elois Washington	Education Support Employee
Makeda James	Teacher
Lisa Carlo	Parent
Sherri Cole	Parent
Tina Jacks	Parent
Greg Abrams	Business/Community
Todd Harless	Principal
Crystal McNeal	Principal
Yolanda Stanley	Parent
Courtney Brooks	Education Support Employee
Barbi Barber	Parent
Wadzeeh Jackson	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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 2016-17 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 2017-18 school year.

b. Development of this school improvement plan

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

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
anderson, Melanie	Teacher, K-12
McNeal, Crystal	Assistant Principal
Chizmar , Cody	Teacher, K-12
Harless, Todd	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. The LLT team will also use the program puchased Flo-cabulary to help build vocabulary across the curriculum.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 a month and the Lang. Arts content area teachers meet bi-weekly.

2. 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 2017
3. New teachers will participate in Bay District's New Teacher Induction Program.
District Coordinator of Staff Development

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

Planned Mentoring Activities: Presently we have no first time teachers on campus .

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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: 5,400

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 , 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.)

b. College and Career Readiness

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

We have a field trip once in the fall and once in the spring to Gulf Coast State so our students can explore the possibilities of college.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 increase the amount of credits recovered from the 2017--18 school year by 2%.

G2.   25% of our tested student population will make at minimum a 5 point gain on the Math and Reading FSA.

Strategic Goals Detail

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

G1. To increase the amount of credits recovered from the 2017--18 school year by 2%. `1a`

🔑 G095535

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Collective Responsibility	2.0

Targeted Barriers to Achieving the Goal `3`

- Decreased enrollment in credit recovery classes due to past successes.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Utilizing the community leaders as well as all Middle grade administration teams to spread the word about the successes here at CC Washington

Plan to Monitor Progress Toward G1. `8`

Edgenuity Reports

Person Responsible

Elois Washington

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Monthly Edgeuity Reports will be pulled to ensure that students are on target to complete coursework in the allocated time.

G2. 25% of our tested student population will make at minimum a 5 point gain on the Math and Reading FSA. 1a

🔍 G095536

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	5.0
FSA Mathematics Achievement	5.0

Targeted Barriers to Achieving the Goal 3

- Alignment of assessment and instruction

- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

If proficiency levels as measured by common assessments or MAP 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 are identified to an isolated group, resources and assistance will be provided to those teachers. 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

If during the process we identify frequent fliers as it relates to attendance we will have to proceed with the CST and take all necessary action to ensure that the child is on campus.

Person Responsible

Crystal McNeal

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Common Assessments reports, MAP data, FOCUS calendar, Lesson plans, CWTs, and Edgenuity progress reports.

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 increase the amount of credits recovered from the 2017--18 school year by 2%. 1

🔑 G095535

> **G1.B1** Decreased enrollment in credit recovery classes due to past successes. 2
>
> 🔑 B257233

> > **G1.B1.S1** Continue to recruit students that are behind or not with their cohort group 4
> >
> > 🔑 S272158
> >
> > **Strategy Rationale**
> >
> > To offer students an opportunity to rejoin their cohort group.
> > Increase enrollment and intern increase graduation rates
> >
> > **Action Step 1** 5
> >
> > We will provide before school tutoring, critical thinking classes and success centers to help facilitate the credit recovery process.
> >
> > **Person Responsible**
> >
> > Crystal McNeal
> >
> > **Schedule**
> >
> > Quarterly, from 8/28/2017 to 6/1/2018
> >
> > ***Evidence of Completion***
> >
> > Tutoring sign up sheets and Edgenuity student progress reports

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

Monthly Data chats

Person Responsible

Todd Harless

Schedule

Monthly, from 10/2/2017 to 5/28/2018

Evidence of Completion

Data Notebooks

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

During monthly data chats we will look at the data to ensure we are recovering credits
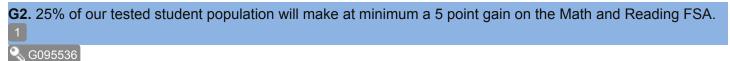
Person Responsible

Todd Harless

Schedule

Monthly, from 10/2/2017 to 7/3/2018

Evidence of Completion

PLC notes, sign in sheets and attendance data

G2. 25% of our tested student population will make at minimum a 5 point gain on the Math and Reading FSA. 1

🔍 G095536

G2.B1 Alignment of assessment and instruction 2

🔍 B257235

G2.B1.S1 • Paraprofessionals to provide intervention and small group instruction • Registration fee and transportation to School Conference • Provide Chromebooks to all students for advancement in credit recovery 4

🔍 S272159

Strategy Rationale

Providing interventions and small group instructions will allow for us to make the necessary learning gains.

Action Step 1 5

Differentiated Instruction, 6-Traits Writing,Guided Math, and EDGENUITY

Person Responsible

Crystal McNeal

Schedule

Monthly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Lesson plans, PD sign in sheets, CWT feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

Crystal McNeal

Schedule

Weekly, from 9/17/2017 to 6/1/2018

Evidence of Completion

Sign in sheets, lesson plans, and CWT feedback forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Data collected from common assessments, CCWA Writes, and MAP assessments will be collected and utilized in planning for instruction. Successful implementation of instructional strategies will be evident if the percentage of students showing mastery improves from nine weeks to nine weeks.

Person Responsible

Crystal McNeal

Schedule

Monthly, from 9/20/2017 to 6/1/2018

Evidence of Completion

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

G2.B1.S2 • Professional development geared toward intervention and small group instruction • 14 day credit recovery camp in summer 2 teachers 2 paras for summer camp • Guest speaker Willie Spears • Transportation for educational field trips and summer camp `4`

🔧 S272160

Strategy Rationale

Providing professional development will empower staff members to enhance small group instruction

Action Step 1 `5`

Edgenuity

Person Responsible

Crystal McNeal

Schedule

On 6/1/2018

Evidence of Completion

Data Reports

Plan to Monitor Fidelity of Implementation of G2.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

Todd Harless

Schedule

Monthly, from 10/1/2017 to 6/1/2018

Evidence of Completion

CWT Feedback chart

Plan to Monitor Effectiveness of Implementation of G2.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

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

CWT Feedback Spreadsheet and Leadership Team Meeting minutes.

G2.B2 Attendance 2

🔑 B257236

G2.B2.S1 Call parents daily if student is not on campus. Once student has 3 unexcused absences parent will have to have conference for child to come back to school. 4

🔑 S272161

Strategy Rationale

If we can begin to hold the parent accountable earlier in the process maybe we can avoid students being so far behind in their coursework. Also we are thinking if we can get the parent in we can possibly decrease the number of CST we are doing for attendance.

Action Step 1 5

Front office staff in conjunction with Guidance will follow up as it relates to attendance

Person Responsible

Elois Washington

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

FOCUS parent call logs will be evidence as well as CST for attendance documentation if needed

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Guidance/Front office will keep a list of all students that have been contacted for attendance purposes.

Person Responsible

Elois Washington

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Focus call logs as well as the excel spread sheet

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Administration will continue to monitor the list of students with unexcused absences to ensure that this in indeed decreasing.

Person Responsible

Crystal McNeal

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Attendance spread sheet as well as decreased CST numbers.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S2.MA1 M390867	Evidence of implementation of school improvement strategies will be collected during CWTs....		10/2/2017	CWT Feedback Spreadsheet and Leadership Team Meeting minutes.	5/25/2018 monthly
G1.B1.S1.MA1 M390863	Monthly Data chats	Harless, Todd	10/2/2017	Data Notebooks	5/28/2018 monthly
G1.MA1 M390864	Edgenuity Reports	Washington, Elois	10/2/2017	Monthly Edgeuity Reports will be pulled to ensure that students are on target to complete coursework in the allocated time.	6/1/2018 monthly
G2.MA1 M390871	If proficiency levels as measured by common assessments or MAP testing does not show improvement,...	McNeal, Crystal	9/1/2017	Common Assessments reports, MAP data, FOCUS calendar, Lesson plans, CWTs, and Edgenuity progress reports.	6/1/2018 quarterly
G1.B1.S1.A1 A365029	We will provide before school tutoring, critical thinking classes and success centers to help...	McNeal, Crystal	8/28/2017	Tutoring sign up sheets and Edgenuity student progress reports	6/1/2018 quarterly
G2.B1.S1.MA1 M390865	Data collected from common assessments, CCWA Writes, and MAP assessments will be collected and...	McNeal, Crystal	9/20/2017	Data reports, lesson plans, CWT feedback forms, sign in sheets from PD, MTSS and LLT meetings.	6/1/2018 monthly
G2.B1.S1.MA1 M390866	Evidence of implementation of the PD topics will be monitored in Lesson plans and CWTs.	McNeal, Crystal	9/17/2017	Sign in sheets, lesson plans, and CWT feedback forms	6/1/2018 weekly
G2.B1.S1.A1 A365030	Differentiated Instruction, 6-Traits Writing,Guided Math, and EDGENUITY	McNeal, Crystal	9/12/2017	Lesson plans, PD sign in sheets, CWT feedback	6/1/2018 monthly
G2.B2.S1.MA1 M390869	Administration will continue to monitor the list of students with unexcused absences to ensure that...	McNeal, Crystal	9/1/2017	Attendance spread sheet as well as decreased CST numbers.	6/1/2018 weekly
G2.B2.S1.MA1 M390870	Guidance/Front office will keep a list of all students that have been contacted for attendance...	Washington, Elois	9/1/2017	Focus call logs as well as the excel spread sheet	6/1/2018 weekly
G2.B2.S1.A1 A365032	Front office staff in conjunction with Guidance will follow up as it relates to attendance	Washington, Elois	9/1/2017	FOCUS parent call logs will be evidence as well as CST for attendance documentation if needed	6/1/2018 weekly
G2.B1.S2.MA1 M390868	A report displaying data from the look-fors collected during the CWTs each month will be generated...	Harless, Todd	10/1/2017	CWT Feedback chart	6/1/2018 monthly
G2.B1.S2.A1 A365031	Edgenuity	McNeal, Crystal	9/1/2017	Data Reports	6/1/2018 one-time
G1.B1.S1.MA1 M390862	During monthly data chats we will look at the data to ensure we are recovering credits	Harless, Todd	10/2/2017	PLC notes, sign in sheets and attendance data	7/3/2018 monthly

V. Professional Development Opportunities

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

G2. 25% of our tested student population will make at minimum a 5 point gain on the Math and Reading FSA.

G2.B1 Alignment of assessment and instruction

G2.B1.S1 • Paraprofessionals to provide intervention and small group instruction • Registration fee and transportation to School Conference • Provide Chromebooks to all students for advancement in credit recovery

PD Opportunity 1

Differentiated Instruction, 6-Traits Writing,Guided Math, and EDGENUITY

Facilitator

Grade Chairs

Participants

All teachers

Schedule

Monthly, from 9/12/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**We will provide before school tutoring, critical thinking classes and success centers to help facilitate the credit recovery process.**				**$0.00**
2	G2.B1.S1.A1	**Differentiated Instruction, 6-Traits Writing,Guided Math, and EDGENUITY**				**$53,958.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0591 - C C Washington Academy			$1,000.00
			Notes: Panoroma site License			
	5100	150-Aides	0591 - C C Washington Academy	Title I, Part A	4.0	$39,118.00
			Notes: Paraprofessionals to provide intervention and small group instruction			
	6400	330-Travel	0591 - C C Washington Academy	Title I, Part A		$3,000.00
			Notes: Registration fee and transportation to Alternative School Conference			
	5100	510-Supplies	0591 - C C Washington Academy	Title I, Part A		$5,852.00
			Notes: Provide teachers with supplies to create common formative and summatative assessments as well as headphones so that students may focus on lectures on Edgenuity and Achieve 3000			
	5100	644-Computer Hardware Non-Capitalized	0591 - C C Washington Academy	Title I, Part A		$4,125.00
			Notes: Provide Chromebooks to all students for advancement in credit recvery			
	6400	120-Classroom Teachers	0591 - C C Washington Academy	Title I, Part A		$863.00
			Notes: Stipends and subs for PLC days			
3	G2.B1.S2.A1	**Edgenuity**				**$1,050.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0591 - C C Washington Academy	Title I, Part A		$600.00
			Notes: Professional development (book study) geared toward student engagement			
	5100	310-Professional and Technical Services	0591 - C C Washington Academy	Title I, Part A		$450.00
			Notes: Guest Speaker Willie Spears			
4	G2.B2.S1.A1	**Front office staff in conjunction with Guidance will follow up as it relates to attendance**				**$0.00**
					Total:	**$55,008.00**