

Bay District Schools

# St. Andrew School At Oakland Terrace



## 2018-19 Schoolwide Improvement Plan

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## St. Andrew School At Oakland Terrace

2010 W 12TH ST, Panama City, FL 32401

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	52%

### School Grades History

Year	2011-12	2011-12
Grade		

### School Board Approval

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

### SIP Authority

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>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

The mission of St. Andrew School, in participation with our families and the community, is committed to providing a safe learning environment that promotes each child's social/emotional and academic development through positive behavioral supports and research-based practices. All students are provided opportunities to develop and achieve according to their own strengths in preparation for integration into the least restrictive educational and social setting.

#### Provide the school's vision statement.

St. Andrew will provide a standard of excellence and positive supports in a safe environment where all students can achieve their full potential in academic, behavioral, and character development.

### School Leadership Team

#### Membership

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

Name	Title
Branstetter, Janie	Principal
Chace, Sara	Teacher, ESE
Cummings, Kristin	Teacher, ESE
Hair, Cassandra	Teacher, ESE
Rockhill, Marsha	Teacher, ESE
Willis-Mathis, Karen	Teacher, ESE
Machell, Tawnia	SAC Member
May, Sandra	Instructional Media
Story, Anika	Assistant Principal
Parrish, Jackie	School Counselor

#### Duties

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

These instructional leaders have a collective responsibility in shared decision making for the school. Included in this group are grade team chairs, guidance counselor, Media Specialist, Music/Art Teacher, Title I Coordinator, Assistant Administrator, and Principal. The Grade Chairs, Guidance Counselor and Title I Coordinator also serve as the School Leadership Team. The grade team chairs serve as the primary curriculum leaders under the guidance and supervision of the Principal. They lead their respective grade team of teachers in planning and preparation for implementation of the Florida Standards, assist in coordination of District curriculum initiatives, and serve as the voice of the instructional staff to administration. This team meets monthly with Administration to oversee all activities of the school. The Music/Art Teacher, Media Specialist, a Grade Chair and Guidance Counselor are the School Improvement Team. Their primary roles are to develop and monitor the School Improvement Plan processes. One of these team members will serve on the School Advisory

Council. All teams use global school wide data both in academics and behavior as the foundation of decision making. All proposals go to the entire faculty through summer planning meetings and instructional staff meetings, which also include non-instructional staff.

## Early Warning Systems

### Year 2017-18

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	7	3	8	4	9	11	0	0	0	0	0	0	0	42
One or more suspensions	9	5	7	16	9	17	0	0	0	0	0	0	0	63
Course failure in ELA or Math	0	1	1	0	3	3	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	12	0	20	28	0	0	0	0	0	0	60

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	5	3	3	7	14	17	0	0	0	0	0	0	0	49

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	1	3	2	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	5	1	2	1	0	0	0	0	0	0	0	0	0	9

Date this data was collected

Wednesday 8/15/2018

### Year 2016-17 - As Reported

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	9	4	11	14	119	23	0	0	0	0	0	0	0	180
One or more suspensions	9	5	7	16	9	17	0	0	0	0	0	0	0	63
Course failure in ELA or Math	0	0	0	12	20	28	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	5	3	4	9	16	22	0	0	0	0	0	0	0	59

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	5	3	4	8	14	22	0	0	0	0	0	0	0	56

#### Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	4	11	14	119	23	0	0	0	0	0	0	0	180
One or more suspensions	9	5	7	16	9	17	0	0	0	0	0	0	0	63
Course failure in ELA or Math	0	0	0	12	20	28	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	5	3	4	9	16	22	0	0	0	0	0	0	0	59

##### 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	5	3	4	8	14	22	0	0	0	0	0	0	0	56

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

The lowest academic data component was the 5th grade ELA scores at 3% proficiency. This is a trend as our students go higher in the grades their proficiency rates have dropped over the past 4 years.

#### Which data component showed the greatest decline from prior year?

The academic data component that showed the greatest decline from the prior year was the fourth grade ELA proficiency percentages which went from 19% to 10%.

#### Which data component had the biggest gap when compared to the state average?

Fifth grade had the biggest gaps in proficiency ratings for both Math and ELA when compared to the state average. 5th grade ELA proficiency rate was 3% vs 55% for the state. In math the proficiency rate was 2% compared to the state rate 61%.

#### Which data component showed the most improvement? Is this a trend?

The data component showing the most improvement was fourth grade math proficiency rates changing from 10% to 31%(21% growth in proficiency).

#### Describe the actions or changes that led to the improvement in this area.

Two of the 5 fourth grade team teachers were strong in their math instruction. Both attended a summer math academy, one was the math liaison, and both planned lessons collaboratively.

### School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	50%	56%	0%	48%	52%
ELA Learning Gains	0%	49%	55%	0%	47%	52%
ELA Lowest 25th Percentile	0%	45%	48%	0%	43%	46%
Math Achievement	0%	57%	62%	0%	53%	58%
Math Learning Gains	0%	57%	59%	0%	53%	58%
Math Lowest 25th Percentile	0%	46%	47%	0%	43%	46%
Science Achievement	0%	50%	55%	0%	44%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (9)	3 (4)	8 (11)	4 (14)	9 (119)	11 (23)	42 (180)
One or more suspensions	9 (9)	5 (5)	7 (7)	16 (16)	9 (9)	17 (17)	63 (63)
Course failure in ELA or Math	0 (0)	1 (0)	1 (0)	0 (12)	3 (20)	3 (28)	8 (60)
Level 1 on statewide assessment	0 (5)	0 (3)	0 (4)	12 (9)	0 (16)	20 (22)	32 (59)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	57%	2%	57%	2%
	2017	48%	59%	-11%	58%	-10%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	11%	51%	-40%	56%	-45%
	2017	20%	52%	-32%	56%	-36%
Same Grade Comparison		-9%				
Cohort Comparison		-37%				
05	2018	3%	50%	-47%	55%	-52%
	2017	6%	49%	-43%	53%	-47%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	63%	-15%	62%	-14%
	2017	43%	56%	-13%	62%	-19%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	31%	59%	-28%	62%	-31%
	2017	19%	62%	-43%	64%	-45%
Same Grade Comparison		12%				
Cohort Comparison		-12%				
05	2018	13%	57%	-44%	61%	-48%
	2017	12%	52%	-40%	57%	-45%
Same Grade Comparison		1%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	10%	54%	-44%	55%	-45%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

### Areas of Focus:



Activity #1	
<b>Title</b>	Increase the number of students making learning gains to 50% while reducing the number of discipline referrals by 25% through on-going examination of data to guide instruction and plan intervention
<b>Rationale</b>	Majority of students require extensive academic support to master grade level standards
<b>Intended Outcome</b>	50% learning gains, reduction of DRs by 25%
<b>Point Person</b>	Janie Branstetter (bransjg@bay.k12.fl.us)
Action Step	
<b>Description</b>	Strategies: Improve data notebook uniformity. Student participation in daily point sheets and goal setting. Monthly school-wide data chats, Parent teacher conferences, instructional intervention materials, Academic Intervention Paraprofessional, Morning Meetings
<b>Person Responsible</b>	Janie Branstetter (bransjg@bay.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Quarterly Principal and teacher data chats, classroom walk-through data, PLC meeting notes, MAPs data
<b>Person Responsible</b>	Janie Branstetter (bransjg@bay.k12.fl.us)
Activity #2	
<b>Title</b>	PLCs
<b>Rationale</b>	Need continues for professional development and collaboration in standards based instruction and assessment
<b>Intended Outcome</b>	Increase in student learning gains to 50%
<b>Point Person</b>	Janie Branstetter (bransjg@bay.k12.fl.us)
Action Step	
<b>Description</b>	Provide summer PLC planning time, weekly dedicated PLC planning time, monthly vertical planning, PD opportunities for staff, training for support staff in academic and behavioral interventions.
<b>Person Responsible</b>	Janie Branstetter (bransjg@bay.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	PLC meeting notes, MAPs data
<b>Person Responsible</b>	Janie Branstetter (bransjg@bay.k12.fl.us)

<b>Activity #3</b>	
<b>Title</b>	Student Engagement
<b>Rationale</b>	Poor student engagement due to emotional, behavioral and academic deficiencies
<b>Intended Outcome</b>	Increase student engagement in learning to increase learning gains and reduce discipline referrals.
<b>Point Person</b>	Janie Branstetter (bransjg@bay.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Implement Core Essentials Character Education Program, continue to add technology (Laptops) to classrooms, Title I parent involvement activities, Bricks 4 Kids program, student incentives and educational field trips, parent workshops
<b>Person Responsible</b>	Janie Branstetter (bransjg@bay.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Leadership Team meeting minutes, PLC meeting minutes, climate surveys
<b>Person Responsible</b>	Janie Branstetter (bransjg@bay.k12.fl.us)
<b>Activity #4</b>	
<b>Title</b>	Excessive Absences
<b>Rationale</b>	Continue to have more than 50 students with excessive absences.
<b>Intended Outcome</b>	Reduce excessive absences by 10%
<b>Point Person</b>	Jackie Parrish (parrijk@bay.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Daily attendance tracking by students, weekly attendance bucks, monthly attendance celebrations, quarterly attendance awards, notices, flyers, letters to parents, CST process for excessive absences.
<b>Person Responsible</b>	Jackie Parrish (parrijk@bay.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Quarterly attendance meetings with guidance and administration, special area team PLC notes
<b>Person Responsible</b>	Janie Branstetter (bransjg@bay.k12.fl.us)

Activity #5	
<b>Title</b>	Most challenging behaviors within the District
<b>Rationale</b>	St. Andrew School is the most restrictive setting for students with challenging behaviors. Most students have not been successful in their home schools even with supports. Significant increase in discipline referrals during 17-18 school year.
<b>Intended Outcome</b>	Reduce discipline referrals by 25% (4848 to 3636)
<b>Point Person</b>	Anika Story (storyam@bay.k12.fl.us)
Action Step	
<b>Description</b>	Fully staffed crisis intervention team, school-wide behavioral incentives (PAWS program), monthly crisis team meetings, PAWS meetings, student tracking of behavioral data, Special Area Team-check in/check out/mentors, PROMISE Room.
<b>Person Responsible</b>	Anika Story (storyam@bay.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Weekly summaries of Crisis Room data, Weekly summaries of Promise Room assignments, weekly review of student behavior during PLC meeting, morning meetings, student tracking of behavioral data, student teacher data chats, quarterly teacher/administrator data chats
<b>Person Responsible</b>	Janie Branstetter (bransjg@bay.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

St Andrew plans to build positive relationships with parents, families and other community stakeholders by inviting them to several school activities and sending home a monthly school newsletter. All of our students have an IEP meeting which provides a time so we can thoroughly communicate strengths, weaknesses and goals with our families. We will actively call parents and community members who are interested in joining our School Advisory Council to personally invite them to our meetings. As we begin the year, we will have a Meet and Greet and Open House in September to meet families and share expectations. An education breakfast, Pastries with Parents, will be served to allow time for parents to learn parent portal and launchpad. We will also have family nights to include: STEM activities, FSA, curriculum, and parent conferences. These fall and spring parent conferences will be important to communicate classroom expectations, curriculum, assessments, standards and parent portal.

### PFEP Link

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

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

St. Andrew has developed the Crisis Response Team consisting of counselors and support staff who ensure the social-emotional needs of all students are being met. Teachers can call supports throughout the day when students are struggling in the classroom or need a short break. Students who are displaying extreme physical and verbal loss of control are removed from the classroom environment for a short time to cool down. While removed from the classroom, members of the Crisis Response Team work with students to problem solve and offer emotional support. Many students participate in group counseling sessions as indicated on their Individualized Education Plans. Students are taught social skills in the classroom and throughout the school day.

St. Andrew School has a guidance department that includes a school guidance counselor, an intervention teacher and a counselor. These staff members support the social-emotional needs of the students.

Beginning 2015-2016 a mentoring program was established. Since the 2015-2016 school year, there has been a focus on developing a multi-tiered system of supports for students not responding to the core behavior program. This system continues to be developed and revised. Within this system students have access to a check in/ check out procedure with a mentor staff member, frustration passes, preferred activities, and individualized plans,

For the 2018-19 school year, we also have a PROMISE (Preventing Recidivism through Opportunities, Mentoring, Intervention, Support and Education) Room to help students Recover, Reflect and Return to classroom. This will provide enhanced pro-social skills, positive behavior supports and conflict resolution techniques.

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

St. Andrew School 5th graders transition to either New Horizons Learning Center or to their home middle school, if they demonstrate readiness. Articulation meetings are held in the spring to include parents, students and the receiving school. Pre-kindergarten is housed at St. Andrew thus creating a seamless transition.

**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.**

St. Andrew School is organized like most elementary schools with the exception of the focus on student's social, emotional, and behavioral needs. St. Andrew follows BDS curricular frameworks in all content areas as well is charged with the implementation of the new Florida Standards. We abide by all BDS policy and procedures for assessment, school improvement and implementation of District and State initiatives for instruction, teacher evaluation and assessment. St. Andrew has been designated as a Title I school. St. Andrew School receives unit allocations from the District as well as support thought IDEA funds. The school leadership consists of a principal and Admin. Asst. Leadership is distributed through 4 grade chairs and a leadership team that includes a SIP chair, and textbook chair. This oversight group meets bi- monthly to oversee all operations and functions of the school. The grade chairs are the primary team that leads all curricular activities. Grades teams meet weekly to review data and plan instruction and assessment. The PAWS team oversees all components of the positive behavior

support program, including daily behavior monitoring, rewards, incentives, earned Friday events, and crisis intervention. PAWS Team meets monthly with all instructional staff and the CRT meets bi-monthly.

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

NA

### Part V: Budget

Total:

\$74,496.00