

Bay District Schools

C C Washington Academy



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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

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 C.C. Washington Academy is to offer all 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 Leadership Team

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
anderson, Melanie	Teacher, K-12
Emory , Matthew	Teacher, K-12
Moore, Jonathon	Assistant Principal

Duties

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

Todd Harless (School Principal)- Mr. Harless is the lead decision maker for our school. His role is to implement the mission and goals set forth by the school district and himself in order to maximize the success of our students. Mr. Harless is the leader of support and professional development to the teachers on campus.

Jonathon Moore- (Assistant Principal)- Mr. Moore's role is to support Mr. Harless in the implementation of the School Improvement Plan, support the goals and mission of the school, provide support to teachers by managing the school wide behavior and discipline of the student population.

Makeda James (Science Department)- Ms. James is the lead science teacher on campus. She is responsible for implementing best strategies for success on the FSA Science test. Ms. James serves as our schools Title 1 liaison and helps to implement the parent involvement plan.

Matt Emory (Math Department)- Mr. Emory is the lead math teacher on campus. He is responsible for implementing best strategies for success on the FSA Math test.

Melanie Anderson (ELA Department)- Ms. Anderson is the lead ELA teacher on campus. She is responsible for implementing best strategies for success on the FSA ELA test and the FSA Writing Assessment. Ms. Anderson is the Teacher Of The Year for the 2018-19 school year at CC Washington.

Elois Washington (Guidance Counselor)- Ms. Washington is responsible for the enrollment of students into the most appropriate grade level courses on Edgenuity. She is vital in the implementation of the mission and goals of CC Washington and the personal goals of our students.

Ms. Washington works with Mr. Moore to plan out all testing on campus including NWEA MAP Assessments, Panorama Social/Emotional Surveys, and the FSA Test.

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	0	0	0	0	0	0	8	19	26	0	0	0	0	53	
One or more suspensions	0	0	0	0	0	0	12	25	31	0	0	0	0	68	
Course failure in ELA or Math	0	0	0	0	0	0	7	7	19	0	0	0	0	33	
Level 1 on statewide assessment	0	0	0	0	0	0	13	24	37	0	0	0	0	74	

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	12	22	35	0	0	0	0	69	

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	0	0	0	0	0	0	9	11	21	0	0	0	0	41	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected

Thursday 7/19/2018

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	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

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	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

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?

Math- yes it is a trend

Which data component showed the greatest decline from prior year?

Civics- decline of 28% to 11%

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

Math

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

ELA- yes it is a trend

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

School wide vocab incentive program, wildcat writes, teacher weekly data chats,

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%	54%	53%	0%	53%	52%
ELA Learning Gains	0%	54%	54%	0%	51%	53%
ELA Lowest 25th Percentile	0%	47%	47%	0%	45%	45%
Math Achievement	0%	61%	58%	0%	60%	55%
Math Learning Gains	0%	61%	57%	0%	60%	55%
Math Lowest 25th Percentile	0%	58%	51%	0%	56%	47%
Science Achievement	0%	51%	52%	0%	49%	50%
Social Studies Achievement	0%	76%	72%	0%	71%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	8 (9)	19 (25)	26 (26)	53 (60)
One or more suspensions	12 (3)	25 (16)	31 (11)	68 (30)
Course failure in ELA or Math	7 (0)	7 (0)	19 (0)	33 (0)
Level 1 on statewide assessment	13 (0)	24 (0)	37 (0)	74 (0)

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
06	2018	10%	51%	-41%	52%	-42%
	2017	0%	52%	-52%	52%	-52%
Same Grade Comparison		10%				
Cohort Comparison						
07	2018	9%	51%	-42%	51%	-42%
	2017	4%	50%	-46%	52%	-48%
Same Grade Comparison		5%				
Cohort Comparison		9%				
08	2018	13%	58%	-45%	58%	-45%
	2017	16%	56%	-40%	55%	-39%
Same Grade Comparison		-3%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	52%	-52%	52%	-52%
	2017	0%	49%	-49%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	12%	59%	-47%	54%	-42%
	2017	0%	58%	-58%	53%	-53%
Same Grade Comparison		12%				
Cohort Comparison		12%				
08	2018	3%	48%	-45%	45%	-42%
	2017	8%	46%	-38%	46%	-38%
Same Grade Comparison		-5%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	17%	49%	-32%	50%	-33%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	8%	76%	-68%	71%	-63%
2017	19%	72%	-53%	69%	-50%
Compare		-11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	64%	-64%	62%	-62%
2017	0%	62%	-62%	60%	-60%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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	
Title	Increase growth of 3% in the area of "Vocabulary Use and Acquisition" on FSA.
Rationale	Continued use of blended classroom, differentiated instruction, and online curriculum we will show growth in this area. Vocabulary skills continue to be taught in all classes and implemented on all testing, formative and summative.
Intended Outcome	Through differentiated instruction our tested students will score higher and show growth in the area of Vocabulary Use and Acquisition on state testing.
Point Person	Melanie anderson (anderma@bay.k12.fl.us)
Action Step	
Description	Teaching of cross curriculum vocabulary skills. Continued implementation of Wildcat Writes. Continued implementation and utilization of Vocabulary Word Walls in all classrooms.
Person Responsible	Todd Harless (harlem@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The action steps will be monitored through weekly classroom walk throughs/observations. Additionally monthly data chats with a focus on Vocabulary skills, and formative/summative assessments will be used to monitor the effectiveness of the stated action steps. The Wildcat Writes will be used to prepare our students for the FSA Writing Assessment. Teachers will meet within the PLC to disaggregate data related to the Wildcat Writes in an effort to improve classroom instruction and student results on future writing assessments.
Person Responsible	Todd Harless (harlem@bay.k12.fl.us)

Activity #2	
Title	Increase the amount of recovered credits from the 2018-2019 school year by 2%
Rationale	As our school continues to implement Edgenuity our students are recovering credits and working towards a return to their cohort group. Averaging over 100 credits recovered in each of the last three years, the Edgenuity online curriculum continues to be the foundation of our school.
Intended Outcome	Amount of recovered credits will increase by a minimum of 2%.
Point Person	Todd Harless (harlem@bay.k12.fl.us)
Action Step	
Description	To achieve our goal we will ensure that each classroom has working Chromebooks and other needed technology. Students will be given ample class time to work on the Edgenuity curriculum. Teachers will continue to provide 1:1 help as needed by students working on Edgenuity.
Person Responsible	Jonathon Moore (moorej1@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Monthly data reports pulled from Edgenuity to ensure that students are meeting targets and on track to complete coursework.
Person Responsible	Elois Washington (washiej@bay.k12.fl.us)

Activity #3	
Title	Reduce discipline referrals by 10%
Rationale	As the only alternative middle school in Bay District we have a mixed population of students. Many of our students are placed at CC Washington due to behavior concerns, others are enrolled in an effort to recover credits and return to their cohort group. By decreasing discipline referrals our students will remain in the classroom and continue working towards their academic goals.
Intended Outcome	If our discipline referral numbers are decreased by 10% this will provide a pathway to achieve our two other stated goals. With a reduction of discipline referrals (out of school suspensions) our students will be in the classroom, have regular attendance, and be working towards their academic/behavior goals.
Point Person	Jonathon Moore (moorej1@bay.k12.fl.us)
Action Step	
Description	Our school will continue to implement the Florida PBIS program. We will utilize an online point system to track our students progress and achievement. Students with the most need will be enrolled in a Check In Check Out program for daily behavior/academic progress monitoring. All students will participate in the Panorama Social Emotional Goals Survey.
Person Responsible	Jonathon Moore (moorej1@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The PBIS team will be responsible for pulling daily/monthly progress reports that are generated by the PBIS Rewards software. PBIS Rewards online program will be used to implement the daily Check In, Check Out progress reports (approx 25 students participating). Our staff will participate in monthly MTSS Data Chats that will focus on Behavior and Academic goals for our most needy students. A shared Crisis Intervention Specialist will disaggregate the data from the Panorama surveys and use this in counseling talks with students. The Panorama data will also be used to generate professional development with teachers to promote a more relaxed and tension free classroom. The Panorama Survey will provide "mini PD" lessons for teachers to use in the classroom to better teach social skills to our students. A weekly activity will be provided to the homeroom teachers to improve social emotional skills. Crisis Specialist will have pull out groups.
Person Responsible	Jonathon Moore (moorej1@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.

The main goal of C.C. Washington Academy is to increase parent involvement in areas such as parent conferences and Title 1 workshops.

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.

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.

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.)

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.

MTSS 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 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.

Title IX

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 IX, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

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.

Part V: Budget

Total:	\$62,040.00
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